

*HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE*



Virginia Studies

Commonwealth of Virginia
Department of Education
2010

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by the

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www.doe.virginia.gov

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The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

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Acknowledgments

Cindy Agner (2009)
Fairfax County Public Schools

Heather Coffey (2009)
Loudoun County Public Schools

Vicki Fahed (2009)
Henrico County Public Schools

Mandy Reece (2009)
Fairfax County Public Schools

Kate Puschak (2009)
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Steven Fairchild, Ph.D. (2004)
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Barbara Halsey (2004)
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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may use the *Enhanced Scope and Sequence* as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that have been aligned with the Standards of Learning. Teachers who use the *Enhanced Scope and Sequence* should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- A related History and Social Science Standard(s) of Learning
- The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related sample Internet resources
- Lesson sessions containing various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic

Virginia: The Physical Geography

Standard(s) of Learning _____

- VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- a) locating Virginia and its bordering states on maps of the United States;
 - b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
 - c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp).

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic 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.

Content

Know that locations of places can be described in relative terms.

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

Locate bodies of water bordering Virginia:

- Atlantic Ocean
- Chesapeake Bay

Locate the states bordering Virginia:

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

Recognize that geographic regions have distinctive characteristics.

Know that Virginia can be divided into five geographic regions.

Know the term *Fall Line* as the natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river.

Know and describe the five geographic regions, using the following information as a guide:

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

Identify water features that were important to the early history of Virginia.

Know that many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river.

Locate the four major rivers that flow into the Chesapeake Bay, which are separated by peninsulas.

Identify that the Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.

Know the term *peninsula* as a piece of land bordered by water on three sides.

Identify the following water features important to the early history of Virginia:

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

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

Know that each river was a source of food and provided a pathway for exploration and settlement of Virginia.

Identify the following water features important to the early history of Virginia:

- Lake Drummond
 - Located in the Coastal Plain (Tidewater) region
 - Shallow natural lake surrounded by the Dismal Swamp
- Dismal Swamp
 - Located in the Coastal Plain (Tidewater) region
 - Variety of wildlife

Know that George Washington explored and surveyed the Dismal Swamp.

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

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- Connections.* Fairfax County Public Schools. <http://itweb.fcps.edu/connections/index.cfm>. This is a database of more than 2,000 works of children’s literature and their connections to the Virginia Standards of Learning. The data includes links to primary sources in the Library of Congress American Memory Collection.
- Encyclopedia Virginia.* Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state’s heritage in the arts, religion, culture, and folklife.
- “The Fall Line.” <http://www.virginiaplaces.org/regions/fallshape.html>. This site includes a section on how the Fall Line shaped Powhatan’s empire.
- “The Geographic Regions of Virginia.” Virginia Department of Education. . http://www.doe.virginia.gov/instruction/history/elementary/va_regions_counties_map.pdf. This site offers a map of Virginia with the five geographic regions marked and defined.
- “The Geological Regions of Virginia.” Virginia Division of Mineral Resources, Department of Mines, Minerals, and Energy. http://www.dmme.virginia.gov/DMR3/dmrpdfs/VaGeolRegions_map.pdf. This site provides information about the geology of Virginia, along with key tectonic events and geological hazards.
- “Graphic Organizers.” California Department of Education. <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>. This site offers a Teacher’s Activity Bank that includes graphic organizers, rubrics, and other resources.
- The Library of Virginia.* <http://www.lva.virginia.gov/>. This site provides access to multiple databases and millions of digital images of texts, photographs, and maps.
- “River Names in Virginia.” <http://www.virginiaplaces.org/watersheds/3names.html>. This site tells how rivers in Virginia got their names.
- Social Studies Curriculum Resources: Virginia Studies Poster Sets.* <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course.
- The Story of Virginia: An American Experience.* Virginia Historical Society. <http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.
- Virginia Center for Digital History.* <http://www.vcdh.virginia.edu/index.php?page=VCDH>. The site, which includes projects for K–12 educators and the general public alike, offers a variety of information about Virginia, including its famous people and places.
- Virginia: Facts, Maps, and State Symbols.* <http://www.enchantedlearning.com/usa/states/virginia/>. This site offers a variety of information about Virginia, including famous people and places.
- Virginia Geographic Alliance, Virginia Geographical Society.* <http://www.geography.vt.edu/vga/index.html>. This site offers various teaching resources aligned with the Virginia Standards of Learning.
- Virginia Memory.* The Library of Virginia. <http://www.virginiamemory.com/>. This site offers access to many of the library’s holdings presented in flexible yet integrated ways.
- Virginia Pathways: The Series.* Virginia History Production Consortium. <http://www.vastudies.org>. This site offers access to six videos and accompanying print materials for fourth-grade Virginia Studies.
- Virginia Studies: Ready Resources for the Classroom.* <http://vastudies.pwnet.org/coolstuff/index.htm>. This site offers information on the history and geography of Virginia, including review activities.
- Weldon Cooper Center for Public Service.* University of Virginia. <http://www.coopercenter.org/>. This site provides a variety of maps and statistics related to Virginia.

Session 1: Virginia and Its Relative Location

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be familiar with basic map terminology (colors and cardinal directions).

