

Grade 4

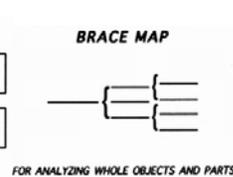
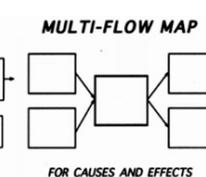
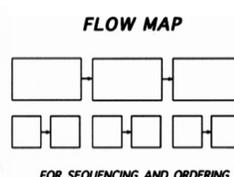
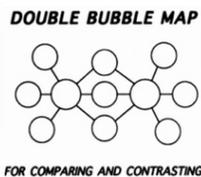
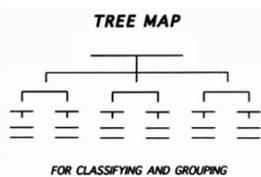
Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia’s rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia. The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

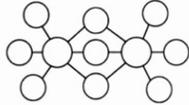
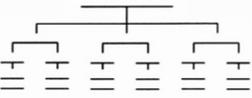
Skills

- VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
 - analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
 - recognizing points of view and historical perspectives;
 - comparing and contrasting ideas and cultural perspectives in Virginia history;
 - determining relationships with multiple causes or effects in Virginia history;
 - explaining connections across time and place;
 - using a decision-making model to identify costs and benefits of a specific choice made;
 - practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - investigating and researching to develop products orally and in writing.

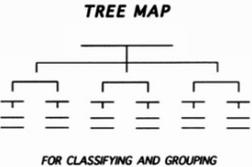
Thinking Map Images for Copying and Pasting



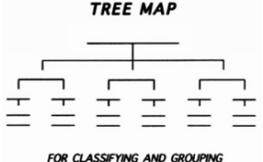
Essential Understandings	Essential Knowledge	Skill Focus and Exemplars	Resources
--------------------------	---------------------	---------------------------	-----------

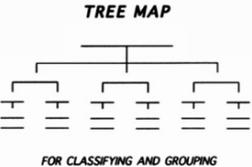
			(Instructions for linking to a Google Doc)	(for instruction, assessment, and intervention)
Q 1	<p>VS.10a The student will demonstrate an understanding of Virginia government, geography, and economics by Identifying the three branches of Virginia government and the function of each.</p> <p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state Constitution.</p> <p>Define:</p> <ul style="list-style-type: none"> - Government - Executive Branch - Legislative Branch - Judicial Branch - Governor - Court - Judge 	<ul style="list-style-type: none"> - 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. 	<p>VS.1g, j</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>
	<p>VS.2a The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by locating Virginia and its bordering states on maps of the United States.</p>	<p>Relative location may be described by using terms that show connections between two places, such as next to, near, and bordering.</p> <p>Bordering bodies of water:</p> <ul style="list-style-type: none"> - Atlantic Ocean - Chesapeake Bay <p>Bordering states:</p> <ul style="list-style-type: none"> - Maryland 	<p>Did not match any VS.1</p>	<p>Border States Quiz</p> <p>Activities and Lesson Ideas Table of Specifications</p>

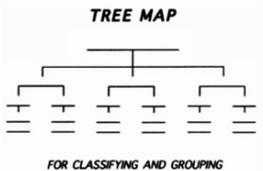
<p>Locations of places can be described in relative terms.</p> <p>Define:</p> <ul style="list-style-type: none"> - Relative Location 	<ul style="list-style-type: none"> - West Virginia - Kentucky - Tennessee - North Carolina 		
<p>VS.2b The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by</p> <p>b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.</p> <p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions.</p> <p>Define:</p> <ul style="list-style-type: none"> - Mountain Range - Mountain System - Fall Line - Peninsula - Ridge - Plateau - Eastern Shore - Waterfall - Valley 	<p>Terms to know:</p> <ul style="list-style-type: none"> - Fall Line: The natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where waterfalls prevent further travel on the river. <p>Geographic regions:</p> <ul style="list-style-type: none"> - Coastal Plain (Tidewater) - Flat land- - Location near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore) <p>East of the Fall Line:</p> <ul style="list-style-type: none"> - Piedmont (land at the foot of mountains) - Rolling hills <p>West of the Fall Line:</p> <ul style="list-style-type: none"> - Blue Ridge Mountains - Old, rounded mountains - Part of the Appalachian mountain system - Located between the Piedmont and the Valley and Ridge regions - Source of many rivers: valley and ridge 	<p>VS1.b</p>  <p>BUBBLE MAP</p> <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>2b 5 Geographic Regions Map & Graphic Organizer- See Folder</p> <p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

