



History and Social Science  
Standards of Learning  
Enhanced Scope  
and Sequence

# Virginia Studies

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

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by the

Virginia Department of Education

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## Introduction

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The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
- Instructional activities
- Sample assessment items
- Additional activities, where noted
- Sample resources

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Organizing Topic

# Virginia: The Land and Its First Inhabitants

## Standard(s) of Learning

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- VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia by
- a) locating Virginia and its bordering states on maps of the United States;
  - 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, and Rappahannock River);
  - d) locating three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
  - e) describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.

## Essential Understandings, Knowledge, and Skills

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*Correlation to  
Instructional Materials*

### Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret artifacts and primary and secondary source documents to understand events in history.

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Determine cause and effect relationships.

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Compare and contrast historical events.

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Draw conclusions and make generalizations.

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Make connections between past and present.

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Sequence events in Virginia history.

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Interpret ideas and events from different historical perspectives.

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Evaluate and discuss issues orally and in writing.

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Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

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### Content

Know that locations of places can be described in relative terms.

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Know that relative location may be described using terms that show connections between two places such as “next to,” “near,” “bordering.”

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Locate the bordering bodies of water of Virginia:

- Atlantic Ocean
- Chesapeake Bay

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Locate the following states bordering Virginia:

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

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Recognize that geographic regions have distinctive characteristics.

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Know that Virginia can be divided into five geographic regions.

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Know the term *Fall Line*: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river.

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Know and describe the five geographic regions using the following information as a guide:

- Coastal Plain (Tidewater)
  - Flat land
  - Location near Atlantic Ocean and Chesapeake Bay (includes 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 Appalachian mountain system
  - Located between the Piedmont and 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 plateau located in Virginia

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Identify water features that were important to the early history of Virginia.

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Know that many early Virginia cities developed along the Fall Line, the natural border between the Tidewater and Piedmont regions where the land rises sharply and where the waterfalls prevent further travel on the river.

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Recognize that rivers flow downhill to the sea.

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

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Identify that the Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.

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Know the term *Peninsula*: A piece of land bordered by water on three sides.

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Describe how Virginia’s American Indians (First Americans) interacted with the climate and their environment to meet their basic needs.

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Describe the American Indian’s (First American’s) adaptation to the environment. Explain how the kinds of food they ate, the clothing they wore, and the shelters they had, depended upon the seasons. Use the following information as a guide:

- Foods changed with the seasons.
  - In winter, they hunted birds and animals.
  - In spring, they fished and picked berries.
  - In summer, they grew crops (beans, corn, squash).
  - In fall, they harvested crops.
- Animal skins (deerskin) were used for clothing.
- Shelter was made from materials around them.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*The Atlas of Virginia Archeology.* <<http://state.vipnet.org/dhr/atlas/va-index.htm>>. This site identifies and describes museums and historic sites throughout Virginia.

*Colonial America 1600-1775, K-12 Resources.* <<http://falcon.jmu.edu/~ramseyil/colonial.htm>>. This site provides primary resource documents and many other resources related to colonial America.

*Education Place.* Houghton Mifflin, Inc. <<http://www.eduplace.com/graphicorganizer/>>. This site offers access to a collection of graphic organizers to be used in this unit of Virginia Studies.

“The Fall Line.” <http://www.virginiaplaces.org/regions/fallshape.html>. This site includes a section on how the fall line shaped Powhatan's empire.

“The First Americans.” <<http://www.germantown.k12.il.us/html/intro.html>>. This site offers an overview of Native American cultures in the United States.

“The Geographic Regions of Virginia.” Virginia Department of Education. <<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>. This document offers a map of Virginia with the five geographic regions marked and defined.

“The Geological Regions of Virginia.” Virginia Division of Mineral Resources, Department of Mines, Minerals, and Energy. <<http://www.mme.state.va.us/DMR/DOCS/Geol/vageo.html>>. This site provides information about the geology of Virginia, along with key tectonic events and geological hazards.

“Graphic Organizers.” California Department of Education. <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. The site offers a Teacher’s Activity Bank that includes graphic organizers, rubrics, and other resources.

History of Virginia. <<http://www.scott.k12.va.us/martha2/History%20Page.htm>>. This site consists of student-created Web pages on the early history of Virginia, featuring activities.

*The Library of Virginia.* <<http://www.lva.lib.va.us/>>. This site provides access to multiple databases and millions of digital images of text, photographs, and maps.

“Maps of Virginia.” Weldon Cooper Center, University of Virginia. <<http://www.virginia.edu/coopercenter/map.html>>. This site provides a variety of maps and statistics related to Virginia.

“Native Americans in Early Colonial Virginia.” <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/vahistory/tribes.html>>. This site provides background information on the three major language groups of early Virginia.

“Native Americans Pre-Contact.” *Chesapeake Bay: Our History and Our Future.* Mariners Museum. <<http://www.mariner.org/chesapeakebay/native/nam002.html>>. This site supplies historical information about the Powhatan tribes, including their customs and language.

“Powhatan Indians of Virginia.” <http://falcon.jmu.edu/~ramseyil/vaindianspowindex.htm>. This site provides a brief review of information on the Powhatan Indians, written for younger readers.

“River Names in Virginia.” <<http://www.virginiaplaces.org/watersheds/3names.html>>. This site tells how rivers in Virginia got their names.

“Social Studies Curriculum Resources.” <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>. This site offers poster sets for Virginia Studies.

“The Story of Virginia.” Virginia Historical Society. <<http://www.vahistorical.org/storyofvirginia.htm>>. This site consists of ten concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

“Virginia: Facts, Maps, and State Symbols.” <<http://www.enchantedlearning.com/usa/states/virginia/>>. This site offers a variety of information about Virginia, including famous people and places.

*Virginia Pathways: The Series.* Virginia History Production Consortium. <<http://www.vastudies.org>>. This site offers access to six video episodes and accompanying print materials for fourth-grade study of Virginia history and economics.

*Virginia Places.* <<http://www.virginiaplaces.org/>>. This site offers a wealth of information the history and geography of Virginia.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia Studies. Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint2VAStudies.pdf>>. This site provides assessment information for Virginia Studies.

## Session 1: Location of Virginia in Relative Terms

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### *Materials*

- World map – classroom size
- United States map – classroom size and one for each student
- Virginia map – classroom size
- Chart paper/overhead projector/chalkboard
- Needles, scotch tape, magnet, bowls, water, Styrofoam (one per group)
- Index cards
- Markers
- Dry erase or chalk boards/markers or chalk
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### *Instructional Activities*

NOTE: The following Web sites may be helpful in the study of the location of Virginia:

- The five geographic regions of Virginia: <<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>
- Information about geographic resources and the history of Virginia: <<http://www.virginiaplaces.org/>>
- Maps of Virginia: <<http://www.virginia.edu/coopercenter/map.html>>
- Facts, maps, and state symbols of Virginia: <<http://www.enchantedlearning.com/usa/states/virginia/>>
- The five regions in geological features: <<http://www.mme.state.va.us/DMR/DOCS/Geol/vageo.html>>

1. In this session, the students will identify the relative location of Virginia in relationship to bordering bodies of water (Atlantic Ocean and Chesapeake Bay) and the bordering states (Maryland, Kentucky, Tennessee, West Virginia, and North Carolina).
2. Review cardinal and intermediate directions by using a compass rose on a map. Suggested activity: Group the children by fours to locate the cardinal directions north, east, south, and west using a magnetized needle attached to Styrofoam placed in a small bowl of water. Label the walls of the classroom north, east, south, and west upon completion of the activity.
3. Have the students practice facing north, east, south, and west.
4. On a wall map of Virginia, label the cardinal directions on index cards.
5. Ask the students the definition of *relative*. Write the student responses on chart paper or the chalkboard (e.g., “someone in your family,” “someone close to you”).
6. Review *relative location* words. Relative location words are used to describe spatial relationships between objects. Choose pairs of students to stand at their place. Ask the class where “David” is in relation to “Mary.” The students should respond, “I am next to, bordering, or near Mary.” Reinforce that these terms describe relative location.
7. Use a world map to locate the United States. Review the shape of the United States. Display a United States map, and tell the students to locate Virginia. Explain that Virginia is located in the eastern United States next to the Atlantic Ocean. Identify Virginia and label it. Have the students outline Virginia on their individual United States maps.

8. Explain to the students that certain states and bodies of water border Virginia. Use a United States wall map to identify the states that border Virginia. List student responses on the board and have them label the bordering states and bodies of water on their maps. Optional: Have the student tell what the relative location of each state is in relationship to Virginia. Example: West Virginia is west of Virginia.
9. Ask the students if Virginia is surrounded by land. Lead the students to recognize that on the eastern coastline there are two bodies of water that provide a border, which are the Atlantic Ocean and the Chesapeake Bay. Have the students identify the Atlantic Ocean and Chesapeake Bay and label them on their maps. Discuss the differences between an ocean and a bay.
10. Review: “What are the states that border Virginia?” and “What are the bodies of water that border Virginia?” Suggestions for review: Have partners tell and retell each other, use dry erase boards and markers for a quick quiz, or have students list the bordering states and bodies of water on notebook paper.

## Session 2: Virginia's Five Regions

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### Materials

- Virginia Atlas and Virginia Atlas CD of Lessons
- Virginia map – classroom size and one per student
- Chart paper
- Index cards
- Crayons
- String or yarn
- Straight pins or tape to attach the yarn
- Textbook, trade books, or other instructional materials
- Computer with Internet access
- Optional: In-class project on “Virginia Salt Dough Map” (Attachment A)

### Instructional Activities

NOTE: The following Web sites may be helpful in the study of Virginia's five regions:

- The five geographic regions of Virginia: <http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>
- Information about geographic resources and the history of Virginia. <http://www.virginiaplaces.org/>
- Maps of Virginia: <http://www.virginia.edu/coopercenter/map.html>
- Facts, maps, and state symbols of Virginia: <http://www.enchantedlearning.com/usa/states/virginia/>

1. Briefly, review the borders of Virginia by handing out cards with the names of the states and bodies of water. Ask the students to arrange themselves and the cards according to where each is located in relationship to Virginia.
2. Explain to the students that Virginia consists of geographic regions that have distinctive characteristics. Virginia can be divided into five geographic regions. These regions have distinctive characteristics based on their landforms and bodies of water.
3. Have the students describe the types of landforms and bodies of water in the region where they live. List the responses on the board, helping the students to understand the characteristics of the different landforms and bodies of water. Ask the students if they have traveled to places in the state, such as Virginia Beach, and ask them about their observations of the land. Did they see mountains and hills, or was the land flat? Ask the students about characteristics of the land and water in other regions they have visited in Virginia. Post the responses of the students.
4. Identify and locate each of the five regions of Virginia, using a wall map of Virginia. Label each region, and discuss its physical characteristics. (Select one color for the name and one color for the characteristics.) Students will color the regions on their map and make a map key. Example:

Green	Coastal Plain (Tidewater) flat land; location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore); east of the Fall Line
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5. Locate and identify the Fall Line on a map of Virginia. Explain that the Fall Line is an imaginary line where there is a natural border between the Coastal Plain (Tidewater) and the Piedmont regions. Also, the Fall Line is where waterfalls prevent further travel on the river. Attach yarn or string to the wall map so that the students can easily locate the Fall Line. Use a black crayon to draw the Fall Line on the students' maps and label the Fall Line. Refer to the Virginia Atlas CD for photographs of the Fall Line.

6. **Optional:** Make up body motions to characterize the landforms of each region and the water forms for the Atlantic Ocean and the Chesapeake Bay. Have the students travel from east to west starting with the Atlantic Ocean and ending at the Appalachian Plateau.
7. **Optional:** Play an “I Am Thinking” game. State the characteristics of a region and have the students guess which region you are thinking of by holding up index cards with the name of the region.
8. **Optional:** If pictures of places within each region are available, have the students discuss the characteristics of the land and identify which region it depicts.
9. **Optional:** Have students make a Virginia Salt Dough map as an in-class project. (See instructions in Attachment A.)

## Session 3: Water Features and the Early History of Virginia

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### Materials

- Virginia map – classroom size and one per student
- *Virginia Pathways*: “Episode II: Making the Move: Migration Segment”
- Index or file cards and markers.
- Chart paper/chalkboard
- “Water in Virginia” overhead transparency (Attachment B)
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### Instructional Activities

NOTE: The following Web sites may be helpful in the study of Virginia waterways:

- The five geographic regions of Virginia: <<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>
- Information about geographic resources and the history of Virginia: <<http://www.virginiaplaces.org/>>
- Maps of Virginia: <<http://www.virginia.edu/coopercenter/map.html>>
- Facts, maps, and state symbols of Virginia: <<http://www.enchantedlearning.com/usa/states/virginia/>>
- The five regions in geological features: <<http://www.mme.state.va.us/DMR/DOCS/Geol/vageo.html>>
- *Virginia Pathways*: <<http://www.vastudies.org>>.

1. Review with students the explorers they studied in third grade (Christopher Columbus — Spain; Juan Ponce de Leon — Spain; Jacques Cartier — France; and Christopher Newport — England). Recall the countries that sponsored the explorers. Ask the students how the explorers traveled to new lands, leading the students to say the explorers sailed by ship and across the Atlantic Ocean. Explain that Virginia was settled by Europeans who crossed the Atlantic Ocean, traveled through the Chesapeake Bay, and arrived in the Coastal Plain (Tidewater).
2. Have the students view the *Virginia Pathways* video, “Episode 2: Making the Move: Migration Segment.”
3. Review the waterways the students have studied and the reasons these waterways were important in the past as well as in the present. List student responses on a chart, and have them identify the Atlantic Ocean, Chesapeake Bay, Potomac River, James River, York River, and Rappahannock River. Use the *Virginia Atlas* to review the landforms of the Coastal Plain (Tidewater) region and have the students list the characteristics of the land west of the Fall Line. Guide the students to understand that the land rises higher and higher west of the Fall Line. Review what would happen if they had a human-made mountain and they poured water from the top. Where is the water going to flow? (downhill) In the same way, rivers flow from the mountains downhill to the sea. Use “Water in Virginia” transparency (Attachment B) to identify the water features that were important to the early history of Virginia.
4. Refer to the *Virginia Pathways* video and lessons. Ask the students to identify on a Virginia map the locations where most cities developed. Lead the students to understand that most cities in early Virginia developed along the Fall Line, where land rises sharply and waterfalls prevented further travel on the river. Repeat the *Pathways* video and have the students identify where rivers and cities are located. Locate the rivers on a Virginia wall map and label each river. Students should label individual maps with river names, the Chesapeake Bay, and the Atlantic Ocean.
5. Ask the students, “What is a peninsula?” Display the term *peninsula* on a word card and place it on the board. Compare a peninsula to a finger on a hand. Emphasize that a peninsula is a piece of land bordered on three sides by water. Have the students look at the Virginia map and find the Eastern Shore. Emphasize that the

Chesapeake Bay separates the Eastern Shore from the mainland of Virginia and that the Eastern Shore is part of the Coastal Plain (Tidewater).

## Session 4: Early Inhabitants of Virginia

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### Materials

- World map – classroom size
- Virginia map – classroom size and 1 per student
- Chart paper/chalkboard and markers
- Index cards
- Crayons
- American Indian (First American) Village picture
- Map of the Indians in Virginia 1600 from the Virginia Atlas
- “Jigsaw Activity” (Attachment C)
- Quiz VS. 2d, 2e (Attachment D)
- “I Have... Who Has...?” Game (Attachment E)
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### Instructional Activities

NOTE: The following Web sites may be helpful to both teachers and students:

- How the fall line shaped Powhatan's empire: <<http://www.virginiaplaces.org/regions/fallshape.html>>
- History of the Virginia Indians beginning with pre-contact: <<http://www.mariner.org/chesapeakebay/native/nam002.html>>
- Student-created Web pages on the early history of Virginia, with activities: <<http://www.scott.k12.va.us/martha2/History Page.htm>>
- Background information on the three major language groups of early Virginia: <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/vahistory/tribes.html>>
- Web project on American Indians (First Americans): <<http://www.germantown.k12.il.us/html/intro.html>>
- Virginia Studies poster sets: <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>
- Powhatan Indians on Virginia lessons and resources: <<http://falcon.jmu.edu/~ramseyil/vaindianspowindex.htm>>
- *The Atlas of Virginia Archeology*: <<http://state.vipnet.org/dhr/atlas/va-index.htm>>
- Primary resource documents. <<http://falcon.jmu.edu/~ramseyil/colonial.htm>>

1. Review the explorers from Session 3, and ask the students if they remember the name of an explorer (from third-grade history) that traveled from Europe to America looking for a new route to India. Who was he? (Christopher Columbus) Ask the students if they recall what Christopher Columbus called the people whom he found living in America. Answer: Indians. Why did he call them *Indians*?
2. Locate Columbus’ voyage via the Atlantic Ocean on a world map. Ask the students what Columbus saw when he arrived, and emphasize that most of the land was covered with forests.
3. Complete a KWL chart about the American Indians (First Americans) with the students, using graphic organizers from the following Web sites:
  - <<http://www.eduplace.com/graphicorganizer/>>
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

What I <b>Know</b> About the American Indians (First Americans)	What I <b>Want</b> to Know About the American Indians (First Americans)	What I <b>Learned</b> About the American Indians (First Americans)

4. Have students read a teacher-selected book about the early Virginia American Indians (First Americans).
5. Have students read *Becoming a Homeplace* from the Virginia Historical Society Web site: <http://www.vahistorical.org/sva2003/homeplace.htm>
6. Point out that the Virginia American Indians (First Americans) were called the *Eastern Woodland Indians*. Help the students conclude that the land in early Virginia was covered with forests.
7. Show pictures of a Virginia American Indian (First American) village, and discuss what the students observe and what these pictures show about the Eastern Woodland Indians. Lead the students to understand that climate and environment played an important role in the way of life of the Virginia Indians in acquiring food, clothing, and shelter for their survival. Explain that Virginia had a relatively mild climate with four distinct seasons, resulting in a variety of vegetation.
8. Have students complete the “Jigsaw Activity” about food, shelter, and clothing of Indians (Attachment C). Visit <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> for additional posters about Eastern Woodland Indians.
9. Introduce the term *artifact*. Display any sample artifacts. Ask students, “How do we know Indians lived in Virginia?” and record the responses on a chart. Define *artifact* with the students and make a list of possible artifacts. Discuss what the artifact tells us about the Virginia American Indian (First American). Show the picture from the Web site <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> entitled Virginia Indians’ Artifacts.
10. Explain there were three major language groups in early Virginia. Display a Virginia map that demonstrates the location of each language group. Use the available map in the Virginia Atlas.
11. On a Virginia wall map, label the location of each language group in one color and use another color label to identify a tribe of each language group. Have the students label their own Virginia maps as well.
12. Give the students Quiz VS. 2d, 2e (Attachment D).
13. Have the students draw pictures to show how Virginia American Indians (First Americans) acquired food during each season.
14. Play “I Have...Who Has...?” game (Attachment E).

## Session 5: Assessment

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### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample Assessment Items can be found in Attachment F.

## Attachment A: Virginia Landform Salt-Dough Map Project

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**Due date:** \_\_\_\_\_

The purpose of this project is to make a landform map of Virginia.

### *Materials*

- 1½ cups of flour
- ½ cup of salt
- ¼ cup of vegetable oil
- ½ cup water, mixing bowl
- no less than an 8" x 10" piece of plywood or thick cardboard
- tempera paint (yellow, green, orange, brown, blue)
- paintbrush
- paper for labels
- toothpicks
- glue

### *Instructions*

1. Combine the flour and salt. Slowly stir in oil and water. Squeeze the mixture for 3 or 4 minutes or until it feels like clay. If the mixture breaks up, add more water. If it is too sticky, add more flour.
2. Put the softball-sized ball of dough onto the ply board or cardboard and begin to form the shape of Virginia. (Use the outline map of Virginia to help you picture this.) Pinch and pull to form the mountains. Keep in mind the geographical characteristics of the land. The Coastal Plain is flat. The Piedmont has rolling hills. There are two parallel mountain ranges with a dip between them that make up the Blue Ridge Mountains and the Valley and Ridge regions.
3. Let the dough dry.
4. Make labels with the paper and toothpicks for Richmond, for the James, Rappahannock, York, and Potomac Rivers, and for the Chesapeake Bay. Insert the toothpicks in the dough before it dries.
5. Paint each of the five regions a different color.
6. Have the students write about the project experience.