Materials

- Wall maps of the world, the United States, and Virginia
- Heavy paper and markers for making four signs
- Sticky notes
- Chart paper and marker, overhead projector, or board
- United States map for each student

Instructional Activities

The following Web sites may be helpful in the study of the location of Virginia:

- *Virginia: Facts, Maps, and State Symbols.* <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places.* <http://www.virginiaplaces.org/>.
 - “Virginia’s Geologic Regions.” http://www.dmme.virginia.gov/DMR3/dmripdfs/VaGeolRegions_map.pdf.
 - *Weldon Cooper Center for Public Service.* <http://www.coopercenter.org/>. Maps of Virginia.
1. In this session, students will identify the relative location of Virginia in relation to the bordering states (Maryland, Kentucky, Tennessee, West Virginia, and North Carolina) and the bordering bodies of water (Atlantic Ocean and Chesapeake Bay).
 2. Review cardinal and intermediate directions by using a compass rose on a map. Label the walls of the classroom with large signs of the cardinal directions, and have students practice facing north, east, south, and west. Have students label a wall map of Virginia with the cardinal directions, using sticky notes.
 3. Review with students relative-location words (e.g., *near*, *next to*), which are used to describe spatial relationships between objects. Choose pairs of students to stand at their places. Ask the class where “David” is in relation to “Mary.” The students should respond, for example, “David is *next to* Mary,” “*behind* Mary,” “*in front of* Mary,” or “*near* Mary.” Reinforce that these terms describe relative location.
 4. Use a world map to have students locate the United States. Review the shape of the United States. Display a United States map, and ask students to locate Virginia. Explain that Virginia is located in the eastern United States next to the Atlantic Ocean. Identify Virginia and label it. Have students outline Virginia on their individual United States maps.
 5. Tell students that certain states and bodies of water border Virginia. Use a United States wall map to have students identify the states and bodies of water that border Virginia. List student responses on the board, and have students label the bordering states and bodies of water on their maps. Optional: Have the student identify the relative location of each state in relation to Virginia.
 6. Ask students whether Virginia is surrounded by land. Lead students to recognize that on the eastern coastline there are two bodies of water, the Atlantic Ocean and the Chesapeake Bay, that provide the eastern border. Have students identify the Atlantic Ocean and Chesapeake Bay and label them on their maps. Discuss the differences between an ocean and a bay.
 7. Suggested review: Have partners tell and retell each other the bordering states and bodies of water.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier.
- Have students color code cardinal directions and states on wall and individual maps.
- Create a compass on overhead projector/interactive devices or a light box using a transparent dish.
- Have students use maps on interactive whiteboard, computers, or handheld devices.

Multisensory Activities

- Label walls with cardinal directions and states bordering Virginia.
- Have students stand and turn toward the cardinal direction given by the teacher or classmate.
- Have students use cardinal directions on a compass around the playground.

Community Connections

- Invite guest speakers, including a surveyor or a cartographer.

Small Group Learning

- Have groups play a classroom version of “Where’s Waldo.” Using a map or the classroom labeled walls, have a student choose a state and give cardinal clues to find the location.
- Have individual students from small groups rotate as the role of the explorer Christopher Newport. Each student as Christopher Newport places an overhead marker onto a map transparency of Virginia. That same student uses the cardinal directions to guide group members to the area he/she chose on the map. When a student correctly identifies the area, the next student takes a turn. If needed, the student provides clues to discover the location on the map.
- Substitute an interactive whiteboard for the lesson above.

Vocabulary

- Have students use the following vocabulary words: *cardinal directions, north, south, west, east, Maryland, Kentucky, Tennessee, West Virginia, North Carolina, bordering, Atlantic Ocean, and Chesapeake Bay.*
- Create a word wall.
- Have each student create an individual colored and labeled map.
- Have students add maps to their interactive notebooks or journals.

Student Organization of Content

- Have each student create a mnemonic device for the bordering states. Examples include: Mary Wed Ken and had Ten Naughty Children or Kiss Me With No Teeth.
- Have students create songs to recall the bordering states and bodies of water.

Session 2: Reviewing the Parts of a Map _____

Materials

- Sample maps, each with a title, map legend, compass rose, and intermediate directions
- Aerial/satellite photographs of a state, a country, and/or a continent
- Flat maps of the same areas shown in the aerial/satellite photographs
- World map with a title, map legend, and compass rose
- Virginia map with a title, map legend, and compass rose

Instructional Activities

1. Have students define the following terms and identify and locate them on a sample map:
 - title: The name or kind of map
 - map legend: A list of shapes and symbols used on a map, with an explanation of what each stands for
 - compass rose: A symbol that shows cardinal direction (north, east, south, and west) on a map
 - intermediate directions: northeast, southeast, northwest, and southwest
2. Explain to students that a map is a drawing that shows what places look like from above and where they are located. Ask students to close their eyes and pretend they are up in space in a space shuttle. Ask them to imagine looking down on the Earth from space, and have them describe what the Earth looks like from the shuttle. Ask what details they can see (e.g., oceans, continents, islands). Show students aerial/satellite photographs of a state, a country, and/or a continent, and have them compare one of the images to a flat map of the same area. Ask them to locate places (e.g., cities, bodies of water, mountains) on both the aerial/satellite photograph and the map. Ask them what the differences are between a satellite image of a place and a flat map of the same place (e.g., on a satellite image, there is no title, map legend, compass rose, visible borders, labels, or symbols).
3. Discuss briefly the uses of satellite images of Earth (e.g., for mapmaking, weather forecasting, environmental studies, land planning, surveillance).
4. Use available classroom maps to review the parts of a map. Discuss why the title, map legend, and compass rose are important to the person reading a map.

Specific Options for Differentiating This Session

Technology

- Use interactive maps or satellite images on computers.
- Use an enlarged map or magnifier.
- Have students color code cardinal directions, states, and parts of the map on the wall and on individual maps.
- Have students use maps on interactive whiteboard, computers, or handheld devices.

Multisensory Activities

- Label wall map with cardinal directions, parts of a map (i.e., title, map legend, compass rose, visible borders, labels, symbols), bordering states, and bodies of water.
- Have students stand and turn toward the cardinal direction given by the teacher or classmate.
- Have students use cardinal directions on a compass around the playground.

Community Connections

- Invite guest speakers, including a surveyor or a cartographer.

Small Group Learning

- Have students explore maps in textbooks with partners. Have them locate key parts of a map and interesting landmarks, town names, and bodies of water.
- Have partners create a map of the school on graph paper. [Note: Include parts of a map, cardinal directions, and specific landmarks.]
- Substitute an interactive whiteboard for the lesson above.

Vocabulary

- Have students use the following parts of a map: title, map legend, compass rose, visible borders, labels, and symbols.
- Create a word wall.
- Have each student create an individual colored and labeled map of his/her neighborhood, school, or park.