	<p>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.)</p> <p>Located west of Blue Ridge Mountains:</p> <ul style="list-style-type: none"> - Appalachian Plateau (plateau: Area of elevated land that is flat on top) - Located in Southwest Virginia - Only a small part of the plateau is located in Virginia. 		
<p>VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by b) describing the major products and industries important to Virginia's economy.</p> <p>As is true in other states, Virginia's major industries and the goods and services produced, change over time depending on the request in the community where they are provided or the request in other states and countries. Available resources (natural, human and</p>	<p>Selected examples of products and industries important to Virginia's economy Top products and services for Virginia include:</p> <ul style="list-style-type: none"> - Architectural or engineering services - Banking and lending - Computer programming or systems design - Food products - Shipbuilding <p>The service industry is important to Virginia's economy. Virginians earn income through jobs in:</p> <ul style="list-style-type: none"> - Private health care, computer programming or systems design, and engineering. 	<p>VS.1b, c, j</p> 	<p>Activities and Lesson Ideas Table of Specifications *Located in VS.2a-c folder</p>

<p>capital), as well as geography, are major factors in what is produced in the state. Major products and industries change over time as people and businesses buy different goods and services.</p>	<ul style="list-style-type: none">- Government services including operation of public schools, hospitals and military bases. <p>Manufacturing (making goods on a large scale using machinery) is also a top industry. Top manufactured products in Virginia include:</p> <ul style="list-style-type: none">- Ships- Tobacco products- Beverages (such as soft drinks)- Chemical goods- Motor vehicle parts and trucks <p>Fertile soil and a favorable climate make agriculture an important industry in Virginia:</p> <ul style="list-style-type: none">- Chickens (broilers), beef, milk, turkeys, and hogs are Virginia's leading livestock products.- Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia's leading cash crops. Tobacco, once the basis of Virginia's economy, has been replaced by livestock and livestock products as the state's most valuable source of agricultural income. <p>Access to deep water ports and</p>		
--	--	--	--

	<p>proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing and oyster harvests possible. Historically, the success of Appalachian coalfields is due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia's economy as businesses and individuals shift to other sources of energy.</p>		
<p>VS.2c The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by 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).</p> <p>Water features were important to the early history of Virginia. Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the</p>	<p>Terms to Know:</p> <ul style="list-style-type: none"> - peninsula: A piece of land bordered by water on three sides <p>Water features:</p> <ul style="list-style-type: none"> - Atlantic Ocean: provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean), Chesapeake Bay, provided a safe harbor, was a source of food and transportation <p>James River:</p> <ul style="list-style-type: none"> - Flows into the Chesapeake Bay, Richmond and Jamestown located along the James River, York River, Flows into the Chesapeake Bay, Yorktown located along the York River <p>Potomac River:</p>	<p>VS.1b</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

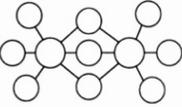
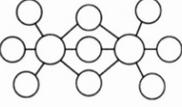
<p>land rises sharply and waterfalls prevent further travel on the river. The four major rivers that flow into the Chesapeake Bay are separated by peninsulas. The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.</p> <p>Define:</p> <ul style="list-style-type: none"> - Peninsula - Transportation - Harbor - Wildlife - Explore - Survey 	<ul style="list-style-type: none"> - Flows into the Chesapeake Bay, Alexandria located along the Potomac River <p>Rappahannock River:</p> <ul style="list-style-type: none"> - Flows into the Chesapeake Bay, Fredericksburg located on the Rappahannock River <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <p>Lake Drummond</p> <ul style="list-style-type: none"> - Located in the Coastal Plain (Tidewater) region, shallow natural lake surrounded by the Dismal Swamp, Dismal Swamp, Located in the Coastal Plain (Tidewater) region, variety of wildlife . <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>		
<p>VS.2d The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.</p>	<p>Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China). Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</p>	<p>VS.1a, b, j</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p>	<p>American Indian Language Groups Interactive Notebook activity Eat Like a Powhatan Video Clip</p> <p>Activities and Lesson Ideas Table of Specifications</p>

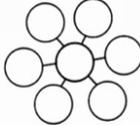
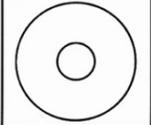
<p>American Indians were the first people who lived in Virginia. American Indians lived in all areas of the state. There were three major language groups in Virginia.</p> <p>Define:</p> <ul style="list-style-type: none"> - Indian - Archaeologist - Artifacts - Iroquoian Language - Group - Algonquian Language Group - Siouan Language Group 	<p>American Indian identities have always been closely connected to the land. American Indians did not believe in land ownership.</p> <p>Three major language groups of Virginia</p> <ul style="list-style-type: none"> - Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group. - Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group. - Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group. 		
<p>VS.2e The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter.</p>	<p>Climate in Virginia</p> <p>The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation. Forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.</p>	<p>VS.1b</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

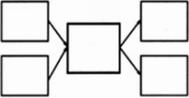
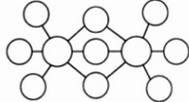
<p>Virginia's American Indians worked with the climate and the environment to meet their basic needs wants. Many American Indians lived in towns situated along the rivers, which made for good farming, good fishing, and easy travel. Virginia Indian cultures have changed over time.</p>	<p>Environmental connections:</p> <ul style="list-style-type: none">- The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.- Foods changed with the seasons.- In winter, they hunted birds and other animals and lived on stored foods from the previous fall.- In spring, they hunted, fished, and picked berries.- In summer, they grew crops (e.g., beans, corn, squash).- In fall, they harvested crops and hunted for foods to preserve and keep for the winter.- Animal skins (deerskin) were used for clothing.- Shelter was made from materials found around them.	<p>Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing. Today, most native peoples live like other Americans. Their cultures have changed over time.</p>	
--	--	---	--