**Attachment B: Water in Virginia**

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- Atlantic Ocean** — Links Virginia to other places
- Chesapeake Bay** — Provided a safe harbor  
— Source of food and transportation\*
- James River** — Flows into the Chesapeake Bay  
— Richmond and Jamestown are located on the James
- York River** — Flows into the Chesapeake Bay  
— Yorktown is located on the York
- Potomac River** — Flows into the Chesapeake Bay  
— Alexandria is located on the Potomac
- Rappahannock River** — Flows into the Chesapeake Bay

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

## Attachment C: Jigsaw Activity

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### *Materials*

- Number cards 1, 2, 3 or color cards (3 different colors) for a class
- Reproduced copies of information about the Powhatan food, shelter, and clothing
- Stand-up label cards (1 of each) “Food”, “Clothing”, and “Shelter”
- Textbook, trade books, or other instructional materials

### *Procedure*

1. Divide the class into three groups by passing out number or color cards.
2. Have the groups meet in a designated area of the classroom, where each member of the team chooses one of the three topics—Food, Clothing, or Shelter—and becomes an expert on his/her chosen topic.
3. Set up stations labeled with the topics to be read and discussed. Students form new groups to meet other students who are responsible for the same information.
4. While in these groups, students should read, discuss, and question each other about the information and prepare to return to their original groups to teach the information. They are responsible for the information and must become their group’s expert on the topic.
5. Students return to their original groups and teach other members of their teams. Each expert member reviews and teaches his topic to other members of his team until all of the information is mastered.
6. Have the students take a quiz or do an assignment to demonstrate mastery of all topics.

**Attachment D: Quiz Items (VS.2 d, e)**

<p><b>1. Write the language spoken by American Indians (First Americans) who lived in the following regions. Use the word bank below.</b></p> <p style="text-align: center;"><b>Siouan    Algonquian    Iroquoian</b></p> <p>A Piedmont <u>Siouan</u>          B Appalachian Plateau <u>Iroquoian</u>          C Coastal Plain (Tidewater) <u>Algonquian</u></p> <p><b>Match the seasons with the food acquired by the Powhatan.</b></p> <p>2. Spring        <u>C</u>          3. Winter        <u>A</u>          4. Summer       <u>D</u>          5. Fall            <u>B</u></p> <p>A hunted birds and animals          B harvested crops          C fished and picked berries          D grew beans, squash, and corn</p>	<p><b>Complete each sentence by filling in the blanks, using the word bank below.</b></p> <p style="text-align: center;"><b>shelter        climate        Christopher Columbus          Indies        artifacts        forests          seasons       animal skins    Eastern Woodland</b></p> <p><b>6-7. <u>Christopher Columbus</u> called the people in the lands that he discovered Indians because he thought he was in the Indies.</b></p> <p><b>8. Arrowheads, pottery, and other objects that have been found from long ago are called <u>artifacts</u> .</b></p> <p><b>9. The <u>climate</u> in Virginia is relatively mild.</b></p> <p><b>10. <u>Forests</u> cover the land in most of Virginia.</b></p> <p><b>11. Virginia’s Indians are known as <u>Eastern Woodland</u>.</b></p> <p><b>12. The Indians in Virginia adapted to their food, clothing, and shelter based upon the <u>seasons</u> .</b></p> <p><b>13. They wore <u>animal skins</u> for clothing.</b></p> <p><b>14. <u>Shelter</u> was made from materials like grass, wood, and animal skins.</b></p>
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## Attachment E: "I Have...Who Has...?" Game

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Directions: Choose one student to begin the activity. The student should read "I Have...Who Has...?" text question for the peninsula. The person who has the correct answer responds with the correct answer. The student then turns their card over and reads the question on their card. The student that has the correct answer responds. The students continue until the last card is matched with the card that started the activity. You can do this several times and try to beat the time of the previous round.

<p><i>I have peninsula.</i></p> <p><i>Who has the states that border Virginia?</i></p>	<p><i>I have Maryland, West Virginia, Kentucky, Tennessee, and North Carolina.</i></p> <p><i>Who has the body of water that separates the mainland and the Eastern Shore Peninsula?</i></p>
<p><i>I have the Chesapeake Bay.</i></p> <p><i>Who has the ocean that borders Virginia?</i></p>	<p><i>I have Atlantic Ocean.</i></p> <p><i>Who has the region whose geographical characteristic is described as flat?</i></p>
<p><i>I have Tidewater (Coastal Plains).</i></p> <p><i>Who has the peninsula that lies between the Atlantic Ocean and Chesapeake Bay?</i></p>	<p><i>I have Eastern Shore peninsula.</i></p> <p><i>Who has the region with rolling hills, rapids and the Fall Line?</i></p>

<p><i>I have Piedmont.</i></p> <p><i>Who has the region that is west of the Piedmont?</i></p>	<p><i>I have Blue Ridge Mountains.</i></p> <p><i>Who has the rivers that separate the peninsulas of the Coastal Plains?</i></p>
<p><i>I have James, York, Potomac, and Rappahannock.</i></p> <p><i>Who has the names of two cities on the Fall Line?</i></p>	<p><i>I have Richmond and Fredericksburg.</i></p> <p><i>Who has the river that flows on from the Blue Ridge Mountains through the Coastal Plains?</i></p>
<p><i>I have James River.</i></p> <p><i>Who has the place where the land rises and ships cannot go upstream?</i></p>	<p><i>I have Fall Line.</i></p> <p><i>Who has the peninsulas of the Coastal Plains (Tidewater)?</i></p>
<p><i>I have Middle Peninsula, Eastern Shore, Northern Neck, and the Peninsula.</i></p> <p><i>Who has the capital city of Virginia?</i></p>	<p><i>I have Richmond.</i></p> <p><i>Who has land surrounded by water on three sides?</i></p>

## Attachment F: Sample Assessment Items (VS.2 a–e)

*Asterisk (\*) indicates correct answer.*

<p><b>1. What large bodies of water border Virginia?</b>            A Atlantic Ocean and Pacific Ocean            B Chesapeake Bay and Shenandoah River            C Atlantic Ocean and Chesapeake Bay *            D Chesapeake Bay and Indian Ocean</p> <p><b>2. What states border Virginia?</b>            A Pennsylvania and Maryland            B West Virginia and Georgia            C Tennessee and North Carolina *            D Kentucky and South Carolina</p> <p><b>3. Which of the following phrases does <i>not</i> describe relative location?</b>            A The James River is a long river. *            B The Atlantic Ocean is near the Coastal Plain (Tidewater).            C West Virginia is a border of Virginia.            D Alexandria is near Fredericksburg.</p> <p><b>4. Which two regions of Virginia are separated by the Fall Line?</b>            A Appalachian Plateau and Blue Ridge Mountains            B Piedmont and Blue Ridge Mountains            C Coastal Plain and Piedmont *            D Blue Ridge Mountains and Piedmont</p> <p><b>5. Which is a characteristic of the Coastal Plain (Tidewater)?</b>            A Flat land *            B Old rounded mountains            C Valleys            D Plateau</p> <p><b>6. Which of the following regions has waterfalls that prevent further travel on the river?</b>            A Piedmont *            B Appalachian Plateau            C Coastal Plain            D Blue Ridge Mountain</p> <p><b>7. What region borders the Piedmont to the west?</b>            A Coastal Plain            B Appalachian Plateau            C Blue Ridge Mountains *            D Valley and Ridge</p> <p><b>8. Which region is a source of many Virginia rivers?</b>            A Coastal Plain            B Blue Ridge Mountains *            C Eastern Shore            D Appalachian Plateau</p>	<p><b>9. Which of the following is part of the Appalachian Mountain system?</b>            A Coastal Plain and Piedmont            B Piedmont and Appalachian Plateau            C Valley and Ridge and Appalachian Plateau *            D Valley and Ridge and Coastal Plain</p> <p><b>10. Which of the following describes the Appalachian Plateau?</b>            A Elevated land with a flat top *            B Rolling hills            C Valleys            D Mountains</p> <p><b>11. A piece of land bordered by water on three sides is a _____</b>            A river            B plateau            C bay            D peninsula *</p> <p><b>12. What body of water provided transportation links between Virginia and Europe?</b>            A James River            B Atlantic Ocean *            C Chesapeake Bay            D Potomac River</p> <p><b>13. Which rivers flow into the Chesapeake Bay?</b>            A Potomac and Mississippi            B James and York *            C Rappahannock and Shenandoah            D Mississippi and James</p> <p><b>14. What separates the Eastern Shore from the mainland of Virginia?</b>            A Atlantic Ocean            B James River            C Chesapeake Bay *            D Potomac River</p> <p><b>15. Who were the first people to live in Virginia?</b>            A Englishmen            B Africans            C French Huguenots            D American Indians (First Americans) *</p>
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**16. Which of the following was not a Virginia American Indian (First American) language group?**

- A Algonquian
- B Iroquoian
- C Apache \*
- D Siouan

**17. Arrowheads, pottery, and tools are examples of \_\_\_\_\_ that prove American Indians lived in all areas of Virginia.**

- A artifacts \*
- B journals
- C diaries
- D documents

**18. A tribe that lived in southwestern Virginia and spoke the Iroquoian language was the \_\_\_\_\_**

- A Powhatan
- B Monacan
- C Cherokee \*
- D Mattaponi

**19. In which region did the Siouan language group live?**

- A Piedmont \*
- B Valley and Ridge
- C Coastal Plain
- D Appalachian Plateau

**20. The climate of Virginia is relatively \_\_\_\_\_**

- A hot
- B cold
- C dry
- D mild \*

Organizing Topic

# Colonization and Conflict: 1607 through the American Revolution

## Standard(s) of Learning

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- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
  - a) explaining the reasons for English colonization;
  - b) describing how geography influenced the decision to settle at Jamestown;
  - c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America;
  - e) identifying the importance of the arrival of Africans and women to the Jamestown settlement;
  - f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
  - g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatan to the survival of the settlers.
  
- VS.4 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;
  - b) describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England;
  - c) explaining how geography influenced the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond;
  - d) describing how money, barter, and credit were used.
  
- VS.5 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 as expressed in the Declaration of Independence;
  - b) identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry;
  - c) identifying the importance of the American victory at Yorktown

## Essential Understandings, Knowledge, and Skills

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*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Identify and interpret artifacts and primary and secondary source documents to understand events in history.

\_\_\_\_\_

Determine cause and effect relationships.

\_\_\_\_\_

Compare and contrast historical events.

\_\_\_\_\_

Draw conclusions and make generalizations.

\_\_\_\_\_

Make connections between past and present.

\_\_\_\_\_

Sequence events in Virginia history.

\_\_\_\_\_

Interpret ideas and events from different historical perspectives.

\_\_\_\_\_

Evaluate and discuss issues orally and in writing.

\_\_\_\_\_

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

\_\_\_\_\_

**Content**

Know that some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.

\_\_\_\_\_

Explain that the first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.

\_\_\_\_\_

Explain the following reasons for English colonization in America:

- England wanted to establish an American colony to increase her wealth and power.
- England hoped to find silver and gold in America.
- An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade.

\_\_\_\_\_

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Know the following facts about Jamestown:

- Jamestown was primarily an economic venture.
- The stockholders of the Virginia Company of London financed the settlement of Jamestown.
- Jamestown became the first permanent English settlement in North America in 1607.

\_\_\_\_\_

\_\_\_\_\_

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Describe how location and physical characteristics influenced the decision to settle at Jamestown.

\_\_\_\_\_

Know that 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.

\_\_\_\_\_

Explain the reasons for the selection of the Jamestown site. Use the following information as a guide:

- The location could be easily defended from attack by sea (Spanish).
- The water along the shore was deep enough for ships to dock.
- They believed they had a good supply of fresh water

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Understand that the king of England had the power to grant charters allowing settlement in North America.

\_\_\_\_\_

Identify the importance of the Virginia charters:

- The king of England granted charters to the Virginia Company of London.
- The charters gave the Virginia Company the right to establish a settlement in North America.
- The first charter of the Virginia Company of London established companies to begin colonies in the New World.
- The charters extended English rights to the colonists.

\_\_\_\_\_

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Know that as Jamestown grew, the system of government evolved.

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Identify that Jamestown became a more diverse colony by 1620.

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Know that in 1619 the governor of Virginia called a meeting of the Virginia Assembly. The Assembly was a system of government that included two citizen representatives (called “burgesses”) from each of the divisions of Virginia, the governor’s council, and the governor. (At that time, only adult men were considered citizens.) By the 1640s, the burgesses became a separate legislative body, called the Virginia House of Burgesses.

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Identify that the Virginia House of Burgesses was the first elected legislative body in America giving settlers the opportunity to control their own government.

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Identify that the Virginia House of Burgesses became the General Assembly of Virginia, which continues to this day.

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Know that the arrival of women in 1620 made it possible for the settlers to establish families and a more permanent settlement at Jamestown.

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Know that Africans arrived in Jamestown against their will. It is believed that they arrived as baptized Christians and therefore were labeled indentured servants for a period of 5 to 7 years.

---

Identify that the arrival of Africans made it possible to expand the tobacco economy.

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Know that the English colonists found life in Jamestown harder than they had expected.

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Describe the hardships faced by the settlers, using the following information as a guide:

- The site they chose to live on was marshy and lacked safe drinking water.
- The settlers lacked some skills necessary to provide for themselves.
- Many settlers died of starvation and disease.

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Describe the changes that ensured survival with the arrival of two supply ships, the forced work program and strong leadership of Captain John Smith, and the emphasis on self-sustaining agriculture ensured survival of the colony.

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Know that the Powhatan people and the English settlers at Jamestown established trading relationships and for a while had positive interactions.

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Recognize that Captain John Smith initiated trading relationships with the Powhatan.

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Describe how the Powhatan traded food, furs, and leather with the English in exchange for tools, pots, guns, and other goods.

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Understand how the Powhatan people contributed to the survival of the Jamestown settlers in several ways. Pocahontas, daughter of Chief Powhatan, believed the English and American Indians (First Americans) could live in harmony. Pocahontas began a friendship with the colonists that helped them survive. The Powhatan introduced new crops to the English, including corn and tobacco.

---

Know that the Powhatan people realized the English settlement would continue to grow. The Powhatan people saw the colonists as invaders that would take over the land.

---

Know that the success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.

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Know the term *cash crop*: A crop that is grown to sell for money rather than for use by the growers

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Explain that the economy of the Virginia colony depended on agriculture as a primary source of wealth.

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Explain that tobacco became the most profitable agricultural product. Tobacco was sold in England as a cash crop.

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Explain how the successful planting of tobacco depended on a reliable and inexpensive source of labor.

- Large numbers of Africans were brought to the colony against their will to work as slaves on the plantations.
- The Virginia colony became dependent on slave labor, and the dependence lasted a long time.

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Describe how cultural landscapes reflect beliefs, customs, and architecture of people living in those areas.

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Understand that although a colony of England, Virginia developed a unique culture different from that of England.

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Describe how cultural landscapes reflect beliefs, customs, and architecture of people using the following information as a guide:

- Whenever people settle an area, they change the landscape to reflect the beliefs, customs, and architecture of their culture. Examples of cultural landscapes include
  - Barns
  - Homes
  - Places of worship (e.g., churches)

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Know the following place names that reflect culture:

- English — Richmond
- American Indian (First American) — Roanoke

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Describe where various cultural groups settled, using the following information as a guide:

- English settled primarily in Tidewater and Piedmont regions.
- Germans and Scotch-Irish settled primarily in the Shenandoah Valley, which was along the migration route.
- Africans settled primarily in the Tidewater and Piedmont regions, where agriculture required a great deal of labor.
- American Indians (First Americans) were primarily in the Tidewater and Piedmont regions and the Appalachian Plateau, where their traditional homelands were located.

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Describe how migration and living in new areas caused people to adapt old customs to their new environment.

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Understand that the culture of Virginia reflected American Indian (First American), African, and European origins.

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Explain how geographical factors often influence the location of a capital.

\_\_\_\_\_

Describe the factors that influenced the move from Jamestown to Williamsburg

- Drinking water was contaminated by seepage of salt water.
- Dirty living conditions caused diseases.
- Williamsburg was situated at a higher elevation than Jamestown.
- Fire destroyed wooden buildings at Jamestown.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the factors that influenced the move from Williamsburg to Richmond

- Population was moving westward.
- Richmond was a more central location.
- Richmond’s location was better for trade.
- Moving to Richmond increased the distance from attack by the English.

\_\_\_\_\_  
\_\_\_\_\_  
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Describe how money was not commonly used in early agricultural societies.

\_\_\_\_\_

Know the following terms:

- Money: A medium of exchange (currency, which includes coins and paper bills)
- Barter: Trading/exchanging of goods and services without the use of money
- Credit: Buying a good or service now and paying for it later
- Debt: A good or service owed to another
- Saving: Money put away to save or to spend at a later time

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Understand that few people had paper money and coins to use to buy goods and services.

\_\_\_\_\_

Know that barter was commonly used instead of money.

\_\_\_\_\_

Recognize that tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.

\_\_\_\_\_

Understand that farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.

\_\_\_\_\_

Know that colonial Virginia had no banks.

\_\_\_\_\_

Understand that conflicts developed between the colonies and England over how the colonies should be governed.

\_\_\_\_\_

Understand that the Declaration of Independence gave reasons for independence and ideas for self-government.

\_\_\_\_\_

Identify, using the following information as a guide, the reasons why colonists and the English 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 since they had no representation in Parliament.

\_\_\_\_\_  
\_\_\_\_\_

Understand that 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.

\_\_\_\_\_

Understand that Virginians made significant contributions during the Revolutionary War era.

\_\_\_\_\_

Identify the varied roles of Virginians in the Revolutionary War era.

- Virginia patriots served in the Continental Army and fought against the English, leading to the English surrender at Yorktown.
- Some Virginians were neutral and did not take sides.
- Other Virginians remained loyal to England.
- African Americans from Virginia were divided about the war. Some slaves fought for the English because they were promised freedom.
- James Armistead Lafayette, a slave from Virginia, served in the Continental Army and was given his freedom after the war.
- During the war, women took on more responsibility.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the contributions of Virginians during the Revolutionary War era, using the following information as a guide:

- 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 England 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."

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify that the last major battle of the Revolutionary War was fought at Yorktown, Virginia.

\_\_\_\_\_

Understand that the American victory at Yorktown resulted in the surrender of the English army, bringing an end to the war.

\_\_\_\_\_

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The American War for Independence.” *The History Place*.

<<http://www.historyplace.com/unitedstates/revolution/index.html>>. This site supplies historical information on the Revolutionary War.

“Charters of Freedom.” National Archives.

<[http://www.archives.gov/exhibit\\_hall/charters\\_of\\_freedom/declaration/declaration\\_history.html](http://www.archives.gov/exhibit_hall/charters_of_freedom/declaration/declaration_history.html)>. This site provides the history of the Declaration of Independence.

*Documents of American History*. Virginia Department of Education.

<<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>>. This publication contains the text of The Constitution of Virginia, Virginia Statute of Religious Freedom, Declaration of American Independence, Constitution of the United States of America with Amendments, and The Virginia Charters. It also includes a section on “Teaching the Virginia Declaration of Rights and Other Historical Documents.”

“Early Virginia Charters.” <<http://www.learner.org/channel/workshops/primarysources/virginia/before.html>> and <<http://www.jamestowne.org/Royalc.htm>>. These two sites provide information about the founding of Jamestown. The first offers the text of the actual second charter from 1609. The second site describes all three charters.

“The First Legislative Assembly at Jamestown, Virginia.” <<http://www.nps.gov/colo/Jthanout/1stASSLY.html>>. This site describes the first meeting of the House of Burgesses in 1619.

“Governing the Colony of Virginia.” *Virginia Places*

.<<http://www.virginiaplaces.org/government/govcolony.html>>. This site presents a concise history of Virginia from the founding of Jamestown to the establishment of the House of Burgesses.

Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. These sites supply a variety of graphic organizers to help students understand the content of the unit.

“Instructions to the Early Settlers of Virginia.” *From Revolution to Reconstruction, and What Happened Afterward*. <<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm>>.

“The Jamestown Online Adventure.” <<http://www.jamestown2007.org/kids.cfm>>. This interactive game allows students to play the role of the Captain of the Jamestown Colony. They must make choices about food, health, wealth, and morale as they set about to establish the colony, relying on the advice of fellow colonists, an American Indian (First American) guide, and London Company instructions.

“Jamestown — Why There?” *Virginia Places*. <<http://www.virginiaplaces.org/vacities/7jamestown.html>>. This site provides the reasons the Virginia Company chose Jamestown as the first permanent settlement in Virginia.

The Library of Virginia. <<http://www.lva.lib.va.us/>>. This site provides access to multiple databases and millions of digital images of text, photographs and maps.

“Life at Jamestown.” Jamestown-Yorktown Foundation.

<[http://www.historyisfun.org/PDFbooks/Life\\_at\\_Jamestown.pdf](http://www.historyisfun.org/PDFbooks/Life_at_Jamestown.pdf)>. This booklet is designed to give students “an overview of the early life of English settlement at Jamestown.”

*Revolutionary War.* <<http://www.kathimitchell.com/revolt.htm>>. This site provides access to a collection of Web sites on the American Revolution for students.

*Social Studies Curriculum Resources: Posters on Virginia Studies.*  
<<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>. Users can click on “Virginia Gains Independence” for posters on the American Revolution.

*Virginia Historical Society.* <<http://www.vahistorical.org/storyofvirginia.htm>>. This site offers ten concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia Studies. Test Blueprint.* Virginia Department of Education, 2003/04.  
<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint2VAStudies.pdf>>. This site provides assessment information for Virginia Studies.