Student Organization of Content

- Have each student complete a graphic organizer to include key vocabulary words.
- Have each student add maps to their interactive notebooks or journals.

Session 3: Virginia's Five Geographic Regions

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to know the five states bordering Virginia and the two bodies of water.

Materials

- Index cards
- Chart paper and markers, or board
- Pictures of various landforms and bodies of water found in Virginia
- Wall map of Virginia
- String or yarn
- Straight pins or tape to attach the yarn
- Sticky notes
- Virginia map for each student
- Attachment A: Geographic Regions of Virginia
- Crayons

Instructional Activities

The following Web sites may be helpful in the study of Virginia's five geographic regions:

- *Virginia: Facts, Maps, and State Symbols.* <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places.* <http://www.virginiaplaces.org/>.
 - *Weldon Cooper Center for Public Service.* <http://www.coopercenter.org/>. Maps of Virginia.
1. Review the borders of Virginia by handing out cards with the names of the bordering states and bodies of water. Identify one student as “Virginia,” and have the student stand in the center of the classroom. Ask remaining students to reference the cardinal direction wall signs from Session 1, Step 2 to arrange themselves and their cards according to their location in relation to Virginia.
 2. Explain to students that *regions* are geographic areas defined by certain unifying characteristics. For example, a *local region* is a rather small area such as a school district (zoning area that determines, for example, which school you will attend) or zip code area. A *global region* is a large area with a common religion, language, or climate. A *physical region* is an area with distinctive landforms, vegetation, or climate. The state of Virginia can be divided into five geographic regions that have distinctive characteristics based on their physical features, such as landforms, bodies of water, and resources. Landforms are the ups and downs of the Earth's surface—the different shapes of the land. Landforms include mountains, valleys, hills, plateaus, and plains. Virginia has all of these landforms.
 3. Have students describe the types of landforms and bodies of water in the region where they live. List responses on the board, helping students to understand the characteristics of the different landforms and bodies of water. Ask students whether they have traveled to other places in the state, and ask them about their observations of the land. Did they see hills or mountains, or was the land flat? Were there any large lakes? Could they see a bay or the ocean? Show pictures of various landforms and bodies of water in Virginia, and ask students about characteristics of the land and bodies of water in other Virginia regions they have visited. Post students responses with matching pictures.
 4. Display a wall map of Virginia, and guide students in identifying each of the five geographic regions of Virginia (see Attachment A: Geographic Regions of Virginia). Use string or yarn, straight pins or tape, and large sticky notes to label the regions on the map with their names and physical characteristics, discussing the characteristics of each region as you go. Then, have students color the five regions on their Virginia map, selecting one color for each and making a map key with information about each region. For example: Color: green. Region: Coastal Plain (Tidewater). Characteristics: flat land, location near Atlantic Ocean and Chesapeake Bay (including Eastern Shore), east of the Fall Line.

Specific Options for Differentiating This Session

Technology

- Download video clips and/or photos of the geographical features in Virginia (e.g., plateau, mountain, ridge, rolling hills, valley, lowlands).
- Have students identify the regions of Virginia on overhead projector, interactive whiteboard, or handheld device.

Multisensory Activities

- Divide students into groups of five, and have them create a human map of Virginia, each child representing a separate region (See Instructional Activity #1). Each student becomes a region demonstrating the physical characteristics and location of the individual region. Optional: Incorporate each child into a region of the human map, creating a whole-class map.
- Have students create the geographic features of Virginia using modeling clay and paint the regions and geographical features to address those key characteristics.

Community Connections

- Have students explore the physical layout of the school campus on a class walk.
- Have students and families discuss trips taken in Virginia and the experiences along the way. Examples are trips to the mountains, beach, Bay, river, museums, parks, and restaurants.

Small Group Learning

- Have groups create a matching game of vocabulary cards and graphics.
- Have groups play a memory game with the same cards.

Vocabulary

- Have students use the following vocabulary words: *landform, elevation, natural borders, Fall Line, region, Appalachian Plateau, Ridge and Valley, Blue Ridge Mountains, Piedmont, Tidewater (Coastal Plain), Chesapeake Bay, and Atlantic Ocean.*
- Add vocabulary to a class word wall.
- Have students include new vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.
- Review vocabulary found in the classroom textbooks or other literature.

Student Organization of Content

- Divide students into five groups. Each group assumes the name of a region in Virginia and creates a poster with the name of their region, graphics, a slogan, etc., to be hung overhead. Use these groups for cooperative learning as well as other classroom management needs.
- Have each student create a graphic organizer or visual aid and add it to a classroom interactive textbook or journal.

Session 4: The Fall Line in Virginia

Materials

- Wall map of Virginia
- String or yarn
- Straight pins or tape to attach the yarn
- Virginia map for each student
- Black crayons
- Virginia atlas

Instructional Activities

The following Web sites may be helpful in the study of Virginia’s five geographic regions:

- *Virginia: Facts, Maps, and State Symbols*. <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places*. <http://www.virginiaplaces.org/>.
 - *Weldon Cooper Center for Public Service*. <http://www.coopercenter.org/>. Maps of Virginia.
1. Explain to students that a distinctive Fall Line, marked by waterfalls and/or rapids across the major rivers, divides the Coastal Plain (Tidewater) from the Piedmont in Virginia. Virginia’s flat Tidewater area consists of deep, unconsolidated deposits of sand, gravel, fossil shells, and clay. The basement formation of granite, exposed at the Fall Line, is buried under 2,900 feet of sediment at the Atlantic Coast.
 2. Describe how falls occur where the underlying geology changes—for example, in the Eastern United States, the change from the hard rock of the Appalachian Piedmont to the softer Coastal Plain. Ask students why a fall line, although not conducive to easy passage, was nonetheless an attractive site for a town, as was the case for Richmond. Answers might include that the falls provided mill power, or were the basis for a trade center where travelers had to stop to portage, or were an exchange point for products coming from different environments on either side of the falls.
 3. Locate and identify the Fall Line on a map of Virginia. Explain that the Fall Line is an imaginary line where there is a natural border between the Coastal Plain (Tidewater) and the Piedmont regions. Also, the Fall Line is where waterfalls prevent further travel on the river. Attach yarn or string to the wall map so students can easily locate the Fall Line. Use a black crayon to draw the Fall Line on students’ maps, and label the Fall Line. Refer to a Virginia atlas for photographs of the Fall Line.
 4. Have students work in small groups to lay out a town on a map of Virginia at a given site on the Fall Line.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier to locate the regions and the Fall Line.
- Have students use maps of Virginia on interactive whiteboard, computers, or handheld devices.
- Have students identify the capital of Virginia (Richmond) on maps.
- Have students use virtual tours from the Internet to identify the Fall Line and Richmond.