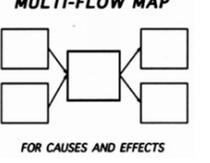
Define:

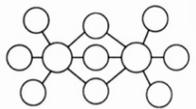
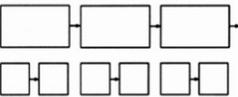
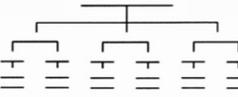
- Climate
- Season
- Environment
- Harvest
- Preserve
- Shelter
- Natural Resources
- Culture

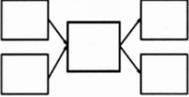
<p>VS.2f The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.</p> <p>Archaeology is another way to help people understand the past. Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.</p> <p>Define:</p> <ul style="list-style-type: none"> - Archaeology - Artifacts - Headquarters - Permanent - Fort 	<p>Archaeologists study all kinds of material evidence left by people from the past. Werowocomoco was a large Indian town, located on the York River, used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607. Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.</p>	<p>VS.1a, d, e</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>
<p>VS.2g The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by g) describing the lives of American Indians in Virginia today.</p> <p>American Indian people have</p>	<p>American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today. Virginia Indians live and work as modern Americans. They practice ancient traditions and crafts while incorporating new customs over time.</p> <p>The tribes maintain tribal museums</p>	<p>VS.1d, g</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

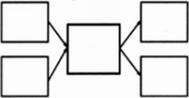
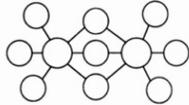
	<p>lived in Virginia for thousands of years. Virginia Indians have contributed to the Commonwealth of Virginia and the nation.</p>	<p>and lands on which they hold public festivals called pow wows. The pow wow is a way of teaching American Indians and visitors about their culture, past and present.</p> <p>The current state-recognized tribes are located in regions throughout Virginia.</p> <p>Today, Virginia Indians maintain their strong cultural heritage. Virginia Indian cultural heritage continues through drumming, singing, dance, art, jewelry, clothing, crafts, pottery, and storytelling.</p> <p>Virginia Indians contribute to American society as active citizens who vote, hold office, and work in communities.</p>	<p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	
	<p>Essential Understandings</p>	<p>Essential Knowledge</p>	<p>Skill Focus and Exemplars (Instructions for linking to a Google Doc)</p>	<p>Resources (for instruction, assessment, and intervention)</p>
<p>Q 2</p>	<p>VS.3a The student will demonstrate an understanding of the first permanent English settlement in America by a) explaining the reasons for English colonization; Some European countries, including England, were in competition to increase their wealth and power</p>	<p>Reasons for English colonization in America England wanted to establish an American colony to increase its wealth and power to compete with other European nations.</p> <ul style="list-style-type: none"> - England hoped to find silver and gold in America. - An American settlement 	<p>VS.1d</p> <p>CIRCLE MAP</p>  <p>FOR DEFINING IN CONTEXT</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

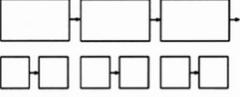
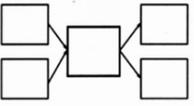
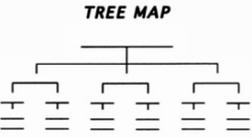
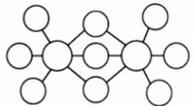
<p>by expanding their empires to America.</p> <p>The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.</p> <p>Define:</p> <ul style="list-style-type: none"> - Stockholders - (Shareholders) - Economic Venture - 1607 - Raw Materials - Permanent - Virginia Company of - London - Shares - Charter - Colonization - Settlement 	<p>would furnish raw materials, while opening new markets for trade.</p> <p>Jamestown:</p> <ul style="list-style-type: none"> - Jamestown was primarily an economic venture. - The stockholders of the Virginia Company of London financed the settlement of Jamestown. - Jamestown, founded in 1607, became the first permanent English settlement in North America. 	<p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	
<p>VS.3b The student will demonstrate an understanding of the first permanent English settlement in America by b) describing the economic and geographic influences on the decision to settle at Jamestown</p> <p>Location and physical characteristics influenced the decision to settle at Jamestown.</p> <p>The English believed the natural</p>	<p>When the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River.. Today, Jamestown is located on an island in the James River due to the erosion of the Jamestown peninsula.</p> <p>Reasons for site choice:</p> <ul style="list-style-type: none"> - Instructions from England told the settlers to go inland and find a suitable place for 	<p>VS.1b, g</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Jamestown 1607 and today-Foldable</p> <p>Geographic Influences-Foldable</p> <p>Activities and lesson ideas</p> <p>Table of Specifications</p>