*Voyage to Virginia.* Jamestown-Yorktown Foundation.  
<[http://www.historyisfun.org/PDFbooks/Voyage\\_to\\_Virginia.pdf](http://www.historyisfun.org/PDFbooks/Voyage_to_Virginia.pdf)>. This booklet is designed to give students “an overview of 17th-century navigation technology and life at sea for crew and passengers.”

## Session 1: Jamestown

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### *Materials*

- World map – classroom size and one per student
- Virginia map – classroom size and one per student
- Chart paper and markers
- Paper King James crown
- Sign and poster (see #4 below)
- Copy of the first charter of the Virginia Company of London and samples of the other charters
- Sentence strips
- Story about Jamestown
- Star for Virginia map
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### *Instructional Activities*

NOTE: The following Web site, which consists of ten concise, easy-to-read chapters on Virginia history, will be helpful in the study of this unit: <<http://www.vahistorical.org/storyofvirginia.htm>>.

1. Review information studied about the American Indians (First Americans). Show a world map and locate England on the map. Draw a line from England to Virginia and ask the students if they were in England in which direction would they have to travel in order to reach Virginia.
2. Ask the students the following question, “Why would people in England want to go to a new land (Virginia) to settle?” Record responses on sentence strips. Combine these sentence strips with teacher made statements on sentence strips. Post them and discuss which ones are good reasons for settling in Virginia.
3. Tell the students that the English, after failed attempts at settlement, were finally successful in 1607 in settling a colony in Jamestown. Read a story about Jamestown to the class.
4. Select a group of students to hold a sign that says Virginia Company of London. On the opposite side of the room, have one or two students hold a map of Virginia. In another section have one student portray the king by wearing a paper crown and holding a poster that looks like a charter. Set the scene by reading the following scenario.

Groups of businessmen who live in England are trying to increase their wealth. They are all members of the Virginia Company of London. They have decided that Virginia is a good place to locate an English colony because they suspect that there is gold and/or silver there. They also hope to find natural resources that could be used to produce products for new markets for English trade. The businessmen will not travel themselves, but need to find men who will travel; They also need to provide ships and supplies for the journey and settlement. They also need permission from King James, and so they present their case. King James grants a charter allowing them to proceed.

Have the student playing King James read the first charter of the Virginia Company of London. Information about the Charters of Virginia is available at <<http://www.jamestowne.org/Royalc.htm>>.

5. Review the reasons for the colonization and settlement in Virginia. Discuss the importance of the Virginia charters with the class. Stress how Jamestown was an economic venture. Share samples of the charters from Virginia: “The History and Culture of a Commonwealth” from The Library of Virginia. Charters are available at the following Web address:  
<<http://www.learner.org/channel/workshops/primarysources/virginia/before.html>>.
6. Refer back to the scenario in step 4. Choose a group of students to pretend they are boarding the Susan Constant, Discovery, and Godspeed for travel to the New World. Have them travel across the room to Virginia. Ask the students what they see around them when they arrive. List the responses on a chart. Reinforce the idea that there were lots of forests and wilderness and that the inhabitants were Eastern Woodland Indians, specifically the Algonquian language group and Powhatan tribe.
7. Give the students a world map and have them trace the route from England to Virginia through the Chesapeake Bay to Jamestown. Place a star on the student map and classroom Virginia map for easy reference. Review the meaning of peninsula and explain that Jamestown was originally located on a peninsula, but now Jamestown is an island. Learn more about why the settlers chose Jamestown at <<http://www.virginiaplaces.org/vacities/7jamestown.html>>.
8. Ask the students to brainstorm reasons why they think this location was selected. Write their responses on a chart, and then tell them the reasons for the site choice.
9. Have the students draw pictures illustrating the three reasons for the Jamestown site choices.
  - The location could be easily defended from attack by sea (Spanish).
  - The water along the shore was deep enough for ships to dock.
  - They believed they had a good supply of fresh water.
10. Learn more about why Jamestown was chosen as the site by going to <<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm>>.

## Session 2: Early Life in Jamestown

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### Materials

- Book about the settlers of Jamestown
- Picture of John Smith
- KWL chart
- “Jamestown 1607 Cause-and-Effect Activity” and “Sequence Activity” (Attachments A and B)
- Textbook, trade books, or instructional materials about Jamestown
- Computer with Internet access

### Instructional Activities

1. Review the reasons for the location and settlement at Jamestown.
2. Introduce the term *hardship*, and ask the students to give an example of what hardships they might encounter in the present. Define the word *hardship*. Now have them brainstorm possible hardships for the settlers at Jamestown. Remind the students that the men who came were gentleman who lacked labor skills and thought that they would find riches upon arrival. Explain that they did not know how to grow crops or hunt. They did not want to work, because in England they had been businessmen.
3. Review the Essential Understandings for information on hardships faced by the settlers. A teacher and student resource, *Voyage to Virginia*, is available from the Jamestown-Yorktown Foundation at the following Web site: <[http://www.historyisfun.org/PDFbooks/Voyage\\_to\\_Virginia.pdf](http://www.historyisfun.org/PDFbooks/Voyage_to_Virginia.pdf)>
4. Read a book about the settlers of Jamestown to help identify John Smith and show his picture from the following Web site. Discuss his leadership role at Jamestown. Picture from Jamestown Rediscovery: <<http://www.apva.org/history/jsmith.html>>.
5. Complete a KWL chart about early relationships between the Virginia Indians and settlers.

What I <b>Know</b> About the American Indians (First Americans) and the Settlers	What I <b>Want</b> to Know About the American Indians (First Americans) and the Settlers	What I <b>Learned</b> About the American Indians (First Americans) and the Settlers

6. State that Captain John Smith initiated trade relationships with the Powhatan Indians, and describe how he befriended Pocahontas, creating a link between the Powhatan Indians and the English.
7. Discuss situations in which the Powhatan would no longer want to have friendly relations with the English. Have the students state possible circumstances such as the settlers were wasteful and took over land.
8. Review the previously studied content by completing the “Jamestown 1607 Cause-and-Effect Activity” and “Sequence Activity” (Attachments A and B).

## Session 3: Virginia Assembly (1619)

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### *Materials*

- Drawing paper, crayons, markers, or colored pencils
- Chart paper and marker
- Handout or transparency “How Did Our Government Begin?” (Attachment C)
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### *Instructional Activities*

1. Ask the students what would happen if there were no rules in the school. Have them draw a picture to represent possible situations that could occur without rules. Discuss the reason and importance of rules in everyday life (e.g., safety, protection of rights).
2. Relate the information gathered in the discussion about life without rules to the early colonists forming the settlement without rules, and write on a chart some possible situations. Remind students of John Smith’s statement, “Those who will not work, will not eat.” Reinforce the idea that this was an early form of government necessary for survival and advancement of the colony.
3. Lead a classroom discussion about how the colonists began to want more voice in the rules of the colony and asked for permission from the British king. The king allowed the colonists to form the House of Burgesses. Explain that a burgess was a representative for a large group of people, such as in the settlements surrounding Jamestown. Two citizen representatives were elected from each of the divisions of Virginia. At that time, only adult English men were considered citizens and could be elected as burgesses.
4. Divide the class into groups of four or five, and have the students elect one student as a representative for the group in making classroom group decisions. Allow the elected representatives the opportunity to make simple decisions for their group during class period. Additional information is available about governing the colony of Virginia at the following web site: <<http://www.virginiaplaces.org/government/govcolony.html>>.
5. Relate the need for rules today with the need for rules in the early Jamestown colony.
6. Divide the students into groups, and have them write rules that they think would help the Jamestown settlement. Share and discuss. Use the handout or transparency, “How Did Our Government Begin?” (Attachment C) to explain the sequence of events. Review the Web site, “The First Legislative Assembly at Jamestown, Virginia” at <<http://www.nps.gov/colo/Jthanout/1stASSLY.html>>.
7. Explain that in the 1640s the burgesses became a separate legislative body called the Virginia House of Burgesses. Tell the students that it was the first elected legislative body in America giving settlers the opportunity to control their own government. Later this body became the General Assembly of Virginia, which continues today.

## Session 4: Arrival of African People and Women in Jamestown \_\_\_\_\_

### *Materials*

- Teacher-selected book about Jamestown colony
- World map – classroom size and one per student
- Chart paper/chalkboard
- Markers
- Textbook, trade books, or other instructional materials

### *Instructional Activities*

1. Review the groups of people in Virginia during the early 1600s. Explain how having a government brought more order and permanence to the colony. The settlers were ready to establish families so that the colony could grow. Women were brought to the colony in 1620.
2. Find a book about early Jamestown and read selections that explain how tobacco became a cash crop. Define *cash crop*. Talk about how agriculture became the primary source of wealth. Explain that tobacco was the most profitable product, because it was not available in England, and so the settlers traded it for supplies they needed.
3. Explain or continue reading excerpts of a selected book to discuss that the settlers needed to find an inexpensive source of labor to expand the tobacco economy. Use a world map to show the students where this labor would come from and have them identify the continent of Africa. Explain that the Africans were brought against their will, first as indentured servants, to plant, raise, and harvest the tobacco. As the economy grew, more Africans were needed for labor. Many Africans were apprehended against their will and brought to America as slaves. The dependence on slave labor in Virginia would last for many, many years.

## Session 5: Cultural Landscapes in Early Virginia

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### *Materials*

- Chart paper and markers
- World map – classroom size
- Virginia map – classroom size
- Early Virginia Groups (labels)
- Virginia Pathways. “Episode 2: Making the Move, Segment 1 — Migration”
- Textbook, trade books, or other instructional materials

### *Instructional Activities*

1. Review by asking the students “What people who are living in Virginia now have we discussed?” Review the English men and women, Africans, and American Indians (First Americans).
2. Define *cultural landscape*. Cultural landscapes reflect beliefs, customs, and architecture of people living in those areas. Ask if the landscape of early Virginia has changed since the colonists arrived. Remind the students of the features of the landscape before the colonists arrived; examples would be some American Indian (First American) villages, forests, and rivers. What changes have occurred since the English arrived? What does the land look like? (Students should mention cultural structures such as English style homes, barns, and places of worship.) Compare and contrast the landscape of Virginia before and after the colonists arrived. Have the students conclude reasons for changes in the landscape.
3. Ask the students to share how they celebrate winter holidays in their homes. Have them be specific about their traditions (e.g., special foods, some of their activities, decorations, and other details.). List their responses on a chart. Discuss with the students the fact that many different kinds of people immigrated to America. These people brought their traditions with them — the kinds of food they ate, their clothing, their beliefs, and their architecture. Relate this information to the ways that the cultural landscape changed in Virginia as the European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) inhabited early areas of Virginia.
4. Refer to a world map and a Virginia map to locate the origins of these groups of people and where they settled in Virginia. Have the students place the names of these groups on the classroom wall map of Virginia, and discuss why each group settled in a particular region.
5. Locate the cities of Richmond and Roanoke, and tell the students that Richmond is an English name and Roanoke is an American Indian (First Americans) name. Ask the students to find and share other places that have Indian names (such as Chickahominy River, Powhatan County, Accomack County) and English names (such as Bedford County, Sussex County, Essex County). Ask the students other words that the English language has adopted from American Indian language (such as *moccasin*, *succotash*, *squash*, and others).
6. Show for review the *Virginia Pathways* “Episode 2: Making the Move, Segment 1 — Migration.”

## Session 6: Geographical Factors and the Location of Virginia's Capital \_\_\_\_\_

### *Materials*

- Chart paper/chalkboard
- Markers
- Virginia map – classroom size
- Sentence strips
- Worksheet on “The Capitals of Early Virginia” (Attachments D and E)
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### *Instructional Activities*

1. In this session, students will draw conclusions about why the capital was moved two different times in early Virginia. Visit <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>> for posters about the movement of the capital city.
2. Refer to the Essential Understandings for the hardships experienced by colonists at Jamestown. List these on a chart. Lead the students to identify these hardships as reasons for moving the capital from Jamestown to Williamsburg. Also, point out that the drinking water was contaminated. Ask them why. (You want students to conclude that the area was marshy and contained diseases in addition to seepage of salt water. You want them to conclude also that dirty living conditions caused disease, and many colonists died as result.)
3. Tell the students that fire twice destroyed wooden buildings at Jamestown, and that the settlement never recovered. This was another reason for moving the capital city to Williamsburg.
4. Explain why Williamsburg was chosen as the new capital city. It was situated at a higher elevation than Jamestown. The population of the town was growing. The city was located farther from the James River, making it drier. Help students conclude that people would want to move to a safer place to protect themselves from diseases.
5. On the Virginia classroom wall map, point out that Jamestown and Williamsburg were highly populated by the beginning of the 1700s due to successful farming. Colonists were looking for more land to settle and grow tobacco on (remind them it is a cash crop). The colonists traveled northwest on the James River until they reached the Fall Line and Richmond. Remind students that waterfalls prevented further travel up river. Explain that Richmond was a better location for trade than was Williamsburg or Jamestown. It was a central location, and moving to Richmond increased the distance from attack by the English. Write the reasons for moving the capital to Richmond on sentence strips, and post in the classroom for easy reference and review.
6. Have the students brainstorm reasons why the colonists would fear attack from England. (List on chart and save for Session 8 when teaching the American Revolution.)
7. Give students “The Capitals of Early Virginia” (Attachments D and E) as a worksheet to reinforce their understanding of reasons for moving the capital from Jamestown to Williamsburg and from Williamsburg to Richmond.

## Session 7: Economic Forms of Exchange in the Early Virginia Colony

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### *Materials*

- Chart paper/chalkboard
- Markers
- Sentence strips
- Textbook, trade books, or other instructional materials

### *Instructional Activities*

1. In this session, students will study the economics of colonial times. Set the scenario by placing the following statement on the board:

You have no money. All you have are your toys and video games. You visit a friend who has a toy that you would really like to have. Without taking it from him, what would you offer to gain possession of your friend's toy?

List student responses. Lead them to think about trading and introduce the term *barter*. Review how the colonists traded with the American Indians (First Americans) to survive during early colonization.

2. Ask, "How do people acquire what they need or want in today's society?" (Examples: money, checks, debit cards, credit cards)
3. Divide the students into four groups and give each group one of the following terms: *money*, *credit*, *debt*, and *savings*. Have each group define the word and generate a skit to perform for the class to teach their peers what they learned. Give the group a sentence strip to write the word and definition to be posted for easy reference and review.
4. Have students make an Economic Terms booklet, writing a definition and either drawing a picture or writing a sentence using each economic term.
5. Review that tobacco was a cash crop and was often referred to as green gold; therefore, it was used as money. Farmers, for example, would barter their harvested tobacco for goods and services. Emphasize that few people had paper money and coins to pay for goods and services, therefore, they often purchased needed items on credit, promising to pay their debts when their crops were harvested and sold.
6. Ask the students "When your parents need money, where do they go to get it?" (You want them to relate banks as resource.) Ask, "Were there banks in Colonial times?" List reasons why or why not. Explain that in Colonial times there were no banks in Virginia. (The first bank of the United States was established in 1791.)
7. Separate the students into small groups to create products that may have been used by the Colonial people. Hold a market day activity in class to barter and exchange their products.

## Session 8: The Role of Virginia in the American Revolution

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### *Materials*

- KWL chart
- Copy of Declaration of Independence
- Textbook, trade books, or other instructional materials
- Computer with Internet access

### *Instructional Activities*

1. In this session, students will identify the reasons why the colonies went to war with England as expressed in the Declaration of Independence. Visit <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>> for posters about the American Revolution. Visit <<http://www.vahistorical.org/storyofvirginia.htm>> for additional information on Virginia's role in the American Revolution.
2. Have the students brainstorm what they think the word *revolt* means.
3. Create a KWL chart about the American Revolution, and share background information from various books.
4. Review the key facts about the French and Indian War. Explain to them that it was the turning point in reasons for wanting to be free and independent of English rule.
5. Tell the students that the colonists and the English Parliament disagreed over how the colonies should be governed.
6. Tell the students that the colonists communicated their feelings with each other and the king on several occasions and finally decided to declare their freedom from King George's rule through a written document called the Declaration of Independence.
7. Show them the Declaration of Independence at <[http://www.archives.gov/national\\_experience/declaration.html](http://www.archives.gov/national_experience/declaration.html)> and tell them that a Virginian — Thomas Jefferson — was chosen to write this document. (In Session 9, spend more time discussing Thomas Jefferson's contributions to Virginia and our nation.)
8. Explain that 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.
9. Explain that the Declaration of Independence was adopted on July 4, 1776, and it officially started the Revolutionary War with England.

**Session 9: Virginians during the Revolutionary War; American Victory at Yorktown\_\_\_\_\_*****Materials***

- Bulletin board and pushpins
- Chart paper/chalkboard
- Markers
- Teacher-selected books about George Washington, Thomas Jefferson, Patrick Henry, and James Armistead Lafayette
- Copies of Patrick Henry’s “...give me liberty or give me death” speech
- Prop representing food and ammunition
- White flag
- Picture of Victory of Yorktown
- Teacher-prepared sequence or cause-and-effect activity
- Textbook, trade books, or other instructional materials

***Instructional Activities***

1. In this session, students will identify contributions of Virginians during the Revolutionary War era.
2. Define the terms *patriot*, *loyalist*, and *neutral*. Post the definitions on a bulletin board.
3. First, have the students pretend they are patriots and list reasons on a chart why they are fighting against England. Discuss.
4. Then, have the students pretend they are loyalists and list reasons on a chart why they are in support of England. Discuss.
5. Next, have the students pretend they are neutral and list reasons on a chart why they are not taking sides. Discuss.
6. Share the information from the Essential Understandings about the roles of patriots, loyalists, and neutrals. Refer back to the chart about the feelings each group expressed about slaves during the war. Explain that there was one slave from Virginia in particular who played an instrumental role by serving the Continental Army as a spy. His name was James Armistead Lafayette, and he was given his freedom after the war.
7. Ask the students to predict the role that women might have during the Revolutionary War. List the responses on a chart. Explain that they had more responsibility and have the students identify what those responsibilities may have been. (Lead students to realize that women had to take care of farms, families, and wounded soldiers; maintain the home, etc.)
8. Show the students pictures of Thomas Jefferson, George Washington, and Patrick Henry (Visit <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>), and see if students can identify these patriots before you tell them their names. Divide the class into three groups and have them research these men, focusing on the roles they played during the Revolutionary War. Have each group share their information with other class members while they take notes. Refer to the Essential Understandings for necessary details.
9. Share excerpts from books about George Washington, Thomas Jefferson, and Patrick Henry.
10. Optional: Have students memorize and recite an excerpt from Patrick Henry’s “...give me liberty or give me death.” speech.

11. Set up simulations where some students portray George Washington, Continental soldiers, French soldiers, General Cornwallis, and the Redcoats. Share that Cornwallis and his men needed supplies such as food and ammunition. (Have a prop on a table away from this group of children protected by the children portraying the French and children portraying George Washington and his soldiers.) Cornwallis and his men attempt to get to the supplies they need, but are unsuccessful because they are surrounded by forces on all sides. Cornwallis must surrender (give child playing Cornwallis a white flag).
12. Share pictures of American victory at Yorktown. (For posters, visit <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>.) Explain that we are now a free country that must form its own government.
13. Give the students a sequence activity to review events of the Revolutionary War, or have students complete a cause-and-effect activity similar to the one on Jamestown at Attachment A.

**Session 10: Assessment**

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***Materials***

- Assessments

***Instructional Activities***

1. Administer the assessment for SOL VS.3. Sample assessment items can be found in Attachment F.
2. Administer the assessment for SOL VS.4. Sample assessment items can be found in Attachment G.
3. Administer the assessment for SOL VS.5. Sample assessment items can be found in Attachment H.

## Attachment A: Jamestown 1607 Cause-and-Effect Activity

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Directions: Draw a line to match the cause with the effect.

### Cause

The Virginia Company of London stockholders wanted to establish a colony in America.

Jamestown had water deep enough to dock ships and was a good site to defend the settlement from the Spanish.

The Virginia Company of London stockholders asked the king of England for permission to settle a colony in America.

### Effect

The colonists chose Jamestown as their settlement site.

The stockholders asked the king's permission.

The king granted the Virginia Company of London a charter to establish a colony in America.

### Sequence Activity

Number the following events in the order in which they happened.

- \_\_\_\_\_ The Virginia Company of London financed a venture to colonize North America.
- \_\_\_\_\_ The American Indians (First Americans) were settled in Virginia.
- \_\_\_\_\_ Christopher Columbus led an expedition to North America.
- \_\_\_\_\_ The king of England granted the first charter to establish a settlement in North America.
- \_\_\_\_\_ The English colonists chose Jamestown as the location for their settlement.

## Attachment B: Jamestown 1607 Cause-and-Effect Activity (Answer Key) \_\_\_\_\_

Directions: Draw a line to match the cause with the effect.

### Cause

### Effect

The Virginia Company of London stockholders wanted to establish a colony in America.

The colonists chose Jamestown as their settlement site.

Jamestown had water deep enough to dock ships and was a good site to defend the settlement from the Spanish.

The stockholders asked the king's permission.

The Virginia Company of London stockholders asked the king of England for permission to settle a colony in America.

The king granted the Virginia Company of London a charter to establish a colony in America.

### Sequence Activity

Number the following events in the order in which they happened.