Multisensory Activities

- Have each student create a map of Virginia using yarn to identify the Fall Line.
- Provide students with a tray of sand, gravel, shells, and clay to feel the different materials found in the Coastal Plain (Tidewater) region.
- Have students use Plaster of Paris™ and clay to create their own shell fossils.

Community Connections

- Invite a guest speaker with a geology/paleontology background to discuss the creation of fossils.
- Invite a builder who uses granite for homes, and provide samples of granite to share with students.

Small Group Learning

- Have groups create their own fossils to share with the class.
- Have groups use a sandbox to recreate a fossil dig.

- Have groups explore different types of granite provided by a builder.

Vocabulary

- Have students use the following vocabulary words: *Fall Line* and *bordering regions of the Fall Line*.
- Have each student color a map of Virginia and label the Fall Line and its bordering regions.

Student Organization of Content

- Have students add maps and graphics to a classroom interactive notebook or journal.

Session 5: Learning about the Coastal Plain (Tidewater) Region _____

Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student
- Attachment B: Coastal Plain (Tidewater) Graphic Organizer
- Attachment C: Answer Key to the Coastal Plain (Tidewater) Graphic Organizer

Instructional Activities

The following Web sites may be helpful in the study of Virginia's five geographic regions:

- *Virginia: Facts, Maps, and State Symbols*. <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places*. <http://www.virginiaplaces.org/>.
 - *Weldon Cooper Center for Public Service*. <http://www.coopercenter.org/>. Maps of Virginia.
1. Explain that the Coastal Plain (Tidewater) region is a lowland region about 100 miles wide that extends north and south along the Atlantic Ocean and the Chesapeake Bay. The region is divided by the Chesapeake Bay into a western mainland and a large peninsula called the Eastern Shore. It is bordered on the west by the Fall Line. This region begins at sea level and rises to about 200 feet above sea level along the zone of the Fall Line. The land is mostly flat.
 2. Locate and label the Coastal Plain (Tidewater) region on a map of Virginia. Locate the Chesapeake Bay on the map, and explain that a bay is a part of an ocean that projects into the land.
 3. Locate the Eastern Shore on the map, and explain that the Eastern Shore is a peninsula. Define *peninsula* as a piece of land bordered by water on three sides. The Eastern Shore is crisscrossed by rivers, and it contains many salt marshes and wetlands. Define *wetland* as the area between dry land and a body of water, such as a river, lake, or bay.
 4. Locate and label the Dismal Swamp on a map of Virginia. Explain that the Dismal Swamp is a forested wetland located partly in the southeastern part of the Coastal Plain (Tidewater) region of Virginia and extending partly into the northeast area of North Carolina.
 5. Have students complete Attachment B: The Coastal Plain (Tidewater) Graphic Organizer.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier.
- Have students color code Coastal Plain (Tidewater) region, Chesapeake Bay, Eastern Shore, Dismal Swamp, Atlantic Ocean, and Fall Line on a map.
- Have students use maps on interactive whiteboard, computers, or handheld devices.
- Use interactive maps, satellite imagery, or virtual tours on the computer.

Multisensory Activities

- Have students use pictures to sort relative locations and bodies of water in relation to the Coastal Plain (Tidewater) region.

Community Connections

- Contact the forestry/park service for information on water habitats.

Small Group Learning

- Using their prior knowledge, have students use sticky notes to identify where they think places are located on a map.

Vocabulary

- Have students complete word/definition sorts with key terms.
- Have each student color code and label all key vocabulary terms on a map.

Student Organization of Content

- Use software to create a presentation of key terms and student-selected images.
- Use a variety of graphic organizers.
- Have each student include all organizers, maps, and images into an interactive notebook or journal.

Session 6: Learning about the Piedmont Region

Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student
- Attachment D: Piedmont Graphic Organizer
- Attachment E: Answer Key to the Piedmont Graphic Organizer

Instructional Activities

The following Web sites may be helpful in the study of Virginia's five geographic regions:

- *Virginia: Facts, Maps, and State Symbols*. <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places*. <http://www.virginiaplaces.org/>.
 - *Weldon Cooper Center for Public Service*. <http://www.coopercenter.org/>. Maps of Virginia.
1. Explain that the Piedmont region is located east of the Blue Ridge Mountains and that the word *piedmont* means “foot of the mountains.” The Piedmont extends eastward to the Fall Line. This region covers about one third of the state. It is approximately 140 miles wide in the southern part of the state and only 40 miles wide in the northern part. In some places, its elevation is more than 1,000 feet above sea level. The land in this region is mostly hilly. Near some parts of the Blue Ridge Mountains, there are high hills and deep valleys. In other areas it consists of a plain.
 2. Locate and label the Piedmont region on a map of Virginia. Review that many rivers and streams flow across the Piedmont region. The James River is one river that flows across the Piedmont region. Rivers and streams that flow across this region break into a transition zone of low waterfalls and rapids along the eastern boundary of the region known as the Fall Line. The Fall Line is between the Piedmont region and the Coastal Plain (Tidewater) region.
 3. Review the Fall Line and the fact that Virginia has several important cities that developed along the Fall Line as transportation centers. These centers shipped and received goods. Richmond, our state capital, is one of these cities. Locate and label the Fall Line on a map of Virginia.
 4. Have students complete Attachment D: The Piedmont Graphic Organizer.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier.
- Have each student color code and label the Piedmont region, Richmond, the Fall Line, and the James River on a map.
- Have students use maps on interactive whiteboard, computers, or handheld devices.
- Use interactive maps, satellite imagery, or virtual tours on the computer.

