

**HISTORY/SOCIAL SCIENCE
ALIGNED STANDARDS OF LEARNING
CURRICULUM FRAMEWORK
GRADE 6**



STANDARD HS-H12**REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

HS-H12 The student will demonstrate knowledge of the first permanent English settlement in America by

- a) explaining the reasons for English colonization.
- e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement.
- f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.
- g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.</p> <p>The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.</p> <p>Jamestown became a more diverse colony by 1620.</p> <p>The English settlers found life in Jamestown harder than they had expected.</p> <p>The native peoples and the English settlers at Jamestown established trading relationships and, for a while, had positive interactions.</p>	<p>What were the reasons for English colonization in America?</p> <p>What were the reasons why the Jamestown settlers came to America?</p> <p>What was the impact of the arrival of Africans on the Jamestown settlement?</p> <p>What was the impact of the arrival of additional women on the Jamestown settlement?</p> <p>What hardships did the Jamestown settlers face?</p> <p>What changes took place that resulted in survival of the settlers?</p> <p>How did the native peoples and the English settlers interact?</p> <p>Why did the relationship between the Jamestown settlers and the native peoples change?</p>	<p>Reasons for English colonization in America England wanted to establish an American colony to increase its wealth and power.</p> <ul style="list-style-type: none"> • 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. <p>Jamestown</p> <ul style="list-style-type: none"> • Jamestown was primarily an economic venture. • The stockholders of the Virginia Company of London financed the settlement of Jamestown. <p>Jamestown, founded in 1607, became the first permanent English settlement in America.</p> <p>Portuguese sailors captured African men and women from what is present-day Angola. The status of these early African men and women as either servants or enslaved persons in Virginia is unknown.</p> <p>Africans arrived in Jamestown against their will in 1619.</p> <p>The arrival of Africans made it possible to expand the tobacco economy.</p> <p>The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent settlement at Jamestown.</p>	<p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Sequence events in Virginia history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

STANDARD HS-H12 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
	<p>How did Powhatan contribute to the survival of the settlers?</p>	<p>Hardships faced by the settlers</p> <ul style="list-style-type: none"> • The site they chose to live on was marshy and lacked safe drinking water. • The settlers lacked some skills necessary to provide for themselves. • Many settlers died of starvation and disease. <p>Changes that resulted in survival</p> <ul style="list-style-type: none"> • The arrival of supply ships • The forced work program and strong leadership of Captain John Smith • The emphasis on agriculture <p>Captain John Smith initiated trading relationships with the native peoples.</p> <p>The native peoples traded mainly food with the English in exchange for tools, pots, and copper for jewelry.</p> <p>The native peoples contributed to the survival of the Jamestown settlers in several ways.</p> <ul style="list-style-type: none"> • Powhatan, chief of many tribes, provided leadership to his people and taught the settlers survival skills. • Pocahontas, daughter of Powhatan, served as a contact between the native peoples and the English. • The native peoples showed the settlers how to plant corn and tobacco. <p>Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.</p>	

STANDARD HS-H13**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H13 The student will demonstrate knowledge of life in the Virginia colony by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.</p> <p>Although it was a colony of England, Virginia developed a unique culture different from that of England.</p>	<p>How did the culture of colonial Virginia reflect beliefs, customs, and architecture of Europeans, Africans, and American Indians?</p> <p>Where did the various cultural groups settle?</p>	<p>Culture of colonial Virginia Whenever people settle an area, they change the culture and landscape to reflect their beliefs, customs, and architecture. Examples of architecture that reflect different cultures include</p> <ul style="list-style-type: none"> • barns • homes • places of worship (e.g., churches). <p>Place names reflecting culture</p> <ul style="list-style-type: none"> • English – Richmond • American Indian – Roanoke <p>Settlement areas</p> <ul style="list-style-type: none"> • English and other Europeans settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions. • Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. • Africans were settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions, where tobacco agriculture required a great deal of labor. • Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. <p>Migration and living in new areas caused people to adapt old customs to their new environments.</p>	<p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events.</p>

HS-H14 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.
- c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians made significant contributions during the Revolutionary War era.</p> <p>Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the American Revolution.</p> <p>The Battle of Great Bridge was the first land battle fought in Virginia during the American Revolution.</p> <p>The actions of Jack Jouett prevented the capture of key members of the Virginia General Assembly.</p> <p>The last major battle of the Revolutionary War was fought at Yorktown, Virginia.</p>	<p>What contributions did Virginians make during the Revolutionary War era?</p> <p>What roles did whites, enslaved African Americans, free African Americans, and American Indians play during the American Revolution?</p> <p>What was the importance of the Battle of Great Bridge?</p> <p>Who was Jack Jouett?</p> <p>What was the importance of the American victory at Yorktown?</p>	<p>Varied roles of whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era</p> <ul style="list-style-type: none"> • Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown. • Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain. • Women took on more responsibilities to support the war effort. • Some enslaved African Americans fought for a better chance of freedom. • Some free African Americans fought for independence from Great Britain. • Many American Indians fought alongside the Virginia patriots, while others fought with the British. <p>Contributions of Virginians during the Revolutionary War era</p> <ul style="list-style-type: none"> • George Washington provided military leadership by serving as commander-in-chief of the Continental Army. • Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence. • Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death." • James Lafayette, an enslaved African American from Virginia, served in the Continental Army and successfully requested his freedom after the war. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Determine cause-and-effect relationships.</p> <p>Draw conclusions and make generalizations.</p> <p>Sequence events in Virginia history.</p> <p>Analyze and interpret maps to explain relationships between water features and historical events.</p>