\_\_\_3\_\_\_ The Virginia Company of London financed a venture to colonize North America.

\_\_\_1\_\_\_ The American Indians (First Americans) were settled in Virginia.

\_\_\_2\_\_\_ Christopher Columbus led an expedition to North America.

\_\_\_4\_\_\_ The king of England granted the first charter to establish a settlement in North America.

\_\_\_5\_\_\_ The English colonists chose Jamestown as the location for their settlement.

**Attachment C: How Did Our Government Begin? \_\_\_\_\_**

**1607 – 1618**

King – Controlled the colony

- Governor appointed by the king to rule the colony. The governor carried out the king’s wishes.
- Council made up of members selected by the Virginia Company of London

**1619**

Virginia General Assembly created. Made up of two branches

- Council: This was made up of members appointed by the Virginia Company of London (mostly wealthy and powerful planter families). The council provided advice to the colony’s governor.
- House of Burgesses: These representatives were voted to the House of Burgesses. At the time, there were 11 settlements, and each settlement elected two representatives. Their job was to make laws for the new colony.

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**Democracy: a government that is run by the people it governs**

## Attachment D: The Capitals of Early Virginia \_\_\_\_\_

Match the letter of each statement to the correct column.

**Factors related to moving the capital  
from Jamestown to Williamsburg**

**Factors related to moving the capital  
from Williamsburg to Richmond**

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- A. Dirty living conditions caused disease.
- B. It was a more central location.
- C. Fire destroyed wooden buildings.
- D. It increased the distance from attack by the English.
- E. Population was moving westward.
- F. Drinking water was contaminated.
- G. The land was a higher elevation.
- H. The location was better for trade.

## Attachment E: The Capitals of Early Virginia (Answer Key) \_\_\_\_\_

Match the letter of each statement to the correct column.

**Factors related to moving the capital  
from Jamestown to Williamsburg**

**Factors related to moving the capital  
from Williamsburg to Richmond**

    **A**    

    **B**    

    **C**    

    **D**    

    **F**    

    **E**    

    **G**    

    **H**    

- I. Dirty living conditions caused disease.
- J. It was a more central location.
- K. Fire destroyed wooden buildings.
- L. It increased the distance from attack by the English.
- M. Population was moving westward.
- N. Drinking water was contaminated.
- O. The land was a higher elevation.
- P. The location was better for trade.

## Attachment F: Sample Assessment Items (VS.3 a–g)

*Asterisk (\*) indicates correct answer.*

**1. The English wanted to colonize America to \_\_\_\_\_**

- A increase their wealth \*
- B develop friendly relationships with the Indians
- C send prisoners to a new place
- D find good schools for their students

**2. Who financed the settlement at Jamestown?**

- A King James of London
- B Mayflower Company
- C Virginia Company of London \*
- D Tobacco Company

**3. Where was the first permanent English settlement in North America?**

- A Williamsburg
- B Richmond
- C Jamestown \*
- D Hampton

**4. A narrow strip of land surrounded on three sides by water is a \_\_\_\_\_**

- A bay
- B island
- C peninsula \*
- D gulf

**5. The English chose Jamestown as the location for their settlement for all of the following reasons *except*:**

- A It could be easily defended from attack by sea from the Spanish.
- B The water on the shore was deep enough for the ships to dock.
- C They believed it had a good supply of fresh water
- D The American Indians (First Americans) asked them to settle there. \*

**6. Who granted the charters to colonize North America?**

- A Captain John Smith
- B King of England \*
- C Virginia Company of London
- D Powhatan Indians

**7. The first system of representative government in Virginia was the \_\_\_\_\_**

- A Virginia Assembly \*
- B Parliament
- C Council
- D Congress

**8. In the 1600s, the only citizens who could vote were**

- A indentured servants
- B African people
- C adult men \*
- D Powhatan Indians

**9. The first elected legislative body in America was the \_\_\_\_\_**

- A Virginia House of Burgesses \*
- B Congress of the United States
- C Parliament of England
- D Virginia Company of London

**10. The Virginia House of Burgesses later became and continues today as the \_\_\_\_\_**

- A Governor's Council
- B General Assembly \*
- C United Nations
- D House of Commons

**11. The arrival of Africans in the colony made it possible to expand the economy of \_\_\_\_\_**

- A coal
- B tobacco \*
- C forestry
- D shipping

**12. How did the arrival of women at Jamestown in 1620 affect the colony?**

- A It was possible to expand the tobacco economy.
- B It was possible to meet more Americans Indians (First Americans).
- C It was possible to get a right to vote.
- D It was possible to establish families and develop a more permanent settlement \*

**13. All of the following are hardships faced by the settlers at Jamestown *except*:**

- A The settlers lacked some skills necessary to provide for themselves.
- B Many settlers died of starvation and disease
- C The site they chose was marshy and lacked safe drinking water.
- D The settlers found gold and silver in the Virginia mountains. \*

**14. Who placed emphasis on self-sustaining agriculture, which ensured survival of the Jamestown colony?**

- A Captain Christopher Newport
- B John Rolfe
- C Governor Berkeley
- D Captain John Smith \*

**15. Who became friends with the Jamestown settlers and helped them survive?**

- A Sacagawea
- B Pocahontas \*
- C White Dove
- D Hiawatha

**16. Which Jamestown settler initiated trading relationships with the Powhatan American Indians (First Americans)?**

- A Chief Powhatan
- B Captain Christopher Newport
- C Captain John Smith \*
- D Christopher Columbus

## Attachment G: Sample Assessment Items (VS.4 a–d)

*Asterisk (\*) indicates correct answer.*

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|---|--|
| <p><b>1. Who was brought to the Virginia colony against their will to work as slaves on the plantations?</b><br/> A Women<br/> B Africans *<br/> C Germans<br/> D American Indians (First Americans)</p> <p><b>2. The most profitable agricultural product in the Virginia colony was _____</b><br/> A lumber<br/> B peanuts<br/> C corn<br/> D tobacco *</p> <p><b>3. A crop grown for money rather than for use by the growers is called a _____</b><br/> A cash crop *<br/> B human resource<br/> C stock exchange<br/> D service request</p> <p><b>4. The economy of colonial Virginia was dependent on _____</b><br/> A agriculture *<br/> B factories<br/> C shipping<br/> D mining</p> <p><b>5. What did the Virginia colony depend on as a source of help with the tobacco crop?</b><br/> A House of Burgesses<br/> B Virginia Company of London<br/> C Slave Labor *<br/> D Stockholders of England</p> <p><b>6. Whenever people settle in an area, they change the landscape to reflect the beliefs, customs, and architecture of their _____</b><br/> A transportation<br/> B maps<br/> C culture *<br/> D cash crops</p> <p><b>7. All of the following are examples of cultural landscapes <i>except</i>:</b><br/> A churches<br/> B barns<br/> C telephones *<br/> D homes</p> | <p><b>8. Who settled primarily in the (Coastal Plain) Tidewater and Piedmont regions?</b><br/> A English *<br/> B Cherokees<br/> C Germans<br/> D Scotch-Irish</p> <p><b>9. The African people settled primarily in the Tidewater and Piedmont Regions because they _____</b><br/> A liked the climate of the area<br/> B could gain their freedom faster<br/> C were needed for labor on the farms *<br/> D preferred the area to the mountains</p> <p><b>10. Names of places in Virginia like Roanoke and Richmond reflect _____</b><br/> A skills<br/> B culture *<br/> C landscapes<br/> D language</p> <p><b>11. Who settled the Shenandoah Valley?</b><br/> A Germans and Scotch-Irish *<br/> B Dutch and Spanish<br/> C English and French<br/> D Mexicans and Canadians</p> <p><b>12. Which of these was not a factor for moving the capital city from Jamestown to Williamsburg?</b><br/> A Contaminated drinking water caused diseases.<br/> B Fire destroyed wooden buildings at Jamestown.<br/> C Williamsburg was a higher elevation.<br/> D The population in Jamestown made it too crowded. *</p> <p><b>13. Buying a good or service now and paying for it later is _____</b><br/> A debt<br/> B credit *<br/> C barter<br/> D saving</p> <p><b>14. What is trading by exchanging goods for other goods, without using money called?</b><br/> A Money<br/> B Credit<br/> C Barter *<br/> D Saving</p> |
|---|--|

**15. What was used for money and was called “green gold” in early Virginia?**

- A Squash
- B Wheat
- C Tobacco \*
- D Pumpkins

## Attachment H: Sample Assessment Items (VS.5 a–c)

*Asterisk ( \*) indicates correct answer.*

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|--|--|
| <p><b>1. The colonists of Virginia believed that Parliament had no right to tax them because they had no _____</b><br/> A armies<br/> B representation *<br/> C resource<br/> D property</p> <p><b>2. What famous Virginian spoke out against England by saying, "...give me liberty or give me death"?</b><br/> A George Mason<br/> B Patrick Henry *<br/> C George Washington<br/> D James Madison</p> <p><b>3. The document authored by Thomas Jefferson that states the people should have the authority to govern themselves is the _____</b><br/> A Virginia Declaration of Rights<br/> B Declaration of Independence *<br/> C Virginia Charters<br/> D Constitution of the United States of America</p> <p><b>4. The colonists and Parliament disagreed over _____</b><br/> A how many English should settle in Virginia<br/> B how many English soldiers were needed to protect Virginia<br/> C how Virginia should be governed *<br/> D the king not visiting Virginia</p> <p><b>5. "All people are created equal and have the right to life, liberty, and the pursuit of happiness." This quote from the Declaration of Independence was written by _____</b><br/> A Thomas Jefferson *<br/> B George Washington<br/> C King George<br/> D James Monroe</p> <p><b>6. Which Virginian was Commander-in-Chief of the Continental Army?</b><br/> A George Mason<br/> B Patrick Henry<br/> C George Washington *<br/> D Thomas Jefferson</p> <p><b>7. What group of Virginians served in the Continental Army?</b><br/> A Patriots *<br/> B Rulers<br/> C Women<br/> D Loyalists</p> | <p><b>8. Virginians who remained faithful to England were known as _____</b><br/> A delegates<br/> B loyalists *<br/> C patriots<br/> D commanders</p> <p><b>9. People who did not take sides during the war with England were called _____</b><br/> A burgesses<br/> B African Americans<br/> C representatives<br/> D neutrals *</p> <p><b>10. Which slave served in the Continental Army and was given his freedom after the Revolutionary War?</b><br/> A George Wythe<br/> B Nat Turner<br/> C John Brown<br/> D James Armistead Lafayette *</p> <p><b>11. Who provided military leadership by serving as commander-in-chief of the Continental Army during the Revolutionary War?</b><br/> A Thomas Jefferson<br/> B Patrick Henry<br/> C John Smith<br/> D George Washington *</p> <p><b>12. Some African people fought for the English because they were promised _____</b><br/> A homes<br/> B freedom *<br/> C money<br/> D clothing</p> <p><b>13. Who surrendered at Yorktown?</b><br/> A Spain<br/> B England *<br/> C America<br/> D Virginia</p> <p><b>14. Where was the last major battle of the Revolutionary War fought?</b><br/> A Jamestown<br/> B Richmond<br/> C Boston<br/> D Yorktown *</p> |
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**Attachment I: Additional Activities**

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- Have students create a timeline of the beginnings of early government in Virginia.
- Have students create a flow chart of reasons why the capital of Virginia was relocated.
- Have students read biographies and report on the roles of early Virginia leaders during the Revolutionary War.

Organizing Topic

# Political Growth and Western Expansion: 1781 to the Mid 1800s

## Standard(s) of Learning \_\_\_\_\_

- VS.6 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”;
  - 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;
  - c) explaining the influence of geography on the migration of Virginians into western territories.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret artifacts and primary and secondary source documents to understand events in history.

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Determine cause and effect relationships.

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Compare and contrast historical events.

\_\_\_\_\_

Draw conclusions and make generalizations.

\_\_\_\_\_

Make connections between past and present.

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Sequence events in Virginia history.

\_\_\_\_\_

Interpret ideas and events from different historical perspectives.

\_\_\_\_\_

Evaluate and discuss issues orally and in writing.

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Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

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### Content

Know that the actions and ideas of Virginians formed the basis for the new constitutional government of the United States.

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Explain why 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.”

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Explain why James Madison 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.”

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Understand that the 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.

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Identify that the Virginia Declaration of Rights, written by George Mason, states that all Virginians should have certain rights, including freedom of religion and freedom of the press. The document became the basis for the Bill of Rights of the Constitution of the United States of America.

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Identify that the Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. This document was the basis for the First Amendment to the Constitution of the United States of America, the amendment that protects religious freedom.

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Understand that geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.

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Explain that 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.

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Understand the following geographic influences:

- Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.
- Virginians migrated into western territories looking for large areas of land and new opportunities.
- As Virginians moved, they took their traditions, ideas, and cultures with them.
- Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

### *Charters of Freedom.*

<[http://www.archives.gov/exhibit\\_hall/charters\\_of\\_freedom/declaration/declaration\\_history.html](http://www.archives.gov/exhibit_hall/charters_of_freedom/declaration/declaration_history.html)>. This site provides a history of the Declaration of Independence.

“A Day in the Life of Thomas Jefferson.” *Monticello: The Home of Thomas Jefferson.*

<<http://www.monticello.org/jefferson/dayinlife/sunrise/home.html>>. This site describes a typical day at Monticello.

### *Documents of American History.* Virginia Department of Education.

<<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>>. This publication contains the text of The Constitution of Virginia, Virginia Statute of Religious Freedom, Declaration of American Independence, Constitution of the United States of America with Amendments, and The Virginia Charters. It also includes a section on “Teaching the Virginia Declaration of Rights and Other Historical Documents.”

“Famous Virginians.” <<http://www.acps.k12.va.us/tucker/fvirg.htm>>. This site provides links to approximately 25 famous people from Virginia, ranging from John Smith and George Washington to Maggie L. Walker and Richard Byrd.

“George Mason.” *Gunston Hall Plantation.* <<http://gunstonhall.org/georgemason/>>. This site includes a biography of George Mason, his quotations, and historic human rights documents influenced by this patriot.

“George Mason.” *From Revolution to Reconstruction.* <http://odur.let.rug.nl/~usa/B/gmason/gmasxx.htm>. This site provides a biography of George Mason and describes his role in the creation of the Virginia Declaration of Rights.

“George Washington.” <<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>. This site supplies timelines, activities, crafts, and coloring printouts about George Washington.

“George Washington.” Anne Pemberton, 2002.

<<http://www.educationalsynthesis.org/famamer/Washington.html>>. This site provides facts about George Washington and links to additional information.

“George Washington.” *The White House.* <<http://www.whitehouse.gov/history/presidents/gw1.html>>. This site provides a brief biography of George Washington and links to additional information about past presidents.

Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. These sites supply a variety of graphic organizers to help students understand the content of the unit.

“Historic Human Rights Documents.” *Gunston Hall Plantation.* <<http://gunstonhall.org/documents/vdr.html>>. This site contains the text of the Virginia Declaration of Rights.

“James Madison.” *The White House.* <<http://www.whitehouse.gov/history/presidents/jm4.html>>. This site provides a brief biography of James Madison and links to additional information about past presidents.

“James Madison: His Legacy.” *The James Madison Center.* <<http://www.jmu.edu/madison/center/index.htm>>. This site contains the Madison archives, information about Montpelier, and a book-length history of the United States.

The Library of Virginia. <<http://www.lva.lib.va.us/>>. This site provides access to multiple databases and millions of digital images of text, photographs and maps.

*Social Studies Curriculum Resources: Posters on Virginia Studies.*

<<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>. Users can click on “The New Nation” for posters on the period between the American Revolution and Civil War.

“Thomas Jefferson.” *The American Presidency.* <<http://ap.grolier.com/browse?type=profiles.#pres>>. This site offers access to four biographies of Thomas Jefferson for different reading levels.

“Thomas Jefferson.” *The White House.* <<http://www.whitehouse.gov/history/presidents/tj3.html>>. This site provides a brief biography of Thomas Jefferson and links to additional information about past presidents.

*Virginia Declaration of Rights.* The National Archives.

<[http://www.archives.gov/national\\_archives\\_experience/virginia\\_declaration\\_of\\_rights.html](http://www.archives.gov/national_archives_experience/virginia_declaration_of_rights.html)>. This site contains the text of the Virginia Declaration of Rights.

*Virginia Historical Society.* <<http://www.vahistorical.org/storyofvirginia.htm>>. This site offers ten concise, easy-to-read chapters on Virginia history from prehistoric times to the present. The chapters “Becoming Virginians” and “Becoming Americans” are applicable to this unit.

“Virginia History.” <http://www.fcps.k12.va.us/NewingtonForestES/Gradepages/virginia.htm>. This site provides access to a number of research sites related to Virginia history.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia Studies. Test Blueprint.* Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint2VAStudies.pdf>>. This site provides assessment information for Virginia Studies.

“Virginia Statute of Religious Freedom.” PBS. <http://www.pbs.org/jefferson/enlight/religi.htm>. This site presents the Statute of Religious Freedom in context: the draft of the statute presented to the Virginia assembly, the final version, and questions about the reaction of people to the text.

“Virginia Statute of Religious Freedom.” Library of Virginia

<<http://www.lva.lib.va.us/whatwedo/k12/bor/vsrftext.htm>>. This site provides the text of the statute.

*Westward Expansion.* <http://www.fcps.k12.va.us/NewingtonForestES/Gradepages/westward.htm>. This site provides access to a number of research sites for westward expansion, including Lewis and Clark, the Oregon Trail, and the Alamo.

## Session 1: Virginians and the Establishment of the New American Nation\_\_\_\_\_

### *Materials*

- Pictures of George Washington, George Mason, Thomas Jefferson
- Chart paper/chalkboard
- Markers
- Drawing paper and crayons
- Copy of the Constitution of the United States of America
- “Document Match-up Game” (Attachment A)
- Butcher paper/bulletin board paper
- Textbook, trade books, or other instructional materials

### *Instructional Activities*

NOTE: Pictures of George Washington, James Madison, George Mason and Thomas Jefferson can be found at *Social Studies Curriculum Resources: Posters on Virginia Studies*.

<<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>.

1. Begin the unit by telling the students that Virginia played an important role in the establishment of the new American nation. The actions and ideas of Virginians formed the basis for the new constitutional government of the United States.
2. Post a picture of George Washington, and ask students to recall what they already know about him. List responses on a chart. Review or explain the following:
  - Washington is called the “Father of our Country.”
  - He was the first President of the United States of America.
  - He was a leader of the Continental Army.
  - George Washington provided strong leadership to help the young country.
  - He provided a model of leadership for future presidents.
3. Have students complete a graphic organizer about George Washington, using the following resources.
  - Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and <http://www.sdcoe.k12.ca.us/score/actbank/torganz.htm>.
  - “George Washington.” <<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>.
  - “George Washington.” Anne Pemberton, 2002. <<http://www.educationalsynthesis.org/famamer/Washington.html>>.
  - “George Washington.” *The White House*. <<http://www.whitehouse.gov/history/presidents/gw1.html>>.
4. Introduce another famous Virginian, James Madison. Emphasize that he is called “Father of the Constitution.”
  - A *constitution* is a set of rules and laws that tells how a government is organized and run. Discuss why rules are made.
  - Review how rules were made at the beginning of the school year. Ask students, “If a new country is being formed, what are some of the things that could happen if there were no rules that people had to follow?” Have the students draw their ideas and share. Discuss the reasons for rules: protection, safety, and order.
  - Review that a constitution is a plan of government that outlines how the government is organized and the rights and responsibilities of citizens.
5. Discuss how James Madison believed in the importance of having a United States Constitution. Explain that he kept detailed notes during the Constitutional Convention and that 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.”

