



# *Virginia Studies*

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*History and Social Science Standards of Learning  
Curriculum Framework 2015*

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
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## **INTRODUCTION**

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The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

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

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## **STANDARD VS.1a**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**

### **Essential Understandings**

An artifact is an object or tool that tells us about people from the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.

### **Experiences may include but are not limited to the following:**

- Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used.
- Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life.
- View an early map of Virginia and a current map of Virginia to make comparisons about past and present.
- Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

## **STANDARD VS.1b**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**

### **Essential Understandings**

Analyzing involves identifying the important elements of geographic sources.

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

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

Geographic information may be acquired from a variety of sources, such as

- GIS (geographic information systems)
- field work
- satellite images
- photographs
- maps, globes
- charts and graphs
- databases
- primary sources
- diagrams.

Geographic themes include

- location
- place
- regions
- movement
- human-environment interaction.

### **Experiences may include but are not limited to the following:**

- Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region.
- Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker.
- Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today.
- Analyze how the physical geography of Virginia affected various cultural groups.
- Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements.

**STANDARD VS.1b (continued)**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**

**Five themes of geography**

- Location: Defined according to its position on the earth's surface; where is it?
- Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
- Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
- Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
- Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

## **STANDARD VS.1c**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
c) **interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**

### **Essential Understandings**

Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.

Close examination and interpretation of data and images are essential to making informed decisions.

### **Experiences may include but are not limited to the following:**

- Use historical maps to analyze changes in population over time.
- View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle.
- Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts.
- Create a timeline that shows important events in Virginia's history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.



## **STANDARD VS.1d**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**d) recognizing points of view and historical perspectives;**

### **Essential Understandings**

Recognizing point of view includes considering different opinions.

Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.

It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.

### **Experiences may include but are not limited to the following:**

- Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view.
- Respond to guiding questions to help in understanding multiple perspectives of people from diverse backgrounds:
  - How do you think this person spent his or her days and nights?
  - Who might have been in this person's family?
  - What motivated this person to do his or her job or make decisions about daily life?
  - What did this person need in order to be successful in life?
- Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

## **STANDARD VS.1e**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
e) **comparing and contrasting ideas and cultural perspectives in Virginia history;**

### **Essential Understandings**

Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.

### **Experiences may include but are not limited to the following:**

- Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia.
- Compare and contrast life in early Virginia to life in Virginia today.
- Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

## STANDARD VS.1f

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
f) determining relationships with multiple causes or effects in Virginia history;

### Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.

Certain events in Virginia history have multiple causes and effects.

Diversity creates a variety of perspectives, contributions, and challenges.

Conflicts often have multiple causes and effects.

### Experiences may include but are not limited to the following:

- Discuss reasons for English colonization in America (e.g., to increase wealth and power).
- Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects).

Example:

#### Reason for site choice (*cause*)

The settlers believed the site had a good supply of fresh water.

Instructions told settlers to go inland to find a suitable place for their colony.

#### Result of site choice (*effect*)

Many settlers died of disease due to lack of safe drinking water.

Powhatan saw the settlers as invaders of his people's land.

- Create a graphic organizer of a specific event that may have had multiple causes or effects.

Example: **Event-Massive Resistance**

Cause	Event	Effect
<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.
		Virginia Supreme Court of Appeals overturned the school closing laws.
		After the end of Massive Resistance, a few students integrated the schools that had been closed.

## **STANDARD VS.1g**

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
g) explaining connections across time and place;

### **Essential Understandings**

The study of political, social, and economic patterns reveals continuity and change over time.

Knowledge of the past helps us understand the present and make decisions about the future.

### **Experiences may include but are not limited to the following:**

- Create a timeline to represent significant events in African American history from 1619 to the present.
- Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today.
- Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories.
- Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

## STANDARD VS.1h

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
h) using a decision-making model to identify costs and benefits of a specific choice made;

### Essential Understandings

Decision-making models help to inform economic decisions.

People use decision-making models to identify costs and benefits of specific choices.

