

Spring 2009



History and Social Science Curriculum Guide

Virginia Studies

Spring 2009

Amherst County Public Schools History and Social Science Curriculum Guide

Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

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Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.2a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define relative location</p> <p>2) Recognize the outline shape of Virginia</p> <p>3) Locate Virginia, the Atlantic Ocean and Chesapeake Bay on a map of the United States</p> <p>4) Name and locate Virginia's bordering states on a map of the United States</p> <p>5) Use relative location words when locating places on a map</p>	<p>1) Students label individual states, cut them out, and correctly assemble Virginia and its bordering states.</p> <p>2) Students color bodies of water and label onto maps used in #1.</p> <p>3) Students use themselves to model the concepts of next to, near, and bordering.</p> <p>4) Outline Virginia on a white shower curtain. Attach Velcro around and within the outline. Laminate cards/strips with the border states and bodies of water. Place Velcro on back of cards. Students locate the cards on the shower curtain.</p>	<p>United States wall map</p> <p>Individual United States and Virginia maps</p> <p>Reproducible activities such as maps of Virginia and bordering states</p> <p>Overheads of Virginia and bordering states</p> <p>Puzzles as in activity #1</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney (history and social science games)</p>	<p>VS.2b-c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.2b

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

b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the Fall Line and locate it on a Virginia map</p> <p>2) Locate the five geographical regions of Virginia</p> <p>3) Identify the distinctive characteristics of each geographical region of Virginia</p> <p>4) Compare and contrast the five geographical regions of Virginia</p>	<p>1) Students create color coded, by region, clay elevation maps of Virginia.</p> <p>2) Students create a flip book describing location, geographical features, and listing business/industry, and tourism of each region of Virginia.</p> <p>3) Students use a graphic organizer to compare and contrast the regions of Virginia.</p> <p>4) Students will choose two regions of Virginia and create an acrostic for each region to compare the characteristics.</p>	<p>Virginia Department of Education website: www.pen.k12.va.us</p> <p>Graphic organizer/Venn Diagram</p> <p>Resource teachers (Art, Music, PE, Librarian)</p> <p>Large United States map on school pavement or classroom floor.</p> <p><i>The Virginia Experience</i> by Carol Marsh (Gallopade, Inc.)</p> <p>Virginia maps (individual and overhead)</p> <p><i>Race to the Governor’s House</i> by Crystal M. Tenney</p>	<p>VS.2a–e</p> <p>VS.10b</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Define: Fall Line Waterfall Natural border Eastern Shore Peninsula Piedmont Mountain system Valley Ridge Mountain range Plateau</p>	<p>5) Students choose a geographic region of Virginia and write a letter about the chosen region to a pretend pen pal.</p> <p>6) Teacher and students create mnemonic devices for the regions of Virginia.</p> <p>7) Class examines and analyzes different kinds of maps such as product, transportation, population, and elevation.</p> <p>8) Using a group of regions' characteristic cards, students sort the characteristics by region.</p> <p>9) Students choose a region of Virginia and create a mobile showing the characteristics of the region.</p> <p>10) Students choose a region of Virginia and create a collage about the characteristics of the region.</p>	<p>Regions characteristic cards</p>	
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Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.2c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to :</p> <p>1) Name and locate on a Virginia map the four major rivers of Virginia that flow into the Chesapeake Bay</p> <p>2) Analyze why cities were developed along the Fall Line</p> <p>3) Name and locate cities that developed along the James, York, Potomac, and Rappahannock rivers</p> <p>4) Identify the Chesapeake Bay as separating the Eastern Shore from the Virginia mainland</p> <p>5) Locate the Eastern Shore area of Virginia</p>	<p>1) Divide class into groups of four. Assign each student a Virginia river. Students arrange themselves by river north to south.</p> <p>2) Teacher and students creates mnemonic devices for the bodies of water in Virginia.</p> <p>3) Students create a map of the Coastal Plain (Tidewater) region with the four major rivers and peninsulas.</p> <p>4) Students complete a K-W-L chart about the bodies of water in Virginia.</p> <p>5) Use <i>Race to the Governor's House</i> activities.</p>	<p>Maps</p> <p><i>The Virginia Experience</i> by Carol Marsh (Gallopade, Inc.)</p> <p>Virginia Department of Education website www.pen.k12.va.us</p> <p>Characteristic cards to sort</p> <p><i>Virginia Jingo</i> (Bingo style review game) by Gary Grimm and Associates ISBN -1-56490-114-9</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>K-W-L chart</p> <p>Internet</p>	<p>VS.2a,b,d,e</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Explain the importance of the Atlantic Ocean and the Chesapeake Bay to Virginia</p> <p>7) Identify and locate Lake Drummond</p> <p>8) Identify and locate the Dismal Swamp</p> <p>9) Define: Peninsula Transportation Harbor Wildlife Explore Survey</p>	<p>6) Given characteristic cards about the bodies of water in and around Virginia, students sort the cards by body of water.</p> <p>7) Students play <i>Virginia Jingo</i> review game.</p> <p>8) Given a Virginia map, students label the four rivers, Fall Line, Lake Drummond, Dismal Swamp, Chesapeake Bay, and Atlantic Ocean.</p> <p>9) Teacher led discussion of Lake Drummond and the Dismal Swamp and the significance of each.</p> <p>10) Students research one of the bodies of water and create a poster of information.</p> <p>11) Students brainstorm the wildlife that might be located in the Dismal Swamp area.</p> <p>12) Students design a post card about Lake Drummond and the Dismal Swamp including key information.</p>	<p>Graphic organizers</p> <p>3-D materials</p>	
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	<p>13) Students complete interactive notebook activities.</p> <p>14) Students complete graphic organizers for the various bodies of water.</p> <p>15) Locate the bodies of water on a Virginia map and label them with 3-D materials such as puffy paint, yarn, etc.</p> <p>16) Students use a mnemonic device to remember the rivers from north to south: <u>P</u>lease <u>R</u>ead <u>Y</u>our <u>J</u>ournal.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.2d