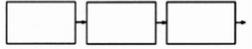
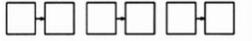
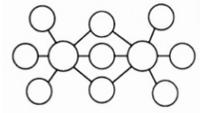
<p>resources at Jamestown would benefit England.</p>	<p>their colony.</p> <ul style="list-style-type: none"> - The location could be easily defended from attack by sea (by the Spanish). - The water along the shore was deep enough for ships to dock. - They believed the site had a good supply of fresh water. <p>Natural resources from Jamestown included timber and iron.</p>		
<p>VS.3c The student will demonstrate an understanding of the first permanent English settlement in America by c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;</p> <p>The King of England had the power to grant charters allowing settlement in North America.</p>	<p>Importance of Virginia charters</p> <p>The King of England granted charters to the Virginia Company of London to:</p> <ul style="list-style-type: none"> - establish a settlement in North America - define the physical boundaries of the colony - extend English rights to the settlers. 	<p>VS1.a,h</p> 	<p>Charters Foldable</p> <p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>
<p>VS.3d The student will demonstrate an understanding 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</p>	<p>System of government</p> <p>In 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor's council and the</p>	<p>VS.1 a,d,f,g</p> 	<p>General Assembly of 1619-Foldable</p> <p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

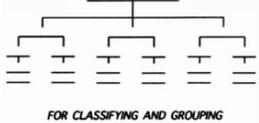
<p>America</p> <p>As Jamestown grew, Virginia's system of government evolved.</p> <p>Define:</p> <ul style="list-style-type: none"> - Burgess - Representative - Council 	<p>governor. They met as one legislative body. (At that time, only certain free adult men had the right to take part.)</p> <p>The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English North America giving some settlers the opportunity to take part in controlling their own government.</p> <p>House of Burgesses By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the Governor's Council as one of the two legislative bodies of the General Assembly.</p>	<p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	
<p>VS.3e The student will demonstrate an understanding of the first permanent English settlement in America by e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement;</p> <p>Jamestown Virginia became a more diverse colony by 1620.</p> <p>Define:</p>	<p>Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons in Virginia is unknown.</p> <p>Africans arrived in Virginia against their will in 1619.</p> <p>The arrival of Africans made it possible to expand the tobacco</p>	<p>VS.e,f</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

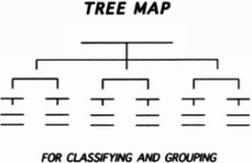
<ul style="list-style-type: none"> - Diverse - Servant - Enslaved 	<p>economy.</p> <p>The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent colony in Virginia.</p>		
<p>VS.3f The student will demonstrate an understanding of the first permanent English settlement in America by f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and</p> <p>The English settlers found life in Virginia harder than they had expected.</p>	<p>Hardships faced by the settlers:</p> <ul style="list-style-type: none"> - The site they chose to live on was marshy and lacked safe drinking water. - A drought at the time of settlement reduced the amount of food available to everyone in Virginia. - The settlers lacked some skills necessary to provide for themselves. - Many settlers died of starvation and disease. <p>Changes that resulted in survival:</p> <ul style="list-style-type: none"> - The arrival of ships bringing supplies and new settlers - The forced work program and strong leadership of Captain John Smith - The development of new settlements that spread away from the unhealthy environment of Jamestown - The emphasis on agriculture 	<p>VS.1f,h</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

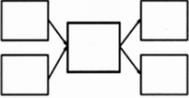
<p>VS.3g The student will demonstrate an understanding of the first permanent English settlement in America by g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.</p> <p>The native peoples and the English settlers in Virginia established trading relationships and, for a while, had positive interactions.</p>	<p>Captain John Smith initiated trading relationships with the native peoples.</p> <p>The native peoples traded food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry.</p> <p>The native peoples contributed to the survival of the Jamestown settlers in several ways:</p> <ul style="list-style-type: none"> - Powhatan, chief of many tribes, provided leadership to his people and taught the settlers survival skills. - Pocahontas, daughter of Powhatan, served as a contact between the native peoples and the English. - The native peoples showed the settlers how to plant corn and harvest tobacco. <p>Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.</p>	<p>VS.1a,c,d,f</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Interactions between English and Powhatan- Foldables</p> <p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>
<p>VS.4a The student will demonstrate an understanding of life in the Virginia colony by a) explaining the importance of agriculture and its influence on</p>	<p>Terms to know</p> <p>cash crop: A crop that is grown to sell for money rather than for use by the growers</p>	<p>VS.1b, f, g</p>	<p>VS.4a Cause & Effect Foldable</p> <p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