A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.

A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.

Effective decision making requires comparing the costs of alternatives with the benefits.

### Experiences may include but are not limited to the following:

- Use a decision-making model to weigh the costs and benefits of the following:
  - Buying stock in the Virginia Company
  - Traveling to Jamestown from England
  - Remaining loyal to the British or fighting for independence
  - Living in a rural or an urban area
  - Choosing a specific geographic region to live in
- Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event.

### Sample Decision-Making Model

#### Historical event:

Benefits	Costs
List benefits here	List costs here

#### Actual decision made:

#### Alternative decision:

## **STANDARD VS.1i**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

### **Essential Understandings**

Good citizens

- collaborate to achieve shared goals.
- compromise to reach an agreement.
- participate in classroom activities to demonstrate respect for rules.

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

### **Experiences may include but are not limited to the following:**

- Foster collaboration and compromise by developing class rules together as a class at the beginning of the year.
- After studying the events that took place at the Constitutional Convention:
  - Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance).
  - Collaborate and compromise to present an argument.
- Work in small groups to determine an action the class can take to serve the community, state, or nation.
- Participate in simulations of direct or representative democracies.

## **STANDARD VS.1j**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by j) investigating and researching to develop products orally and in writing.**

### **Essential Understandings**

Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.

When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.

### **Experiences may include but are not limited to the following:**

- Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions.
- Create a chart outlining the costs and benefits of visiting different regions of Virginia.
- Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following:
  - Patrick Henry speaking out against taxation without representation
  - The Treaty of Paris in 1783
  - The First Battle of Bull Run (also known as the Battle of First Manassas)
  - The sea battle between the Monitor and the Merrimack near Hampton Roads
  - The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House
  - Selected individuals and their contributions to Virginia
  - Emerging industries in Virginia
- Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary).
- Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following:
  - John Smith and Powhatan: Survival at Jamestown
  - Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg
  - Thomas Jefferson and a member of British Parliament: Declaration of Independence
  - Members of Virginia legislature: Virginia’s role during the Civil War
  - Railroad worker and coal miner: Growth of cities in Virginia
  - Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

## **STANDARD VS.2a**

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

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

### **Essential Understandings**

Locations of places can be described in relative terms.

### **Essential Knowledge**

Relative location may be described by using terms that show connections between two places, such as *next to*, *near*, and *bordering*.

### **Bordering bodies of water**

- Atlantic Ocean
- Chesapeake Bay

### **Bordering states**

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



## **STANDARD VS.2b**

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

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

### **Essential Understandings**

Geographic regions have distinctive characteristics.

Virginia can be divided into five geographic regions.

### **Essential Knowledge**

#### **Terms to know**

- Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river
- plateau: Area of elevated land that is flat on top

#### **Geographic regions**

- Coastal Plain (Tidewater)
  - Flat land
  - Located near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore)
  - East of the Fall Line
- Piedmont (“at the foot of mountains”)
  - Rolling hills
  - West of the Fall Line
- Blue Ridge Mountains
  - Old, rounded mountains
  - Part of the Appalachian mountain system
  - Located between the Piedmont and Valley and Ridge regions
  - Source of many rivers
- Valley and Ridge
  - Includes the Great Valley of Virginia and other valleys separated by ridges (the Blue Ridge Mountains and the Valley and Ridge regions are part of the Appalachian mountain system)
  - Located west of the Blue Ridge Mountains
- Appalachian Plateau
  - Located in Southwest Virginia
  - Only a small part of the plateau located in Virginia

## **STANDARD VS.2c**

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**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);**

### **Essential Understandings**

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 Piedmont regions, where the land rises sharply, and waterfalls prevent further travel on the river.