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

d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that American Indians were the first people to live in Virginia and explain why they were called Indians</p> <p>2) Identify the three American Indian language groups and name where each was located</p> <p>3) Define the following: Indians Archaeologist Artifacts Iroquoian Siouan Algonquian Cherokee Monacan Powhatan</p>	<p>1) Students pretend they are Columbus and write what they saw and defend their thinking.</p> <p>2) Teacher provides an artifacts bucket for students to dig and discover.</p> <p>3) Teacher exhibits words used today that originated from the three American Indian language groups.</p> <p>4) Teacher and students develop mnemonic devices about the three language groups.</p> <p>5) Student color code maps of Virginia to show the location of the three language groups.</p>	<p>Classroom maps</p> <p><i>The Virginia Experience</i> by Carol Marsh</p> <p>Internet</p> <p>Jamestown/Yorktown Foundation</p> <p>School resource teachers</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p><i>Virginia Jingo</i> by Gary Grimm and Associates</p>	<p>VS.2e,f,g</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Plan a field trip to Jamestown.</p> <p>7) Use <i>Race to the Governor's House</i> activities and <i>Virginia Jingo</i> (bingo game).</p> <p>8) Invite a guest speaker from local Monacan Indian tribe.</p> <p>9) Students research the Powhatan, Monacan, or Cherokee and create a brochure of information.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.2e

The student will demonstrate knowledge of the geography and early inhabitants of Virginia by

e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain how American Indians in Virginia related to their climate and environment</p> <p>2) Describe the climate of Virginia</p> <p>3) Explain how early American Indian lifestyle in Virginia changed with the seasons</p> <p>4) Recognize that Virginia Indian cultures have changed over time</p>	<p>1) Students draw a scene depicting Virginia’s four distinct seasons.</p> <p>2) Students create a 3-D Virginia Indian village showing activities done by various people in the tribe and how the people adapted to their environment.</p> <p>3) Using paper plates, students show seasonal foods on each ¼ of the paper plate.</p> <p>4) Divide class into four groups (seasons). Each group researches their season and “jigsaw” (each group shares with other groups).</p>	<p>Jamestown/Yorktown Foundation</p> <p>Internet</p> <p>Local Monacan tribe members</p> <p>Novels/picture books</p> <p>Natural Bridge Monacan Living History</p> <p>School resource teachers</p> <p><i>Virginia Jingo</i> by Gary Grimm and Associates</p> <p><i>Race to the Governor’s House</i> by Crystal M. Tenney</p>	<p>VS.2d</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Define: Climate Season Eastern Woodland Environment Harvest Preserve Shelter Natural resources Culture</p>	<p>5) Students play <i>Virginia Jingo</i> and use <i>Race to the Governor's House</i> as a review.</p> <p>6) Guest speaker from the local Monacan tribe.</p> <p>7) Students role play early Virginia Indian life during the different seasons.</p> <p>8) Students complete interactive notebook activities.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.2f

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

f) describing how archaeologists have recovered new material evidence through sites including Werowocomoco and Jamestown.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define: Archaeology Artifacts Clues Headquarters Permanent Fort</p> <p>2) Identify the role of archaeologists in the study of history</p> <p>3) Identify Werowocomoco</p> <p>4) Identify Jamestown</p>	<p>1) Students complete interactive notebook activities for Jamestown and Werowocomoco.</p> <p>2) Students assemble an artifact box and share their findings.</p> <p>3) Students develop a timeline about findings of archaeologists from the past to the present.</p> <p>4) Students view websites with information about Jamestown and Werowocomoco.</p> <p>5) Students complete a Venn diagram comparing life in early Jamestown to life in their present community.</p>	<p>Artifact box</p> <p>KWL chart</p> <p>Maps</p> <p>Internet</p> <p>National Geographic website</p> <p>www.jamestownjourney.org</p> <p>Jamestown/Yorktown Foundation</p> <p>www.discoveryeducation.com</p> <p>www.apva.org/history</p> <p>http://powhatan.wm.edu/index.htm</p> <p>Time capsule</p>	<p>VS.2b-e,g</p> <p>VS.3a,b,f</p>
			<p align="center">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students complete a K-W-L chart for Jamestown and Werowocomoco.</p> <p>7) Students working in cooperative groups research the role of the English settlers, Africans, and Indians in early Jamestown.</p> <p>8) Teacher led discussion of Jamestown and Werowocomoco.</p> <p>9) Students locate Jamestown on a Virginia map.</p> <p>10) Students complete a Venn diagram comparing kinds of artifacts from Jamestown and Werowocomoco.</p> <p>11) Students brainstorm artifacts that could be left behind that would tell future archaeologists about present day life. Students create a time capsule of artifacts.</p>	<p>Venn diagram</p> <p>www.viriniaplaces.org/vacities/werowocomoco.html</p> <p>www.virtualjamestown.org</p>	
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.2g

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

g) identifying and locating the current state-recognized tribes.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Name the eight Virginia recognized Indian tribes</p> <p>2) Locate the eight Virginia recognized Indian tribes on a Virginia map</p>	<p>1) Students label a Virginia map with the location of the eight recognized Indian tribes.</p> <p>2) Students research the eight recognized Indian tribes and create a poster about each tribe.</p> <p>3) Students develop mnemonics about the eight recognized Indian tribes.</p> <p>4) Students complete a card sort of the Indian tribes and their location.</p> <p>5) Students discuss times when they were recognized for an accomplishment and relate it to how the Indian tribes felt when they received recognition.</p>	<p>Virginia map</p> <p>http://powhatan.wm.edu/index.htm (click on resources then links)</p> <p>Virginia Council on Indians www.indians.vipnet.org</p> <p>American Indian Resource Center www.web.wm.edu/airc/?svr=www</p>	<p>VS.2b-f</p> <p>VS.3g</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students complete a "Now and Then" chart to compare Indians before and after recognition was granted.</p> <p>7) Students complete a comparison chart using researched information about the Indian tribes.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.3a