6. Use the following Web sites to guide the students in a brief introduction to the Constitution.
  - *Documents of American History*. Virginia Department of Education <<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>>
  - Charters of Freedom. <[http://www.archives.gov/national\\_archives\\_experience/declaration\\_history.html](http://www.archives.gov/national_archives_experience/declaration_history.html)>
7. Use the following Web sites as a resource for students to complete a graphic organizer about James Madison.
  - Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>.
  - “James Madison.” *The White House*. <<http://www.whitehouse.gov/history/presidents/jm4.html>>.
  - “James Madison: His Legacy.” *The James Madison Center*. <<http://www.jmu.edu/madison/center/index.htm>>.
8. Show a picture of George Mason, and discuss how his Virginia documents were used to help create documents for the new nation.
  - Explain that he was concerned about individual rights.
  - Ask the students to define *rights*. List their responses and relate how the Constitution protects people’s rights.
  - Refer to the Bill of Rights and explain how it was added after the Constitution was written. Tell students that the first ten amendments (or revisions) are called the Bill of Rights and are based on George Mason’s Virginia Declaration of Rights.
9. Use the following Web sites to have the students read and research the Virginia Declaration of Rights:
  - *Virginia Declaration of Rights*. The National Archives. <[http://www.archives.gov/national\\_archives\\_experience/virginia\\_declaration\\_of\\_rights.html](http://www.archives.gov/national_archives_experience/virginia_declaration_of_rights.html)>
  - “Historic Human Rights Documents.” *Gunston Hall Plantation*. <<http://gunstonhall.org/documents/vdr.html>>
10. Show a picture of Thomas Jefferson, and have the students recall what they know about him.
  - Remind the students that when the colonists came they were required to worship in the same church.
  - Explain that the Virginia Statute for Religious Freedom, written by Thomas Jefferson, says that people should be free to worship as they please.
  - Explain that the document was written first for the Virginia Colony, but later became part of the United States Constitution as the First Amendment, which protects religious freedom.
11. Use the following Web sites as a resource for students to complete graphic organizer about Thomas Jefferson.
  - Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
  - “Thomas Jefferson.” *The American Presidency*. <<http://ap.grolier.com/browse?type=profiles.#pres>>.
  - “Thomas Jefferson.” *The White House*. <<http://www.whitehouse.gov/history/presidents/tj3.html>>
12. Use the following Web sites to introduce the students to The Virginia Statue of Religious Freedom.
  - “Virginia Statute of Religious Freedom.” PBS. <<http://www.pbs.org/jefferson/enlight/religi.htm>>.
  - “Virginia Statute of Religious Freedom.” Library of Virginia <<http://www.lva.lib.va.us/whatwedo/k12/bor/vsrftext.htm>>.
12. Optional activity: Divide the class into four groups. Have one child per group lie on butcher paper while others trace his or her outline. Have the students turn the outline into George Washington, George Mason, Thomas Jefferson, or James Madison. Have the group dress the figure and list the contributions of each patriot in forming the new nation.
13. Optional activity: Play the “Document Match-up Game” (Attachment A).

## Session 2: The Migration of Virginians into Western Territories

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### *Materials*

- Chart paper/chalkboard
- Markers
- Picture map of Virginia
- Teacher-selected book about migration into western territories (optional)
- Textbooks, trade books

### *Instructional Activities*

1. In this session, the students will understand how geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.
2. Ask students the following questions:
  - “Where did most people settle when the colony was getting started?” (the Coastal Plains, Tidewater, and Piedmont)
  - “How did most people make their living?” (farming)
  - “What was the major crop?” (tobacco)
3. Ask, “Why do people move?” List the responses on a chart.
  - Explain that for close to 200 years, Virginians had been planting tobacco, and that over the course of time, the soil’s nutrients had begun to deteriorate. That caused problems for farmers trying to make a profit with tobacco. Therefore, Virginians had to find new land and new opportunities.
  - Ask, “Where do you think they moved?” Explain that most migrated west and south in search of better farmland. (Settlers crossed over the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.)
  - Show picture map of Virginia from <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>> and have the students determine which mountains were crossed in the western migration.
  - If desk maps are available, have students plot routes in these directions.
4. Review the groups of people who settled in Virginia and where they settled. Remind the students that these people had different traditions, ideas, and cultures, and the newly settled communities would reflect their traditions, ideas, and cultures.
5. Optional: Have students read a teacher-selected book about the migration of Virginians into western territories.
6. Use the following Web site to research the western migration: *Westward Expansion*.  
<http://www.fcps.k12.va.us/NewingtonForestES/Gradepages/westward.htm>
7. Ask students to list additional factors that may influence migration. Write the list on the board. Ask students to classify the factors into categories: economic, social, political, and environmental. The same factors can also be categorized as "push" or "pull." Push factors drive people away from their previous location, while pull factors draw people to a new location.

## Session 3: Assessment

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### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found in Attachment B.

## Attachment A: Document Match-up Game

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*Directions: Cut the cards apart and have the students match them up. This can be done individually or as a class.*

<p>Virginia Statute for Religious Freedom</p>	<p>Declaration of Independence</p>
<p>Virginia Declaration of Rights</p>	<p>Charters of the Virginia Company of London</p>
<p>Allowed for a representative form of government</p>	<p>Authorized the establishment of the colonies</p>

<p>Extended English rights to the colonists</p>	<p>Formed the basis for the Bill of Rights, the first ten amendments to the U.S. Constitution</p>
<p>Written by George Mason</p>	<p>Part of the Virginia Constitution</p>
<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness.”</p>	<p>Written by Thomas Jefferson</p>
<p>Listed basic rights of individuals, including life, liberty, and the pursuit of happiness</p>	<p>“When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected with one another...”</p>

Written by Thomas Jefferson	Separated church and state
Established religious freedom	The basis for the first amendment to the U.S. Constitution, which guarantees freedom of religion
Explained why the colonies should break away from England	Was adopted on July 4, 1776, by the Second Continental Congress

## Attachment B: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

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|---|---|
| <p><b>1. Who is known as the “Father of Our Country”?</b><br/> A Thomas Jefferson<br/> B George Washington *<br/> C James Madison<br/> D George Mason</p> <p><b>2. Who is known as the “Father of the Constitution”?</b><br/> A Thomas Jefferson<br/> B George Washington<br/> C James Madison *<br/> D George Mason</p> <p><b>3. Who wrote the Virginia Declaration of Rights?</b><br/> A Thomas Jefferson<br/> B George Washington<br/> C James Madison<br/> D George Mason *</p> <p><b>4. Who wrote the Virginia Statute for Religious Freedom?</b><br/> A Thomas Jefferson *<br/> B George Washington<br/> C James Madison<br/> D George Mason</p> <p><b>5. Which document stated that all Virginians should have certain rights including freedom of religion and freedom of the press?</b><br/> A Declaration of Independence<br/> B Virginia Declaration of Rights *<br/> C Virginia Statute of Religious Freedom<br/> D Bill of Rights</p> <p><b>6. Which document was the basis for the First Amendment to the Constitution of the United States, the amendment that protects religious freedom?</b><br/> A Declaration of Independence<br/> B Virginia Declaration of Rights<br/> C Virginia Statute for Religious Freedom *<br/> D Bill of Rights</p> <p><b>7. Virginia’s agricultural base began to change after _____</b><br/> A the American Revolution *<br/> B the Civil War<br/> C World War I<br/> D World War II</p> | <p><b>8. Virginians migrated into _____ territories looking for large areas of land and new opportunities.</b><br/> A southern<br/> B northern<br/> C eastern<br/> D western *</p> <p><b>9. What mountains did the settlers cross as they migrated west to new lands?</b><br/> A Sierra Mountains<br/> B Appalachian Mountains *<br/> C Blue Ridge Mountains<br/> D Rocky Mountains</p> <p><b>10. Which crop was hard on the soil, causing many farmers to look west and south for new land to farm?</b><br/> A Tobacco *<br/> B Cotton<br/> C Corn<br/> D Peanuts</p> <p><b>11. What did the settlers pass through as they crossed the Appalachian Mountains migrating to new lands in the west?</b><br/> A Fall Line<br/> B Hampton Roads<br/> C Eastern Shore<br/> D Cumberland Gap *</p> <p><b>12. What most influenced the movement of people as Virginians moved to and beyond the Virginia western frontier?</b><br/> A Geography *<br/> B Tourism<br/> C Exports<br/> D Communication</p> |
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**Attachment C: Additional Activities**

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- Have students read either a teacher-selected book or a class set of novels about the writing of the Constitution of the United States of America.
- Have students create a timeline of events during the creation of the Freedom Documents.
- Have students research the Virginia Declaration of Rights.
- Have students create a flow chart of the evolution of the documents created during this time period.
- Have students use a KWL chart for the unit on the writing of the Freedom Documents.
- Have students read biographies and report on the roles of early Virginia leaders during this time period.

Organizing Topic

# Civil War and Post-War Eras

## Standard(s) of Learning \_\_\_\_\_

- VS.7 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;
  - b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia.
- VS.8 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;
  - b) identifying the effects of segregation and “Jim Crow” on life in Virginia;
  - c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills (to be incorporated into instruction throughout the academic year)

Identify and interpret artifacts and primary and secondary source documents to understand events in history.

\_\_\_\_\_

Determine cause and effect relationships.

\_\_\_\_\_

Compare and contrast historical events.

\_\_\_\_\_

Draw conclusions and make generalizations.

\_\_\_\_\_

Make connections between past and present.

\_\_\_\_\_

Sequence events in Virginia history.

\_\_\_\_\_

Interpret ideas and events from different historical perspectives.

\_\_\_\_\_

Evaluate and discuss issues orally and in writing.

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Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

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### Content

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

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

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Identify the following differences between northern and southern states:

- The economy in the northern part of the United States was industrialized, while in the southern part it was agricultural and relied on slave labor.

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- 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.”

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Identify the following events leading to secession and war:

- Nat Turner led a revolt against plantation owners in Virginia.
- Abolitionists campaigned to end slavery.
- Harriet Tubman established a secret route that escaped slaves took; it became known as the “Underground Railroad.”
- John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged.
- After Abraham Lincoln became President of the United States in 1860, some southern states seceded from the Union. Later, other southern states, including Virginia, seceded to form the “Confederate States of America.”

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Understand the creation of West Virginia using the following information as a guide:

- Conflict grew between the eastern counties of Virginia that relied on slavery and western counties that favored abolition of slavery.
- The disagreement between the two regions of the state led to the formation of West Virginia.

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

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Identify the following major Civil War battles fought in Virginia:

- The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle.
- General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.
- Richmond was the last capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war.
- Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederate), two ironclad 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.

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Understand that Virginians faced serious problems in rebuilding the state after the war.

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Know the term 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.

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Identify the following problems faced by Virginians during Reconstruction:

- Millions of freed slaves needed housing, clothing, food, and jobs.
- Virginia’s economy was in ruins:
  - Money had no value.
  - Banks were closed.
  - Railroads, bridges, plantations, and crops were destroyed.

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Identify the following measures taken to resolve problems

- The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South.
- 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.

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Understand the freedoms and rights promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.

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Know the following terms:

- Segregation: the separation of people, usually based on race or religion
- Discrimination: an unfair difference in the treatment of people

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Recognize that during Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.

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Recognize that 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.

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Identify how “Jim Crow” laws had an effect on African American life.

- Unfair poll taxes and voting tests were established to keep African Americans from voting.
- African Americans found it very difficult to vote or hold public office.
- African Americans were forced to use separate drinking fountains.
- African American and white children attended separate schools.

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Understand that after the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.

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Describe how Virginia began to grow in many areas 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 to cities. Railroad centers stimulated the growth of factories where clothing, furniture, and other useful items were made. Roanoke became a railroad center. Richmond, Norfolk, and Newport News were bustling with activity as the railroad brought new jobs and people to the areas. Petersburg, Alexandria, and Lynchburg also grew rapidly.
- Other parts of Virginia grew as other industries developed. Coal deposits, discovered in Tazewell County after the Civil War and then in nearby counties, became a source of livelihood for residents of southwest Virginia.
- The need for more and better roads increased.
- Tobacco farming and tobacco products became important Virginia industries.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*The American Civil War Homepage.* University of Tennessee. <<http://sunsite.utk.edu/civil-war/>>. This site contains a variety of resources about the Civil War, including biographies, descriptions of battles and campaigns, and state and local involvement in the war.

“The Battle of the First Ironclads.” <<http://library.thinkquest.org/3055/graphics/battles/ironclads.html>>. This site provides a brief description of the battle between the ironclad ships USS Monitor and CSS Virginia (formerly the USS Merrimack).

“Battle of Fredericksburg, 1862.” Fredericksburg and Spotsylvania National Military Park. National Park Service. <<http://www.nps.gov/frsp/fredhist.htm>>. This site presents a detailed, illustrated description of the Confederate victory at Fredericksburg.

“Becoming New Southerners.” *Virginia Historical Society.* <[http://www.vahistorical.org/sva2003/new\\_southerners.htm](http://www.vahistorical.org/sva2003/new_southerners.htm)>. This site gives insight into the social and economic events of Reconstruction and beyond.

“Brief Overview.” <<http://valley.vcdh.virginia.edu/HIUS403/freedmen/overview.html>>. This site supplies a brief history of the Bureau of Refugees, Freedmen, and Abandoned Lands during Reconstruction. It outlines four areas of contribution to the life of emancipated slaves.

*Civil War.* <<http://www.germantown.k12.il.us/html/CivilWar.html>>. This site includes information on, for example, the abolitionist movement, sectionalism, and major events of the war.

“Civil War.” <<http://www.germantown.k12.il.us/html/bluegray.html>>. This site contains information on the armies, battles, and leaders of the Civil War and links to photographs of the war organized by state.

*The Civil War Archive.* <<http://www.civilwararchive.com/>>. This site contains resources such as original documents (letters, diaries), regimental histories, and links to other Civil War sites.

“The Civil War for Fifth Graders.” Radford University. <<http://www.radford.edu/~sbisset/civilwar.htm>>. This site offers resources for teaching U.S. History to 1877.

“The Civil War for Kids.” <<http://www2.lhric.org/pocantico/civilwar/cwar.htm>>. This site, created by a elementary school children, presents information on the Civil War for younger students.

*The Civil War Home Page.* <<http://www.civil-war.net/>>. This site provides access to a large collection of Civil War sites.

“The Fall of Richmond, Virginia. *Civil War Preservation Trust History Center and Classroom.* <[http://www.civilwar.org/historyclassroom/hc\\_richmondhist.htm](http://www.civilwar.org/historyclassroom/hc_richmondhist.htm)>. This site provides a detailed description of the fall of Richmond and the subsequent end to the war.

“Freedman’s Bureau Records: An Overview.” National Archives. <[http://www.archives.gov/publications/prologue/summer\\_1997\\_freedmens\\_bureau\\_records.htm](http://www.archives.gov/publications/prologue/summer_1997_freedmens_bureau_records.htm)>. This site contains information about efforts to help emancipated slaves take part in Reconstruction society. (Reading level is too advanced for Grade 4 students.)

Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. These sites supply a variety of graphic organizers to help students understand the content of the unit.

“The Ground Beneath Our Feet: Reconfiguring Virginia.” <<http://jefferson.village.virginia.edu/vcdh/vahistory/reconfiguring/index.html>>. This site explores the dimensions of the Virginia secessionist debates of 1860-61 and the creation of West Virginia.

“Harriet Tubman.” *Africans in America Resource Bank*. PBS. <<http://www.pbs.org/wgbh/aia/part4/4p1535.html>>. This site includes a narrative about the life of Harriet Tubman and the establishment and operation of the Underground Railroad, a portrait, and the story of a fugitive slave rescued in Troy, NY.

“Harriet Tubman” *Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/tubman>>. This site includes a number of stories about Harriet Tubman and her role as the conductor of the Underground Railroad.

*History of Jim Crow*. <<http://www.jimcrowhistory.org/>>. This site allows access to a comprehensive collection of resources related to Jim Crow laws.

“John Brown.” PBS. <<http://www.pbs.org/wgbh/amex/brown/>>. This site provides information about the life of John Brown and his fight to end slavery. It includes maps, narratives, and a timeline. (Please note that the timeline content is thorough but is written in the past, present, and future tenses — not a good model of writing for students.)

“John Brown’s Fort.” Harpers Ferry National Park <http://www.nps.gov/hafe/jbfort.htm>. This site describes and illustrates the fort where John Brown and his followers made their stand at Harper’s Ferry.

*The Library of Virginia*. <<http://www.lva.lib.va.us/>>. This site provides access to multiple databases, digital images of text, photographs and maps.

“Manassas National Battlefield Park.” National Park Service. <<http://www.nps.gov/mana/>>. This site contains a Teacher’s Corner with educational resources as well as a battlefield history.

“A Nation Divided.” *The History Place*. <<http://www.historyplace.com/civilwar/index.html>>. This site provides descriptions of the major events in and people involved in the Civil War.

“Nat Turner.” *ThinkQuest*. [http://library.thinkquest.org/J0112391/nat\\_turner.htm](http://library.thinkquest.org/J0112391/nat_turner.htm). This site offers an “interview” with Nat Turner as a leader of the early civil rights movement

“Nat Turner’s Rebellion.” *Africans in America Resource Bank*. PBS. <<http://www.pbs.org/wgbh/aia/part3/3p1518.html>>. This site describes the people and events surrounding Turner’s rebellion in 1831. Included on the site are a teacher’s guide and a narrative that puts the rebellion in context of the national climate of the times.

“The Origin of Jim Crow.” <[http://vastudies.pwnet.org/pdf/jim\\_crow.pdf](http://vastudies.pwnet.org/pdf/jim_crow.pdf)> This document describes how white southerners effectively put a stop to the gains in racial equality made during Reconstruction.

“Railroads of Virginia.” *Virginia Places*. <<http://www.virginiaplaces.org/rail/>>. This site provides a brief history of railroads in Virginia and the South

“Reconstruction and Its Aftermath.” African American Odyssey. <<http://memory.loc.gov/ammem/aohtml/exhibit/aopart5.html>>. This two-part site explores the life of former slaves during Reconstruction, including efforts for education and economic equality.

“Reconstruction: The Second Civil War.” <<http://www.pbs.org/wgbh/amex/reconstruction/states/fr.html>>. This site offers an extensive list of electronic and printed resources on Reconstruction.

“The Rise and Fall of Jim Crow.” PBS. <[http://www.pbs.org/wnet/jimcrow/stories\\_events\\_14th.html](http://www.pbs.org/wnet/jimcrow/stories_events_14th.html)>. This site features people, events, and narratives focusing on life during the era of Jim Crow.

“The Surrender April 9, 1865 Appomattox Court House.” <<http://www.nps.gov/apco/>>. This site describes the site and the terms of Robert E. Lee’s surrender of the Army of Northern Virginia.

*Social Studies Curriculum Resources: Posters on Virginia Studies.*

<<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>. Users can click on “The Civil War Era” for posters on people and events of the Civil War.

“The Valley of the Shadow: Two Communities in the Civil War.” *The Valley Project.*

<http://valley.vcdh.virginia.edu/>. This site explores the communities of Augusta County, Virginia and Franklin County, Pennsylvania during the Civil War through letters, diaries, newspapers, speeches, and other original documents and records.

“Virginia Center for Digital History.” University of Virginia.

<[http://www.teacherlink.org/content/social/vcdh\\_lessons/](http://www.teacherlink.org/content/social/vcdh_lessons/)>. This collaborative work with the Woodson Institute for Afro-American and African Studies at UVA includes material on slavery and emancipation, Reconstruction, and the era of Jim Crow segregation in the South.

“Virginia Civil War Trails.” <<http://www.civilwar-va.com/virginia/index.html>>. This site locates parks and other attractions related to the Civil War and Black history.

*Virginia Historical Society.* <<http://www.vahistorical.org/storyofvirginia.htm>>. This site consists of ten concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

“Virginia Railroad Map.” <<http://www.trainweb.org/varail/vamap.html>>. This site contains a 1997 map of the rail lines that cross Virginia.

*Virginia Pathways: The Series.* Virginia History Production Consortium. <<http://www.vastudies.org>>. This site offers access to six video episodes and accompanying print materials for fourth-grade study of Virginia history and economics.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.*

*Virginia Studies. Test Blueprint.* Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint2VAStudies.pdf>>. This site provides assessment information for Virginia Studies.

“A Visual Timeline of Reconstruction.” *America’s Reconstruction: People and Politics After the Civil War.*

<<http://www.digitalhistory.uh.edu/reconstruction/timeline.html>>. This chronological presentation identifies and describes the major events of 1865-1877.

“USS Monitor vs. CSS Virginia.” <[http://www.rpi.edu/~fiscap/history\\_files/monitor.htm](http://www.rpi.edu/~fiscap/history_files/monitor.htm)>. This site chronicles the battle of these ironclads and the long-reaching effects of the technology that replaced wooden ships.

“West Virginia Was Created Amid the Civil War.” Dominion Post Newspaper.

<http://www.dominionpost.com/af/wvbirthday1999/stories/1999/06/16/create/>. This site contains a 1999 newspaper articles about the creation of West Virginia.

## Session 1: Events Leading to Secession, War, and the Creation of West Virginia \_\_\_\_\_

### *Materials*

- KWL chart
- “Civil War Fact and Opinion Activity” (Attachment A)
- Sentence strips
- Computer with Internet access
- Teacher-selected book or video about Underground Railroad
- Civil War map of the United States
- United States map – one per student
- Crayons or markers
- Pictures of Nat Turner and John Brown
- Map of Virginia before 1863

### *Instructional Activities*

1. In this session, the students will begin to understand conflicts that developed between the northern and southern states in the years following the American Revolution and how these conflicts led to the Civil War. Discuss why Virginia seceded from the Union and how West Virginia became a state.
2. Explain to the students that many differences existed between northern and southern states. The economy in the northern part of the United States was industrialized, while in the southern part it was agricultural and relied on slave labor.
3. Discuss that northern states wanted the new states created out of the western territory to be “free states,” while the southern states wanted them to be “slave states.”
4. Create a KWL chart about the Civil War. Fill in what the students know and what they want to know about the Civil War.
5. Complete the “Civil War Fact and Opinion Activity” (Attachment A) as an anticipatory activity.
6. Discuss the meaning of a *civil war*.
7. Define Civil War vocabulary: *civil*, *economy*, *industrialized*, *abolition*, *campaigned*, *secession*, *slave state*, and *free state*. Put the words and definitions on sentence strips to display in the classroom.
8. Explain that between the American Revolution and 1860, Virginia and the United States changed with new inventions. The Northern economy moved from agricultural to industrial, whereas, the Southern economy remained agricultural and relied on slave labor. Virginia plantation owners, along with those in other southern states, wanted to retain their slaves, because they depended on slave labor to grow tobacco. The northern states did not depend on slave labor.
9. Show a map or picture of the United States at the time of the Civil War, and identify free states and slave states (visit <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>). Give the students an outline map of the United States, and have them color slave states gray and free states blue. Tell them at the beginning of the Civil War, West Virginia did not exist, but by the end of the Civil War, West Virginia had become its own state. The area known as West Virginia today did not depend on slave labor when it was still part of Virginia, so it split from Virginia and joined the Union as a free state.