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

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

### **Essential Knowledge**

#### **Term to know**

- peninsula: A piece of land bordered by water on three sides

#### **Water features**

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

**STANDARD VS.2c (continued)**

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**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);**

- Rappahannock River
  - Flows into the Chesapeake Bay
  - Fredericksburg located on the Rappahannock River
- Lake Drummond
  - Located in the Coastal Plain (Tidewater) region
  - Shallow natural lake surrounded by the Dismal Swamp
- Dismal Swamp
  - Located in the Coastal Plain (Tidewater) region
  - Variety of wildlife

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

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

## **STANDARD VS.2d**

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**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;**

### **Essential Understandings**

American Indians were the first people who lived in Virginia.

American Indians lived in all areas of the state.

There were three major American Indian language groups in Virginia.

### **Essential Knowledge**

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 tell a lot about the people who lived in Virginia.

American Indians have always been closely connected to the land. They did not believe in land ownership.

### **Three major language groups of Virginia**

- 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.

## **STANDARD VS.2e**

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**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;**

### **Essential Understandings**

Virginia's American Indians worked with the climate and the environment to meet their basic wants.

Many American Indians lived in towns situated along rivers, which made for good farming, good fishing, and easy travel.

Virginia Indian cultures have changed over time.

### **Essential Knowledge**

#### **Climate in Virginia**

- 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 American Indians are referred to as Eastern Woodland Indians.

#### **Environmental connections**

The kinds of food American Indians 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 foods stored 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.

Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.

Native Americans tried to escape from the English colonists by hiding and living in the Dismal Swamp.

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

## **STANDARD VS.2f**

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**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;**

### **Essential Understandings**

Archaeology is a way to help people understand the past.

Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown. Archaeologists study all kinds of material evidence left by people from the past.

### **Essential Knowledge**

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 Indians, English, and Africans in early Virginia.

## **STANDARD VS.2g**

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**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.**

### **Essential Understandings**

American Indian people have lived in Virginia for thousands of years.  
Virginia Indians have contributed to the Commonwealth of Virginia and the nation.

### **Essential Knowledge**

American Indians, whose ancestors have lived in Virginia for thousands of years before 1607, continue to live in all parts of the state today.

Virginia Indians live and work as modern Americans. Many practice ancient traditions and crafts while incorporating new customs over time.  
American Indians and their culture were greatly affected by white European colonization. They intermingled with the English and Africans.

The current state-recognized American Indian tribes are located in regions throughout Virginia.

The tribes maintain tribal museums and lands on which they hold public festivals called powwows. The powwow is a way of teaching American Indians and visitors about American Indian culture, past and present.

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

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

## **STANDARD VS.3a**

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

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

### **Essential Understandings**

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

The first permanent English settlement in British North America was Jamestown, which was founded in 1607 as an economic venture.

### **Essential Knowledge**

#### **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.
- England hoped to find silver and gold in America.
- An American settlement would furnish raw materials, while opening new markets for trade.

#### **Jamestown**

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



## **STANDARD VS.3b**

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**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;**

### **Essential Understandings**

The location and physical characteristics of the Jamestown site influenced the decision to settle there.  
The English believed the natural resources at Jamestown would benefit England.

### **Essential Knowledge**

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.

### **Reasons for site choice**

- Instructions from England told the settlers to go inland and find a suitable place for their colony.
- The location could be easily defended from attack by sea (by the Spanish).
- The water along the shore was deep enough for ships to dock.
- They believed the site had a good supply of fresh water.

Natural resources from Jamestown included timber and iron.

## **STANDARD VS.3c**

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**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;**

### **Essential Understandings**

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

### **Essential Knowledge**

#### **Importance of Virginia charters**

The King of England granted charters to the Virginia Company of London to

- establish a settlement in North America
- define the physical boundaries of the colony
- extend English rights to the settlers.

## **STANDARD VS.3d**

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**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 America;**

### **Essential Understandings**

As Jamestown grew, Virginia's system of government evolved.

### **Essential Knowledge**

#### **System of government**

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 governor. They met as one legislative body. At that time, only certain free adult men had the right to take part.

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 and gave some settlers the opportunity to take part in controlling their own government.