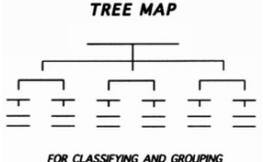
<p>the institution of slavery. The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery</p> <p>Define:</p> <ul style="list-style-type: none"> - Cash Crop - Agriculture - Profit - Economy - Slave - Wealth - Labor - Dependant 	<p>The economy of the Virginia colony depended on agriculture as the primary source of wealth.</p> <p>Tobacco became the most profitable agricultural product.</p> <p>Tobacco was sold in England as a cash crop.</p> <p>The successful cultivation of tobacco depended on a steady and inexpensive source of labor. African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations.</p> <p>The Virginia colony became dependent on slave labor, and this dependence lasted a long time.</p>	<p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	
<p>VS.4b The student will demonstrate an understanding of life in the Virginia colony by b) describing how the culture of colonial Virginia reflected the origins of American Indians, Europeans (English, Scots-Irish, German) immigrants, and Africans.</p> <p>The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.</p>	<p>Culture of colonial Virginia</p> <p>Whenever people settle an area, they change the culture and landscape to reflect their culture and customs. Examples of architecture that reflect different cultures include: barns, homes, places of worship (e.g., churches).</p> <p>Place names reflecting culture:</p> <ul style="list-style-type: none"> - English – Richmond - American Indian – Roanoke <p>Settlement areas:</p> <ul style="list-style-type: none"> - English and other 	<p>VS.1b, d</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>VS.4b Settlement Areas Foldable Activities and Lesson Ideas Table of Specifications</p>

<p>Although it was a colony of England, Virginia developed a unique culture different from that of England.</p> <p>Define:</p> <ul style="list-style-type: none"> - Culture - Landscape - Customs - Architecture - Migration - Migration Route - Beliefs 	<p>Europeans settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions.</p> <ul style="list-style-type: none"> - Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. - Africans were brought primarily to the Coastal Plain (Tidewater) and the Piedmont regions to work in tobacco fields, where it required a great deal of labor. - Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. <p>Migration and living in new areas caused people to adapt old customs to their new environments.</p>		
<p>VS.4c The student will demonstrate an understanding of life in the Virginia colony by c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg.</p> <p>A variety of factors explain the reasons for moving Virginia's capital.</p>	<p>Reasons why the capital was moved from Jamestown to Williamsburg:</p> <ul style="list-style-type: none"> - Drinking water in Jamestown was contaminated by seepage of saltwater. - Unhealthy living conditions caused diseases. - Fire destroyed wooden and brick buildings at 	<p>VS.1b, f, g, h</p> <p>FLOW MAP</p>   <p>FOR SEQUENCING AND ORDERING</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

<p>Define:</p> <ul style="list-style-type: none"> - Capital - Capitol - Williamsburg - Population - Location - Contaminated 	<p>Jamestown.</p> <ul style="list-style-type: none"> - Williamsburg was an already established town. 		
<p>VS.4 The student will demonstrate an understanding of life in the Virginia colony by d) describing how money, barter, and credit were used.</p> <p>Money was not often used in the early Virginia colony.</p> <p>Because Virginia was agricultural, farmers could not pay for goods until their crops were harvested. This made credit important.</p> <p>Define:</p> <ul style="list-style-type: none"> - Money - Barter - Exchange - Currency - Credit - Debt - Savings - Bank - Goods - Services 	<p>Terms to know</p> <ul style="list-style-type: none"> - money: A medium of exchange (currency, which includes coins and paper bills) - barter: Trading or 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 someone - savings: Money put away to save or to spend at a later time <p>Few people had paper money or coins to use to buy goods and services.</p> <p>Barter was commonly used instead of money.</p> <p>Tobacco was used as money. A tobacco farmer could use his</p>	<p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p>	<p>VS.d Terms Foldable</p> <p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

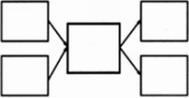
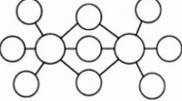
	<p>tobacco to pay for goods and services.</p> <p>Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.</p> <p>Colonial Virginia had no banks.</p>		
<p>VS.4 The student will demonstrate an understanding of life in the Virginia colony by e) describing everyday life in colonial Virginia.</p> <p>Resources found in colonial Virginia were used to produce the goods and services people needed.</p> <p>Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.</p>	<p>People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</p> <p>Food:</p> <ul style="list-style-type: none"> - Food choices were limited. - Meals were made of local produce and meats. <p>Housing:</p> <ul style="list-style-type: none"> - Most people lived in one-room houses with dirt floors. - Some wealthy people (farmers) lived in large houses. <p>Clothing:</p> <ul style="list-style-type: none"> - Women in households made their own clothes. for family members. - Most clothing was made of cotton, wool, and/or leather. 	<p>VS.1b</p> <p>TREE MAP</p>  <p>DOUBLE BUBBLE MAP</p> 	<p>Activities and Lesson Ideas Table of Specifications</p>

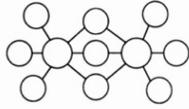
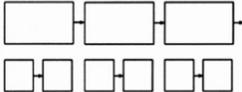
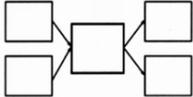
		<p>Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations).</p> <p>Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans were denied basic rights.</p> <p>Some free African Americans owned land but were denied basic rights.</p>		
	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q 3	<p>VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;</p> <p>Conflicts developed between the colonies and Great Britain over how the colonies should be governed.</p> <p>The Declaration of Independence gave reasons for independence and ideas for self-government.</p>	<p>The colonists and the British Parliament disagreed over how the colonies should be governed.</p> <ul style="list-style-type: none"> - Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority. - Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament. 	<p>VS.1a,c,d,f</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	<p>VS.5a Declaration of Independence foldable</p> <p>VS.5a Parliament vs. Colonists foldable</p> <p>Activities and Lesson Ideas Table of Specifications</p>