10. Have students go to the following Web sites to research the Civil War with graphic organizers.
  - Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
  - The American Civil War Homepage. <<http://sunsite.utk.edu/civil-war/>>
  - Civil War Overview. <http://www.germantown.k12.il.us/html/CivilWar.html>>.
  - “The Civil War for Fifth Graders.” Radford University. <<http://www.radford.edu/~sbisset/civilwar.htm>>.
  - “Virginia Civil War Trails.” <<http://www.civilwar-va.com/virginia/index.html>>.
  - “The Civil War for Kids.” <<http://www2.lhrc.org/pocantico/civilwar/cwar.htm>>.
11. Show a video or read a book about slave life and the Underground Railroad.
12. Ask, “What do you think slaves wanted most?” (freedom). Remind the students how slaves were divided during the Revolutionary War. A few were able to get their freedom by fighting in the war, but most remained in slavery.
13. Identify Nat Turner. Show a picture (visit <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>), and explain that he was a slave who led a revolt against plantation owners in Virginia. Nat Turner was born in 1800 in Southampton County. In 1831, he and his fellow slaves killed many slave-owning families. This was considered one of the most serious revolts. He was captured, convicted of murder, and hanged. Visit the following Web sites on Nat Turner.
  - “Nat Turner.” *ThinkQuest*. [http://library.thinkquest.org/J0112391/nat\\_turner.htm](http://library.thinkquest.org/J0112391/nat_turner.htm).
  - “Nat Turner’s Rebellion.” *Africans in America Resource Bank*. <<http://www.pbs.org/wgbh/aia/part3/3p1518.html>>.
14. Introduce Harriet Tubman. Tell the students that she was an abolitionist and that she had been a slave who escaped to freedom. State that she helped others escape via the Underground Railroad. Explain that the Underground Railroad was a route that slaves took to escape to freedom. Abolitionists along the way who were both black and white helped the slaves. Discuss the secrecy and codes that were used during the time of the Underground Railroad. Have the students write a paragraph or letter pretending they either were planning an escape or had already escaped, and ask them to share their entries. Use the following Web sites for additional resources.
  - “Harriet Tubman.” *Africans in America Resource Bank*. PBS. <<http://www.pbs.org/wgbh/aia/part4/4p1535.html>>
  - “Harriet Tubman” *Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/tubman>>
15. Identify John Brown. Show a picture (visit <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>), and explain that he was an abolitionist who led a raid on the United States armory at Harper’s Ferry, Virginia. Explain that he was trying to start a slave rebellion but that he was unsuccessful. He was captured and hanged for his actions.
  - Learn about John Brown from PBS: <<http://www.pbs.org/wgbh/amex/brown/>>
  - Harpers Ferry National Park. <<http://www.nps.gov/hafe/jbfort.htm>>
16. Use a map of Virginia before 1863 from *An Atlas of Virginia*. Explain that conflict grew between the eastern counties of Virginia that relied on slavery and western counties that favored abolition of slavery. The disagreement between the two regions of the state led to the formation of West Virginia. In 1863, the U.S. government recognized the 50 former western Virginia counties as the new state of West Virginia:
  - “The Ground Beneath Our Feet: Reconfiguring Virginia.” <http://jefferson.village.virginia.edu/vcdh/vahistory/reconfiguring/index.html>.
  - “West Virginia Was Created Amid the Civil War.” *Dominion Post Newspaper*. <http://www.dominionpost.com/af/vvbirthday1999/stories/1999/06/16/create/>.
17. Refer back to the KWL chart, and have students complete the section with what they have learned.

18. Complete the “Civil War Fact and Opinion Activity” (Attachment A).

## Session 2: Major Battles and Virginia's Role in the War

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### *Materials*

- Virginia map – one per student
- Sticky dots
- Teacher-selected book about “Stonewall” Jackson
- Picture of Richmond burned near the end of Civil War
- Picture of Robert E. Lee surrendering to Ulysses S. Grant at Appomattox Court House
- “Pair Review Matching Game” (Attachment B)
- Chart paper and markers
- *An Atlas of Virginia*
- Computer with Internet access.

### *Instructional Activities*

1. In this session, the students will identify the major battles in Virginia during the Civil War and the surrender at Appomattox Court House, Virginia.
2. Begin the discussion about why so many battles took place in Virginia and have the students brainstorm their ideas. List the responses on a chart.
  - Point out that in 26 major battles and more than 400 engagements of the Civil War, more men fought and died in Virginia than in any other state.
  - Remind them that the Confederate capital was moved from Montgomery, Alabama, to Richmond and that the Union capital was located in Washington, D.C. Explain that when people go to war, the strategy is to capture the capital of the enemy because the leadership and decision-making take place there. Because Richmond and Washington, D.C. are only 90 miles apart, the Union and Confederate soldiers battled on Virginia soil.
3. Give the students an outline map of Virginia. Locate Manassas, Richmond, and Washington, D.C. Have the students mark those locations with sticky dots. (Another idea is to have them draw stars or hole punch size dots.)
4. Have the students refer back to Manassas and identify it as the first major battle of the Civil War.
  - Explain that the Confederates won the Battle of Bull Run (or Manassas) and that a famous Virginian earned his nickname during this battle. He was General Thomas “Stonewall” Jackson. Tell the students he played a major role in this battle.
  - Read from a book about “Stonewall” Jackson.
  - Use the National Park Service Web site for additional background information.  
<<http://www.nps.gov/mana/>>.
5. Have students locate Fredericksburg on a map of Virginia. Place a marker on Fredericksburg and explain that during this battle, General Robert E. Lee, Commander of the Army of Northern Virginia defeated Union troops. It was a major Union defeat. Use the National Park Service Web site for additional background information., <<http://www.nps.gov/frsp/fredhist.htm>>.
6. Refer to a Virginia map and have students locate and mark Norfolk and Hampton.
  - Explain that most battles were fought on land, but one important battle took place in the waters here between two ironclad ships, The USS Monitor and CSS Virginia (formerly USS Merrimack).
  - President Lincoln used the Union Navy to blockade southern ports, which led to this battle.
  - The battle was fought to a draw.

Use the following Web sites for additional background information.

- “USS Monitor vs. CSS Virginia.” <[http://www.rpi.edu/~fiscap/history\\_files/monitor.htm](http://www.rpi.edu/~fiscap/history_files/monitor.htm)>
- “The Battle of the First Ironclads.” <<http://library.thinkquest.org/3055/graphics/battles/ironclads.html>>

7. Have students locate Richmond on the Virginia map.
  - Remind students that Richmond was the Confederate capital. Explain that by April 1865 it had fallen to Union General, Ulysses S. Grant.
  - Have the students draw fire on the map and tell them that the city was burned by the Confederates to prevent the Union army from seizing their supplies and government buildings. Share picture from *Virginia: The History and Culture of a Commonwealth* from The Library of Virginia.
  - Learn more about the fall of Richmond from <[http://www.civilwar.org/historyclassroom/hc\\_richmondhist.htm](http://www.civilwar.org/historyclassroom/hc_richmondhist.htm)>.
8. Refer to a Virginia map and locate Appomattox Court House, Virginia. Explain that General Lee surrendered to General Grant at this location. For a picture, visit Web site <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>. Use the National Park Service Web site for additional background information: <<http://www.nps.gov/apco/>>. This event ended the Civil War.
9. Play the “Pair Review Matching Game” (Attachment B).
10. Have the students recall some of the key people who played major roles during these battles of the Civil War. Review the important leaders throughout the war. Give students a teacher-prepared matching game (similar to Attachment B) to connect the leaders with their roles during the Civil War.
11. Have the students make predictions about life in Virginia after the Civil War. List their responses on a chart to be used in the next session.

## Session 3: Reconstruction in Virginia following the Civil War

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### Materials

- Teacher–selected books about Reconstruction in Virginia
- Computer with Internet access
- Examples of Confederate money, if available

### Instructional Activities

1. In this session, the students will learn what Virginia was like during Reconstruction and how life in Virginia was affected during this period following the Civil War.
2. Explain that following the war, Virginia and other former Confederate states had to rebuild.
  - 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 was called *Reconstruction*.
  - Many battles had been fought in Virginia, which destroyed plantations, bridges, railroads, and crops. Ask students what life might have been like for plantation owners, former slaves, and business owners.
  - Agriculture had been the basis for Virginia’s economy. When the plantations were destroyed, Virginia’s economy was ruined.
  - Millions of freed slaves and others were now on their own and in need of housing, clothing, and jobs. Ask, “What do you think they did to solve their problems?”
3. Tell students that during the Civil War, Virginia used Confederate bills as money. Now that the war was over, this money had no value. If available, share examples of Confederate money with students. (Examples can be found in *Virginia: The History and Culture of a Commonwealth* from The Library of Virginia.) Ask the students what would happen to the banks of Virginia today if money no longer had any value. Help them conclude that banks in the former Confederate states had to close.
4. Explain that Virginia and other former Confederate states had many problems that needed to be solved. Congress passed laws designed to rebuild the country and bring the southern states back into the Union. Congress set up a government agency called the Freedmen’s Bureau, which would provide food, schools, and medical care for freed slaves in Virginia and in other states in the south.
5. Use the following Web sites for additional resources on the Freedmen’s Bureau.
  - “Freedman’s Bureau Records: An Overview.” <[http://www.archives.gov/publications/prologue/summer\\_1997\\_freedmens\\_bureau\\_records.html](http://www.archives.gov/publications/prologue/summer_1997_freedmens_bureau_records.html)>
  - “Brief Overview.” <<http://valley.vcdh.virginia.edu/HIUS403/freedmen/overview.html>>
6. Ask, “What skills did most slaves have?” “Why didn’t they know how to read and write?” “How would this lack of literacy affect them?”
7. Have students recall who did the labor on the plantations in Virginia. Lead them to understand that without labor to assist with raising the crops and refurbishing farmland, plantations of white farmers were likely to fail. Ask, “How could the freed African Americans, poor white farmers, and the landowners of large farms help each other?” Lead discussion to *sharecropping*, in which land was rented from a landowner with a promise to pay with a share of the crop. Sharecropping was a common system in Virginia.
8. Use the following resources for student research.
  - “Reconstruction and Its Aftermath.” <<http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html>>.
  - “Reconstruction: the Second Civil War.” <<http://www.pbs.org/wgbh/amex/reconstruction/states/fr.html>>.
  - “A Visual Timeline of Reconstruction.” <<http://www.digitalhistory.uh.edu/reconstruction/timeline.html>>.

- “Virginia Center for Digital History on Reconstruction.” <[http://www.teacherlink.org/content/social/vcdh\\_lessons/](http://www.teacherlink.org/content/social/vcdh_lessons/)>.
- “Becoming New Southerners.” <[http://www.vahistorical.org/sva2003/new\\_southerners.htm](http://www.vahistorical.org/sva2003/new_southerners.htm)>.

## Session 4: Segregation and “Jim Crow” Laws in Virginia

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### *Materials*

- *Virginia Pathways*, Episode 5: Civil Rights
- Sentence strips or poster
- Teacher-selected books on segregation
- Computer with Internet access
- Paper for vocabulary dictionary
- Stapler
- Crayons/markers

### *Instructional Activities*

1. In this session, the students will learn how segregation and “Jim Crow” laws affected life in Virginia.
2. Review Reconstruction and remind students that African Americans, because of their newly won freedoms, had earned equal rights – the rights to vote and to hold office.
3. Introduce the term *segregation* as the separation of people, usually based on race or religion.
4. Read from teacher-selected books on segregation. Explain and remind students that some Virginians and some Confederate leaders resented the fact that African Americans now had the same rights as white people, so Virginia and other southern states passed laws that took away the rights that African Americans gained during Reconstruction. These laws were called “Jim Crow” laws. They separated the races and reinforced prejudices held by whites.
5. Show *Virginia Pathways* Episode 5: Civil Rights, segments 1 and 2.
6. On a sentence strip or 8- by 12-inch poster, write “*Jim Crow*” Laws. List effects on separate strips of posters and discuss each one with students. Post in the classroom for quick reference, and review the effects “Jim Crow” laws had on African American life.
  - Unfair poll taxes and voting tests were established to keep African Americans from voting.
  - African Americans found it very difficult to vote or hold public office.
  - African Americans were forced to use separate drinking fountains.
  - African American and white children attended separate schools.
7. Make a vocabulary dictionary (similar to Economic Terms booklet) including the following terms: *Reconstruction*, *Freedmen’s Bureau*, *sharecropping*, *segregation*, and *discrimination*. (Keep dictionary in reserve to add terms from VS 9,10.)
8. Use the following Web sites for student research.
  - The Origin of Jim Crow <[http://vastudies.pwnet.org/pdf/jim\\_crow.pdf](http://vastudies.pwnet.org/pdf/jim_crow.pdf)>.
  - History of Jim Crow. <<http://www.jimcrowhistory.org/>>.
  - “The Rise and Fall of Jim Crow.” <[http://www.pbs.org/wnet/jimcrow/stories\\_events\\_14th.html](http://www.pbs.org/wnet/jimcrow/stories_events_14th.html)>.

## Session 5: Railroads, New Industries, and the Growth of Cities in Virginia \_\_\_\_\_

### *Materials*

- Virginia map
- Computer with Internet access
- Coal sample

### *Instructional Activities*

1. In this session, the students will learn how after the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.
2. Explain that Virginia began to grow in many areas after the Civil War and Reconstruction. As more people traveled, Virginia’s cities grew to hold more people, businesses, and factories. The need for more and better roads increased.
3. Explain that railroads were a key to the expansion of business, agriculture, and industry. Rail transportation facilitated the growth of small towns to cities. Railroad centers attracted the building of factories where clothing, furniture, and other useful items were made. Roanoke became a railroad center. Richmond, Norfolk, and Newport were bustling with activity as the railroad brought new jobs and people to the areas. Petersburg, Alexandria, and Lynchburg also grew rapidly.
4. Play an “I’m thinking” game, and ask students if they have heard the story *The Little Engine That Could*. Discuss and summarize the story. Ask students how the train was able to move from one place to another, leading them to understand that railroad tracks were put down for that purpose. Tell them that railroads, from the time of the Civil War, had become another mode of transportation in the north and in the south.
5. Give students a Virginia map and have them locate small towns and cities that grew because of the railroads – Roanoke, Richmond, Norfolk, Newport News, Petersburg, Alexandria, and Lynchburg. (Optional: Share the poster, “Virginia Cities that Became Railroad Centers” from <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>.) Point out that Roanoke became a railroad center, and that Richmond, Norfolk, and Newport News grew because the railroads brought new jobs and people to those areas. Explain that railroads stimulated the growth of factories where clothing, furniture, and other useful items were made.
6. Use the following Web sites as a student resource:
  - “Railroads of Virginia.” <<http://www.virginiaplaces.org/rail/>>.
  - “Map of Virginia Railroads.” <<http://www.trainweb.org/varail/vamap.html>>.
7. Explain that Virginia began to change from an agricultural society to an industrial society.
8. Refer back to a Virginia map, and locate Tazewell County. Tell students that a natural resource was discovered after the Civil War that became a source of income for residents of Southwest Virginia. Explain this resource was coal. If possible, provide students with a sample of coal and discuss how it is used. Draw coal on the map in this region.
9. Use the picture, “The Importance of Good Roads” from <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> to make an overhead transparency. Discuss the three pictures beside the problem, keeping the bottom picture covered, or show *Virginia Pathways* Episode 2, Transportation segment. Ask students, “Now that cars are available for transportation, what is necessary for them to move smoothly from place to place?”

10. Reflect on the crop that enabled the Jamestown colony to survive and expand (tobacco). Explain that tobacco continued to be a product that brought economic growth to Virginia. Refer to the map and explain that today tobacco is grown primarily in the Piedmont Region. Draw a picture of tobacco on the map.

**Session 6: Assessment**

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***Materials***

- Assessment

***Instructional Activities***

1. Administer the assessment for VS.7. Sample assessment items can be found in Attachment C.
2. Administer the assessment for VS.8. Sample assessment items can be found in Attachment D.

**Attachment A: Civil War Fact-and-Opinion Activity** \_\_\_\_\_

A fact can be proved true. An opinion is someone's belief or judgment. Sometimes opinions are signaled by clue words, such as *believe*, *think*, or *probably* or by words that show judgment, such as *better* or *best*. Read the statements below.

**Write *Fact* or *Opinion* next to each statement.**

- \_\_\_\_\_ 1. Better crops were grown in the South than in the North.
- \_\_\_\_\_ 2. The North had more factories than the South.
- \_\_\_\_\_ 3. The population in the North was greater than in the South.
- \_\_\_\_\_ 4. The best farms were in the South.
- \_\_\_\_\_ 5. More people liked to live in the North because it was not so rural.
- \_\_\_\_\_ 6. Tobacco was a major crop in the South.
- \_\_\_\_\_ 7. The North was more industrialized.
- \_\_\_\_\_ 8. Southerners probably made more money from their crops than Northerners.

## Attachment B: Pair Review Matching Game

### *Directions for Pair Review:*

Cut out the game sheets on both pages. Fold on the vertical line separating answers from questions. Student 1 asks A Questions while Student 2 looks only at A Answers and tells Student 1 the number and the correct answer to the question. Student 1 checks by looking at the number in parentheses at the end of the question. Then Student 2 asks B Questions, and Student 1 answers from B Answers. When students finish a round, they switch and repeat the process.