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

a) explaining the reasons for English colonization.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) List the reasons for European countries colonizing America</p> <p>2) Identify the reasons for settling Jamestown</p> <p>3) Define the following: Economic venture Permanent Virginia Company of London Raw materials 1607 Shares Stockholders Charter Colonization Settlement</p> <p>4) Identify Jamestown and 1607</p>	<p>1) Teacher led discussion about the reasons for English colonization and the settlement of Jamestown.</p> <p>2) Students pretend they are King James I and write a letter justifying the colonization of America.</p> <p>3) Students write a paragraph or draw a picture illustrating why colonization of America was important.</p> <p>4) Students pretend they are a stockholder in the Virginia Company of London. They write a journal entry telling why they invested and what they hope to receive in return.</p> <p>5) Students locate Jamestown on a Virginia map.</p>	<p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>Maps</p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.3b

**The student will demonstrate knowledge of the first permanent English settlement in America by
b) describing how geography influenced the decision to settle at Jamestown.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Locate Jamestown on a Virginia map</p> <p>2) Identify the reasons for Jamestown as the settlement site choice</p> <p>3) Recall that Jamestown, the first permanent English settlement, was founded in 1607</p> <p>4) Compare the location of Jamestown in 1607 to the location of Jamestown today</p>	<p>1) Students predict reasons why settlers might choose Jamestown as a settlement site. As a class compare the predictions to reality.</p> <p>2) Using directional words, students locate Jamestown on a Virginia map.</p> <p>3) Students label Jamestown on a Virginia map.</p> <p>4) Students research the Jamestown settlement to compare the reasons for selection of the site to what it was actually like.</p> <p>5) Students assume they are an early settler and write about what they found when arriving in Jamestown.</p>	<p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>Virginia wall map</p>	<p>VS.2a,b,c,e,f</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.3c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Relate the importance of the charters of the Virginia Company of London to the Jamestown settlement</p> <p>2) Identify who granted charters for English settlements in North America</p>	<p>1) As a class create a charter showing students' rights. Compare the classroom charter to the rights the charter extended to the colonists.</p> <p>2) Students examine copies of the charters of the Virginia Company of London.</p>	<p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>Charters of the Virginia Company of London (www.pen.k12.va.us)</p>	<p>VS.3a</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.3d

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Summarize the importance of the House of Burgesses</p> <p>2) Define the following: House of Burgesses General Assembly Burgess Representative Governor’s Council Legislative</p> <p>3) Identify when the General Assembly started</p> <p>4) Name the two bodies of the General Assembly that evolved in the 1640s</p> <p>5) Name the first elected legislative body in English America</p>	<p>1) Students create a Venn diagram to compare the House of Burgesses and the classroom rules.</p> <p>2) Students simulate a mock General Assembly to depict the law making process.</p> <p>3) Students play <i>Virginia Jingo</i>.</p> <p>4) Students create a flow chart of the evolution of the present-day Virginia General Assembly.</p> <p>5) Students research the General Assembly and create a booklet on the history of the legislative body.</p>	<p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor’s House</i> by Crystal M. Tenney</p> <p><i>Virginia Jingo</i> by Gary Grimm and Associates</p>	<p>VS.3a,c</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Describe the 1619 membership of General Assembly</p> <p>7) Compare the General Assembly of 1619 to the General Assembly of today</p>	<p>6) Students complete a Venn diagram comparing the General Assembly of 1619 to the General Assembly of today.</p>		
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Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.3e

**The student will demonstrate knowledge of the first permanent English settlement in America by
e) identifying the importance of the arrival of Africans and women to the Jamestown settlement.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1) Analyze the impact of the arrival of women and Africans in Jamestown 2) Identify when Africans first arrived in the Jamestown settlement 3) Identify when additional women arrived in the Jamestown settlement 4) Explain how Africans helped to expand the tobacco economy in the Jamestown settlement 5) Locate Angola and Portugal on a World map 6) Explain the role of the Portuguese in the arrival of Africans in Jamestown 	<ol style="list-style-type: none"> 1) Students create a timeline to sequence events from 1607-1620. 2) Students use a graphic organizer to show three key events of 1619-1620. 3) Teacher led discussion of the growth in the tobacco economy. 4) Class uses <i>Virginia Jingo</i> as a review. 5) Working in pairs, students create a poster to show the impact of women and Africans on the Jamestown settlement. 6) Students locate Angola and Portugal on a World map. 	<p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p><i>Virginia Jingo</i> by Gary Grimm and Associates</p> <p>Graphic organizer</p> <p>Maps</p>	<p>VS.1b,c,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Students trace the route on a World map of the Portuguese from Angola to Jamestown.</p> <p>8) Students assume the role of a captured African and write about the experience and their feelings about being captured and taken from the homeland.</p> <p>9) Students pretend they are Portuguese sailors who realize what they have done is wrong. They write a letter of apology for the capture of the Africans explaining why they became involved in the capture and why they now think it was wrong.</p> <p>10) Students create a mobile to demonstrate how women made Jamestown a more permanent settlement.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.3f

**The student will demonstrate knowledge of the first permanent English settlement in America by
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe the hardships faces by Jamestown settlers</p> <p>2) Explain the changes that took place to ensure the survival of Jamestown</p> <p>3) Identify the role of Captain John Smith in the colony</p>	<p>1) Students list 20 items they would take to the New World and evaluate each item for its usefulness.</p> <p>2) Class completes a graphic organizer to show hardships and changes that ensured the settlers survival.</p> <p>3) Teacher reads aloud a novel based on the time period.</p> <p>4) Students read <i>The Little Red Hen</i> and compare and contrast the story to the Jamestown hardships.</p> <p>5) Students participate in a simulation of Jamestown settlement and the role of Captain John Smith.</p>	<p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>Novels – <i>My America Series</i> by Patricia Hermes: “Elizabeth’s Diary” “Struggle at Jamestown”</p> <p>Venn diagram</p> <p>Copy of <i>The Little Red Hen</i></p>	<p>VS.2c,e,f VS.3b,g</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.3g

