

Social Studies Curriculum

Grade 4: Virginia Studies

Students study the history of Virginia from 1607 to the present. Emphasis is placed on these critical time periods: early inhabitants, settlement of Jamestown, colonization, the Revolutionary War, the Civil War and Reconstruction, growth and industrialization between 1870 and 1945, the Civil Rights Movement, and contemporary Virginia. Students also study the history of Fairfax County.



SS.VS

Standard 1

DEVELOP SKILLS FOR HISTORICAL AND GEOGRAPHICAL ANALYSIS

The student will develop skills for historical and geographical analysis.



Benchmark 1.a

Interpret Artifacts & Source Documents to Understand Events in History

The student will identify and interpret artifacts and primary and secondary source documents to understand events in history.



Indicator 1.a.1

Interpret artifacts & source documents to understand events in history

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



Indicator 1.a.2

Read and conduct research using a variety of genres

Read and conduct research using a variety of genres, including:

- *Historical fiction*
- *Nonfiction*
- *Biographies and autobiographies*
- *Reference*
- *Folk tales*
- *Plays*
- *Journals*



Indicator 1.a.3

Use print materials, films, news sources, etc. to research concepts

Use print materials, films, news sources, databases, and interviews to research social studies concepts.



Indicator 1.a.4

Gather information using relevant available technology

Gather information using relevant available technology.



Benchmark 1.b

Determine Cause and Effect Relationships

The student will determine cause and effect relationships.



Indicator 1.b.1

Determine cause and effect relationships


Determine cause and effect relationships.





Benchmark 1.c

Compare and Contrast Historical Events


The student will compare and contrast historical events.

-  **Indicator 1.c.1**
Compare and contrast historical events
Compare and contrast historical events.
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-  **Benchmark 1.d**
Draw Conclusions and Make Generalizations
The student will draw conclusions and make generalizations.


-  **Indicator 1.d.1**
Draw conclusions and make generalizations
Draw conclusions and make generalizations.
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-  **Benchmark 1.e**
Make Connections Between Past and Present
The student will make connections between past and present.


-  **Indicator 1.e.1**
Make connections between past and present
Make connections between past and present.


-  **Indicator 1.e.2**
Relate historic events to contemporary situations & problem solving
Relate historic events to contemporary situations and the ways people solve problems.
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-  **Benchmark 1.f**
Sequence Events in Virginia History
The student will sequence events in Virginia history.

-  **Indicator 1.f.1**
Sequence events in Virginia history
Sequence events in Virginia history.

-  **Indicator 1.f.2**
Sequence & describe in a time line major events in Virginia history
Sequence and describe in a time line major events in Virginia history from 1607 to the present.
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-  **Benchmark 1.g**
Interpret Ideas and Events from Different Historical Perspectives
The student will interpret ideas and events from different historical perspectives.

-  **Indicator 1.g.1**
Interpret ideas and events from different historical perspectives
Interpret ideas and events from different historical perspectives.

-  **Indicator 1.g.2**
Distinguish between facts/opinions analyzing historical/current events
Distinguish between facts and opinions when analyzing historical and current events.

 **Benchmark 1.h**

Evaluate and Discuss Issues Orally and in Writing

The student will evaluate and discuss issues orally and in writing.

 **Indicator 1.h.1**

Evaluate and discuss issues orally and in writing

Evaluate and discuss issues orally and in writing

 **Indicator 1.h.2**

Discuss/debate different sides of an issue related to Virginia history

Discuss or debate different sides of an issue related to Virginia history.

 **Indicator 1.h.3**

Examine historic outcomes & compare them to personal decision-making

Examine historic decisions and outcomes and compare them to classroom and personal decision-making.

 **Indicator 1.h.4**

Identify and examine local environmental issues and discuss solutions

Identify and examine local environmental issues that affect life in Virginia and discuss possible solutions.

 **Benchmark 1.i**

Analyze & Interpret Maps to Explain Relationships to Historical Events

The student will analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

 **Indicator 1.i.1**

Analyze & interpret maps to explain relationships to historical events

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

 **Indicator 1.i.2**

Analyze and interpret a variety of maps

Analyze and interpret a variety of maps.

 **Indicator 1.i.3**

Gather geographic information from other printed materials

Gather geographic information from other printed materials including tables, graphs, atlases, textbooks, and encyclopedias.

 **Indicator 1.i.4**

Use technology to locate geographic information

Use technology including laser discs, CD-ROMs, the Internet, and other software to locate geographic information.

 **Indicator 1.i.5**

Create a map to display student-selected information; use symbols

Create a map, using symbols explained in a key, that displays information selected by a student.

 **Indicator 1.i.6**

Use map skills to determine appropriate travel routes

Use map skills to determine appropriate travel routes.



Indicator 1.i.7

Use information about weather and climate to make travel decisions

Use information about weather and climate to make travel decisions.



Benchmark 1.j

Organize/Synthesize Information on Virginia History in Variety of Ways

The student will organize and synthesize information about Virginia history in a variety of ways.



Indicator 1.j.1

Organize/synthesize information on Virginia history in variety of ways

Organize and synthesize information about Virginia history in a variety of ways.



Indicator 1.j.2

Communicate knowledge about Virginia through a variety of forms

Communicate knowledge about Virginia through a variety of forms, including writing, using technology, presenting orally, and creating fine arts.



Indicator 1.j.3

Connect prior knowledge to new concepts under study

Connect prior knowledge to new concepts under study.



Indicator 1.j.4

Use graphic organizers to classify and organize information

Use outlines, webs, lists, flow charts, and other graphic organizers to classify and organize information.



Indicator 1.j.5

Make connections between social studies concepts and other curricula

Make connections between social studies concepts and other areas of the curriculum.



SS.VS

Standard 2

DEMONSTRATE KNOWLEDGE OF GEOGRAPHY AND EARLY INHABITANTS OF VIRGINIA

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

State Notes:

Essential Questions:

- What are some ways that relative location can be described?
- What large bodies of water border Virginia?
- What states border Virginia?
- What are the five geographic regions in Virginia?
- How do the geographic regions of Virginia differ?
- Where are the geographic regions of Virginia located?
- Which water features were important to the early history of Virginia?
- How did water features influence the development of Virginia?
- How did the flow of rivers affect the settlement of Virginia?
- What is a peninsula?
- Where is the Eastern Shore located?
- Why are First Americans called Indians?
- What evidence is there that American Indians (First Americans) lived in all areas of the state?
- What were the three major language groups found in Virginia, and where was each located?
- What are some characteristics of Virginia's climate?
- What are some ways Virginia's American Indians (First Americans) adapted to the climate and interacted with their environment to meet their basic needs?

