



Virginia Studies

Part II

5th Grade

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

Commonwealth of Virginia
Board of Education
Richmond, Virginia
Approved January 2016

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INTRODUCTION

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

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	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none">• 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

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	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none">• GIS (geographic information systems)• field work• satellite images• photographs• maps, globes• charts and graphs• databases• primary sources• diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none">• location• place• regions• movement• human-environment interaction.	<ul style="list-style-type: none">• 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. <p>Five themes of geography</p> <ul style="list-style-type: none">• 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

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	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none">• 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

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	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>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.</p>	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ 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

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	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none">• 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

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	Experiences may include but are not limited to the following:																			
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> 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). <p>Example:</p> <table border="1" data-bbox="602 578 1740 808"> <thead> <tr> <th data-bbox="602 578 1146 613">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1146 578 1740 613">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="602 613 1146 695">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1146 613 1740 695">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="602 695 1146 808">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1146 695 1740 808">Powhatan saw the settlers as invaders of his people’s land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="602 932 1747 1386"> <thead> <tr> <th colspan="3" data-bbox="602 932 1747 997">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="602 997 932 1062">Cause</th> <th data-bbox="932 997 1199 1062">Event</th> <th data-bbox="1199 997 1747 1062">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="602 1062 932 1386" rowspan="3"><i>Brown v. Board of Education</i></td> <td data-bbox="932 1062 1199 1386" rowspan="3">Massive Resistance</td> <td data-bbox="1199 1062 1747 1159">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td data-bbox="1199 1159 1747 1256">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td data-bbox="1199 1256 1747 1386">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>			Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people’s land.	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.
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STANDARD VS.1g

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	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none">• 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

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	Experiences may include but are not limited to the following:																								
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>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.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ 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. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="604 760 1776 1393"> <thead> <tr> <th colspan="2" data-bbox="604 760 1776 824">Historical event:</th> </tr> <tr> <th data-bbox="604 824 1157 889">Costs</th> <th data-bbox="1157 824 1776 889">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="604 1268 1776 1328">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="604 1328 1776 1393">Alternative decision:</td> </tr> </tbody> </table>	Historical event:		Costs	Benefits																	Actual decision made:		Alternative decision:	
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STANDARD VS.1i

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	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none">• collaborate to achieve shared goals• compromise to reach an agreement• participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ 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

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	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ 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:<ul style="list-style-type: none">○ 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.6a

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	Essential Knowledge
<p>The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.</p>	<p><u>The Constitutional Convention</u></p> <ul style="list-style-type: none">• <u>Various leaders met in Philadelphia during the summer of 1787 in order to create a stronger national government.</u>• <u>George Washington served as Chairman of the Constitutional Convention.</u>• <u>James Madison’s “Virginia Plan” called for the creation of a federal government that divided power between three branches (Legislative [Congress], Executive [President], and Judicial [Supreme Court].</u> <p><i>(*parallel can be drawn between the Virginia Plan and the three branches of the state government)</i></p> <p>George Washington, a Virginian, was elected as the first president of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of our Country.” <u>The new capital of Washington, D.C. was named in his honor.</u></p> <p>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>

STANDARD VS.6b

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	Essential Knowledge
<p>The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.</p>	<p>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.</p> <p>The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.</p> <p><u>James Madison was influenced by both the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when he wrote the amendments that became the “Bill of Rights.”</u></p> <p><u>The Bill of Rights is the first ten amendments to the Constitution. They are designed to protect individual rights like the freedom of speech, the freedom of religion, and the right to trial by jury.</u></p>

STANDARD VS.6c

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	Essential Knowledge
<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 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.• Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.• <u>President Thomas Jefferson purchased the Louisiana Territory from France in 1803. This doubled the size of the United States and greatly increased westward settlement.</u>• <u>Meriwether Lewis and William Clark were Virginians that explored the Louisiana Territory. This expedition began in Charlottesville.</u>