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe the positive trading interactions between the Powhatan people and the Jamestown settlers</p> <p>2) Compare the relationship of the Powhatan people and the English settlers</p> <p>3) Identify Pocahontas, Chief Powhatan, and John Smith</p> <p>4) Explain how the Powhatan people helped the settlers survive</p> <p>5) Explain why the native people changed their attitude toward the settlers</p>	<p>1) Conduct a classroom dramatization of trade between the settlers and Powhatan peoples.</p> <p>2) Students research Pocahontas, Chief Powhatan, and John Smith and write a short biography of each.</p> <p>3) Teacher reads aloud a novel based on the time period.</p> <p>4) Students role play the interaction between the settlers and the native peoples</p>	<p>Jamestown Foundation</p> <p><i>Pocahontas and the Strangers</i> by Clyde Robert Bulla</p> <p>Internet</p>	<p>VS.1c,g</p> <p>VS.3f</p> <p>VS.4a</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>4) Teacher distributes candy to the students then tells them s/he has decided s/he needs the candy and collects it. Ask the students how they feel about having something and then having it taken away. Relate this to how the native peoples must have felt about the loss of their homeland.</p> <p>5) Crowded corner activity: Designate a corner area of the classroom for students. Tell students that anyone who wishes may go to the corner area. (Ahead of time try to make this an attractive area to which students would want to go.) As the area becomes crowded and students complain, remind them that they made the choice to be in that area. Relate this to how the native peoples must have felt as their lands became crowded and emphasize that the native peoples had not chosen the crowding situation.</p>		
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Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.4a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize the success of tobacco as a cash crop and explain how it transformed life in the Virginia colony and encouraged slavery</p> <p>2) Define the following: Cash crop Economy Agriculture Wealth Profit Labor Dependent Slave</p>	<p>1) Students create a spiral chart showing the interdependence between tobacco and slavery.</p> <p>2) Differentiated student groups write character's point of view about living in the colony: planter, white woman, black man, and farmer.</p> <p>3) Students read pertinent facts from <i>Life on a Plantation</i>.</p> <p>4) Working in pairs students choose a cash crop for today and determine who would buy the cash crop.</p>	<p>Jamestown/Yorktown Foundation</p> <p><i>Life on a Plantation</i> book by Bobbie Kahlman</p> <p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p>	<p>VS.1b,d-f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.4b

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

b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the cultural groups of each settlement area of Virginia as listed in the Curriculum Framework</p> <p>2) Define the following: Culture Landscape Customs Architecture Migration Migration route Beliefs</p> <p>3) Recognize that the culture of Virginia reflects American Indian, African, and European origins</p> <p>4) Explain how culture and landscape change as people settle an area</p>	<p>1) Using the Internet, students research the different cultures of the Virginia colony.</p> <p>2) Plan a field trip to Frontier Culture Museum in Staunton.</p> <p>3) Students draw the migration route of each cultural group on a world map.</p> <p>4) As a class share and discuss examples/pictures of the influence of customs and beliefs of various cultural groups.</p> <p>5) Using a Virginia outline map, students label the settlement areas of the cultural groups.</p>	<p>Internet</p> <p>Frontier Culture Museum, Staunton, VA</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>Maps</p> <p>Card sort</p> <p>Virginia highway maps</p>	<p>VS.2b,c,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Explain how the influx of settlers changed the life of the native peoples</p>	<p>6) Students complete a card sort of the cultural groups and the regions where they settled.</p> <p>7) Students research a cultural group and share the findings with the class.</p> <p>8) Students examine a Virginia highway map and identify place names that reflect culture.</p> <p>9) Class discussion of the impact the different cultural groups would have on the native peoples' culture.</p>		
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Amherst County Public Schools

Virginia Studies Curriculum

SOL: VS.4c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the geographical factors that influenced the relocation of the capital from Jamestown to Williamsburg to Richmond</p> <p>2) Define the following: Capital Capitol Williamsburg Richmond Population Location Contaminated Seepage</p> <p>3) Identify when England became Great Britain</p> <p>4) Explain the difference between England and Great Britain</p>	<p>1) Teacher led discussion of reasons for moving the capital.</p> <p>2) Using a piece of paper folded into four quadrants, students draw a picture in each quadrant of a reason why the capital was moved to Williamsburg. Students share their drawings with the class.</p> <p>3) Same activity as #1 and 2 with the capital moving from Williamsburg to Richmond.</p> <p>4) Students write a paragraph about the influence geography had on the relocation of the capital.</p> <p>5) Using a Virginia map, students locate the three capitals.</p>	<p>Virginia Map</p> <p>Venn diagram</p> <p>Card sort</p>	<p>VS.1b,c,e,f,i</p> <p>VS.3b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students research the formation of Great Britain and share findings with each other.</p> <p>7) Students locate Great Britain on a World map.</p> <p>8) Students brainstorm the pros and cons of moving the capital from Richmond to a new location today. Use a Virginia map to show the distances the state capital is from various parts of the state.</p> <p>9) Students complete a Venn diagram, a table, or chart comparing the three capitals.</p> <p>10) Students complete a card sort for the capitals</p> <p>11) Students create a cause and effect booklet about the movement of the capital.</p> <p>12) Students complete interactive notebook activities.</p>		
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	<p>13) Students write a short newspaper article about England becoming Great Britain.</p> <p>14) Students create a bumper sticker about the joining of England and Scotland to form Great Britain.</p> <p>15) Students create a before and after chart about the joining of England and Scotland.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.4d