Essential Understanding:

- Locations of places can be described in relative terms.
- Geographic regions have distinctive characteristics.
- Virginia can be divided into five geographic regions.

- Water features were important to the early history of Virginia.
 - Many early Virginia cities developed along the fall Line, the natural border between the Tidewater and Piedmont regions where the land rises sharply and where the waterfalls prevent further travel on the river.
 - Rivers flow downhill to the sea.
 - 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.
 - American Indians (First Americans) were the first people who lived in Virginia.
 - American Indians (First Americans) lived in all areas of the state.
 - There were three major language groups in Virginia.
 - Virginia's American Indians (First Americans) interacted with the climate and their environment to meet their basic needs.
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Benchmark 2.a

Locate Virginia and its Bordering States on Maps of the US

The student will locate Virginia and its bordering states on maps of the United States.

Indicator 2.a.1

Explain how relative location is described: next to, near, bordering

Explain how relative location may be described using terms that show connections between two places such as "next to," "near," and "bordering".

Indicator 2.a.2

Locate Virginia on a map of the US and a map of the world

Locate Virginia on a map of the United States *and a map of the world in relation to continents and hemispheres.*

Indicator 2.a.3

Locate and describe bodies of water that border Virginia

Locate and identify bodies of water that border Virginia, including the Atlantic Ocean and the Chesapeake Bay.

Indicator 2.a.4

Locate and identify states that border Virginia on a US map

Locate and identify states that border Virginia on a map of the United States:

- Maryland
 - West Virginia
 - Kentucky
 - Tennessee
 - North Carolina
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Benchmark 2.b

Locate and Describe Virginia's Five Regions

The student will locate and describe Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau

Indicator 2.b.1

Explain that the geographic regions have distinctive characteristics

Explain that geographic regions have distinctive characteristics, and that Virginia can be divided into five geographic regions.

Indicator 2.b.2

Locate and describe the Fall Line

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

Indicator 2.b.3

Locate and describe the Coastal Plain (Tidewater) region

Locate and describe the Coastal Plain (Tidewater) region:

- Flat land

- Location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore)
- East of the Fall Line



Indicator 2.b.4

Locate and describe the Piedmont region

Locate and describe the Piedmont region:

- Land at the foot of mountains
- Rolling hills
- West of the Fall Line



Indicator 2.b.5

Locate and describe the Blue Ridge Mountains region

Locate and describe the Blue Ridge Mountains region:

- Old, rounded mountains
- Part of Appalachian mountain system
- Located between the Piedmont and Valley and Ridge regions
- Source of many rivers



Indicator 2.b.6

Locate and describe the Valley and Ridge region

Locate and describe the Valley and Ridge region:

- Includes the Great Valley of Virginia and other valleys separated by ridges
- The Blue Ridge Mountains and the Valley and Ridge regions are part of the Appalachian mountain system
- Located west of Blue Ridge Mountains



Indicator 2.b.7

Locate and describe the Appalachian Plateau region

Locate and describe the Appalachian Plateau region:

- Plateau – area of elevated land that is flat on top
- Only a small part of plateau located in Virginia
- Located in southwest Virginia



Benchmark 2.c

Locate/Identify Water Features Important to Early History of Virginia

The student will locate and identify water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River).



Indicator 2.c.1

Define a peninsula as a piece of land bordered by water on three sides

Define a peninsula as a piece of land bordered by water on three sides, and explain that the four major rivers that flow into the Chesapeake Bay are separated by peninsulas.



Indicator 2.c.2

Locate the Eastern Shore and explain that it is a peninsula

Locate the Eastern Shore and explain that it is a peninsula bordered by the Chesapeake bay to the west and the Atlantic Ocean to the east.



Indicator 2.c.3

Locate the Atlantic Ocean & explain it provided transportation links

Locate the Atlantic Ocean and explain that it provided transportation links between Virginia and other places (e.g. Europe, Africa, Caribbean).



Indicator 2.c.4

Locate and describe the Chesapeake Bay

Locate and describe the Chesapeake Bay:

- Separates the Eastern Shore from the mainland of Virginia
- Provided a safe harbor
- Was a source of food and transportation



Indicator 2.c.5

Locate and describe the James River

Locate and describe the James River:

- Flows into the Chesapeake Bay
- Richmond and Jamestown are located along the James River



Indicator 2.c.6

Locate and describe the York River

Locate and describe the York River:

- Flows into the Chesapeake Bay
- Yorktown is located along the York River



Indicator 2.c.7

Locate and describe the Potomac River

Locate and describe the Potomac River:

- Flows into the Chesapeake Bay
- Alexandria is located along the Potomac River



Indicator 2.c.8

Locate and describe the Rappahannock River

Locate and describe the Rappahannock River:

- Flows into the Chesapeake Bay
- Fredericksburg located on the Rappahannock River



Indicator 2.c.9

Describe the importance of rivers in the early history of Virginia

Describe the importance of rivers in the early history of Virginia:

- Each river was a source of food.
- Each river provided a pathway for exploration and settlement of Virginia.
- Many early Virginia cities developed along the Fall Line.



Benchmark 2.d

Locate Three American Indian Language Groups on a Map of Virginia

The student will locate three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.



Indicator 2.d.1

Explain why Christopher Columbus called the people he found “Indians”

Explain how Christopher Columbus called the people he found in the lands he discovered “Indians” because he thought he was in the Indies (near China).



Indicator 2.d.2

Explain how artifacts tell a lot about people who lived in Virginia

Explain how artifacts such as arrowheads, pottery, and other tools that have been found all over the state tell a lot about the people who lived in Virginia.



Indicator 2.d.3

Locate and describe the Algonquian language group

Locate and describe the Algonquian language group:

- It was spoken primarily in the Tidewater region.
- The Powhatans were a member of this language group.



Indicator 2.d.4

Locate the Siouan language group

Locate the Siouan language group, which was primarily in the Piedmont region.



Indicator 2.d.5

Locate and describe the Iroquoian language group

Locate and describe the Iroquoian language group:

- It was spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina.
- The Cherokee were a part of this language group.