#### **House of Burgesses**

By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the governor's Council as one of the two legislative bodies of the General Assembly.

## STANDARD VS.3e

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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;

### Essential Understandings

~~Virginia became a more diverse colony by 1620.~~

This is the first time that Africans were introduced to the Virginia colony and became a permanent part of Virginia's population.

### Essential Knowledge

~~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 once they arrived in Virginia is unknown.~~

Africans arrived in Virginia against their will in 1619. The first Africans who were forcibly brought to Old Point Comfort were originally free people who were captured by Portuguese soldiers by hired mercenaries in an Angolian region of West Central Africa.

With the forced arrival of these Africans, Virginia would create a system of people treated as property based on their skin color.

~~The arrival of Africans made it possible to expand the tobacco economy.~~ The Virginia colony's economy was greatly dependent upon temporary and permanent servitude. Within just a few years, 90% of the Virginia population were in some form of servitude.

In these early years, Virginia would create a disparity between English colonists and Africans.

The arrival of additional English women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia.

## **STANDARD VS.3f**

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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;

### **Essential Understandings**

The English settlers found life in Virginia harder than they had expected.

### **Essential Knowledge**

#### **Hardships faced by the settlers**

- The site they chose to live on was marshy and lacked safe drinking water.
- A drought at the time of settlement reduced the amount of food available to everyone in Virginia.
- The settlers lacked some skills necessary to provide for themselves.
- Many settlers died of starvation and disease.

#### **Changes that resulted in survival**

- The arrival of ships bringing supplies and new settlers
- The forced work program and strong leadership of Captain John Smith
- The development of new settlements that spread away from the unhealthy environment of Jamestown
- The emphasis on agriculture

## **STANDARD VS.3g**

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**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.**

### **Essential Understandings**

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

### **Essential Knowledge**

Captain John Smith initiated trading relationships with the native peoples.

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

The native peoples contributed to the survival of the Jamestown settlers in several ways:

- Powhatan, the chief of many tribes, provided leadership to his people and taught the settlers survival skills.
- Pocahontas, the daughter of Powhatan, served as a contact between the native peoples and the English.
- The native peoples showed the settlers how to plant corn and harvest tobacco.

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

## **STANDARD VS.4a**

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

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

### **Essential Understandings**

The success of tobacco as a cash crop transformed life in the Virginia colony and led to dependence on slave labor.

### **Essential Knowledge**

#### **Term to know**

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

The economy of the Virginia colony depended on agriculture as the primary source of wealth.

Tobacco became the most profitable agricultural product because it was sold in England as a cash crop.

The successful cultivation of tobacco depended on a steady and inexpensive source of labor. The Virginia colony turned to enslaved labor to make money and expand their resources. This dependence lasted for more than two hundred years, until the end of the Civil War. For this reason, African men, women, and children were forcibly brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.

## **STANDARD VS.4b**

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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, European (English, Scots-Irish, German) immigrants, and Africans;

### **Essential Understandings**

The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there. Although it was a colony of England, Virginia developed a unique culture different from that of England.

### **Essential Knowledge**

#### **Culture of colonial Virginia**

Whenever people settle an area, they change the landscape to reflect their culture and customs. Examples of architecture that reflect different cultures include

- barns
- homes
- places of worship (e.g., churches).

#### **Place names reflecting culture**

- Richmond—English
- Roanoke—American Indian

#### **Settlement areas**

- English and other Europeans settled primarily in the Coastal Plain (Tidewater) and Piedmont regions.
- 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 Piedmont regions to work in tobacco fields, which 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.

Migration and living in new areas caused people to adapt old customs to their new environments.



## **STANDARD VS.4c**

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**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;**

### **Essential Understandings**

A variety of factors explain the reasons for moving Virginia’s capital.

### **Essential Knowledge**

#### **Reasons why the capital was moved from Jamestown to Williamsburg**

- Drinking water in Jamestown was contaminated by seepage of saltwater.
- Unhealthy living conditions in Jamestown caused diseases.
- Fire destroyed wooden and brick buildings at Jamestown.
- Williamsburg was an established town.