STANDARD VS.7a

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	Essential Knowledge
<p>Because of economic differences, the North and the South were unable to resolve their conflicts, and the South seceded from the United States.</p> <p><u>Abolitionists believed slavery was immoral.</u></p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</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 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.” <p>Slavery</p> <ul style="list-style-type: none">• <u>Virginia laws recognized African slaves as property and did not grant them legal rights (owners and overseers were free to inflict physical punishments, slave marriages did not have legal status, slave children could be sold away from their parents, etc.)</u> <p>Events leading to secession and war</p> <ul style="list-style-type: none">• 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 He was captured by <u>Robert E. Lee, put on trial, and hanged.</u>• <u>Elder John Kline was a leader of the Brethren Church from Rockingham County. His non-violent religious beliefs led him to oppose both slavery and war. He was assassinated by supporters of the Confederacy on a hillside west of Broadway, Virginia during the Civil War.</u>• 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. <p>Creation of West Virginia</p> <ul style="list-style-type: none">• 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

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	Essential Knowledge
<p>Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.</p> <p>Virginians played a significant role in the Civil War.</p>	<p>Major Civil War battles fought in Virginia</p> <p>Major Civil War battles</p> <ul style="list-style-type: none"> • <u>The attack on Fort Sumter, South Carolina led Virginia to secede from the Union and join the Confederacy.</u> • <u>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.</u> • <u>President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederacy), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The Battle of Hampton Roads may have been fought to a draw, but it cleared the way for the Union’s Peninsula Campaign to take Richmond.</u> • <u>The Peninsula Campaign was a Union plan to invade Virginia and attack Richmond from the east by landing on the York-James peninsula. Robert E. Lee successfully defended the Confederate capital.</u> • <u>General Stonewall Jackson’s Valley Campaign was a series of battles in the Shenandoah Valley that were designed to prevent Union reinforcements from going to Richmond. The Battles of Cross Keys and Port Republic were the last battles of the Valley Campaign. General Turner Ashby (Jackson’s cavalry commander) was killed east of Harrisonburg two days before the Battle of Cross Keys.</u> • <u>General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.</u> • <u>President Lincoln issued the Emancipation Proclamation to free all slaves in Confederate territory.</u> • <u>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.</u> • <u>The rich agricultural productivity of the Shenandoah Valley made it the “breadbasket of the Confederacy.” Union troops burned farms and killed livestock in order to destroy the food supply of the Confederate Army. (i.e. – “The Burning”)</u> • <u>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.</u>

STANDARD VS.7c

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	Essential Knowledge
<p>American Indians, whites, enslaved African Americans, and free African Americans had various roles during the Civil War.</p>	<p>Varied roles of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War</p> <ul style="list-style-type: none">• 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.• Some free African Americans joined the Union Army and Union Navy.

STANDARD VS.8a

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	Essential Knowledge
<p>Virginians faced serious problems in rebuilding the state after the Civil War.</p> <p>Former slaves of Rockingham County formed the community of Zenda in order to enjoy their new lives as free people.</p>	<p>Term to know</p> <ul style="list-style-type: none"> 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 <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: <ul style="list-style-type: none"> Money had no value. Banks were closed. Railroads, bridges, plantations, and crops were destroyed. Businesses needed to be rebuilt. <p><u>Reconstruction in Rockingham County</u></p> <ul style="list-style-type: none"> <u>Former slaves in Rockingham County formed the community of “Zenda” north of Keezletown during the period of Reconstruction.</u> <u>The Brethren Church purchased land and built “Long’s Chapel” to serve as the community’s church and school.</u> <p><u>Ms. Lucy Simms</u></p> <ul style="list-style-type: none"> <u>Born a slave on “Hilltop” plantation that overlooked Harrisonburg.</u> <u>Freed by the Emancipation Proclamation and later attended Hampton Normal School in order to become a teacher.</u> <u>Taught in the segregated black schools of Harrisonburg and Rockingham County for fifty-seven years (she taught her first year at Long’s Chapel in Zenda).</u> <p>Measures taken to resolve problems</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 (<u>Ex. Hampton Normal School for was established as a school for former slaves by the Freedmen’s Bureau.</u>) 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.