Benchmark 2.e

Describe How American Indians Adapted to Their Climate and Environment

The student will describe how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.



Indicator 2.e.1

Describe climate in Virginia as relatively mild with distinct seasons

Describe the climate in Virginia as relatively mild with distinct seasons – spring, summer, fall, and winter – resulting in a variety of vegetation.



Indicator 2.e.2

Explain that forests cover most of the land in Virginia

Explain that forests, which have a variety of trees, cover most of the land; this is why Virginia's Indians are referred to as Eastern Woodland Indians.



Indicator 2.e.3

Explain how Virginia's American Indians adapted to their environment

Explain how Virginia's American Indians (First Americans) adapted to their environment by changing their food, clothing, and shelter depending upon the seasons.



Indicator 2.e.4

Describe how Virginia's American Indians changed food with the seasons

Describe how Virginia's American Indians (First Americans) changed their food with the seasons:

- In winter, they hunted birds and animals.
- In spring, they fished and picked berries.
- In summer, they grew crops (beans, corn, squash).
- In fall, they harvested crops.



Indicator 2.e.5

Explain how Virginia's American Indians used animal skins for clothing

Explain that Virginia's American Indians (First Americans) used animal skins (deerskin) for clothing.



Indicator 2.e.6

Describe how Virginia's American Indians made shelter from materials

Describe how Virginia's American Indians (First Americans) made shelter from materials around them.

DEMONSTRATE KNOWLEDGE OF FIRST PERMANENT ENGLISH SETTLEMENT IN AMERICA

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

State Notes:

Essential Questions:

- What were the reasons for English colonization in America?
- What were the reasons why the Jamestown settlers came to America?
- Where is Jamestown located?
- Why did the settlers choose the site at Jamestown?
- What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?
- What was this system of government called?
- What was the Virginia House of Burgesses, and why was it important?
- What was the impact of the arrival of women on the Jamestown settlement?
- What was the impact of the arrival of Africans on the Jamestown settlement?
- What hardships did the Jamestown settlers face?
- What changes took place to ensure survival?
- How did the Powhatan people and the English settlers interact?
- Why did the relationship between the Jamestown settlers and the Powhatans change?

Essential Understanding:

- 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 America was Jamestown, founded in 1607 as an economic venture.
- Location and physical characteristics influenced the decision to settle at Jamestown.
- The King of England had the power to grant charters allowing settlement in North America.
- As Jamestown grew, the system of government evolved.
- Jamestown became a more diverse colony by 1620.
- The English colonists found life in Jamestown harder than they had expected.
- The Powhatan people and the English settlers at Jamestown established trading relationships and for a while had positive interactions.



Benchmark 3.a

Describe the Influence of Prominent English People

Describe the influence of prominent people from England on the development of Virginia.



Indicator 3.a.1

Describe Queen Elizabeth I: Queen of England

Describe Queen Elizabeth I:

- Queen of England before King James I
- Virginia was named in honor of Queen Elizabeth I



Indicator 3.a.2

Describe King James I: King of England

Describe King James I:

- King of England when Jamestown was settled
- Jamestown is named after King James I
- The James River is named after King James I
- Granted the Charter of the Virginia Company of London



Indicator 3.a.3

Describe Sir Walter Raleigh: English Explorer

Describe Sir Walter Raleigh:

- Helped establish the Virginia colony of Roanoke Island (North Carolina)
- Named Virginia in honor of Queen Elizabeth I of England



Benchmark 3.b

Explain the Reasons for English Colonization

The student will explain the reasons for English colonization.



Indicator 3.b.1

Explain why England wanted to establish an American colony

Explain that England wanted to establish an American colony to increase her wealth and power:

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



Indicator 3.b.2

Describe the reasons for the establishment of Jamestown

Describe the reasons for the establishment of Jamestown:

- Was primarily an economic venture
- Financed by the stockholders of the Virginia Company of London
- Became the first permanent English settlement in North America in 1607



Benchmark 3.c

Describe How Geography Influenced the Decision to Settle at Jamestown

The student will describe how geography influenced the decision to settle at Jamestown.



Indicator 3.c.1

Explain the original location of the Jamestown settlement

Explain that when the settlers arrived in 1607, Jamestown was located on a narrow peninsula bordered on three sides by the James River, but that today, Jamestown is located on an island in the James River.



Indicator 3.c.2

Explain reasons for choosing the site where Jamestown was built

Explain reasons for choosing the site where Jamestown was built:

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



Benchmark 3.d

Identify Importance of the Charters of the Virginia Company of London

The student will identify the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement.



Indicator 3.d.1

Explain: King of England granted charters to Virginia Company of London

Explain that the King of England granted charters to the Virginia Company of London.



Indicator 3.d.2

Explain the conditions of the charters

Explain the conditions of the charters:

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



Benchmark 3.e

Identify Importance of Virginia Assembly (1619)

The student will identify the importance of the Virginia Assembly (1619) as the first representative legislative body in English America.



Indicator 3.e.1

Describe the origins of the Virginia Assembly in 1619

Describe the origins of the Virginia Assembly in 1619:

- Meeting called by the governor of Virginia
- Included the governor, the governor's council, and two citizen representatives (called "burgesses") from each of the divisions of Virginia
- All men, because only adult men were considered citizens at that time



Indicator 3.e.2

Explain how the burgesses became a separate legislative body by 1640s

Explain how, by the 1640s, the burgesses became a separate legislative body called the Virginia House of Burgesses.



Indicator 3.e.3

Describe the Virginia House of Burgesses

Describe the Virginia House of Burgesses:

- Was the first elected legislative body in America giving settlers the opportunity to control their own government
- Became the General Assembly of Virginia, which continues to this day



Benchmark 3.f

Identify Importance of Arrival of Africans and Women to Jamestown

The student will identify the importance of the arrival of Africans and women to the Jamestown settlement which made the colony more diverse.



Indicator 3.f.1

Explain how the arrival of women made for a more permanent settlement

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



Indicator 3.f.2

Explain that Africans arrived in Jamestown against their will

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



Indicator 3.f.3

Explain how the arrival of Africans led to an expanded tobacco economy

Explain how the arrival of Africans made it possible to expand the tobacco economy.



Benchmark 3.g

Describe Hardships Jamestown Settlers Faced & Changes for Survival

The student will describe the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.