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Distinguish between money, barter, and credit</p> <p>2) Define the following: Money Barter Exchange Currency Credit Debt Saving Bank Goods and services Paper money Coins</p> <p>3) Recognize that there were no banks in the Virginia colony</p> <p>4) Recall that tobacco was used as money in the Virginia colony</p>	<p>1) Students view the film “A Day in the Life of Patsy Greenville” (Williamsburg series).</p> <p>2) Students complete a graphic organizer comparing past and present means of exchange for goods.</p> <p>3) Simulation activity to demonstrate bartering.</p> <p>4) Students draw pictures to show the various forms of exchange used in the Virginia colony.</p> <p>5) Guest speaker – local banker.</p> <p>6) Students examine different kinds of currency, then create a classroom currency.</p>	<p>Williamsburg series (films)</p>	<p>VS.1b,d,e</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Explain how Virginia colonists used credit</p>	<p>7) Students brainstorm examples of bartering that might occur today.</p> <p>8) Students write a paragraph about an item they for which they saved to obtain or something they plan to save for obtaining in the future.</p> <p>9) Working in pairs or small groups, students brainstorm reasons why there was little money and no banks in the Virginia colony. Each pair/group shares its ideas in a class discussion.</p>		
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Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.4e

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe the food, housing, and clothing of people living in colonial Virginia</p> <p>2) Define the following: Natural resources Human resources Capital resources Migration route Beliefs Architecture</p> <p>3) Compare the lifestyle of whites, enslaved African Americans, and free African Americans in the Virginia colony</p>	<p>1) Students complete Venn diagrams comparing the lifestyles of whites, enslaved African Americans, and free African Americans.</p> <p>2) Students complete a card sort for natural, human, and capital resources.</p> <p>3) Students construct a comic strip illustrating early colonial life (food, housing, and clothing)</p> <p>4) Students complete a Venn diagram or comparison table for plantation owners and small farmers.</p> <p>5) Students complete interactive notebook activities.</p>	<p>Internet</p> <p>Frontier Culture Museum, Staunton, VA</p> <p><i>Race to the Governor's House</i> by Crystal M. Tenney</p> <p>Colonial Williamsburg website</p> <p>www.socialstudiesforkids.com</p> <p>www.newriversnotes.com/va/cridlin1.htm</p> <p>www.nps.gov/york/forteachers/</p>	<p>VS.1d,e,f</p> <p>VS.3e</p> <p>VS.4a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students create dioramas of life in colonial Virginia.</p> <p>7) Students choose a colonial group and research their lifestyle. They create a diorama, poster, or booklet, about the researched information.</p> <p>8) Read <i>A Day in the Life of James and Mary Norton</i>, <i>Young Tom and the Nelson Family</i>, and <i>Tizzy's Story</i> (Colonial Family Educational Program Grades K-3 Teacher's Guide). Identify which colonial groups each character represented. Compare and contrast the stories. Students write about which character they would like to be and why. Also who they most live like, using evidence from the story to support their writing.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.5a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the conflicts that developed between the colonies and England about how the colonies should be governed</p> <p>2) Explain the importance of the Declaration of Independence and self-government</p> <p>3) Define the following: Conflicts Self-government Parliament Authority Declaration of Independence Representation Pursuit of happiness</p> <p>4) Identify Thomas Jefferson</p>	<p>1) As a class, examine the Declaration of Independence and discuss its importance.</p> <p>2) Students complete a T-chart comparing the colonists' ideas on government and taxation to the British ideas.</p> <p>3) Students write a comparison/contrast paragraph using information from activity #2</p> <p>4) Students create a time line showing the different conflicts between the colonists and the British.</p> <p>5) Class reads/views Jean Fritz books and videos.</p>	<p>Copy of Declaration of Independence</p> <p><i>Dear America</i> series</p> <p>Jean Fritz series of history books and videos</p> <p>T-chart</p>	<p>VS.1a-d,f,g</p> <p>VS.3c,d</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.5b

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify and compare the roles of whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War.</p> <p>2) Define the following: Patriot Tory (loyalist) Redcoat (lobsterback) Continental army Yorktown Neutral Commander-in-chief “taxation without representation” “...give me liberty or give me death!”</p>	<p>1) Students construct a graduated flip book showing contributions of Virginians in the Revolutionary War including patriots, loyalists, women, African Americans.</p> <p>2) Students read classroom novels.</p> <p>3) Field trips to Red Hill, St. John’s Church.</p> <p>4) Students choose a position (loyalist, neutral, or patriot) and write a paragraph defending their position.</p> <p>5) Students write a speech explaining why the colonists should declare independence.</p>	<p>Video-<i>The Revolutionary War</i></p> <p><i>School House Rock</i> video</p> <p><i>Phoebe the Spy</i> novel</p> <p><i>The Story of U.S.</i></p> <p>www.nps.gov/history/logcabin/html/vf4.html</p>	<p>VS.1a,g</p> <p>VS.5a</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Identify the contributions of George Washington, Patrick Henry, Thomas Jefferson, and James Lafayette during the Revolutionary War era</p>	<p>6) Students pretend they are helping Thomas Jefferson write the Declaration of Independence. They develop a list of reasons for colonial independence from England.</p> <p>7) Students assume the role of American Indians and write a journal entry explaining why they are fighting with the British or the colonists.</p> <p>8) Students write interview questions they would ask an American Indian, focused on why he is fighting in the American Revolution.</p> <p>9) Students work in pairs to make predictions about why American Indians would participate in the American Revolution.</p> <p>10) Think-pair-share the questions about whom different groups in Virginia supported during the war.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.5c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the first land battle fought in Virginia during the Revolutionary War</p> <p>2) Identify Jack Jouett's role in the Revolutionary War</p> <p>3) Explain the importance of the American victory at Yorktown</p> <p>4) Locate the Battle of Great Bridge on a Virginia map</p> <p>5) Locate, Charlottesville and Yorktown on a Virginia map</p>	<p>1) Students locate Norfolk (Battle of Great Bridge) on a Virginia map.</p> <p>2) Students complete a cause/effect graphic organizer showing the result of the American victory at the Battle of Great Bridge.</p> <p>3) Students pretend they are Thomas Jefferson and write a thank-you note to Jack Jouett.</p> <p>4) Students make predictions about what might have happened if Jack Jouett had not reached Jefferson in time. Students make a list of honorable traits Jack Jouett must have possessed.</p>	<p>Internet</p> <p>Maps</p>	<p>VS.1b,d,f,i</p> <hr/> <p>Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students design a character bubble depicting Jack Jouett's thoughts as he rode through the backwoods to warn Jefferson.</p> <p>6) Jigsaw activity – Divide students into small groups and provide each group with grade level reading materials about either Jouett, or Yorktown, or Great Bridge. Each group answers assigned questions about the reading material. Students then go to other groups to report/share their expert findings.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.6a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
The student will be able to: 1) Site reasons why George Washington is referred to as the “Father of Our Country” 2) Site reasons why James Madison is referred to as the “Father of the Constitution” 3) Define the following: Leadership Detailed notes Compromise	1) Students develop mobiles or posters explaining why George Washington is referred to as the “Father of Our Country” and James Madison as the “Father of the Constitution.” 2) Students participate in a sorting activity using George Washington and James Madison fact cards.	Internet Library Fact Cards	VS.1a,c,d,g
	3) Students complete research on George Washington and James Madison and create a brochure on each.		<p align="center">Assessments</p> <hr/> Teacher-made assessments, including paper and pencil, projects, and student activities.