Multisensory Activities

- Have students use pictures to sort relative locations and bodies of water in relation to the Piedmont region.

Community Connections

- Contact the forestry/park service for information on land and water habitats.

Small Group Learning

- With a partner, complete a Web quest or book quest specific to the region and its physical features.

Vocabulary

- Have students complete word/definition sorts with key terms.
- Have each student color code and label all key vocabulary terms on a map.

Student Organization of Content

- Use software to create a presentation of key terms and student-selected images.

- Use a variety of graphic organizers.
- Have each student include all organizers, maps, and images into an interactive notebook or journal.

Session 7: Learning about the Blue Ridge Mountains Region _____

Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student
- Attachment F: Blue Ridge Mountains Graphic Organizer
- Attachment G: Answer key to the Blue Ridge Mountains Graphic Organizer

Instructional Activities

The following Web sites may be helpful in the study of Virginia’s five geographic regions:

- *Virginia: Facts, Maps, and State Symbols.* <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places.* <http://www.virginiaplaces.org/>.
 - “Virginia’s Geologic Regions.” http://www.dmme.virginia.gov/DMR3/dmrpdfs/VaGeolRegions_map.pdf.
 - *Weldon Cooper Center for Public Service.* <http://www.coopercenter.org/>. Maps of Virginia.
1. Explain that the Blue Ridge Mountains region consists of a ridge of mountains stretching from Pennsylvania to Georgia. It is part of a larger range of mountains known as the Appalachians. The region lies between the Valley and Ridge region and the Piedmont region. In the northwestern part of Virginia, the Blue Ridge is a narrow mountain ridge approximately 1,300 feet above sea level. In the southwestern part of the state, the Blue Ridge Mountain region widens into a series of mountains, uplands, and ravines. Virginia’s highest peaks of over 5,000 feet are located in the southern Blue Ridge Mountain region. Mount Rogers, the highest elevation in Virginia, is located in the Blue Ridge Mountains region and is over 5,700 feet high
 2. Locate and label the Blue Ridge Mountains region on a map of Virginia. Explain that the early settlers established railroads and highways using three water gaps, or water pathways, as passages through the Blue Ridge Mountains. The three water gaps are the Potomac, James, and Roanoke rivers.
 3. Ask students how many of them have ever driven along the Blue Ridge Parkway. Ask those who have what it looks like. Locate the Blue Ridge Parkway on the map, and explain that the United States government built this parkway to largely follow the high ridges of the Blue Ridge Mountains. Ask students why they think it was built. Is it like most roads that are built so people can travel from one place to another? Explain that the Appalachian Trail, a hiking trail that is about 2,000 miles long, runs parallel to the Blue Ridge Parkway but is much longer than the parkway. (Review the meaning of the term *parallel*.) The Appalachian Trail begins in the state of Maine and follows the high mountains south to the state of Georgia; therefore, the part of the trail that is in Virginia is only a small part of the whole trail. Ask students what it would be like to hike the Appalachian Trail in Virginia. Would it be very difficult with lots of climbing?
 4. Have students complete Attachment F: The Blue Ridge Mountains Graphic Organizer.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier.
- Have students color code and label the Blue Ridge Mountains region, Richmond, Mount Rodgers, Blue Ridge Parkway, Appalachian Trail, and the three water gaps of the Potomac, James, and Roanoke rivers on a map. Include a compass rose to address directional locations.
- Have students use maps on interactive whiteboard, computers, or handheld devices.
- Use interactive maps, satellite imagery, or virtual tours on the computer.

Multisensory Activities

- Have students use pictures to sort relative locations and bodies of water in relation to the Blue Ridge Mountains region.

Community Connections

- Use the forestry/park service for information on land and water habitats.

Small Group Learning

- With a partner, complete a Web quest or book quest specific to the region and its physical features.

Vocabulary

- Have students complete word/definition sorts with key terms.
- Have each student color code and label all key vocabulary terms on a map.

Student Organization of Content

- Use software to create a presentation of key terms and student-selected images.
- Use a variety of graphic organizers.
- Have each student include all organizers, maps, and images into an interactive notebook or journal.

Session 8: Learning about the Valley and Ridge Region _____

Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student
- Attachment H: Valley and Ridge Graphic Organizer
- Attachment I: Answer key to the Valley and Ridge Graphic Organizer

Instructional Activities

The following Web sites may be helpful in the study of Virginia's five geographic regions:

- *Virginia: Facts, Maps, and State Symbols*. <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places*. <http://www.virginiaplaces.org/>.
 - *Weldon Cooper Center for Public Service*. <http://www.coopercenter.org/>. Maps of Virginia.
1. Explain that the Valley and Ridge region is west of the Blue Ridge Mountains region and includes portions of the Allegheny Mountains that extend northeast and southwest along Virginia's western border. This region contains the Great Valley of Virginia. The Great Valley of Virginia is actually a series of five separate river valleys. The largest of these is the Shenandoah Valley in the north. The other river valleys that make up the Valley of Virginia are Roanoke, New River, Holston, and James. The landforms of this region have many different elevations. Much of the land is 1,000 to 4,000 feet above sea level.
 2. Locate and label the Valley and Ridge region on a map of Virginia. Explain that valleys are places that are lower than the land around them. Some valleys were formed by rivers thousands of years ago. Water running through the valleys eroded the land away. Other valleys were formed by movements of Earth's surface. The fertile soil of these valleys allows farmers to grow fruit, corn, and wheat and to raise cattle and sheep.
 3. Explain that rivers flow from high land to low land. The place where a river begins is called the "source." The James River has its source in this region.
 4. Have students complete Attachment H: The Valley and Ridge Graphic Organizer.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier.
- Have students color code and label the Valley and Ridge region, Allegheny Mountains, The Great Valley of Virginia, Shenandoah Valley, Roanoke Valley, New River Valley, Holston Valley, and James Valley. Include a compass rose to address directional locations.
- Have students use maps on interactive whiteboard, computer, or handheld device.
- Use interactive maps, satellite imagery, or virtual tours on the computer.