Indicator 3.g.1

Describe the hardships faced by the settlers at Jamestown

Describe the hardships faced by the settlers at Jamestown:

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



Indicator 3.g.2

Describe the changes that ensured the survival of the settlers

Describe the changes that ensured survival:

- Arrival of two supply ships
- Captain John Smith's strong leadership and forced work program
- Emphasis on self-sustaining agriculture



Benchmark 3.h

Describe Interactions Between the English Settlers & Powhatan People

The student will describe the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.



Indicator 3.h.1

Explain how Captain John Smith initiated trading with the Powhatan

Explain how Captain John Smith initiated trading relationships with the Powhatans.



Indicator 3.h.2

Explain that the Powhatan traded goods with the English

Explain that the Powhatans traded food, furs, and leather with the English in exchange for tools, pots, guns, and other goods.



Indicator 3.h.3

Describe contributions of the Powhatans to survival of the settlers

Describe the contributions of the Powhatans to the survival of the settlers:

- Pocahontas, daughter of Chief Powhatan, believed the English and American Indians (First Americans) could live in harmony.
- Pocahontas began a friendship with the colonists that helped them survive.
- The Powhatans introduced new crops to the English, including corn and tobacco.



Indicator 3.h.4

Describe how the relationship between settlers and Powhatans changed

Describe how the relationship between the Jamestown settlers and the Powhatans changed when the Powhatan people realized the English settlement would continue to grow and the Powhatans began to see the colonists as invaders who would take over their land.



SS.VS

Standard 4

DEMONSTRATE KNOWLEDGE OF LIFE IN THE VIRGINIA COLONY

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

State Notes:

Essential Questions:

- What effect did agriculture have on the Virginia colony?
- How did agriculture in the Virginia colony influence the institution of slavery?
- How do cultural landscapes reflect beliefs, customs, and architecture of people?
- Where did the various cultural groups settle?
- How did the relationship between the Virginia colony and England change over time?
- What are some factors that influenced the move of the capital from Jamestown to Williamsburg?
- What factors influenced the move of the capital from Williamsburg to Richmond?
- What forms of exchange were used in the Virginia colony?

Essential Understanding:

- The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.
- Cultural landscapes reflect beliefs, customs, and architecture of people living in those areas.
- Although a colony of England, Virginia developed a unique culture different from that of England.
- Geographical factors often influence the location of a capital.
- Money was not commonly used in early agricultural societies.



Benchmark 4.a

Explain the Importance of Agriculture and its Influence on Slavery

The student will explain the importance of agriculture and its influence on the institution of slavery.



Indicator 4.a.1

Define cash crop: grown to sell rather than to use by growers

Define a cash crop as a crop that is grown to sell for money rather than for use by the growers.



Indicator 4.a.2

Describe how the economy of Virginia colony depended on agriculture

Describe how the economy of the Virginia colony depended on agriculture as a primary source of wealth.



Indicator 4.a.3

Explain tobacco became Virginia's most profitable agricultural product

Explain that tobacco became Virginia's most profitable agricultural product, and was sold in England as a cash crop.



Indicator 4.a.4

Explain how planting of tobacco depended on reliable/inexpensive labor

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



Indicator 4.a.5

Explain how large numbers of Africans were brought to the colony

Explain how, to fill the need for labor, large numbers of Africans were brought to the colony against their will to work as slaves on the plantations.



Indicator 4.a.6

Describe how the Virginia colony became dependent on slave labor

Describe how the Virginia colony became dependent on slave labor and explain that the dependence lasted a long time.



Benchmark 4.b

Describe How Immigrants Influenced the Cultural Landscape of Virginia

The student will describe how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.



Indicator 4.b.1

Describe that people settling an area creates cultural landscapes

Describe how whenever people settle an area, they create cultural landscapes by changing the landscape to reflect the beliefs, customs, and architecture of their culture.



Indicator 4.b.2

Identify architectural examples of cultural landscapes

Identify examples of cultural landscapes:

- Barns
- Homes
- Places of worship (e.g. churches)



Indicator 4.b.3

Explain how place names can reflect culture and identify examples

Explain how place names can reflect culture and identify examples:

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

Indicator 4.b.4

Identify cultural groups and locate their area of settlement

Identify various cultural groups in the Virginia colony and locate their main areas of settlement:

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

Indicator 4.b.5

Explain how migration and living in new areas caused people to adapt

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

Indicator 4.b.6

Explain how the culture of Virginia was different from England

Explain how the culture of Virginia was different from that of England because it reflected American Indian (First American), African, and European origins.

Benchmark 4.c

Explain How Geography Influenced the Relocation of Virginia's Capital

The student will explain how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.

Indicator 4.c.1

Describe the decision to move the capital: Jamestown to Williamsburg

Describe factors that led to the decision to move Virginia's capital from Jamestown to Williamsburg:

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

Indicator 4.c.2

Describe the decision to move the capital: Williamsburg to Richmond

Describe factors that led to the decision to move Virginia's capital from Williamsburg to Richmond:

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

Benchmark 4.d

Describe How Money, Barter and Credit Were Used in the Virginia Colony

The student will describe how money, barter, and credit were used in the Virginia colony.

Indicator 4.d.1

Define money: a medium of exchange (currency)

Define "money" as a medium of exchange (currency, which includes coins and paper bills).

**Indicator 4.d.2****Define barter: trading or exchanging items without using money**

Define “barter” as the trading or exchange of goods and services without the use of money.

**Indicator 4.d.3****Define credit: buying a good or service now and paying for it later**

Define “credit” as buying a good or service now and paying for it later.

**Indicator 4.d.4****Define debt: a good or service owed to another**

Define “debt” as a good or service owed to another.

**Indicator 4.d.5****Define saving: money put away to save or to spend at a later time**

Define “saving” as money put away to save or to spend at a later time.

**Indicator 4.d.6****Explain that in the Virginia colony barter was commonly used**

Explain that in the Virginia colony, few people had paper money and coins to use to buy goods and services, so barter was commonly used instead of money.

**Indicator 4.d.7****Explain that tobacco was used as money**

Explain that tobacco was used as money, and that a tobacco farmer could use his tobacco to pay for goods and services.

**Indicator 4.d.8****Explain how farmers/consumers could also buy goods/services on credit**

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

**Indicator 4.d.9****Recognize that colonial Virginia had no banks**

Recognize that colonial Virginia had no banks.