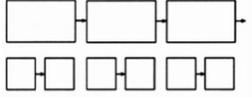
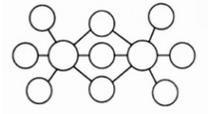
<p>Define:</p> <ul style="list-style-type: none"> - Conflict - Self-Government - Parliament - Authority - Declaration of - Independence - Representation - Pursuit of Happiness - Liberty 	<p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.</p>		
<p>VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by b) identifying the various roles played by American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;</p> <p>Virginians made significant contributions during the Revolutionary War era.</p> <p>Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the American Revolution.</p> <p>Define:</p> <ul style="list-style-type: none"> - Patriot - Loyalist 	<p>Varied roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era:</p> <ul style="list-style-type: none"> - Virginia patriots served in the Continental Army and fought for independence leading to the British surrender at Yorktown. - Some American Indians fought alongside the Virginia patriots, while others fought with the British. - Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain. - Women took on more responsibilities to support the war effort. - Some enslaved African Americans supported the 	<p>VS.1c</p> <p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;">FOR CLASSIFYING AND GROUPING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

<ul style="list-style-type: none">- Redcoat- Continental Army- Yorktown- Neutral- Commander-in-Chief- “No Taxation without representation”- “Give me Liberty or Give me Death!”	<p>British who promised them freedom.</p> <ul style="list-style-type: none">- Some free African Americans fought for independence from Great Britain. <p>Contributions of Virginians during the Revolutionary War era:</p> <ul style="list-style-type: none">- George Washington provided military leadership by serving as commander-in-chief of the Continental Army.- Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence.- Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, “...give me liberty or give me death.”- The Marquis de Lafayette, a French nobleman, volunteered his service to the Continental Army during the American Revolution. The king of France provided French		
---	---	--	--

	<p>troops, ships and money. The Marquis de Lafayette contributed to the victory at Yorktown.</p> <ul style="list-style-type: none"> - An enslaved African American from Virginia, James Lafayette, served as a spy during the Revolutionary War in the Continental Army. He successfully requested his freedom after the war with the support of the Marquis de Lafayette. 		
<p>VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by c) identifying the importance of the American victory at Yorktown;</p> <p>The last major battle of the Revolutionary War was fought at Yorktown, Virginia.</p>	<p>The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war.</p> <p>While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army.</p> <p>The war ended with the Treaty of Paris in 1783.</p>	<p>VS.1b,c</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas Table of Specifications</p>
<p>VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.</p>	<p>Reasons why the capital was moved from Williamsburg to Richmond:</p> <ul style="list-style-type: none"> - The population was moving westward for more opportunities. - Richmond was a more central location. - Moving to Richmond 	<p>VS.1b,c,f</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

<p>A variety of factors explain the reasons for moving Virginia's capital.</p>	<p>increased the distance from the sea and possible attack by the British.</p>	<p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	
<p>VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by</p> <p>a) explaining why George Washington is called the "Father of Our Country" and James Madison is called the "Father of the Constitution."</p> <p>The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.</p> <p>Define:</p> <ul style="list-style-type: none"> - Leadership - Detailed Notes - Compromise 	<ul style="list-style-type: none"> - 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." - James Madison, a Virginian, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title "Father of the Constitution." 	<p>VS.1a, c, d, e</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>
<p>VS.6 The student will demonstrate an understanding of the role of Virginia in the</p>	<ul style="list-style-type: none"> - The Virginia Declaration of Rights, written by George Mason, states that all 	<p>VS.1c, d, e</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

<p>establishment of the new American nation by b) identifying the ideas of George Mason as expressed in the Virginia Declaration of Rights and Thomas Jefferson as expressed in the Virginia Statute for Religious Freedom.</p> <p>The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights</p> <p>Define:</p> <ul style="list-style-type: none"> - Freedom of Religion - Freedom of Press - Worship 	<p>Virginians have many rights, including freedom of religion and freedom of the press.</p> <ul style="list-style-type: none"> - The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. 	<p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	
<p>VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.</p> <p>Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.</p>	<p>After the American Revolution, Virginia's agricultural base began to change, and as a result, large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities:</p> <ul style="list-style-type: none"> - Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm. - The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia. - The mechanical reaper 	<p>VS.1b, g</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

<p>Define:</p> <ul style="list-style-type: none"> - Migrate - Traditions - Culture 	<p>allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.</p> <ul style="list-style-type: none"> - Virginians migrated into western territories, looking for large areas of land and new opportunities. - As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them. - Many enslaved African Americans were sold to people who lived in other southern states. - Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west. 		
<p>VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;</p> <p>Because of economic differences between the North and South,</p>	<p>Differences between northern and southern states:</p> <ul style="list-style-type: none"> - The economy in the northern part of the United States was more industrialized, while in the southern part, it was agricultural and relied more on slave labor. -Northern states wanted the new states created out of the western territories to be 	<p>VS.1a,c,d,e,g</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

they were unable to resolve their conflicts, and the South seceded from the United States. Virginians were divided about secession from the Union, which led to the creation of West Virginia.