Multisensory Activities

- Have students use pictures to sort relative locations and bodies of water in relation to the Valley and Ridge region.

Community Connections

- Contact the forestry/park service for information on land and water habitats.
- Invite a local farmer to discuss growing fruit, corn, wheat, and raising cattle and sheep.

Small Group Learning

- With a partner, complete a Web quest or book quest specific to the region and its physical features.

Vocabulary

- Have students complete word/definition sorts with key terms.
- Have each student color code and label all key vocabulary terms on a map.

Student Organization of Content

- Use software to create a presentation of key terms and student-selected images.
- Use a variety of graphic organizers.
- Have each student include all organizers, maps, and images into an interactive notebook or journal.

Session 9: Learning about the Appalachian Plateau Region _____

Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student
- Attachment J: Appalachian Plateau Graphic Organizer
- Attachment K: Answer key to the Appalachian Plateau Graphic Organizer

Instructional Activities

The following Web sites may be helpful in the study of Virginia's five geographic regions:

- *Virginia: Facts, Maps, and State Symbols.* <http://www.enchantedlearning.com/usa/states/virginia/>.
 - *Virginia Places.* <http://www.virginiaplaces.org/>.
 - *Weldon Cooper Center for Public Service.* <http://www.coopercenter.org/>. Maps of Virginia.
1. Explain that the Appalachian Plateau region is located in the southwestern part of Virginia. This mountainous, rugged, forested land stretches west from the Valley and Ridge region. Some parts of the plateau are relatively flat. There are many valleys and stream hollows, making it very hilly and rugged. A plateau is an area of high, level land. Much of the Appalachian Plateau is about 2,000 feet above sea level. Part of it is in Virginia, but most of it is in neighboring states of Ohio, West Virginia, Kentucky, Tennessee, and into Alabama. The region is made up of different plateaus, such as the Cumberland and the Kanawha plateaus.
 2. Locate and label the Appalachian Plateau region on a map of Virginia. Explain that much of the Appalachian Plateau region is very rugged, even though it also has many level areas. Many streams flow westward through the region, and in some places, streams have cut deep gorges. A gorge is a narrow valley that is often steep and rocky. Until 1750, the high plateau blocked westward travel because of the deep gorges there.
 3. Explain that the Appalachian Plateau region is not a large area in Virginia, but it is very important to Virginia's economy. It contains rich mineral deposits. The most important of these is coal. There are also deposits of lead, zinc, and manganese. Timber is another important natural resource of the region. Discuss the uses of coal and timber and why they are important resources.
 4. Have students complete Attachment J: The Appalachian Plateau Graphic Organizer.

Specific Options for Differentiating This Session

Technology

- Use an enlarged map or magnifier.
- Have students color code and label the Appalachian Plateau region, neighboring states, and the Cumberland and Kanawha plateaus. Include a compass rose to address directional locations.
- Have students use maps on interactive whiteboard, computer, or handheld device.
- Use interactive maps, satellite imagery, or virtual tours on the computer.

Multisensory Activities

- Have students use pictures to sort relative locations and bodies of water in relation to the Appalachian region.

Community Connections

- Contact the forestry/park service for information on land and water habitats.
- Invite a local geologist to discuss the different rich mineral deposits and natural resources.

Small Group Learning

- With a partner, complete a Web quest or book quest specific to the region and its physical features.

Vocabulary

- Have students complete word/definition sorts with key terms.
- Have each student color code and label all key vocabulary terms on a map.

Student Organization of Content

- Use software to create a presentation of key terms and student-selected images.
- Use a variety of graphic organizers.
- Have each student include all organizers, maps, and images into an interactive notebook or journal.

Session 10: Water Features Important to the Early History of Virginia _____

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to recall explorers studied in third grade and have prior knowledge of Europe's relationship to Virginia.

Materials

- Wall map of Virginia
- Blank outline Virginia map for each student
- Blue yarn cut into six-inch pieces
- Chart paper and markers, or board
- Attachment L: Water in Virginia overhead transparency

Instructional Activities

The following Web sites may be helpful in the study of Virginia waterways:

- *Virginia: Facts, Maps, and State Symbols.* <http://www.enchantedlearning.com/usa/states/virginia/>.
- *Virginia Places.* <http://www.virginiaplaces.org/>.
- "Virginia's Geologic Regions." http://www.dmme.virginia.gov/DMR3/dmrpdfs/VaGeolRegions_map.pdf.
- *Weldon Cooper Center for Public Service.* <http://www.coopercenter.org/>. Maps of Virginia.
- *He Bought a Dismal Swamp.* <http://www.loc.gov/wiseguide/feb06/swamp.html>. History of George Washington and the Dismal Swamp.

1. Review with students the explorers they studied in third grade, and ask them to recall the countries that sponsored the explorers (Christopher Columbus, Spain; Juan Ponce de Leon, Spain; Jacques Cartier, France; and Christopher Newport, England). Ask students how the explorers traveled to the new lands (by sailing in ships across the Atlantic Ocean). Remind students that Virginia was settled by Europeans who crossed the Atlantic Ocean, sailed through the Chesapeake Bay, and settled in the Coastal Plain (Tidewater).
2. Guide students in locating on a map of Virginia the Atlantic Ocean, Chesapeake Bay, Potomac River, James River, York River, Rappahannock River, Lake Drummond, and Dismal Swamp.
3. Explain that many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river.
4. Define the term *peninsula* as a piece of land bordered by water on three sides. Ask students to locate any peninsulas they see on the Virginia map. Point out that the four major rivers that flow into the Chesapeake Bay are separated by peninsulas. Have students locate the Chesapeake Bay, and explain that the Chesapeake Bay separates the Eastern Shore from the mainland of Virginia; thus the Eastern Shore is a large peninsula.
5. Provide students with the following background information on Virginia's water features, and have students create a "Virginia Water Features" booklet as they learn about each. Explain that each river was a source of food and provided a pathway for exploration and settlement of Virginia.
 - Atlantic Ocean
 - Provided transportation links between Virginia and other places (e.g., Europe, Africa, the Caribbean)
 - Chesapeake Bay
 - Provided a safe harbor
 - Was a source of food and transportation
 - James River
 - Flows into the Chesapeake Bay
 - Richmond and Jamestown located along the James River
 - York River
 - Flows into the Chesapeake Bay
 - Yorktown located along the York River
 - Potomac River