**SS.VS****Standard 5****DEMONSTRATE KNOWLEDGE OF THE ROLE OF VIRGINIA IN THE REVOLUTION**

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

State Notes:

Essential Questions:

- How did the colonists’ ideas about government differ from those of the English Parliament?
- Why is the Declaration of Independence an important document?
- What contributions did Virginians make during the Revolutionary War era?
- What was the importance of the American victory at Yorktown?

Essential Understanding:

- Conflicts developed between the colonies and England over how the colonies should be governed.
- The Declaration of Independence gave reasons for independence and ideas for self-government.
- Virginians made significant contributions during the Revolutionary War era.
- The last major battle of the Revolutionary War was fought at Yorktown, Virginia.

**Benchmark 5.a****Identify Reasons Why Colonies Went to War with England**

The student will identify the reasons why the colonies went to war with England as expressed in the Declaration of Independence.



Indicator 5.a.1

Describe disagreements between colonists and the English Parliament

Describe the disagreements between the colonists and the English Parliament over how the colonies should be governed:

- Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.
- Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since they had no representation in Parliament.
- *The Stamp Act was a tax on printed paper in the English colonies passed by British Parliament*
- *The Townsend Act were taxes on common products such as lead, paper, paint, glass and tea*



Indicator 5.a.2

Describe the Declaration of Independence

Describe the Declaration of Independence:

- Written by Thomas Jefferson
- States that the authority to govern belongs to the people rather than to kings
- States that all people are created equal and have rights to life, liberty, and the pursuit of happiness



Benchmark 5.b

Identify the Various Roles of Virginians in the Revolutionary War Era

The student will identify the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry.



Indicator 5.b.1

Describe Virginians' varying reactions to the Revolutionary War

Describe Virginians' varying views and reactions to the Revolutionary War:

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



Indicator 5.b.2

Describe the contributions of Virginians during the Revolutionary War

Describe the 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 England in the Declaration of Independence.
- Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death."



Benchmark 5.c

Identify the Importance of the American Victory at Yorktown

The student will identify the importance of the American victory at Yorktown.



Indicator 5.c.1

Explain how American victory at Yorktown resulted in English surrender

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



SS.VS

Standard 6

DEMONSTRATE KNOWLEDGE OF THE ROLE OF VIRGINIA IN A NEW AMERICAN NATION

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

State Notes:

Essential Questions:

- Why is George Washington referred to as the “Father of Our Country”?
- Why is James Madison referred to as the “Father of the Constitution”?
- What was the influence of the Virginia Declaration of Rights on the Constitution of the United States of America?
- What was the influence of the Virginia Statute for Religious Freedom on the Constitution of the United States of America?
- What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?

Essential Understanding:

- The actions and ideas of Virginians formed the basis for the new constitutional government of the United States.
- Ideas expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom served as models for the Bill of Rights of the Constitution of the United States of America.
- Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.



Benchmark 6.a

Explain the Nicknames of George Washington and James Madison

The student will explain why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”



Indicator 6.a.1

Explain why George Washington is called the “Father of Our Country”

Explain why George Washington is called the “Father of Our Country”:

- He was a Virginian who 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.



Indicator 6.a.2

Explain why James Madison is called the “Father of the Constitution”

Explain why James Madison is called the “Father of the Constitution”:

- He 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.



Indicator 6.a.3

Define Mount Vernon: George Washington's home

Define Mount Vernon as George Washington's plantation home located in the Tidewater/Coastal Plains Region on the Potomac River near Alexandria.



Indicator 6.a.4

Define Monticello: Thomas Jefferson's home

Define Monticello as Thomas Jefferson's plantation home located in the Piedmont Region.



Indicator 6.a.5

Define Gunston Hall: George Mason's home

Define Gunston Hall as George Mason's plantation home located in the Tidewater/Coastal Plains Region on the Potomac River near Alexandria.

Benchmark 6.b

Identify the Ideas of George Mason and Thomas Jefferson

The student will identify the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

Indicator 6.b.1 Describe the Virginia Declaration of Rights

Describe the Virginia Declaration of Rights:

- Written by George Mason
- States that all Virginians should have certain rights, including freedom of religion and freedom of the press
- Became the basis for the Bill of Rights of the Constitution of the United States of America

Indicator 6.b.2 Describe the Virginia Statute for Religious Freedom

Describe the Virginia Statute for Religious Freedom:

- Written by Thomas Jefferson.
- States that all people should be free to worship as they please.
- Was the basis for the First Amendment to the Constitution of the United States of America, the amendment that protects religious freedom.

Benchmark 6.c Explain the Influence of Geography on the Migration of Virginians

The student will explain the influence of geography on the migration of Virginians into western territories.

Indicator 6.c.1 Describe the change in Virginia's agricultural base after Revolution

Describe how after the American Revolution, Virginia's agricultural base began to change, resulting in large numbers of Virginians moving west and to the deep South.

Indicator 6.c.2 Describe the factors that led to Virginians migrating west and south

Identify and describe the factors that led to Virginians migrating 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.
- Virginians migrated into western territories looking for large areas of land and new opportunities.
- As Virginians moved, they took their traditions, ideas, and cultures with them.
- Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

Indicator 6.c.3 Define Deep South: Southernmost states known also as "Cotton States"

Define the Deep South as the Southernmost states, also known as the "Cotton States", including:

- Alabama
- Mississippi
- Louisiana
- Georgia
- Texas

Indicator 6.c.4 Define Western Territories: Land west of the Mississippi River

Define the Western Territories as land west of the Mississippi River.



SS.VS

Standard 7

DEMONSTRATE KNOWLEDGE OF ISSUES THAT DIVIDED AND LED TO THE CIVIL WAR

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

State Notes:

Essential Questions:

- What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War?
- Why did Virginia secede from the Union?
- How did West Virginia become a state?
- What major Civil War battles were fought in Virginia?
- Who were some of the leaders of the Civil War?

Essential Understanding:

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



Benchmark 7.a

Identify Events and Differences Between Northern and Southern States

The student will identify the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.



Indicator 7.a.1

Describe the difference in the economies of the North and South

Describe the difference in the economies of the North and South:

- The economy of the North was industrialized (factory workers).
- The economy of the South was agricultural and relied on slave labor.