Define:

- Economy
- Industrialization
- Revolt
- Raid
- Rebellion
- Arsenal (armory)
- Secede

“free states,” while the southern states wanted the new states to be “slave states.”

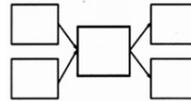
Events leading to secession and war:

- Nat Turner led a revolt against slavery plantation owners in Virginia. - Abolitionists campaigned to end slavery. - Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the “Underground Railroad.”
- John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged.
- After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the “Confederate States of America.” Later, Virginia seceded and joined them.

Creation of West Virginia:

- Conflict grew between the eastern counties of Virginia

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

that relied on slavery and the western counties that did not favor slavery.

- Many disagreements between the two regions of the state led to the creation of West Virginia.

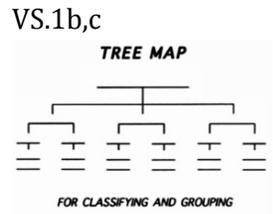
VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by

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

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

- Define:
- Battle of Bull Run
 - “Stonewall’ Jackson
 - Robert E. Lee
 - Ulysses S. Grant
 - Monitor
 - Merrimack
 - Richmond
 - Appomattox Court House
 - April 1865

- 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 capital of the Confederacy. It fell to General Ulysses S. Grant and was burned by the Confederacy near the end of the war. Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces.
 - President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor



[Activities and Lesson Ideas](#)
[Table of Specifications](#)

(Union) and the Merrimack (Confederacy), 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,

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

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

American Indians, whites, enslaved African Americans, and free African Americans and American Indians had various roles during the Civil War.

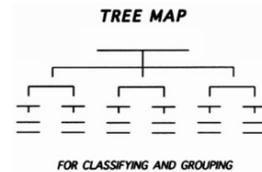
Define:

- Role
- Confederacy

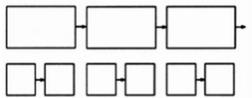
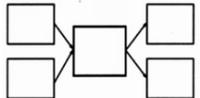
Varied roles of American Indians, whites, enslaved African Americans, and free African Americans, and American Indians during the Civil War:

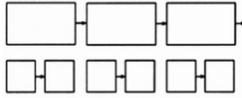
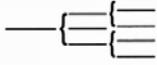
- Many American Indians did not take sides during the Civil War.
- Most white Virginians supported the Confederacy.
- The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army.
- Many enslaved African Americans sought freedom by following the Union Army where many found work. Some women and men provided labor, and some men fought for the Union Army.. fled to the Union army as it approached and some fought for the Union.
- Some free African Americans felt their limited rights could best be protected by supporting the Confederacy. Some free African Americans joined

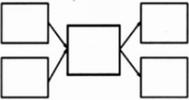
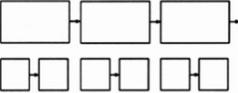
VS.1d,e

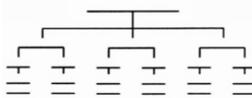
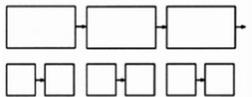
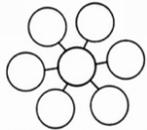


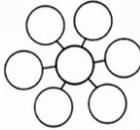
[Activities and Lesson Ideas](#)
[Table of Specifications](#)

		the Union Army and Union Navy		
	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q 4	<p>VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by</p> <p>a) Identifying the effects of Reconstruction on life in Virginia.</p> <p>Virginians faced serious problems in rebuilding the state after the Civil War.</p> <p>Define:</p> <ul style="list-style-type: none"> - Economy - Ruin - Reconstruction - Freedmen’s Bureau - Sharecropping 	<p>Terms to know:</p> <ul style="list-style-type: none"> - Reconstruction: The period following the Civil War in which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union <p>Problems faced by Virginians during Reconstruction:</p> <ul style="list-style-type: none"> - Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs. - Virginia’s economy was in ruins: - Money had no value - Banks were closed. - Railroads, bridges, plantations, and crops were destroyed. - Businesses needed to be rebuilt. <p>Measures taken to resolve problems:</p>	<p>VS.1a, c, d, e, f, g</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	<p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

	<ul style="list-style-type: none"> - The Freedmen’s Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia. - Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops. 		
<p>VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by</p> <p>b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans.</p> <p>The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</p> <p>“Jim Crow” laws had an effect on African Americans and American Indians.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - segregation: The separation of people, usually based on race or religion - discrimination: An unfair difference in the treatment of people <p>During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</p>	<p>VS.1a, c, d, e, f, g, i</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>BRACE MAP</p>  <p>FOR ANALYZING WHOLE OBJECTS AND PARTS</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