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.6b

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain the influence of the Virginia Declaration of Rights on the Constitution of the United States</p> <p>2) Explain the influence of the Virginia Statute of Religious Freedom on the Constitution of the United States</p> <p>3) Identify George Mason</p> <p>4) Identify Thomas Jefferson</p> <p>5) Define the following: Freedom of religion Freedom of press Worship</p>	<p>1) Students complete a spreadsheet showing the famous documents, dates, authors, purposes, summaries, and quotes.</p> <p>2) Students write a Declaration of Rights for the classroom or the school.</p> <p>3) Students examine the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.</p>	<p>Virginia Declaration of Rights</p> <p>Virginia Statute for Religious Freedom</p>	<p>VS.1a,e,g</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.6c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify factors that influenced Virginians to move to the western frontier of Virginia and beyond</p> <p>2) Define the following: Migrate Traditions Culture</p> <p>3) Locate the Appalachian Mountains and the Cumberland Gap</p>	<p>1) Students brainstorm reasons people move today. Discuss which reasons were the same as or similar to reasons Virginians moved westward after the American Revolution.</p> <p>2) Students plot on a map the migration route through the Appalachian Mountains via the Cumberland Gap.</p>	<p>Science teacher</p> <p>Extension Agent for 4-H</p> <p>Booker T. Washington National Monument</p> <p>Maps</p>	<p>VS.1b-d,i</p> <p>VS.2b,c,e</p> <p>VS.4b</p>
	<p>3) Invite speaker from 4-H Extension office to explain tobacco growth.</p> <p>4) Field trip to Booker T. Washington National Monument</p>		<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.7a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Differentiate between the Northern and Southern states in terms of the economy, population, and cultures</p> <p>2) Explain the difference between “slave” and “free” states</p> <p>3) Identify the following: Nat Turner Harriet Tubman John Brown Abraham Lincoln</p> <p>4) Identify the goal of abolitionists</p> <p>5) Explain how West Virginia became a state</p>	<p>1) Invite a Civil War re-enactor to be a guest speaker.</p> <p>2) Students sort fact cards to show differences between Northern and Southern states.</p> <p>3) Students draw a time line of events/people leading to secession and the Civil War including Nat Turner, Harriet Tubman, Abraham Lincoln, and John Brown.</p> <p>4) The music teacher presents songs from the Civil War era.</p> <p>5) Students separate Virginia and West Virginia on a map and list the reasons for the separation.</p>	<p>Guest Speaker from 4-H Extension Office</p> <p>Resource teacher</p> <p>Novels and books pertaining to the Civil War</p> <p>Maps</p> <p>Card sort</p> <p>T-chart</p>	<p>VS.1a-g.i</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Describe the Underground Railroad</p> <p>7) Locate Harpers Ferry</p> <p>8) Discuss Virginia's secession from the Union</p> <p>9) Explain the southern reaction to the election of Abraham Lincoln</p> <p>10) Define the following: Economy Industrialization Revolt Raid Rebellion Arsenal Harpers Ferry Secession Union Confederate States of America</p>	<p>6) Students view picture books and read novels about the Civil War era.</p> <p>7) Students complete a T chart comparing the North and South prior to the Civil War.</p> <p>8) Students locate Harpers Ferry on a map. Students draw a line on a United States map (pre-Civil War map preferably) to separate the Union and the Confederacy.</p> <p>9) Students write a paragraph comparing the Underground Railroad to the game of hide and seek.</p> <p>10) Students complete a card sort of information about Nat Turner, Harriet Tubman, John Brown, and Abraham Lincoln.</p>		
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Amherst County Public Schools Virginia Studies Curriculum

SOL: VS.7b

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain the role that Virginia and its people played in the Civil War</p> <p>2) Define/identify the following: Battle of Bull Run Stonewall Jackson Robert E. Lee Monitor Merrimack Appomattox Courthouse Ulysses S. Grant April 1865 Richmond</p>	<p>1) In differentiated groups, students research Robert E. Lee, Stonewall Jackson, and Ulysses S. Grant and share findings.</p> <p>2) Students label a map of Virginia with the location of the Battle of Bull Run, the capital of the Confederacy, the battle between the Monitor and the Merrimack, and Appomattox Courthouse, Virginia.</p> <p>3) Teacher uses films, books, and visual aids to show the various events of the Civil War.</p> <p>4) Students create a time line showing events of the Civil War.</p> <p>5) Plan a field trip to Appomattox Courthouse.</p>	<p>Appomattox Surrender Grounds</p> <p>Map of Virginia</p> <p>Novels, books, films, pictures pertaining to the Civil War</p> <p>Internet</p>	<p>VS.1b,f,i</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students role play the major events of the Civil War.</p> <p>7) Students complete interactive notebook activities of the Civil War including illustrations of the major events of the war.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.7c