Indicator 7.a.2

Describe the difference between the North & South's views of slavery

Describe the difference between the North and South as seen in their view of slavery in new states created out of the western territory:

- Northern states wanted these new states to be "free states".
- Southern states wanted these new states to be "slave states".



Indicator 7.a.3

Identify Nat Turner as the leader of revolt against plantation owners

Identify Nat Turner as the leader of a revolt against plantation owners in Virginia.



Indicator 7.a.4

Recognize that abolitionists campaigned to end slavery

Recognize that abolitionists campaigned to end slavery.



Indicator 7.a.5

Describe how Harriet Tubman supported the "Underground Railroad"

Describe how Harriet Tubman supported a secret route that escaped slaves took, which became known as the "Underground Railroad".



Indicator 7.a.6

Explain how John Brown led a raid on the Armory at Harpers Ferry

Explain how John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia), in his effort to start a slave rebellion, and that he was captured and hanged.

Indicator 7.a.7

Explain how after Lincoln became president southern states seceded

Explain how after Abraham Lincoln became president of the United States in 1860, some southern states seceded from the Union, and that later, other southern states, including Virginia, seceded to form the "Confederate States of America".

Indicator 7.a.8

Describe the creation of West Virginia

Describe the creation of West Virginia:

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

Benchmark 7.b

Describe Virginia's Role in the Civil War Including the Major Battles

The student will describe Virginia's role in the Civil War, including identifying major battles that took place in Virginia.

Indicator 7.b.1

Describe the First Battle of Bull Run (or Manassas)

Describe the First Battle of Bull Run (or Manassas) as the first major clash of the Civil War, and explain that:

- Confederate General Thomas "Stonewall" Jackson played a major role in this battle
- *Belle Boyd was a Confederate spy who helped "Stonewall" Jackson during the American Civil War*

Indicator 7.b.2

Explain how Robert E. Lee defeated Union troops at Fredericksburg

Explain how General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.

Indicator 7.b.3

Recognize that southern states organized into the Confederacy

Recognize that the southern states organized into the Confederate States of America (The Confederacy), and that:

- Richmond was the capital of the Confederacy
- It fell to General Ulysses S. Grant and was burned near the end of the war
- *Jefferson Davis was the president of the Confederate States of America*

Indicator 7.b.4

Describe the importance of naval forces in the Civil War

Describe the importance of naval forces in the Civil War:

- Lincoln used the Union navy to blockade southern ports.
- An important sea battle between the Monitor (Union) and the Merrimack (Confederate), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.

Indicator 7.b.5

Describe how the Civil War ended at Appomattox Court House

Recognize 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.



Indicator 7.b.6

Define the Emancipation Proclamation: freed the slaves

Define the Emancipation Proclamation as a document written by Abraham Lincoln during the American Civil War stating that all slaves are free.



Indicator 7.b.7

Describe Booker T. Washington: became president of Tuskegee Institute

Describe Booker T. Washington as an emancipated slave who later became the president of the Tuskegee Institute.



SS.VS

Standard 8

DEMONSTRATE KNOWLEDGE OF RECONSTRUCTION OF VIRGINIA AFTER CIVIL WAR

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

State Notes:

Essential Questions:

- What were some of the problems Virginians faced during the period of Reconstruction following the Civil War?
- What measures were taken during Reconstruction to resolve Virginia's problems?
- What happened to the rights of African Americans after Reconstruction?
- What changes took place in Virginia to boost the economic growth?

Essential Understanding:

- Virginians faced serious problems in rebuilding the state after the war.
- The freedoms and rights promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.
- After the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia's economy.



Benchmark 8.a

Identify the Effects of Reconstruction on Life in Virginia

The student will identify the effects of Reconstruction on life in Virginia.



Indicator 8.a.1

Define Reconstruction: the period following the Civil War

Define Reconstruction as the period following the Civil War in which Congress passed laws designed to rebuild the country and bring the southern states back into the Union.



Indicator 8.a.2

Explain how freed slaves needed housing, clothing, food and jobs

Explain how during Reconstruction, one problem was that millions of freed slaves needed housing, clothing, food, and jobs.



Indicator 8.a.3

Describe how Virginia's ruined economy was another problem

Describe how Virginia's economy, which was in ruins during Reconstruction, was another problem:

- Money had no value.
- Banks were closed.
- Railroads, bridges, plantations, and crops were destroyed.



Indicator 8.a.4

Describe the Freedmen's Bureau

Describe the Freedmen's Bureau, a measure to solve problems, as a government agency that was one solution to resolve problems. It provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South.



Indicator 8.a.5

Describe sharecropping

Describe sharecropping as another measure to solve problems. It was a system common in Virginia after the war in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop.



Benchmark 8.b

Identify the Effects of Segregation and “Jim Crow” on Life in Virginia

The student will identify the effects of segregation and “Jim Crow” on life in Virginia.



Indicator 8.b.1

Define segregation: the separation of people based on race or religion

Define segregation as the separation of people, usually based on race or religion.



Indicator 8.b.2

Define discrimination

Define discrimination as an unfair difference in the treatment of people.



Indicator 8.b.3

Describe how African Americans began to have power in Reconstruction

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



Indicator 8.b.4

Explain how after Reconstruction, gains were lost by “Jim Crow” laws

Explain how after Reconstruction, these gains were lost when southern states passed “Jim Crow” laws that established segregation or separation of the races and reinforced prejudices held by whites.



Indicator 8.b.5

Identify the effects of “Jim Crow” laws on African American life

Identify the effects of “Jim Crow” laws on African American life:

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



Benchmark 8.c

Describe Importance of Railroads, New Industries & Growth of Cities

The student will describe the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.



Indicator 8.c.1

Recognize that Virginia began to grow in many areas

Recognize that Virginia began to grow in many areas after the Civil War and Reconstruction.



Indicator 8.c.2

Describe how Virginia's cities grew with people, businesses, factories

Describe how Virginia’s cities grew with people, businesses, and factories.



Indicator 8.c.3

Explain how railroads were a key to the expansion of business, etc.

Explain how railroads were a key to the expansion of business, agriculture, and industry in Virginia:

- They facilitated the growth of small towns to cities.
- Railroad centers stimulated the growth of factories where clothing, furniture, and other useful items were made.
- Roanoke became a railroad center.
- Richmond, Norfolk, and Newport News were bustling with activity as the railroads brought new jobs and people to the areas.
- Petersburg, Alexandria, and Lynchburg also grew rapidly.