### Pair Review (10 Questions)

VS.7 a, b Civil War

<p style="text-align: center;"><b>B Answers</b></p> <p>Choose answers from this column when your partner calls out B questions to you.</p>	<p style="text-align: center;"><b>A Questions</b></p> <p>Ask questions from this column, and your partner will try to answer them. Try not to ask the questions in the order they are given, but ask them randomly.</p>
<p><b>6. The Confederate States of America</b></p>	<p>1. Why did the southern states secede from the Union? (3)</p>
<p><b>7. John Brown</b></p>	<p>2. What led to West Virginia becoming a state? (4)</p>
<p><b>8. Abolitionists</b></p>	<p>3. What was the conflict between the North and the South about new states joining the Union? (5)</p>
<p><b>9. After Abraham Lincoln became President in 1860</b></p>	<p>4. How were the Northern and Southern economies different? (1)</p>
<p><b>10. Nat Turner</b></p>	<p>5. Who was President of the Union during the Civil War? (2)</p>

<p style="text-align: center;"><b>A Answers</b></p> <p>Choose answers from this column when your partner calls out A questions to you.</p>	<p style="text-align: center;"><i>B Questions</i></p> <p>Ask questions from this column, and your partner will try to answer them. Try not to ask the questions in the order they are given, but ask them randomly.</p>
<p>1. The North was industrialized. The South was agricultural and relied on slave labor.</p>	<p>6. Who led a revolt against Virginia plantation owners? (10)</p>
<p>2. Abraham Lincoln</p>	<p>7. Who campaigned to end slavery? (8)</p>
<p>3. The Northern and Southern states were unable to resolve their conflicts because of economic differences.</p>	<p>8. When did the southern states secede from the Union? (9)</p>
<p>4. Virginians were divided about remaining in the Union.</p>	<p>9. What did the seceded Southern states name themselves? (6)</p>
<p>5. The North wanted the new states to be "free states." The South wanted them to be "slave states."</p>	<p>10. Who led a raid on the United States Arsenal at Harper's Ferry, Virginia? (7)</p>

## Attachment C: Sample Assessment Items (VS.7 a, b)

*Asterisk (\*) indicates correct answer.*

<p><b>1. Who led a slave revolt against plantation owners in Virginia?</b>            A Harriet Tubman            B Nat Turner *            C John Brown            D Robert E. Lee</p> <p><b>2. Who participated in a secret route that escaped slaves took known as the “Underground Railroad”?</b>            A Harriet Tubman *            B Nat Turner            C John Brown            D Robert E. Lee</p> <p><b>3. Who led a raid on the United States Armory at Harpers Ferry, Virginia trying to start a slave rebellion?</b>            A Harriet Tubman            B Nat Turner            C John Brown *            D Robert E. Lee</p> <p><b>4. During the 1820s, what did northern states want new states created out of the western territory to be?</b>            A new states            B slave states            C free states *            D old states</p> <p><b>5. Who became President of the United States in 1860, after some southern states including Virginia, seceded from the Union?</b>            A Jefferson Davis            B Abraham Lincoln *            C Robert E. Lee            D Thomas “Stonewall” Jackson</p> <p><b>6. Which state was formed when conflict grew between the eastern counties that relied on slave labor and the western counties that favored the abolition of slavery?</b>            A North Carolina            B Tennessee            C West Virginia *            D Maryland</p>	<p><b>7. Where did Confederate General Thomas “Stonewall” Jackson play a major role?</b>            A Fredericksburg            B Bull Run (or Manassas) *            C Norfolk            D Hampton</p> <p><b>8. What was the capital of the Confederacy?</b>            A Washington, D.C.            B Petersburg            C Manassas            D Richmond *</p> <p><b>9. Where did the battle of two ironclad ships take place in Virginia’s waters?</b>            A Hampton Roads *            B Potomac River            C New River            D Rappahannock River</p> <p><b>10. Who was the Commander of the Army of Northern Virginia and defeated Union troops at Fredericksburg, Virginia?</b>            A Ulysses S. Grant            B Abraham Lincoln            C Thomas “Stonewall” Jackson            D Robert E. Lee *</p> <p><b>11. Where did Robert E. Lee surrender to Ulysses S. Grant in April 1865?</b>            A Washington, D.C.            B Manassas, Virginia            C Appomattox Court House, Virginia *            D Richmond, Virginia</p> <p><b>12. What city was burned at the end of the Civil War?</b>            A Washington            B Norfolk            C Richmond *            D Alexandria</p>
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## Attachment D: Sample Assessment Items (VS.8 a–c)

*Asterisk ( \*) indicates correct answer.*

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| <p><b>1. What was the period called following the Civil War when Congress passed laws designed to rebuild the country and bring the southern states back into the Union?</b></p> <p>A Revolution<br/>B Reconstruction *<br/>C Freedmen’s Bureau<br/>D Sharecropping</p> <p><b>2. What problem did Virginians face during Reconstruction?</b></p> <p>A Railroad lines were added.<br/>B Money had value. *<br/>C Banks were closed.<br/>D Crops were planted.</p> <p><b>3. What government agency provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South?</b></p> <p>A Federal Bureau of Investigation<br/>B Welfare System<br/>C Freedmen’s Bureau *<br/>D Sharecropping System</p> <p><b>4. What system after the Civil War allowed freedmen and poor white farmers to rent land by promising to pay with a share of the crop?</b></p> <p>A Freedmen’s Bureau<br/>B Sharecropping *<br/>C Welfare System<br/>D Federal Bureau of Investigation</p> <p><b>5. What is the separation of people, usually based on race or religion?</b></p> <p>A Segregation *<br/>B Discrimination<br/>C Integration<br/>D Prejudice</p> <p><b>6. What is the unfair difference in treatment of people?</b></p> <p>A Segregation<br/>B Discrimination *<br/>C Integration<br/>D Prejudice</p> | <p><b>7. Who gained power in Virginia’s government and could finally vote during Reconstruction?</b></p> <p>A Spanish Americans<br/>B American Indians (First Americans)<br/>C Women<br/>D African Americans *</p> <p><b>8. After Reconstruction, what established segregation or separation of the races and reinforced prejudices held by whites?</b></p> <p>A Freedmen’s Bureau<br/>B Sharecropping<br/>C “Jim Crow” Laws *<br/>D Industrialization</p> <p><b>9. What could African Americans do if they paid a poll tax and passed a literacy test?</b></p> <p>A Buy a house<br/>B Vote in an election *<br/>C Get an education<br/>D Get a job</p> <p><b>10. What was a key to the expansion of business, agriculture, and industry after Reconstruction?</b></p> <p>A Streetcars<br/>B Automobiles<br/>C Railroads *<br/>D Air planes</p> <p><b>11. Which Virginia city became a railroad center?</b></p> <p>A Richmond<br/>B Roanoke *<br/>C Petersburg<br/>D Lynchburg</p> <p><b>12. What industry developed in southwest Virginia that became a source of income for residents?</b></p> <p>A Furniture<br/>B Coal *<br/>C Textiles<br/>D Tobacco</p> |
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**Attachment E: Additional Activities** 

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- Have students read either a teacher-selected book or a class set of novels about the Civil War.
- Use *Virginia Pathways* video, Web site, and lessons to teach information on the Civil War in Virginia.
- Have students create a timeline of how the Civil War began and the battles in Virginia.
- Have students read biographies, and report on the roles of early Virginia leaders during the Civil War.

Organizing Topic

# Virginia: 1900 to the Present

## Standard(s) of Learning

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- VS.9 The student will demonstrate knowledge of twentieth century Virginia by
- f) 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;
  - g) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
  - h) identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- i) identifying the three branches of Virginia government and the function of each;
  - j) describing the major products and industries of Virginia’s five geographic regions;
  - k) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

## Essential Understandings, Knowledge, and Skills

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*Correlation to  
Instructional Materials*

**Skills** *(to be incorporated into instruction throughout the academic year)*

Identify and interpret artifacts and primary and secondary source documents to understand events in history.

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Determine cause and effect relationships.

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Compare and contrast historical events.

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Draw conclusions and make generalizations.

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Make connections between past and present.

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Sequence events in Virginia history.

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Interpret ideas and events from different historical perspectives.

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Evaluate and discuss issues orally and in writing.

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Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

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### Content

Describe how during the twentieth century, Virginia changed from a rural, agricultural society to a more urban, industrial society.

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Understand that after Reconstruction, Virginia’s cities began to grow.

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Describe the decline of agricultural society

- Old systems of farming were no longer effective.
- Crop prices were low.

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Describe the growth of Virginia’s cities:

- People moved from rural to urban areas for economic opportunities.
- Technological developments in transportation, roads, railroads, and streetcars helped cities grow.

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Describe how people have moved to Virginia from many other states and nations for jobs, freedom, and the enjoyment of Virginia’s beauty and quality of life. Since the end of World War II, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region. Both Northern Virginia and the Tidewater region have grown due to computer technology.

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Identify how after World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.

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Know that because of the Civil Rights Movement, laws were passed that made racial discrimination illegal.

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Know the terms:

- Desegregation: Abolishment of racial segregation
- Integration: Full equality of all races in the use of public facilities

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Identify the following events of desegregation and Massive Resistance in Virginia:

- 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 integrate.
- Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools.
- Some schools were closed to avoid integration.
- The policy of Massive Resistance failed, and Virginia’s public schools were integrated.
- Harry F. Byrd, Sr., led a Massive Resistance Movement against the integration of public schools.

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Know that Maggie L. Walker was the first African American woman to become a bank president in the United States. She was also the first woman to become a bank president.

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Identify that Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.

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Identify that 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.

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Identify that L. Douglas Wilder, former governor of Virginia, was the first African American to be elected a state governor in the United States.

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Understand that Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.

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Identify that the government of Virginia is divided into three branches.

- The General Assembly is the legislative branch of the Virginia government that makes state laws. It is divided into two parts—the Senate and the House of Delegates.
- The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.
- The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution.

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Know that the state of Virginia can be divided into five geographic regions.

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Describe the different products and industries that characterize each region.

Coastal Plain (Tidewater)

- Products: Seafood
- Industries: Shipbuilding, tourism, federal military installations

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Piedmont

- Products: Tobacco products, information technology
- Industries: Technology, federal and state government, farming, textiles

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Blue Ridge Mountains

- Products: Apples
- Industries: Recreation

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Valley and Ridge

- Products: Poultry, apples
- Industries: Farming

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Appalachian Plateau

- Products: Coal
- Industries: Coal mining

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Understand that advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.

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Know that industries in Virginia produce goods and services used throughout the United States.

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Explain that 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.

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

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Explain that tourism is a major part of Virginia’s economy.

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

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“About Our Capitol.” Virginia General Assembly. <<http://legis.state.va.us/CapitolTours/CapitolTours-Jamestown.htm>>. This site describes the history of the three state capitals.

“Arthur Ashe.” *Becoming a New Virginia*. Virginia Historical Society. <<http://www.vahistorical.org/sva2003/ashe.htm>>. This site presents a brief biography of this champion athlete and civil rights advocate.

“Arthur Ashe.” Sports Illustrated Biography. <http://sportsillustrated.cnn.com/tennis/features/1997/arthurashe/biography.html>. This site provides a timeline of the life of Arthur Ashe as well as a description of the stadium named for him at the U.S. Tennis Center.

“Becoming Equal: L. Douglas Wilder.” *Virginia Historical Society*. <<http://www.vahistorical.org/sva2003/wilder.htm>>. This site provides a short biography of this African-American statesman.

“Brown v Board of Education 1954 Then Now 2004.” Longwood College. <<http://www.longwood.edu/news/byvb/>>. This site examines the historical legacy of the Brown v. Board of Education case and relates it to events in Prince Edward County.

“Brown v. Board of Education.” *National Park Service*. <<http://www.nps.gov/brvb/>>. This site describes the National Historic Site at Monroe Elementary School, Topeka, Kansas.

“Brown v. Board of Education 50th Anniversary.” ODU Libraries Special Collections. <<http://www.lib.odu.edu/aboutlib/spccol/brownvboard.shtml>>. This site places the landmark Supreme Court decision within the context of the times, setting the stage for the Civil Rights Movement of the 1960s.

“The Byrd Machine.” <<http://www.virginiaplaces.org/government/byrdorg.html>>. This site offers a thorough history of the political organization that ruled Virginia for more than 50 years, beginning in the 1920s.

*Capitol Classroom*. <<http://legis.state.va.us/CapitolClassroom/CapitolClassroom.htm>>. This site contains information about Virginia’s General Assembly and matters related to law.

“Capitol Classroom Activities.” <<http://legis.state.va.us/CapitolClassroom/4-5/AboutOurLegislature.htm>>. This site provides information about Virginia’s General Assembly for students in grades 4 and 5.

*Commonwealth of Virginia Kids Commonwealth*. <<http://www.kidscommonwealth.virginia.gov/CapitolLife/>>. This site tours the Virginia Capitol Complex.

“Diagram of How the [Brown v. Board of Education] Case Moved Through the Court System.” *Landmark Cases: Supreme Court*. <<http://www.landmarkcases.org/brown/home.html>>. This site illustrates how the landmark school integration case moved from federal court in Kansas to the U.S. Supreme Court. (Find the diagram listed under Resources.)

“Electrification.” <<http://jefferson.village.virginia.edu/vcdh/vahistory/electrification.html>>. This site provides information on how electrification changed the lives of people in Virginia.

“Famous Virginians.” <<http://www.acps.k12.va.us/tucker/fvirg.htm>>. This site provides links to other sites describing more than 30 famous Virginians.

“Geographic Regions of Virginia.”

<<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>. This site contains a map of Virginia with the five geographic regions outlined and explained.

Graphic Organizers. <<http://www.eduplace.com/graphicorganizer/>> and

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>.

“Harry F. Byrd.” *The Governors of Virginia*. <<http://www.state.va.us/home/vagov/byrd.html>>. This site supplies a very short portrait of Harry F. Byrd, Governor of Virginia 1926-1930.

“L. Douglas Wilder.” *The Governors of Virginia*. <<http://www.state.va.us/home/vagov/wilder.html>>. This site offers a brief portrait of former Governor Wilder.

“Let America Speak. Lawrence Douglas Wilder.” PBS.

<<http://www.pbs.org/williamsburg/voteasvoice/wilder.html>>. This site outlines the life and political achievements of former Governor Wilder.

Maggie L. Walker National Historic Site: Richmond, Virginia.” *Women’s History Month*.

<<http://www.cr.nps.gov/nr/feature/wom/2003/walker.htm>>. This site contains an article written by the National Park Service for Women’s History Month.

“Maggie L. Walker.” *National Park Service*. <<http://www.nps.gov/malw/>>. This site describes the National Historic Site in downtown Richmond, Virginia.

“Maggie Walker: A Rich Legacy for the Black Woman Entrepreneur.” Jeremy Quittner. *BusinessWeek online*.

<<http://www.businessweek.com/smallbiz/news/coladvice/reallife/r1990706r.htm>>. This site profiles Maggie Walker and the formation of the St. Luke Penny Savings Bank.

“1940 Map of Virginia.” A WPA Guide to Virginia. <<http://xroads.virginia.edu/~HYPER/VAGuide/frame.html>>.

This site shows the roads, cities, and towns of Virginia as they existed after the Depression but before World War II. (Click on Contents to locate the map.)

*Official Web Site of Arthur Ashe*. <<http://www.cmgww.com/sports/ashe/>>. This site presents the biography, career, quotes, and photographs of Arthur Ashe.

“Separate but Not Equal: Race, Education, and Prince Edward County, Virginia.” VCU Libraries.

<<http://www.library.vcu.edu/jbc/speccoll/pec.html>>. This site explores the history of the Prince Edward County school segregation issues of the 1950s and 1960s.

*Social Studies Curriculum Virginia Studies Poster Sets*.

<<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>. This site offers classroom posters for the Virginia Studies course. Look at entries under Twentieth-Century Virginia to find posters related to this unit.

“Student Activity Booklet.” *In Pursuit of Freedom and Equality: Brown v. the Board of Education of Topeka*.

<<http://brownvboard.org/>>. This site offers activities for younger students related to the historic school integration case. (Click on Student Activity Booklet on the top level of this site.)

“Teaching With Documents Lesson Plan: Documents Related to *Brown v. Board of Education*.”

<[http://www.archives.gov/digital\\_classroom/lessons/brown\\_v\\_board\\_documents/brown\\_v\\_board.html](http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html)>. This site provides the historical background and lists resources for teaching about the case.

“Twentieth Century.” *The Library of Virginia*.

<<http://www.lva.lib.va.us/whoware/exhibits/political/twentieth.htm>>. This site presents a concise political history of the last 100 years in Virginia.

*Virginia Historical Society*. . <<http://www.vahistorical.org/storyofvirginia.htm>>. This site consists of ten concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

“Virginia History Research Sites.” <<http://www.fcps.k12.va.us/NewingtonForestES/Gradepages/virginia.htm>>. This site connects to a number of Web sites related to Virginia history.

*Virginia Pathways: The Series*. Virginia History Production Consortium. <<http://www.vastudies.org>>. This site offers access to six video episodes and accompanying print materials for fourth-grade study of Virginia history and economics.

*Virginia Places*. <<http://www.virginiaplaces.org/>>. This site contains information on the geography, the people, and the development of Virginia.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia Studies. Test Blueprint*. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint2VAStudies.pdf>> This site provides assessment information for Virginia Studies.

*Virginia Studies: Ready Resources for the Classroom*. <<http://vastudies.pwnet.org/>>. This site provides instructional activities and links to Web sites supporting the course in Virginia Studies.

## Session 1: From Agricultural Society to Urban, Industrialized Society

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### Materials

- Vocabulary dictionary created in previous organizing topic
- Teacher-selected books about Virginia in the twentieth century
- Computer with Internet access
- Teacher-prepared transparency of “Growth in Virginia’s Cities” or pictures from *Notebook of Photographs*
- *Virginia Pathways*, Episode 2: Migration segment

### Instructional Activities

1. In this session, the students will learn how Virginia changed from a rural, agricultural society to an urban, industrial society and why people came to Virginia.
2. Define *rural* and *urban*. (Include in previous vocabulary dictionary created.)
3. Review concepts from previous sessions about Virginia’s change from an agricultural to an industrial society. Cite specific reasons that old systems of farming were no longer effective and that crop prices were low. Review how Reconstruction was the turning point for Virginia economy.
4. Optional activity: Obtain a copy of the Virginia Historical Society’s *Notebook of Photographs* to show the growth of Richmond through pictures or show “Growth in Virginia’s Cities” from <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> on an overhead transparency to highlight changes.
5. Role play: Pretend the students live in a rural area, and they realize that there are urban areas in Virginia that are growing. Have them offer some reasons why they would want to move to an urban area. Discuss economic opportunities, and list what some might be.
6. Refer back to *Virginia Pathways* Episode 2, Migration segment. Have students view it again and listen closely to determine who migrated to Virginia during the 1900s and why. Have them discuss what they learned and identify World War II as the event that increased federal jobs located in Northern Virginia. Explain that Northern Virginia and Tidewater have grown due to computer technology and government jobs.
7. Remind the students that railroads and highways enabled people to move more easily. Explain that air transportation and streetcars also allowed for industries in cities to grow, because people could get to work easily and products could be shipped within the state and transported outside of the state.
8. Review with the students that people moved to Virginia from many other states and nations for jobs, freedom, and the enjoyment of Virginia’s beauty and quality.
9. Tell the students that since the end of World War II, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region.
10. Explain that both Northern Virginia and Tidewater have grown due to computer technology.
11. Have the students research about twentieth-century Virginia from the following Web sites.
  - “Twentieth Century.” <<http://www.lva.lib.va.us/whoweare/exhibits/political/twentieth.htm>>
  - “Electrification.” <<http://jefferson.village.virginia.edu/vcdh/vahistory/electrification.html>>.
  - “1940 Map of Virginia.” <<http://xroads.virginia.edu/~HYPER/VAGuide/frame.html>>.

## Session 2: Virginia and the Civil Rights Movement

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### Materials

- Vocabulary cards: teacher set and student set
- Teacher-selected books about the Civil Rights Movement
- Computer with Internet access
- *Virginia Pathways*, Episode 5: Civil Rights
- Pictures depicting segregation, desegregation, integration, and Massive Resistance

### Instructional Activities

1. In this session, students will learn about desegregation and Massive Resistance in Virginia.
2. Recall the “Jim Crow” laws and how they affected the lives of African Americans in the South.
3. Introduce the following session vocabulary words. Have the students make vocabulary cards and meaning cards to match the terms.
  - *Prejudice*: A formed opinion, usually unfavorable
  - *Civil rights*: The individual right of all citizens to be treated equally under the law
  - *Civil Rights Movement*: In the United States during the 1950s and the 1960s, people organized to demand that the federal government protect rights of African Americans and other minorities. People worked together to change unfair laws. They gave speeches, marched in the streets, and participated in boycotts.
  - *Discrimination*: Unfair treatment of people because of such things as their race, religion, or gender
  - “*Separate but equal*”: The idea that people of different races would remain segregated, but have equal rights
  - *desegregation*: Abolishment of racial segregation
  - *integration*: Full equality of all races in the use of public facilities
4. Show *Virginia Pathways* Episode 5, Civil Rights again for review about the civil rights movement. Use lessons from *Virginia Pathways* to further students understanding of Massive Resistance in Virginia. Read passages from teacher-selected books about the Civil Rights Movement.
5. Introduce the key points of desegregation and Massive Resistance in Virginia. The United States 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 integrate.
6. Explain that Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools. Some schools were closed to avoid integration. The policy of Massive Resistance failed, and Virginia’s public schools were integrated.
7. Help students understand that Harry F. Byrd, Sr., led the Massive Resistance Movement against integration of public schools.
8. Use the following resources to assist students in creating graphic organizers about desegregation and Massive Resistance.
  - “Student Activity Booklet.” *In Pursuit of Freedom and Equality: Brown v. the Board of Education of Topeka*. <<http://brownvboard.org/>>.
  - “Diagram of How the [Brown v. Board of Education] Case Moved Through the Court System.” *Landmark Cases: Supreme Court*. <<http://www.landmarkcases.org/brown/home.html>>.
  - “Teaching With Documents Lesson Plan: Documents Related to *Brown v. Board of Education*.” <[http://www.archives.gov/digital\\_classroom/lessons/brown\\_v\\_board\\_documents/brown\\_v\\_board.html](http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html)>.

- “Separate but Not Equal: Race, Education, and Prince Edward County, Virginia.” VCU Libraries. <<http://www.library.vcu.edu/jbc/speccoll/pec.html>>.
  - “Brown v. Board of Education 1954 Then Now 2004.” Longwood College. <<http://www.longwood.edu/news/bvb/>>. This site examines the historical legacy of the Brown v. Board of Education case and relates it to events in Prince Edward County.
  - “Brown v. Board of Education.” *National Park Service*. <<http://www.nps.gov/brvb/>>. This site describes the National Historic Site at Monroe Elementary School, Topeka, Kansas.
  - “Brown v. Board of Education 50th Anniversary.” ODU Libraries Special Collections. <<http://www.lib.odu.edu/aboutlib/spccol/brownvboard.shtml>>.
9. Use pictures from *Social Studies Curriculum Virginia Studies Poster Sets* at <<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>> to explain segregation, desegregation, integration, and Massive Resistance.