STANDARD VS.8b

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	Essential Knowledge
<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 affected 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><u>The Civil War Amendments to the Constitution</u></p> <ul style="list-style-type: none"> • <u>13th Amendment permanently abolished slavery</u> • <u>14th Amendment granted civil rights to all citizens</u> • <u>15th Amendment gave all male citizens the right to vote regardless of race</u> <p>During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office. 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><u>Plessy v. Ferguson (1896)</u></p> <ul style="list-style-type: none"> • <u>Homer Plessy was arrested for sitting in the whites-only section of a train car.</u> • <u>The Supreme Court ruled that racial segregation was legal as long as the facilities were “separate, but equal.” (e.g. – Jim Crow laws)</u> • <u>Plessy v. Ferguson was later overturned by Brown v. the Board of Education in 1954.</u> <p>Effects 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 • attending separate schools. <u>Virginia law categorized Native Americans as “colored,” segregated them from whites, and deprived them of many civil rights.</u> <p>Segregation and discrimination had an impact on</p> <ul style="list-style-type: none"> • housing • employment • health care • political representation • education.

STANDARD VS.8c

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	Essential Knowledge
<p>After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia's economy.</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 of small towns into cities. <u>(Ex. Roanoke)</u>• 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

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	Essential Knowledge
<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 (e.g., 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 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 the state from many other states and countries.</p>

STANDARD VS.9b

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	Essential Knowledge
<p>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.</p> <p>With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.</p>	<p>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.</p> <p>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.</p> <p><u>Shenandoah National Park was established during the 1930s along the northern section of the Blue Ridge Mountains of Virginia. The park includes territory along the eastern border of Rockingham County.</u></p> <ul style="list-style-type: none">• <u>Workers of the Civilian Conservation Corps (CCC) built roads, trails, and facilities throughout the park.</u>• <u>The Civilian Conservation Corps (CCC) was a New Deal program designed to create jobs during the Great Depression.</u>• <u>Shenandoah National Park and Skyline Drive are major tourist destinations in Virginia.</u>

STANDARD VS.9c

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	Essential Knowledge
<p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.</p> <p>As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p>	<p>Terms to know</p> <ul style="list-style-type: none">• 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>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 that resulted, <i>Davis v. County School Board of Prince Edward</i>, became one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in <i>Brown v. Board of Education</i>.• <u>NAACP Attorney, Oliver Hill, argued the Davis case and assisted with the Brown case.</u>• The U.S. Supreme Court ruled in <i>Brown v. Board of Education</i> 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.• <u>Schools in Charlottesville, Norfolk, and Warren County were closed to avoid desegregation.</u>• 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.• <u>Despite the failure of Massive Resistance at the state level, Prince Edward County refused to fund public education and schools were closed from 1959-1964. A private school was established for white students, but black students were denied education until the County was forced to reopen public schools on an integrated basis in 1964.</u>

STANDARD VS.9d

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	Essential Knowledge
<p>Many individuals from Virginia have had a political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.</p>	<p>Political, social, and economic contributions made by the following citizens</p> <ul style="list-style-type: none">• 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 <i>Brown v. Board of Education</i> 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

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	Essential Knowledge
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>The government of Virginia is divided into three branches:</p> <ul style="list-style-type: none">• 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

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	Essential Knowledge
<p>Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.</p> <p>Major products and industries change over time as people and businesses buy different goods and services.</p>	<p>Selected examples of products and industries important to Virginia's economy</p> <p>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• government services, including operation of public schools, hospitals, and military bases. <p>Manufacturing (i.e., 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), 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. <p>Access to deepwater ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.</p> <p>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.</p>

STANDARD VS.10c

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	Essential Knowledge
<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>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.</p> <p>Virginia has a large number of communications and other technology industries.</p> <p>Tourism is a major part of Virginia's economy.</p> <p>Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy.</p> <p>Virginia has increased trade relationships with other countries.</p>