Indicator 8.c.4

Describe the growth of cities as other industries grew

Describe the growth of cities as other industries grew.



Indicator 8.c.5

Recognize coal as the source of livelihood in Tazewell County

Recognize coal as the source of livelihood in Tazewell County when coal deposits were discovered after the Civil War.



Indicator 8.c.6

Explain the increased need for more and better roads

Explain the increased need for more and better roads.



Indicator 8.c.7

Explain how tobacco farming & products became important industries

Explain how tobacco farming and tobacco products became important Virginia industries.



SS.VS

Standard 9

DEMONSTRATE KNOWLEDGE OF TWENTIETH CENTURY VIRGINIA

The student will demonstrate knowledge of twentieth century Virginia.

State Notes:

Essential Questions:

- Why did Virginia change from an agricultural to an industrial society?
- What caused Virginia's cities to grow?
- What changes occurred in Virginia as a result of the Civil Rights Movement?
- What contributions to twentieth century Virginia life were made by Maggie Lena Walker, Harry Flood Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder?

Essential Understanding:

- During the twentieth century, Virginia changed from a rural, agricultural society to a more urban, industrial society.
- After Reconstruction, Virginia's cities began to grow.
- 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.
- Many individuals made social, political, and economic contributions to Virginia life in the twentieth century.



Benchmark 9.a

Describe the Economic/Social Transition from a Rural Society to Urban

The student will describe the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.



Indicator 9.a.1

Explain why agricultural society declined in Virginia

Explain why agricultural society declined:

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



Indicator 9.a.2

Describe the factors that led to the growth of Virginia's cities

Describe the factors that led to the growth of Virginia's cities:

- People moved from rural to urban areas for economic opportunities.
- Technological developments in transportation, roads, railroads, and streetcars helped cities grow.
- Coal mining spurred the growth of towns and cities as people moved from the countryside to find jobs.



Indicator 9.a.3

Explain other reasons for growth in Virginia

Explain other reasons for growth in Virginia:

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



Benchmark 9.b

Identify the Events Linked to Desegregation and Massive Resistance

The student will identify the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.



Indicator 9.b.1

Define desegregation: abolishment of racial segregation

Define desegregation as abolishment of racial segregation.



Indicator 9.b.2

Define integration: full equality of all races

Define integration as full equality of all races in the use of public facilities.



Indicator 9.b.3

Describe the desegregation of public schools in Virginia

Describe the desegregation of public schools in Virginia:

- The U.S. Supreme Court ruled in 1954 that "separate but equal" public schools were unconstitutional.
- All public schools, including those in Virginia, were ordered to integrate.



Indicator 9.b.4

Describe the policy of Massive Resistance: fight to resist integration

Describe the policy of Massive Resistance:

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



Benchmark 9.c

Identify the Contributions Made by Walker, Byrd, Ashe, and Wilder

The student will identify the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.



Indicator 9.c.1

Describe Maggie L. Walker as the first woman bank president

Describe Maggie L. Walker as the first woman and the first African American woman to become a bank president in the United States.



Indicator 9.c.2

Describe Harry F. Byrd, Sr., as governor known for "Pay As You Go"

Describe Harry F. Byrd, Sr., as a governor who was known for a "Pay As You Go" (raising funds before beginning projects) policy for road improvements, and modernizing Virginia state government.



Indicator 9.c.3

Describe Arthur R. Ashe as an eloquent spokesperson for social change

Describe Arthur R. Ashe, Jr. as the first African American winner of a major men's tennis singles championship, an author, and an eloquent spokesperson for social change.



Indicator 9.c.4

Describe Douglas Wilder as first African American elected governor

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



SS.VS

Standard 10

DEMONSTRATE KNOWLEDGE OF GOVERNMENT, GEOGRAPHY AND ECONOMICS

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

State Notes:

Essential Questions:

- What are the three branches of government in Virginia and what are the powers of each branch?
- What are the major products and industries of each region in Virginia?
- How have advances in transportation facilitated migration and economic growth?
- How have advances in communications and technology helped the economy grow?
- In what ways is Virginia part of the U.S. economy?

Essential Understanding:

- Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.
- The state of Virginia can be divided into five geographic regions.
- Different products and industries characterize each region.
- 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.



Benchmark 10.a

Identify the Three Branches of Virginia Government & Function of Each

The student will identify the three branches of Virginia government and the function of each.



Indicator 10.a.1

Recognize that the government of Virginia is divided into 3 branches

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



Indicator 10.a.2

Describe the legislative branch

Describe the legislative branch:

- The General Assembly is the legislative branch of the Virginia government that makes state laws.
- It is divided into two parts – the Senate and the House of Delegates.



Indicator 10.a.3

Describe the executive branch

Describe the executive branch:

- The governor heads the executive branch of the state government.
- The executive branch makes sure that state laws are carried out.



Indicator 10.a.4

Describe the judicial branch

Describe the judicial branch:

- 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.



Indicator 10.a.5

Identify current government leaders at the state and federal levels

Identify the current government leaders at the state and federal levels.



Benchmark 10.b

Describe the Major Products & Industries of Virginia's Five Regions

The student will describe the major products and industries of Virginia's five geographic regions.



Indicator 10.b.1

Describe major products & industries of the Coastal Plain (Tidewater)

Describe the major products and industries of the Coastal Plain (Tidewater) region:

- Products – seafood
- Industries – shipbuilding, tourism, federal military installations



Indicator 10.b.2

Describe the major products and industries of the Piedmont region

Describe the major products and industries of the Piedmont region:

- Products – tobacco products, information technology
- Industries – technology, federal and state government, farming, textiles



Indicator 10.b.3

Describe major products and industries of Blue Ridge Mountains region

Describe the major products and industries of the Blue Ridge Mountains region:

- Products – apples
- Industries – recreation



Indicator 10.b.4

Describe major products and industries of the Valley and Ridge region

Describe the major products and industries of the Valley and Ridge region:

- Products – poultry, apples
- Industries – farming



Indicator 10.b.5

Describe major products and industries of Appalachian Plateau region

Describe the major products and industries of the Appalachian Plateau region:

- Products – coal
- Industries – coal mining



Benchmark 10.c

Explain Advances in Transportation, Communications and Technology

The student will explain how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.