**The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
c) describing the roles played by whites, enslaved African Americans, free African American, and American Indians.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain the role of whites, enslaved African Americans, free African Americans, and American Indians in the Civil War</p> <p>2) Define/identify the following: Role Confederacy</p>	<p>1) Students complete a table comparing the roles of whites, enslaved African Americans, free African Americans, and American Indians in the Civil War.</p> <p>2) Students view and discuss pictures/illustrations of the roles of whites and African Americans in the Civil War.</p> <p>3) Students brainstorm why most Virginians supported the Confederacy (from an economic perspective).</p>	<p>Internet</p> <p>United Streaming</p>	<p>VS.1b,d, f</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.8a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain the problems that Virginia faced during Reconstruction and the measures that were taken during Reconstruction to solve Virginia's problems</p> <p>2) Define the following: Economy Ruin Reconstruction Freedmen's Bureau Sharecropping</p>	<p>1) Students complete a cause/effect chart showing problems of Reconstruction and what measures were taken to solve the problem.</p> <p>2) Students compare past and present government assistance to people.</p> <p>3) Students create a poster comparing sharecropping to bartering.</p> <p>4) Students view pictures of the South before and after the war, then create illustrations of the destruction of the Civil War.</p> <p>5) Students write a diary entry about the destruction in the South during the Civil War and Reconstruction efforts to rebuild.</p>	<p>Photos/Pictures</p> <p>Internet</p> <p>United Streaming</p> <p>Cause/effect chart</p>	<p>VS.1b,d,e,f,g</p> <p>VS.7b-c</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.8b

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that African Americans’ rights declined after Reconstruction</p> <p>2) Define the following: Segregation Discrimination “Jim Crow” Prejudices Poll tax Voting test</p> <p>3) List examples of different treatment of the races under the Jim Crow laws</p>	<p>1) Teacher led discussion of segregation and Jim Crow laws.</p> <p>2) Students complete a chart showing the rights of African Americans during and after Reconstruction.</p> <p>3) Students view and discuss <i>Virginia Pathways – “Civil Rights, Part I”</i>.</p> <p>4) Students examine pictures from the post-Reconstruction time period showing segregation.</p> <p>5) Students write a journal entry about how they would feel if their rights were removed.</p>	<p><i>Virginia Pathways – “Civil Rights Part I”</i> – PBS</p> <p>Pictures</p> <p>Internet</p> <p>United Streaming</p>	<p>VS.1b,d-g</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students create a cause and effect diagram showing how Jim Crow laws affected American Indians (including tribal schools).</p> <p>7) Students make predictions about how American Indian tribal schools were different from schools for white children.</p> <p>8) Students discuss how attending separate schools affected the future of American Indian children</p> <p>9) Teacher led discussion of how Jim Crow laws affected American Indians.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.8c

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Analyze the changes that took place in Virginia after Reconstruction to boost economic growth</p> <p>2) Identify the role of railroads in the economic growth of Virginia</p> <p>3) Discuss the discovery of coal in Virginia</p>	<p>1) In differentiated groups, students research the five Virginia regions to discover Post-Reconstruction economic growth with emphasis on transportation, cities, and industry.</p> <p>2) Field trip to the Transportation Museum in Roanoke.</p> <p>3) Students locate Tazewell County on a Virginia map, label it as coal producing, then write a paragraph about the impact of coal on the Virginia economy.</p> <p>4) Teacher led discussion of how railroads would support the growth of agriculture, industry, and cities.</p>	<p>Internet</p> <p>Field trip to Transportation Museum in Roanoke</p> <p>Map of Virginia</p>	<p>VS.1d,e,f,i</p> <p>VS.9a</p> <p>VS.10b-c</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools

Virginia Studies Curriculum

SOL: VS.9a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <ul style="list-style-type: none"> 1) Explain why Virginia changed from an agricultural society, to a more urban, industrial society 2) Identify the causes for growth of Virginia cities 3) Evaluate the growth of Northern Virginia and the Tidewater region concerning Federal jobs and computer technology 	<ul style="list-style-type: none"> 1) Students construct a bar or line graph measuring and comparing the population growth in Virginia between 1865 and 2000. 2) Students interview an older citizen of the community with questions about changes in farming and present the findings orally. Students evaluate how these changes affected crop prices and farming technology. 3) Design 3-D “puffy products” to demonstrate the different industries and crops from the five regions of Virginia and display them in the classroom. 	<ul style="list-style-type: none"> Virginia product map Virginia regions map Community members Bar graph Materials for 3-D products 	<ul style="list-style-type: none"> VS.1b,d,e,g,i VS.2b VS.8c VS.10b,c <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.9b