<p>Define:</p> <ul style="list-style-type: none"> - Segregation - Discrimination - "Jim Crow" - Prejudices - Poll Tax - Voting Test 	<p>Effect of "Jim Crow" laws on the lives of African Americans and American Indians included:</p> <ul style="list-style-type: none"> - experiencing unfair poll taxes and voting tests that were established to keep them from voting; - difficulty voting or holding public office; - being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants; and - attending separate schools. <p>Segregation and discrimination had an impact on:</p> <ul style="list-style-type: none"> - Housing - Employment - Health care - Political representation - Education 		
<p>VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by</p> <p>c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development. After the Civil War, industry and technology, railroads, and cities</p>	<p>Virginia began to grow in many ways after the Civil War and Reconstruction.:</p> <ul style="list-style-type: none"> - 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 	<p>VS.1b, g</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p>	<p>Activities and Lesson Ideas</p> <p>Table of Specifications</p>

<p>began to grow and contribute increasingly to Virginia's economy.</p>	<p>of small towns into cities.</p> <ul style="list-style-type: none"> - Other parts of Virginia grew as other industries developed. Coal deposits were mined in the Appalachian Plateau. - The need for more and better roads increased. - Tobacco farming and the manufacture of tobacco products became important Virginia industries 		
<p>VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by</p> <p>a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society</p> <p>During the twentieth century and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.</p>	<p>During the early twentieth century, agriculture began to change:</p> <ul style="list-style-type: none"> - Mechanization (the tractor) and improvements in transportation changed farming. - Crop prices were low. <p>Growth of Virginia's cities</p> <ul style="list-style-type: none"> - People moved from rural to urban areas for economic opportunities. - Technological developments in transportation (roads, railroads, and streetcars) helped cities grow. - Coal mining spurred the growth of Virginia. <p>During the twentieth century, Northern Virginia experienced</p>	<p>VS.1b,f,g,h</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

	<p>growth due to an increase in the number of federal government jobs located in the region.</p> <p>In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.</p> <p>Virginia’s population has become increasingly diverse as people have moved to Virginia from many other states and countries.</p>		
<p>VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by b) describing how national events affected Virginia and its citizens including women’s suffrage and the Great Depression</p> <p>As Virginia became more urban and industrial, it became more connected with the rest of the United States and was greatly impacted by major national events.</p> <p>With the New Deal, the federal government began to take on a much larger role in the daily</p>	<p>The U.S. Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women.</p> <p>The Great Depression was a period of worldwide harsh economic conditions during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses. The federal government established New Deal programs to provide employment and ease many hardships.</p>	<p>VS.1c,d,f,g,h</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

lives of Virginians.			
<p>VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.</p> <p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens. As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p>	<p>Terms to know segregation: The separation of people, usually based on race or religion desegregation: Legal end of racial segregation integration: Full equality of people of all races in the use of public facilities and services</p> <p>Desegregation and Massive Resistance in Virginia:</p> <ul style="list-style-type: none"> - Barbara Johns, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. - The case, Davis v. Prince Edward, became one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in Brown v. Board of Education. - The U.S. Supreme Court ruled in 1954 (Brown v. Board of Education) that “separate but equal” public schools were unconstitutional. - All public schools, including those in Virginia, were 	<p>VS.1c,d,e,f,g</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Activities and Lesson Ideas Table of Specifications</p>

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

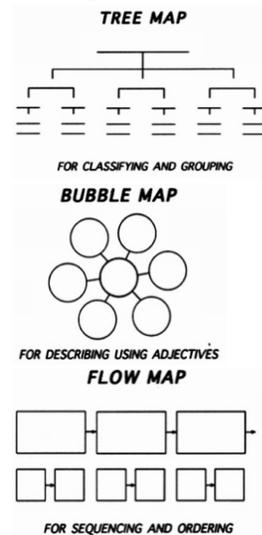
VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by d) describing the political, social, and/or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Many individuals from Virginia have had a political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.

Political, social, or economic contributions made by the following citizens:

- Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president.
- 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.
- Oliver W. Hill, Sr., a lawyer and civil rights leader,

VS.1c,g



[Activities and Lesson Ideas Table of Specifications](#)

worked for equal rights of African Americans. He played a key role in the Brown v. Board of Education decision.

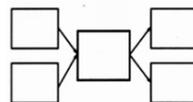
- Arthur R. Ashe, Jr., was the first African American winner of a major men's tennis singles championship. He was also an author and eloquent spokesperson for social change.
- A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors.
- L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by c) explaining how advances in transportation, communications, and technology have contributed

Virginia's transportation system (highways, railroads, air transportation, shipping) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including

VS.1b, c, g

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

[Activities and Lesson Ideas](#)
[Table of Specifications](#)

	<p>to Virginia's prosperity and role in the global economy.</p> <p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States and the world.</p>	<p>tobacco, poultry, coal, and large ships.</p> <p>Virginia has a large number of communications and other technology industries. Tourism is a major part of Virginia's economy. Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy. Virginia has increased trade relationships with other countries.</p>		
--	---	--	--	--