## **STANDARD VS.4d**

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

**d) describing how money, barter, and credit were used;**

### **Essential Understandings**

Money was not often used in the early Virginia colony.

Because farmers could not pay for goods until their crops were harvested, credit was important in Virginia.

### **Essential Knowledge**

#### **Terms to know**

- money: A medium of exchange (i.e., 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

Few people had paper money or coins to use to buy goods and services.

Barter was commonly used instead of money.

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

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

Colonial Virginia had no banks.

## STANDARD VS.4e

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The student will demonstrate an understanding of life in the Virginia colony by

e) describing everyday life in colonial Virginia.

### Essential Understandings

Resources found in colonial Virginia were used to produce the goods and services people needed.

Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.

### Essential Knowledge

People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.

#### Food

- Food choices were limited.
- Meals were made of local produce and meats.

#### Housing

- Most people lived in one-room houses with dirt floors.
- Some wealthy people (e.g., merchants, lawyers, planters) lived in large houses.

#### Clothing

- Women made clothes for family members in their households.
- Most clothing was made of cotton, wool, and/or leather.

Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations).

~~Most~~ Enslaved African Americans worked tobacco, other crops, and livestock, and in industries including shipping, construction, and other trades.  
Africans came to America with prior knowledge of skilled trade.

Enslaved African Americans were denied basic rights.

Some free African Americans in America owned land but were denied basic rights.

Africans began to have families born in America, increasing their population.

## **STANDARD VS.5a**

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**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;**

### **Essential Understandings**

Conflicts developed between the colonies and Great Britain over how the colonies should be governed.

The Declaration of Independence gave reasons for independence and ideas for self-government.

### **Essential Knowledge**

The colonists and the British Parliament disagreed over how the colonies should be governed:

- Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.
- Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament.

The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.

## STANDARD VS.5b

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

b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;

### Essential Understandings

Virginians made significant contributions during the Revolutionary War era.

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

### Essential Knowledge

**Varied experiences roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era**

- Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.
- Some American Indians fought alongside the Virginia patriots, while others fought with the British.
- Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.
- Women took on more responsibilities to support the war effort.
- Some enslaved African Americans supported the British, who promised them freedom.
- Some free African Americans fought for independence from Great Britain.

### Contributions of Virginians during the Revolutionary War era

- George Washington provided military leadership by serving as commander-in-chief of the Continental Army.
- Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence.
- Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying “give me liberty or give me death.”
- The Marquis de Lafayette, a French nobleman, volunteered his service to the Continental Army during the American Revolution. The king of France provided French troops, ships, and money. The Marquis de Lafayette contributed to the victory at Yorktown.
- James Lafayette, an enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war. ~~He successfully requested his freedom after the war~~ with the support of the Marquis de Lafayette.

## **STANDARD VS.5c**

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**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;**

### **Essential Understandings**

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

### **Essential Knowledge**

The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war.

While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army.

The war ended with the Treaty of Paris in 1783.

## **STANDARD VS.5d**

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**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.**

### **Essential Understandings**

A variety of factors explain the reasons for moving Virginia’s capital.

### **Essential Knowledge**

#### **Reasons why the capital was moved from Williamsburg to Richmond**

- The population was moving westward for more opportunities.
- Richmond was a more central location.
- Moving to Richmond increased the distance from the sea and possible attack by the British.

## **STANDARD VS.6a**

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**The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by**

**a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;**

### **Essential Understandings**

The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.

### **Essential Knowledge**

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.”



## **STANDARD VS.6b**

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**The student will demonstrate an understanding of the role of Virginia in the 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;**

### **Essential Understandings**

The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.

### **Essential Knowledge**

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

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

## STANDARD VS.6c

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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.