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

a) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to: Identify the contributions of Woodrow Wilson and George C. Marshall to the nation</p>	<p>1) Students research the lives of Woodrow Wilson and create an informational brochure with key events in their lives, placing a star beside the event for which each is best known.</p> <p>2) Students view the video about George C. Marshall at the Marshall foundation website.</p> <p>3) Students design Certificates of Appreciation for Woodrow Wilson and George C. Marshall honoring them for their accomplishments toward world peace.</p> <p>4) Complete a Venn diagram to compare Wilson and Marshall.</p>	<p>http://www.marshallfoundation.org/</p> <p>http://www.woodrowwilson.org/students/</p> <p>www.edhelper.com</p> <p>www.whitehouse.gov/about/presidents/woodrowwilson</p>	<p>VS.1b,e,g,i</p> <p>VS.2b</p> <p>VS.8c</p> <p>4.19 Math</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students write pretend thank-you notes to Wilson and Marshall for their efforts at world peace.</p> <p>6) Students develop posters describing the contributions of Wilson and Marshall.</p> <p>7) Students write a paragraph about how the world would be different if Wilson and or Marshall had not been present.</p> <p>8) Students research which countries were affected by Wilson's plan and/or Marshall's plan and how. Students report their findings to the class.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.9c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Compare and contrast the treatment of African Americans before and after World War II</p> <p>2) Relate the Civil Rights Movement to the treatment of African Americans today</p> <p>3) Identify the following: <i>Brown vs. Board of Education</i> Supreme Court Separate but equal Massive Resistance Harry F. Byrd, Sr.</p> <p>4) Discuss efforts taken by some Virginia schools to avoid desegregation</p>	<p>1) Students develop a timeline of events depicting slavery through desegregation.</p> <p>2) Class reads <i>Ruby Bridges</i> book and views the movie (administrative approval required). Students make comparisons of the book and movie.</p> <p>3) Students view <i>Virginia Pathways, "Civil Rights Part II"</i> and discuss the contents of the program.</p> <p>4) Students view photos of segregation then write a journal/diary entry about how they would feel about being segregated from others in the classroom.</p>	<p><i>Ruby Bridges</i> book and video</p> <p><i>Virginia Pathways, "Civil Rights, Part II"</i>, PBS</p>	<p>VS.1b,c,d,e,f,g</p> <p>VS.8b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Define the following: Segregation Desegregation Integration Abolish Equality Public facilities Unconstitutional</p>	<p>5) Teacher led discussion of Massive Resistance.</p> <p>6) Students identify real-life examples of when people are separated such as classes, schools, etc. Students discuss why separating people for racial or religious reasons is unfair.</p> <p>7) Students write about a time when they were excluded from an activity because of something they could not control.</p> <p>8) Students complete a chart of when separation is a good idea (such as safety) and when it is a bad idea (such as racial).</p> <p>9) Show students the similarities of the words segregation and separation.</p> <p>10) Show students the United Streaming segments about segregation and integration (slightly above fourth grade level, integrate discussion as shown).</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.9d

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the important contributions (social, political, and economic) of Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe Jr., A. Linwood Holton, Jr., and L. Douglas Wilder</p>	<p>1) Students research and present findings or write a brief biography about the contributions of Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.</p> <p>2) Students choose one of the six Virginians and create a poster showing the contributions of the person.</p> <p>3) Students write a biography of one of the six Virginians.</p> <p>4) Students perform short skits showing the contributions of the six Virginians.</p> <p>5) Students complete a card sort of the six Virginians.</p>	<p>Internet</p> <p>Library resources</p>	<p>VS.1a,e</p> <p>VS.9b</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students brainstorm how the <i>Brown v. Board of Education</i> decision has affected life today.</p> <p>7) Children write a cinquain poem about A. Linwood Holton, Jr. showing how he promoted racial equality.</p> <p>8) Students complete Venn diagrams comparing the contributions of the six Virginians.</p> <p>9) Students create flip books about the six Virginians.</p> <p>10) Jigsaw activity - students become an expert about one of the six Virginians and share their knowledge with other students.</p> <p>11) Students classify the six Virginians (could include Wilson and Marshall) into various categories of their choosing (some people may overlap categories). They create a gallery and explain their gallery to fellow students.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.10a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the three branches of Virginia government and name the purpose of each</p> <p>2) Name the two houses of the General Assembly</p> <p>3) Name the title of the head of Virginia’s executive branch of government</p> <p>4) Define the following: Government Branch of government Executive Governor Court</p>	<p>1) Students construct a tri-fold chart with each section covering a branch of government and its purpose.</p> <p>2) Students design a tree of three branches to depict the three branches of Virginia government and the leaves attached to each branch will show the purpose of each branch.</p> <p>3) Students view and discuss <i>Schoolhouse Rock</i> video “I’m Just a Bill.”</p> <p>4) Guest speaker – local lawmaker to talk about the three branches of government.</p> <p>5) Students develop a graphic organizer showing the three branches of government.</p>	<p>Encyclopedias</p> <p>Local politicians</p> <p><i>Schoolhouse Rock</i> video</p> <p><i>Virginia Pathways</i>, Part III, PBS</p> <p>Internet</p>	<p>VS.1d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students view and discuss <i>Virginia Pathways</i>, Part III.</p> <p>7) Students complete graphic organizers for each branch of Virginia's government.</p>		
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**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS10b

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Name and locate Virginia’s five geographic regions</p> <p>2) Identify the major products and industries of Virginia’s five geographic regions</p>	<p>1) Refer to and update VS.2b flip book.</p> <p>2) Refer to and update VS.9a “puffy products.”</p> <p>3) Students create a products map for Virginia.</p> <p>4) Students choose a region and illustrate its products.</p> <p>5) Students play a concentration game matching the products to the regions.</p> <p>6) Students complete a card sort of regions and products.</p> <p>7) <i>Race to the Governor’s House</i> for review.</p>	<p>Virginia map</p> <p>Product maps</p> <p><i>Race to the Governor’s House</i> by Crystal M. Tenney</p> <p>Cards for concentration game</p> <p>Card sort</p>	<p>VS.1i</p> <p>VS.2b</p> <p>VS.9a</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Virginia Studies Curriculum**

SOL: VS.10c

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify how technology, transportation, and communications facilitated migration and economic growth in Virginia</p> <p>2) Identify the role of tourism in Virginia’s economy</p> <p>3) Relate Virginia to the United States economy</p> <p>4) Identify the impact of federal jobs on Virginia’s economy</p> <p>5) Name four Virginia exports</p> <p>6) Explain the role of transportation in Virginia’s economy</p>	<p>1) Students “peruse” travel brochures and choose a favorite site to visit. They match the site to the correct region and discuss how they would travel to the site.</p> <p>2) Students create tri-fold pamphlets with each section depicting a different transportation system.</p> <p>3) Students create a K-W-L chart on past and present transportation of goods.</p> <p>4) Students create a poster or mobile of Virginia exports.</p> <p>5) Students brainstorm how transportation and communications technology have affected Virginia’s economy.</p>	<p>Travel brochures from Virginia sites of interest</p> <p>K-W-L Chart</p>	<p>VS.9a</p> <p>VS.10b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>