STANDARD HS-H14 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The Battle of Great Bridge was the first land battle of the American Revolution fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk.</p> <p>Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then the governor of Virginia, that the British were coming to arrest him and members of the General Assembly.</p> <p>The American victory at Yorktown resulted in the surrender of the British army, which led to the end of the war.</p>	

STANDARD HS-H15 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H15 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.</p>	<p>Why is George Washington referred to as the “Father of Our Country?”</p> <p>Why is James Madison referred to as the “Father of the Constitution?”</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.”</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>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Interpret ideas and events from different historical perspectives.</p>

HS-H16 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.
- describing Virginia's role in the war, including identifying major battles that took place in Virginia.
- describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Because of economic differences between the North and South, they were unable to resolve their conflicts, and the South seceded from the United States.</p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p> <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>Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the Civil War.</p>	<p>What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War?</p> <p>Why did Virginia secede from the Union?</p> <p>Why did West Virginia become a state?</p> <p>What major Civil War battles were fought in Virginia?</p> <p>Who were some of the leaders of the Civil War?</p> <p>How were whites, enslaved African Americans, free African Americans, and American Indians affected by the Civil War?</p>	<p>Differences between northern and southern states</p> <ul style="list-style-type: none"> The economy in the northern part of the United States was more industrialized, while in the southern part, it was agricultural and relied more on slave labor. Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.” <p>Events leading to secession and war</p> <ul style="list-style-type: none"> Nat Turner led a revolt against plantation owners in Virginia. Abolitionists campaigned to end slavery. Harriet Tubman supported a secret route that enslaved African Americans took; it became known as the “Underground Railroad.” John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged. After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the “Confederate States of America.” Later, Virginia seceded and joined them. <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. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history.</p> <p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Sequence events in Virginia history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

STANDARD HS-H16 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Major Civil War battles fought in Virginia</p> <ul style="list-style-type: none"> • The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle. • General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia. • Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war. • 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 was fought to a draw. • The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865. <p>Varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Civil War</p> <ul style="list-style-type: none"> • 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 fled to the Union army as it approached and some fought for the Union. • Some free African Americans felt their limited rights could best be protected by supporting the Confederacy. • Most American Indians did not take sides during the Civil War. 	

STANDARD HS-H17 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H17 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.**
- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Two famous Virginians, Woodrow Wilson and George C. Marshall, were important national and international leaders.</p> <p>Many individuals made political, social, and/or economic contributions to life in Virginia in the twentieth and twenty-first centuries.</p>	<p>How did Woodrow Wilson’s actions impact international events?</p> <p>How did George C. Marshall’s actions impact America’s role with other world nations?</p> <p>What contributions to life in Virginia in the twentieth and twenty-first centuries were made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder?</p>	<p>Woodrow Wilson was a twentieth-century president who wrote a plan for world peace.</p> <p>George C. Marshall was a military leader who created an economic plan to ensure world peace.</p> <p>Political, social, and/or 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, 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. • L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States. 	<p>Determine cause-and-effect relationships.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Identify and interpret primary and secondary source documents to understand events in history.</p>

STANDARD HS-G10 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G10 The student will demonstrate knowledge of life in the Virginia colony by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A variety of factors explain the reasons for moving Virginia’s capital.</p> <p>England became Great Britain in the early 1700s.</p>	<p>What were some reasons why Virginia’s capital was moved from Jamestown to Williamsburg?</p> <p>What were some reasons why Virginia’s capital was moved from Williamsburg to Richmond?</p>	<p>Reasons why the capital was moved from Jamestown to Williamsburg</p> <ul style="list-style-type: none"> • Drinking water was contaminated by seepage of salt water. • Unhealthy living conditions caused diseases. • Fire destroyed wooden and brick buildings at Jamestown. <p>Reasons why the capital was moved from Williamsburg to Richmond</p> <ul style="list-style-type: none"> • The population was moving westward. • Richmond was a more central location. • Moving to Richmond increased the distance from the sea and possible attack by the British. 	<p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Make connections between past and present.</p> <p>Sequence events in Virginia history.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