### Essential Understandings

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

### Essential Knowledge

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:

- 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 allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.
- 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 and western territories, permanently separating many families by hundreds of miles.
- Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

## STANDARD VS.7a

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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;

### Essential Understandings

Cultural, economic, and constitutional differences between the North and the South based in slavery eventually resulted in the Civil War.

~~Because of economic differences,~~ The North and the South 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.

### Essential Knowledge

#### ~~Differences between northern and southern states~~

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

- ~~• Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.”~~

#### Events leading to secession and war

- Abolitionists, The Fugitive Slave Act, and the Underground Railroad were all contributing factors to the Civil War because most white Southerners strongly believed they had the right to slavery.
- Nat Turner led a revolt against slavery in Virginia.
- Abolitionists campaigned to end slavery.
- Harriet Tubman supported secret routes that enslaved African Americans used. These routes became known as the “Underground Railroad.”
- John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged.
- After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the Confederate States of America. Later, Virginia seceded and joined them.

#### Creation of West Virginia

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

## STANDARD VS.7b

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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;

### Essential Understandings

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

### Essential Knowledge

#### Major Civil War ~~Events~~ battles fought in Virginia

- The First Battle of Bull Run (also known as the Battle of First 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* (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, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865.
- The Confederates were using slaves to help them in the war effort. Three men (Shepherd Mallory, James Baker, and Frank Townsend) refused and escaped to Fort Monroe, this led to the Contraband decision, which led to tens of thousands of enslaved people to seek refuge with the Union Army.

## STANDARD VS.7c

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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.

### Essential Understandings

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

### Essential Knowledge

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

- Many American Indians did not take sides during the Civil War.
- Most white Virginians supported the Confederacy.
- The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army.
- Many enslaved African Americans sought freedom by following the Union Army, where many found work. Some women and men provided labor, and some men fought for the Union Army. African American soldiers were paid less than white soldiers.
- Some free African Americans joined the Union Army and Union Navy.
- Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy.
- Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.

## STANDARD VS.8a

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

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

### Essential Understandings

Virginians faced serious problems in rebuilding the state after the Civil War.

### Essential Knowledge

#### Term to know

- Reconstruction: The period following the Civil War during which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union

#### Problems faced by Virginians during Reconstruction

- 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.
  - African Americans faced injustice, increased violence, and discrimination immediately after the end of slavery.

#### Measures taken to resolve problems

- 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 with unfair practices that locked people into poverty. Sharecropping was 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.
- African Americans pushed for education for their children. This directly resulted in Freedom's First Generation of who some became doctors, lawyers, and teachers. African Americans saw education as a path to greater opportunities. Despite the obstacles they faced, many African Americans achieved excellence.

## STANDARD VS.8b

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

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

### Essential Understandings

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. “Jim Crow” laws affected African Americans and American Indians.

### Essential Knowledge

#### Terms to know

- segregation: The separation of people, usually based on race or religion
- discrimination: An unfair difference in the treatment of people

During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office. Black Virginians led the fight for the first public school system in Virginia.

John Mercer Langston was an important African American leader before, during, and after the Civil War

- Free black from Louisa County, Virginia, who was educated in Ohio and became a lawyer in the North
- Abolitionist who participated in the Underground Railroad in Ohio
- Recruited black volunteers to serve as soldiers in the Union Army during the Civil War
- Returned to Virginia after the Civil War and became the President of a new black college in Petersburg later known as “Virginia State University”
- First African American elected to the U.S. Congress from Virginia

After Reconstruction, these gains were taken away through violence, intimidation, and loss 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.

### Effects of “Jim Crow” laws on the lives of African Americans and American Indians included

- experiencing unfair poll taxes and voting tests that were established to keep them from voting
- difficulty voting or holding public office
- being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants
- attending separate schools.

Segregation and discrimination had an impact on

- housing
- employment
- health care
- political representation
- education.

## **STANDARD VS.8c**

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

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

### **Essential Understandings**

After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia's economy.