- Flows into the Chesapeake Bay
 - Alexandria located along the Potomac River
 - Rappahannock River
 - Flows into the Chesapeake Bay
 - Fredericksburg located along the Rappahannock River
6. Provide students with the following background information on two unique water features located in the Coastal Plain (Tidewater) region:
- Lake Drummond
 - Located in the Coastal Plain (Tidewater) region
 - Shallow natural lake surrounded by the Dismal Swamp
 - Dismal Swamp
 - Located in the Coastal Plain (Tidewater) region
 - Home to a wide variety of wildlife
7. Have students read additional background information on the Dismal Swamp and Lake Drummond from the U.S. Fish and Wildlife Service Web site at <http://www.fws.gov/northeast/greatdismalswamp/aboutus.html>. Have them read the history of George Washington and the Dismal Swamp at <http://www.loc.gov/wiseguide/feb06/swamp.html>.
8. Review the water features by placing a blank map of Virginia on the overhead. Have students locate the Atlantic Ocean, Chesapeake Bay, Potomac River, James River, York River, Rappahannock River, Lake Drummond, and Dismal Swamp. As the students review, have them locate the water features on their blank map of Virginia. Once the water features are added to their maps, give each student eight pieces of six-inch blue yarn, and have students glue the pieces on the eight water features.
9. Review the waterways students have studied and the reasons these waterways were important in the past as well as in the present. List student responses on a chart. Use a Virginia atlas to review the landforms of the Coastal Plain (Tidewater) region, and have students list the characteristics of the land west of the Fall Line. Guide students to understand that the land rises higher and higher west of the Fall Line. Use Attachment L: Water in Virginia overhead transparency to have students identify the water features that were important to the early history of Virginia.

Specific Options for Differentiating This Session

Technology

- Have students use the Internet to access pictures of the four main rivers in Virginia.
- Have students use an interactive whiteboard, a computer, or a handheld device to explore the key bodies of water.
- Have students use the Internet or software to complete a virtual tour of Virginia.

Multisensory Activities

- Have students create raps and rhythms using the names of the rivers. For example, using a traditional Native American beat and chanting, Virginia, Virginia, Vir-gin-gin-gin-gin-gin, ia. Potomac, Potomac, Po, to, to, to, to, to, to, mic. It is our Northern border. Rappahannock, Rappahannock, Rappa, ha, ha, ha, ha, nnoc. York, York, The York you are a dork (Said in a strong English accent). James, James, the J-A-MES, James.
- Use large butcher block paper to have students create maps of all the bodies of water, including Christopher Newport's exploration, important cities of Virginia, and Virginia's regions.

Community Connections

- Invite a local waterworks spokesperson to discuss the use of water for hydroelectric power.
- Invite a boat owner to discuss water navigations.

Small Group Learning

- Divide students into four groups representing the four Virginia rivers. Have each group become familiar with the spelling and pronunciation of the river names by tapping, clapping, and snapping the number of syllables in the names of each river, noting also the number of vowels and consonants in the words.

- Teach students mnemonics using the river names. (Example: Please Read Your Journals) Encourage groups to make up their own.
- Have students create a sidewalk chalk map on the playground with partners. Include all major water features.

Vocabulary

- Have students use the following vocabulary words: *Potomac, Rappahannock, York, James, waterway, peninsula, exploration, mainland, Eastern Shore, Chesapeake Bay, Tidewater, and Coastal Plain.*
- Add new vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.
- Have students use the interactive whiteboard to match/sort water and land features on a map of Virginia.

Student Organization of Content

- Have students use a graphic-organizer program showing the Coastal Plain being made up of two parts, the mainland and the Eastern Shore.
- Have each student include all created maps in an interactive notebook or journal.

Session 11: Review

Materials

- Attachment M: I Have... Who Has...?