STANDARD HS-G11**REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

HS-G11 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
 c) explaining the influence of geography on the migration of Virginians into western territories.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.</p>	<p>What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?</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. • 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. 	<p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

STANDARD HS-E12**REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

HS-E12 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the twentieth and twenty-first centuries, Virginia changed from a rural, agricultural society to a more urban, industrialized society.</p>	<p>Why did Virginia change from an agricultural to a more industrialized society?</p> <p>What caused Virginia's cities to grow?</p>	<p>During the early twentieth century, agriculture began to change.</p> <ul style="list-style-type: none"> • Old systems of farming were no longer effective. • 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 towns and cities as people moved from the countryside to find jobs. <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>People have moved to Virginia from many other states and countries.</p>	<p>Determine cause-and-effect relationships.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

STANDARD HS-E13**REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

HS-E13 The student will demonstrate knowledge of government, geography, and economics by

b) describing the major products and industries of Virginia’s five geographic regions.

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The state of Virginia can be divided into five geographic regions.</p> <p>Certain products and industries characterize each region.</p> <p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States.</p>	<p>What are the major products and industries of each region in Virginia?</p> <p>How have advances in transportation facilitated migration and economic growth?</p> <p>How have advances in communications and technology helped the economy of Virginia grow?</p> <p>In what ways is Virginia part of the U.S. economy?</p>	<p>Selected examples of products and industries</p> <ul style="list-style-type: none"> • Coastal Plain (Tidewater) <ul style="list-style-type: none"> – Products: seafood, peanuts – Industries: shipbuilding, tourism, military bases • Piedmont <ul style="list-style-type: none"> – Products: tobacco products, information technology – Industries: federal and state government, farming, horse industry • Blue Ridge Mountains <ul style="list-style-type: none"> – Products: apples – Industries: recreation, farming • Valley and Ridge <ul style="list-style-type: none"> – Products: poultry, apples, dairy, beef – Industries: farming • Appalachian Plateau <ul style="list-style-type: none"> – Products: coal – Industries: coal mining <p>Virginia’s transportation system (highways, railroads, air transportation, shipping) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</p> <p>Virginia has a large number of communications and other technology industries. Tourism is a major part of Virginia’s economy.</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>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Analyze and interpret maps.</p>

STANDARD HS-E14 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E14 The student will demonstrate knowledge of European explorations in North America and West Africa by

c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in European interest in world resources.</p>	<p>What was the importance of Ghana, Mali, and Songhai?</p> <p>Where were the empires of Ghana, Mali, and Songhai located?</p> <p>When did the empires of Ghana, Mali, and Songhai exist in Africa?</p> <p>How did West African empires impact European trade?</p>	<p>Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.</p> <p>Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.</p> <p>Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>	<p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events.</p> <p>Distinguish between parallels of latitude and meridians of longitude.</p>

STANDARD HS-E15**REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

HS-E15 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
b) identifying the geographic and economic factors that influenced the westward movement of settlers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Westward migration was influenced by geography and economic opportunity.	What factors influenced westward migration?	Geographic and economic factors that influenced westward movement <ul style="list-style-type: none">• Population growth in the eastern states• Availability of cheap, fertile land• Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)• Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats• Knowledge of overland trails (Oregon and Santa Fe)• Belief in the right of “Manifest Destiny”—the idea that expansion was for the good of the country and was the right of the country	Make connections between the past and the present. Interpret ideas and events from different historical perspectives. Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

HS-C12 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<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>What impact did “Jim Crow” laws have on whites, African Americans, and American Indians in Virginia?</p> <p>What happened to the rights of African Americans after Reconstruction</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • discrimination: An unfair difference in the treatment of people <p>During Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</p> <p>Effect of “Jim Crow” laws on the lives of African Americans and American Indians</p> <ul style="list-style-type: none"> • Unfair poll taxes and voting tests were established to keep African American men from voting. • African Americans found it very difficult to vote or hold public office. • African Americans were forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants. • African-American and white children attended separate schools. • “Jim Crow” laws had an effect on American Indians. 	<p>Determine cause-and-effect relationships.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Sequence events in Virginia history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

HS-C13 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<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>What changes occurred in Virginia as a result of the Civil Rights Movement?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • desegregation: Abolishment 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"> • The U.S. Supreme Court ruled in 1954 (<i>Brown v. Board of Education</i>) 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 integration of public schools. • Some schools were closed to avoid integration. • 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. 	<p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Sequence events in Virginia history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

STANDARD HS-C14 REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES

HS-C14 The student will demonstrate knowledge of government, geography, and economics by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>What are the three branches of government in Virginia, and what are the powers of each branch?</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 that makes state laws. It is divided into two parts—the Senate and the House of Delegates. • The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out. • The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution. 	<p>Draw conclusions and make generalizations.</p>