### **Essential Knowledge**

**Virginia began to grow in many ways after the Civil War and Reconstruction:**

- Virginia's cities grew with people, businesses, and factories.
- Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns into cities.
- Other parts of Virginia grew as other industries developed. Coal deposits were mined in the Appalachian Plateau.
- The need for more and better roads increased.
- Tobacco farming and the manufacture of tobacco products became important Virginia industries.



## **STANDARD VS.9a**

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**The student will demonstrate an understanding of Virginia during the twentieth century and beyond by**

**a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;**

### **Essential Understandings**

During the twentieth century and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.

### **Essential Knowledge**

**During the early twentieth century, agriculture began to change:**

- Mechanization (e.g., the tractor) and improvements in transportation changed farming.
- Crop prices were low.

### **Growth of Virginia's cities**

- People moved from rural to urban areas for economic opportunities.
- Technological developments in transportation (roads, railroads, and streetcars) helped cities grow.
- Coal mining spurred the growth of Virginia.

During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region.

In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.

Virginia's population has become increasingly diverse as people have moved to the state from many other states and countries.

## **STANDARD VS.9b**

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**The student will demonstrate an understanding of Virginia during the twentieth century and beyond by**

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

### **Essential Understandings**

As Virginia became more urban and industrial, it also became more connected with the rest of the United States and was greatly affected by major national events.

With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.

### **Essential Knowledge**

The United States Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women.

The Great Depression was a period of harsh economic conditions worldwide 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.

## **STANDARD VS.9c**

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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;

### **Essential Understandings**

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.

### **Essential Knowledge**

#### **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

### **Desegregation and Massive Resistance in Virginia**

- Barbara Johns, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case that resulted, *Davis v. County School Board of 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 *Brown v. Board of Education* in 1954 that “separate but equal” public schools were unconstitutional.
- All public schools, including those in Virginia, were ordered to desegregate.
- Virginia’s government established a policy of Massive Resistance, which fought to resist the desegregation of public schools.
- Some schools were closed to avoid desegregation.
- The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated.
- Harry F. Byrd, Sr., led the Massive Resistance movement against the desegregation of public schools.

## **STANDARD VS.9d**

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The student will demonstrate an understanding of Virginia during the twentieth century and beyond by

- d) describing the political, social, 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.

### **Essential Understandings**

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

### **Essential Knowledge**

#### **Political, social, and 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, 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 had.
- L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

## **STANDARD VS.10a**

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**The student will demonstrate an understanding of Virginia government, geography, and economics by**

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

### **Essential Understandings**

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

### **Essential Knowledge**

**The government of Virginia is divided into three branches:**

- The General Assembly is the legislative branch of the Virginia government. It makes state laws, and 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.

## **STANDARD VS.10b**

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**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;**

### **Essential Understandings**

Available resources (natural, human, and 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.

### **Essential Knowledge**

#### **Selected examples of products and industries important to Virginia’s economy**

Top products and services for Virginia include

- architectural or engineering services
- banking and lending
- computer programming or systems design
- food products
- shipbuilding.

The service industry is important to Virginia’s economy. Virginians earn income through jobs in

- private health care, computer programming or systems design, and engineering
- government services, including operation of public schools, hospitals, and military bases.

Manufacturing (i.e., making goods on a large scale, using machinery) is also a top industry. Top manufactured products in Virginia include

- ships
- tobacco products
- beverages (such as soft drinks)
- chemical goods
- motor vehicle parts and trucks.

Fertile soil and a favorable climate make agriculture an important industry in Virginia:

- Chickens (broilers), cows, 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.

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

Historically, the success of Appalachian coalfields was 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.

## **STANDARD VS.10c**

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**The student will demonstrate an understanding of Virginia government, geography, and economics by**

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

### **Essential Understandings**

Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia. Industries in Virginia produce goods and services used throughout the United States and the world.

### **Essential Knowledge**

Virginia's transportation system, which includes highways, railroads, air transportation, and shipping, moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.

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.