Indicator 10.c.1

Explain how Virginia's transportation system moves raw materials

Explain how Virginia's transportation system (highways, railroads, and air transportation) moves raw materials to factories and finished products to markets.



Indicator 10.c.2

Recognize that Virginia exports agricultural and manufactured products

Recognize that Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.



Indicator 10.c.3

Recognize that Virginia has a large number of technology industries

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



Indicator 10.c.4

Explain how tourism is a major part of Virginia's economy

Explain how tourism is a major part of Virginia's economy.



Indicator 10.c.5

Explain the significant impact of the federal government on Virginia

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



Indicator 10.c.6

Describe the impact of human activity on the environment and economy

Describe the impact of human activity such as transportation, population growth, and job specialization on the physical environment and economy of Virginia.



Benchmark 10.d

Explain Rights and Responsibilities as Citizens of the United States

The student will identify and explain rights and responsibilities as citizens of the United States.



Indicator 10.d.1

Identify the qualifications for United States citizenship

Identify the qualifications for United States citizenship.



Indicator 10.d.2

Discuss the rights and responsibilities of United States citizens

Discuss the personal, political, and economic rights and responsibilities of United States citizens.



Indicator 10.d.3

Describe the characteristics of good citizens and effective leaders

Describe characteristics of good citizens and effective leaders and the importance of public service and political leadership.



Indicator 10.d.4

Describe the history of the Virginia flag

Describe the history of the Virginia flag.



Indicator 10.d.5

Recite the Pledge of Allegiance and describe its history

Recite the Pledge of Allegiance and describe its history.



SS.VS

Standard 11

DEMONSTRATE KNOWLEDGE OF EVENTS, PLACES & PEOPLE IN FAIRFAX COUNTY

The student will demonstrate knowledge of significant events, places, and people in Fairfax County history.

State Notes:

Essential Skills:

Teachers should incorporate these skills into instruction throughout the year:

- Identify and interpret artifacts and primary and secondary source documents to understand events in history
- Determine cause and effect relationships
- Compare and contrast historical events
- Draw conclusions and make generalizations
- Make connections between past and present
- Sequence events in Virginia history
- Interpret ideas and events from different historical perspectives
- Evaluate and discuss issues orally and in writing
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events
- *Organize and synthesize information about Virginia history in a variety of ways*

FCPS Notes:

Essential Questions:

- Where is Fairfax County located?
- What was it like to be a child in Fairfax County eighty years ago?
- What is it like today?
- What are the three branches of government in Fairfax County? What are their jobs?
- Where are the following cities in Fairfax County? Annandale, Springfield, Reston, Burke, Clifton, Centreville, Fairfax, Vienna, McLean
- What are the major products and industries of Fairfax County?
- Who are some of the historical people in who played a major role in the history of Fairfax County?
- Where are some places where citizens in Fairfax County obtain goods and services today? What are the differences and similarities?
- What are some of the places where citizens in Fairfax County worship today? What are the differences and similarities?



Benchmark 11.a

Describe & Locate Past Events in the History of Fairfax County

The student will describe and locate significant past events in the history of Fairfax County.



Indicator 11.a.1

Locate historic sites and parks in Fairfax County

Locate historic sites and parks in Fairfax County.

- *Gunston Hall*
- *Mount Vernon*
- *Fairfax County Courthouse*
- *Fairfax City Town Hall*
- *Woodlawn Plantation*
- *Gum Springs*
- *Sully Plantation*
- *George Washington's Grist Mill*
- *Burke Lake*
- *Lake Accotink*
- *Lake Fairfax*
- *Huntley Meadows*
- *Frying Pan Park*
- *Great Falls National Park*
- *Claude Moore Colonial Farm*
- *Mason Neck State Park*
- *Mason Neck National Wildlife Refuge*



Indicator 11.a.2

Locate major cities and geographic features in Fairfax County

Students will locate major cities and geographic features in Fairfax County:

Alexandria

Fairfax

Chantilly

Burke

Clifton

Herndon

Vienna

Springfield

Annandale

Reston

Centreville

McLean

Potomac River

Occoquan River

Lake Fairfax

Lake Accotink

Great Falls



Indicator 11.a.3

Identify major events in the history of Fairfax County

Identify major events in the history of Fairfax County.

- Captain John Smith sails up Potomac River - 1608
- Lord Fairfax granted land including Fairfax County area by King Charles II of England - 1719
- Virginia Assembly creates Fairfax County - 1741
- Civil War skirmishes and battles, including:
 - Clash at Fairfax Courthouse - 1861
 - Clash in Vienna - 1861
 - Battle of Dranesville - 1861
 - Battle of Chantilly - 1862



Benchmark 11.b

Describe the History of the People of Fairfax County

The student will describe the history of the people in Fairfax County.



Indicator 11.b.1

Identify & describe individuals & groups important to Fairfax history

Identify and describe the individuals and groups of people of importance throughout the history of Fairfax County.

- Before European settlers - area inhabited by the Tauxenent Indians
- Colonial times to Reconstruction - area inhabited by European settlers
- Following Reconstruction - dairy farmers
- Post 1950 - federal and state government workers and technology workers



Indicator 11.b.2

Describe the people of the diverse communities of Fairfax County

Describe the people who make up the diverse communities of modern Fairfax County with regard to:

- Makeup of the current population
- Heritage and native languages
- George Mason University, Northern Virginia Community College
- Racial/ethnic distribution



Benchmark 11.c

Analyze Economic and Governmental Features of Fairfax County

The student will analyze economic and governmental features of Fairfax County, past and present.



Indicator 11.c.1

Describe the evolving economy of Fairfax County

Describe the evolving economy of Fairfax County:

- 1600s - Native Americans - hunters and farmers
- 1700s - Colonists - plantations and small farms
- 1800s - Farming - crop rotation and fertilization
- Mid-1800s - Railroads
- 1861 - 1865 - Civil War brings destruction of farms, forests and homes
- 1866 - Post Civil War - growth of dairy farms
- 1950 - present - jobs in technology and state and federal government



Indicator 11.c.2

Describe the government of Fairfax County

Describe the government of Fairfax County:

- 1608 - 1776 - governed by British Parliament
- 1781 - 1870 - governed by the County Court
- 1870 - present - governed by and elected Board of Supervisors:
 - Chairman and Representatives from each of eight districts
 - Establishes county government policy, budget and sets local taxes