## Session 3: Contributions of Some Famous Virginians

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### Materials

- Teacher-selected books about Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder
- Graphic organizers for Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder (Attachments A, B, C, D)

### Instructional Activities

1. In this session, students will identify the contributions of the Virginians Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.
2. Introduce Maggie L. Walker by reading a book about her contributions. Emphasize that Maggie L. Walker was the first African American woman to become a bank president in the United States. She was also the first woman to become a bank president.
3. Create a biography graphic organizer (Attachment A), using information about Maggie L. Walker from the following Web sites.
  - “Outlining Your Biography.”  
<<http://www.spotsylvania.k12.va.us/sms/Research/Biography%20outlines.htm>>.
  - Maggie L. Walker National Historic Site: Richmond, Virginia.” *Women’s History Month*.  
<<http://www.cr.nps.gov/nr/feature/wom/2003/walker.htm>>.
  - “Maggie L. Walker.” *National Park Service*. <<http://www.nps.gov/malw/>>.
  - “Maggie Walker: A Rich Legacy for the Black Woman Entrepreneur.” Jeremy Quittner. *BusinessWeek online*. <<http://www.businessweek.com/smallbiz/news/coladvice/reallife/r1990706r.htm>>.
4. Introduce Harry F. Byrd, Sr. by reading a book about his life. 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.
5. Create a biography graphic organizer (Attachment B), using information about Harry F. Byrd, Sr. from the following Web sites.
  - “Outlining Your Biography.”  
<<http://www.spotsylvania.k12.va.us/sms/Research/Biography%20outlines.htm>>.
  - “Harry F. Byrd.” *The Governors of Virginia*. <<http://www.state.va.us/home/vagov/byrd.html>>.
  - “The Byrd Machine.” <<http://www.virginiaplaces.org/government/byrdorg.html>>.
6. Introduce Arthur R. Ashe, Jr. by reading a book about his life. 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.
7. Create a biography graphic organizer (Attachment C), using information about Arthur R. Ashe, Jr. from the following Web sites.
  - “Outlining Your Biography.”  
<<http://www.spotsylvania.k12.va.us/sms/Research/Biography%20outlines.htm>>.
  - “Arthur Ashe.” *Becoming a New Virginia*. Virginia Historical Society.  
<<http://www.vahistorical.org/sva2003/ashe.htm>>.
  - “Arthur Ashe.” Sports Illustrated Biography.  
<http://sportsillustrated.cnn.com/tennis/features/1997/arthurashe/biography.html>.
  - *Official Web Site of Arthur Ashe*. <<http://www.cmgww.com/sports/ashe/>>.

8. Introduce L. Douglas Wilder by reading a book about his life and contributions. L. Douglas Wilder, former governor of Virginia, was the first African American to be elected a state governor in the United States.
9. Create a biography graphic organizer (Attachment D), using information about L. Douglas Wilder from the following Web sites.
  - “Outlining Your Biography.”  
<<http://www.spotsylvania.k12.va.us/sms/Research/Biography%20outlines.htm>>.
  - “L. Douglas Wilder.” *The Governors of Virginia*. <<http://www.state.va.us/home/vagov/wilder.html>>.
  - “Let America Speak. Lawrence Douglas Wilder.” PBS.  
<<http://www.pbs.org/williamsburg/voteasvoice/wilder.html>>.
  - “Becoming Equal: L. Douglas Wilder.” *Virginia Historical Society*.  
<<http://www.vahistorical.org/sva2003/wilder.htm>>.
10. Break the class into four groups and have information available on Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder. Complete a jigsaw activity and have the students decide within their group who will become an expert on Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr. and L. Douglas Wilder.
11. When the original groups meet again, have them create a web or other graphic organizer about each person. Reinforce the essential knowledge relative to each person.

## Session 4: The Three Branches of Virginia Government

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### Materials

- Paper to make tree and leaves
- Markers
- Worksheet of a tree – one per student
- Teacher-selected books about Virginia government
- Computer with Internet access
- *Virginia Pathways*, Episode 3: Virginia Government

### Instructional Activities

1. In this session, students will learn the structure and responsibility of Virginia government.
2. Before teaching this session, make a large tree with three branches and make leaves or label cards containing the names and functions of each branch of government (legislative, executive, and judicial). Create a worksheet with a tree on it. Students will add leaves of essential knowledge to their trees during the session while the teacher adds information to the class size tree.
3. Define *government*: The organization through which political authority is exercised. Have students recall what they know about the first form of government in Virginia (House of Burgesses and General Assembly of Virginia). Ask which exists today (Virginia General Assembly).
4. Display classroom tree and leaves, and explain each branch and its function. As you explain, move the leaf to the correct branch. Students will follow.
5. Complete the first leaf with the following information.
  - The General Assembly is the legislative branch of Virginia government that makes state laws.
  - It is divided into two parts, the Senate and the House of Delegates.
6. Complete the next leaf with the following information.
  - The governor heads the executive branch of state government.
  - The executive branch makes sure that state laws are carried out.
7. Complete the last leaf with the following information.
  - 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.
8. Optional activity: View *Virginia Pathways*, Episode 3, Virginia Government.
9. Optional activity: Remove all leaves from the branches of the classroom tree. Divide the class into three to six groups. Time each group as they sort the leaves to the correct branches of the tree.
10. Use the following Web sites as a resource for students.
  - History of Virginia Government. <http://www.virginiaplaces.org/government/17gov.html>.
  - “About Our Capitol.” <<http://legis.state.va.us/CapitolTours/CapitolTours-Jamestown.htm>>.
  - *Capitol Classroom*. <<http://legis.state.va.us/CapitolClassroom/CapitolClassroom.htm>>.
  - “Capitol Classroom Activities.” <<http://legis.state.va.us/CapitolClassroom/4-5/AboutOurLegislature.htm>>.
  - *Commonwealth of Virginia Kids Commonwealth*. <<http://www.kidscommonwealth.virginia.gov/CapitolLife/>>.

## Session 5: Major Products and Industries of Virginia's Five Geographic Regions\_\_\_\_\_

### *Materials*

- Virginia Products map
- Pictures of products from each region
- Index cards
- Virginia map
- Computer with Internet access
- *An Atlas of Virginia*
- *An Atlas of Virginia CD of Lessons*
- *Virginia Pathways*, Episode 2, Segment 3, Industries (optional)

### *Instructional Activities*

1. In this session, students will identify products and industries from the five geographic regions.
2. Review the five geographic regions of Virginia with the following resource:  
<<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>.
3. Create a large bulletin board size map of Virginia where students can place pictures of products and industries.
4. Find a Virginia Products map and make it into an overhead transparency (*An Atlas of Virginia*). View and discuss the products from each region and conclude why certain products are available in that region. Find pictures of apples, coal, seafood, information technology, tobacco, and poultry. Make picture label cards and place on Virginia classroom map. Give students a blank map of Virginia and have them draw and label the products in the correct place on their maps.
5. Poll the class and ask students how many of their parents or relatives work for the federal government. Remind them that many people who live in Northern Virginia work for the federal government because of its close proximity to Washington, D.C., and that there are also many military bases in the Tidewater and Piedmont Regions. Both civilians who work on military bases as well as those who serve in the military are federal government employees.
6. Ask students if they know of friends or relatives who work in other industries, such as shipbuilding, tourism, farming, textiles, recreation, coal mining, or state government.
7. Make picture label cards of Virginia industries such as shipbuilding, tourism, federal military installations, farming, textiles, recreation, coal mining, and federal and state government to be placed on the Virginia classroom map. Have students draw and label the industries in the correct place on their maps.
8. Review the different products and industries that characterize each region.  
Coastal Plain (Tidewater)
  - Products: Seafood
  - Industries: Shipbuilding, tourism, federal military installationsPiedmont
  - Products: Tobacco products, information technology
  - Industries: Technology, federal and state government, farming, textilesBlue Ridge Mountains
  - Products: Apples
  - Industries: RecreationValley and Ridge

- Products: Poultry, apples
  - Industries: Farming
- Appalachian Plateau
- Products: Coal
  - Industries: Coal mining

9. Optional activity: Show *Virginia Pathways* Episode 2, Segment 3, Industries.
10. Have the students create a brochure about Virginia that includes the major products and industries of each region. Use the following Web sites.
- “Virginia History Research Sites.”  
<<http://www.fcps.k12.va.us/NewingtonForestES/Gradepages/virginia.htm>>.
  - *Virginia Places*. <<http://www.virginiaplaces.org/>>.
  - *Virginia Studies: Ready Resources for the Classroom*. <<http://vastudies.pwnet.org/>>.
  - Virginia Travel Corporation. <<http://www.Virginia.org/>>.
  - “Famous Virginians.” <<http://www.acps.k12.va.us/tucker/fvirg.htm>>.
  - *Social Studies Curriculum Virginia Studies Poster Sets*.  
<<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>>.

## Session 6: Transportation, Communication, and Technological Advances in Virginia\_\_\_\_\_

### *Materials*

- *Virginia Pathways*, Episode 1, Taxes and Transportation
- Venn diagram chart
- Tourism brochures
- Computer with Internet access

### *Instructional Activities*

1. In this session, students will determine the factors that have contributed to Virginia's prosperity and role in the global economy.
2. View *Virginia Pathways*, Episode 1, Taxes and Transportation (go to *Virginia Pathways: The Series*. Virginia History Production Consortium. <<http://www.vastudies.org>>.) Compare the ways that the early Virginians traveled with the ways people travel today. Create a Venn diagram to discuss specifically how advances in transportation have facilitated migration and economic growth in Virginia.
3. Compare ways people communicated in early Virginia to ways people communicate today. Discuss how technology influences communication. Point out that communications and technology have also helped the economy grow. Review specifically where and what technology industries are located in Virginia.
4. Discuss the meaning of *tourism*. Explain that Virginia has a lot to offer tourists, for example, caverns, mountains (skiing), beaches, and historical sites. Remind students that not all states have the same tourist features.
5. Assign as an in-school or home project brochures or 3-D models of various tourist attractions in Virginia. Contact the Chamber of Commerce in each city or county to acquire sample brochures to share.

**Session 7: Assessment**

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***Materials***

- Assessments

***Instructional Activities***

1. Administer the assessment for VS.9. Sample assessment items can be found in Attachment E.
2. Administer the assessment for VS.10. Sample assessment items can be found in Attachment F.

**Attachment A: Maggie L. Walker**

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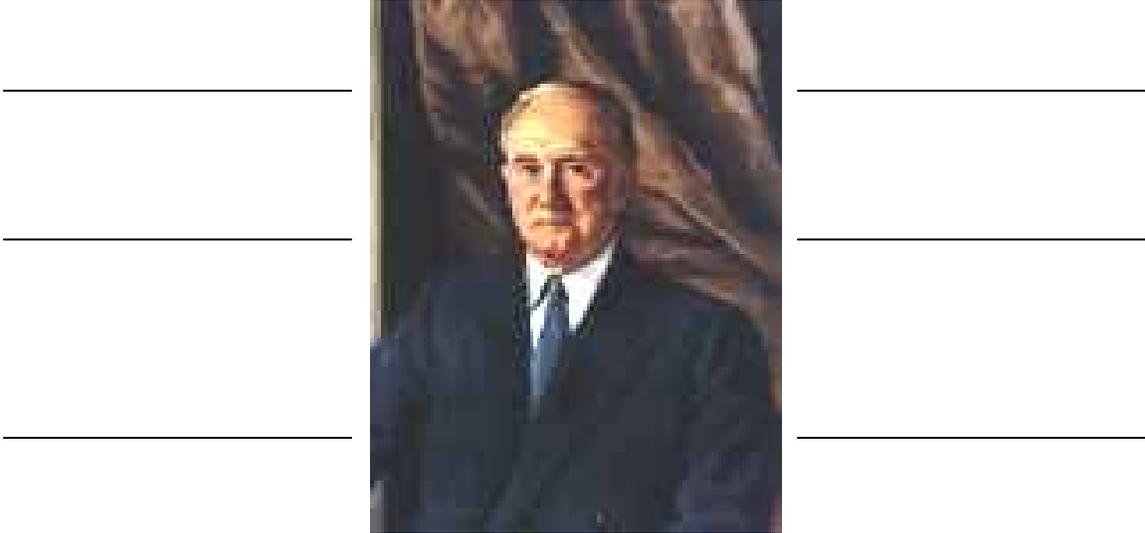
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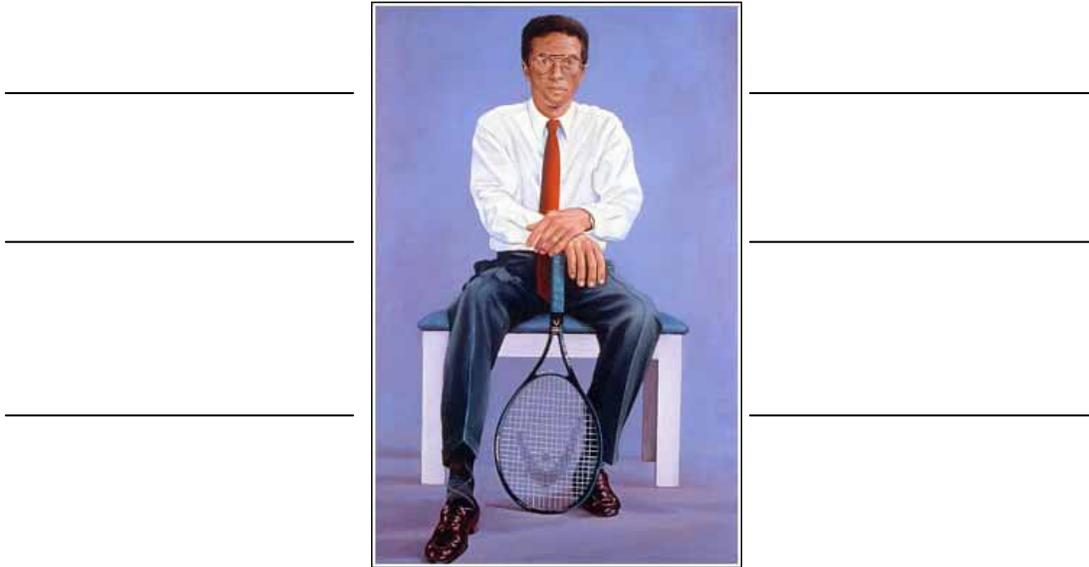
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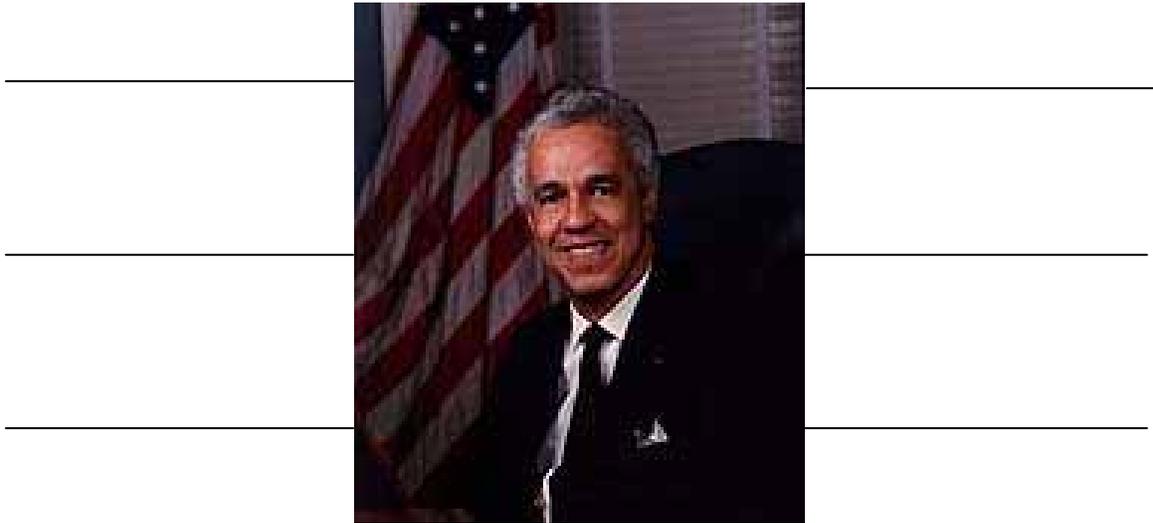
**Attachment B: Harry F. Byrd, Sr.** \_\_\_\_\_



**Attachment C: Arthur R. Ashe, Jr.** \_\_\_\_\_



**Attachment D: L. Douglas Wilder** \_\_\_\_\_



## Attachment E: Sample Assessment Items (VS.9 a–c)

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| <p><b>1. In the late 1800s, why did Virginia change from an agricultural to an industrial society?</b></p> <p>A The soil was worn out.<br/>         B Old systems of farming were no longer effective. *<br/>         C Tobacco was no longer a product.<br/>         D Animals were sick.</p> <p><b>2. Why did Virginia’s cities grow in the late 1800s?</b></p> <p>A Technological developments *<br/>         B Agriculture succeeded<br/>         C Western movement<br/>         D End of the war</p> <p><b>3. Since World War II, Virginia has experienced economic growth due to increases in the number of federal jobs located in which region?</b></p> <p>A Northern Virginia *<br/>         B Blue Ridge Mountains<br/>         C Eastern Shore<br/>         D Appalachian Plateau</p> <p><b>4. In twentieth century Virginia, why did people move from rural to urban areas?</b></p> <p>A Lower crop prices<br/>         B Economic opportunities *<br/>         C Better systems of farming<br/>         D Higher price of gasoline</p> <p><b>5. Why have Northern Virginia and the Coastal Plain (Tidewater) region grown?</b></p> <p>A Computer technology *<br/>         B Agricultural technology<br/>         C Crop prices<br/>         D Tobacco prices</p> <p><b>6. Which term describes the full equality of all races in use of public facilities?</b></p> <p>A Desegregation<br/>         B Segregation<br/>         C Integration *<br/>         D Abolition</p> <p><b>7. What is the abolishment of racial segregation?</b></p> <p>A Massive Resistance<br/>         B Integration<br/>         C Desegregation *<br/>         D Representation</p> | <p><b>8. What did the U. S. Supreme Court rule in <i>Brown v. the Board of Education</i> in 1954?</b></p> <p>A “separate but equal public schools are unconstitutional” *<br/>         B people are entitled to “life, liberty, and the pursuit of happiness”<br/>         C all schools would close<br/>         D the Board of Education won</p> <p><b>9. What was the Virginia government policy that prevented the integration of schools?</b></p> <p>A Massive Resistance *<br/>         B Desegregation<br/>         C Jim Crow<br/>         D Abolition</p> <p><b>10. Who led a Massive Resistance Movement against the integration of schools?</b></p> <p>A Woodrow Wilson<br/>         B Harry F. Byrd Sr. *<br/>         C L. Douglas Wilder<br/>         D Arthur R. Ashe, Jr.</p> <p><b>11. What job did Maggie L. Walker hold?</b></p> <p>A Teacher<br/>         B Delegate to the Virginia General Assembly<br/>         C Bank president *<br/>         D Governor</p> <p><b>12. Who was the first African American to win a major men’s tennis championship?</b></p> <p>A L. Douglas Wilder<br/>         B James Armistead Lafayette<br/>         C Nat Turner<br/>         D Arthur R. Ashe, Jr. *</p> <p><b>13. Who was known as the “Pay As You Go” governor and was responsible for improving roads in Virginia?</b></p> <p>A Harry F. Byrd Sr. *<br/>         B Patrick Henry<br/>         C L. Douglas Wilder<br/>         D Woodrow Wilson</p> <p><b>14. Who was the first African American elected governor in the United States?</b></p> <p>A Arthur R. Ashe, Jr.<br/>         B Nat Turner<br/>         C Harriet Tubman<br/>         D L. Douglas Wilder *</p> |
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## Attachment F: Sample Assessment Items (VS.10 a–c)

<p><b>1. Which branch of Virginia government makes state laws?</b>  A Executive  B Judicial  C Legislative *  D Federal</p> <p><b>2. Which branch of Virginia government makes sure state laws are carried out?</b>  A Federal  B Executive *  C Judicial  D Legislative</p> <p><b>3. Which branch of Virginia government decides cases about people accused of breaking the law?</b>  A Legislative  B Executive  C Federal  D Judicial *</p> <p><b>4. What is the legislative branch of Virginia government called?</b>  A Executive Mansion  B Supreme Court  C General Assembly *  D Governor’s Council</p> <p><b>5. What are the two parts of the General Assembly called?</b>  A Supreme Court and White House  B State Police and Rescue Squad  C Senate and House of Delegates *  D Congress and Federal Government</p> <p><b>6. Who heads the executive branch of Virginia state government?</b>  A President  B Governor *  C Senator  D Delegate</p>	<p><b>7. What are the major products of the Coastal Plain (Tidewater) region?</b>  A Apples  B Tobacco  C Seafood *  D Poultry</p> <p><b>8. What are the major products of the Piedmont region?</b>  A Apples  B Seafood  C Coal  D Tobacco *</p> <p><b>9. What are the major products of the Blue Ridge Mountains region?</b>  A Apples *  B Coal  C Poultry  D Seafood</p> <p><b>10. What are the major products of the Valley and Ridge region?</b>  A Coal  B Seafood  C Poultry *  D Tobacco</p> <p><b>11. What are the major products of the Appalachian Plateau region?</b>  A Seafood  B Coal *  C Tobacco  D Apples</p> <p><b>12. What Virginia system moves raw materials to factories and finished products to markets?</b>  A Communication  B Export  C Transportation *  D Import</p>
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**Attachment G: Additional Activities**

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- Have students read either a teacher-selected book or a class set of novels about Virginia during the twentieth century.
- Have students watch additional episodes of the *Virginia Pathways* video and use the accompanying lessons.
- Have students create a timeline of events during twentieth-century Virginia.
- Have students use a KWL chart for the unit on the twentieth-century Virginia.
- Have students read biographies and report on the roles of selected Virginia leaders during this time period.
- Research the advances in transportation, communications, and technology in the role of Virginia's development in the twentieth century.