Instructional Activities

1. Use Attachment M: “I Have... Who Has...?” for a review of the VS.2a–c Standards of Learning.

Session 12: Assessment

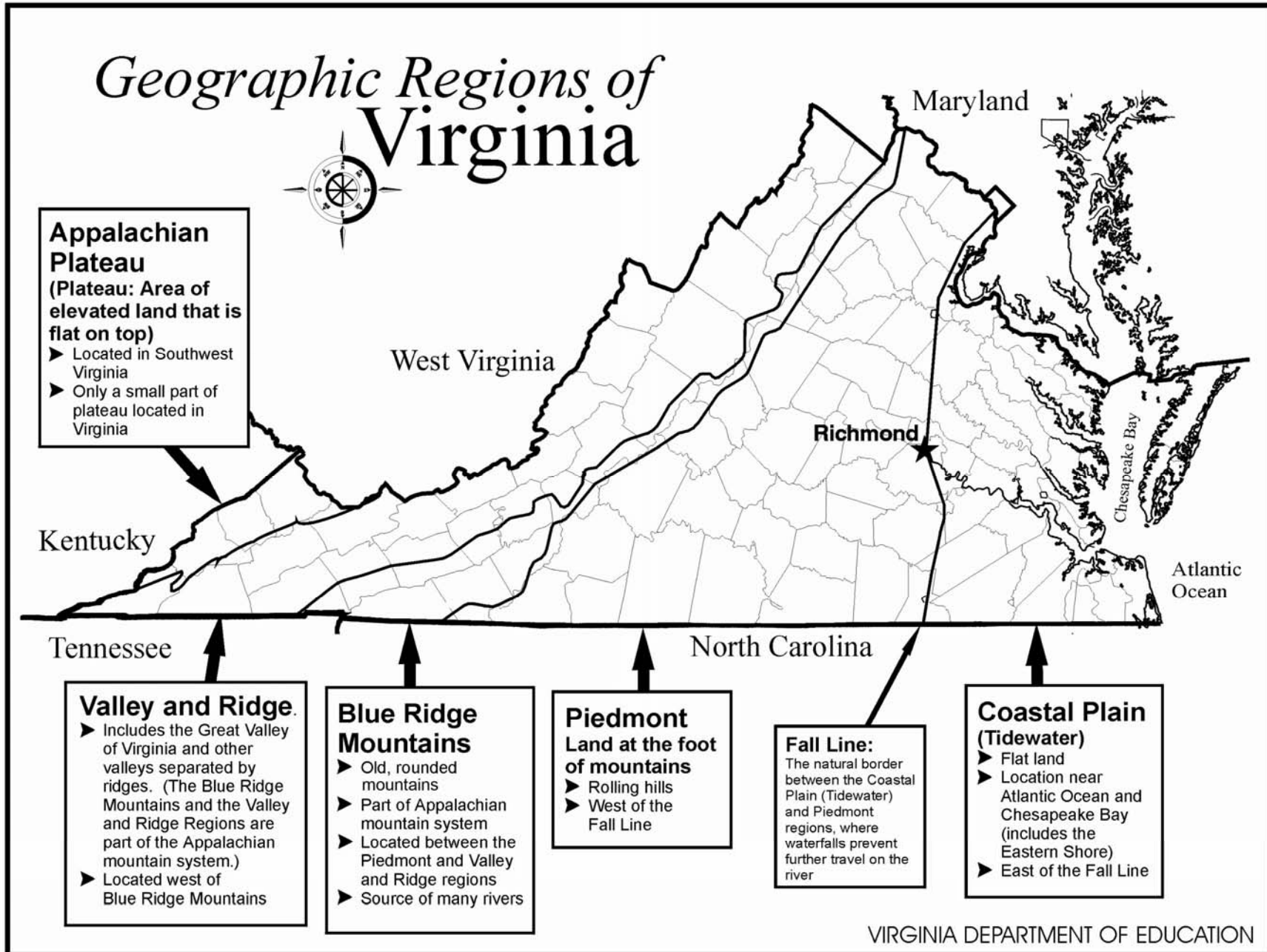
Materials

- Attachment N: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment N.

Attachment A: Geographic Regions of Virginia



Attachment B: Coastal Plain (Tidewater) Graphic Organizer _____

Name: _____ Date: _____

The Coastal Plain (Tidewater) Region

Fall Line:

Land:

Location:

*Geographic Regions of
Virginia*



Shade in the Coastal Plain (Tidewater) region on the map.



Attachment C: Coastal Plain (Tidewater) Graphic Organizer, Answer Key _____

The Coastal Plain (Tidewater) Region

Fall Line:
The Fall Line is the natural border between the Coastal Plain (Tidewater) and the Piedmont regions. The waterfalls and rapids at the Fall Line prevent further travel on the river.

Land:
The land of the Coastal Plain (Tidewater) region is flat.

Location:
The land is flat in this region. It is located near the Atlantic Ocean and the Chesapeake Bay. The Coastal Plain (Tidewater) region includes the Eastern Shore. The Coastal Plain (Tidewater) region is east of the Fall Line.

Geographic Regions of Virginia



Shade in the Coastal Plain (Tidewater) region on the map.



Attachment D: Piedmont Graphic Organizer _____

Name: _____ Date: _____

The Piedmont Region

Fall Line:

Land:

Location:

*Geographic Regions of
Virginia*



Shade in the Piedmont region on the map.



Attachment E: Piedmont Graphic Organizer, Answer Key _____

The Piedmont Region

Fall Line:
The Fall Line is the natural border between the Coastal Plain (Tidewater) and the Piedmont regions. The waterfalls and rapids at the Fall Line prevent further travel on the river.

Land:
The land of the Piedmont region includes rolling hills.

Location:
The Piedmont region is west of the Fall Line.

Geographic Regions of Virginia



Shade in the Piedmont region on the map.



Attachment F: Blue Ridge Mountains Graphic Organizer _____

Name: _____ Date: _____

The Blue Ridge Mountains Region

Additional Information:

Land:

Location:

Geographic Regions of Virginia



Shade in the Blue Ridge Mountains region on the map.



Attachment G: Blue Ridge Mountains Graphic Organizer, Answer Key _____

The Blue Ridge Mountains Region

Additional Information:
The Blue Ridge Mountains region is the source of many rivers.

Land:
The land of the Blue Ridge Mountains region includes old, rounded mountains. The Blue Ridge Mountains region is a part of the Appalachian Mountain system.

Location:
The Blue Ridge Mountains region is located between the Piedmont region and the Valley and Ridge region.

Geographic Regions of Virginia



Shade in the Blue Ridge Mountains region on the map.



Attachment H: Valley and Ridge Graphic Organizer _____

Name: _____ Date: _____

The Valley and Ridge Region

Additional Information:

Land:

Location:

Geographic Regions of Virginia



Shade in the Valley and Ridge region on the map.



Attachment I: Valley and Ridge Graphic Organizer, Answer Key _____

The Valley and Ridge Region

Additional Information:
The Valley and Ridge region includes the Great Valley of Virginia.

Land:
The Valley and Ridge region is a part of the Appalachian Mountain system.
The Valley and Ridge region includes other valleys separated by ridges.

Location:
The Valley and Ridge region is located west of the Blue Ridge Mountains region.

Geographic Regions of Virginia



Shade in the Valley and Ridge region on the map.



Attachment J: Appalachian Plateau Graphic Organizer _____

Name: _____ Date: _____

The Appalachian Plateau Region

Additional Information:

Land:

Location:

Geographic Regions of Virginia



Shade in the Appalachian Plateau region on the map.



Attachment K: Appalachian Plateau Graphic Organizer, Answer Key _____

The Appalachian Plateau Region

Additional Information:
A plateau is an area of elevated land that is flat on top.

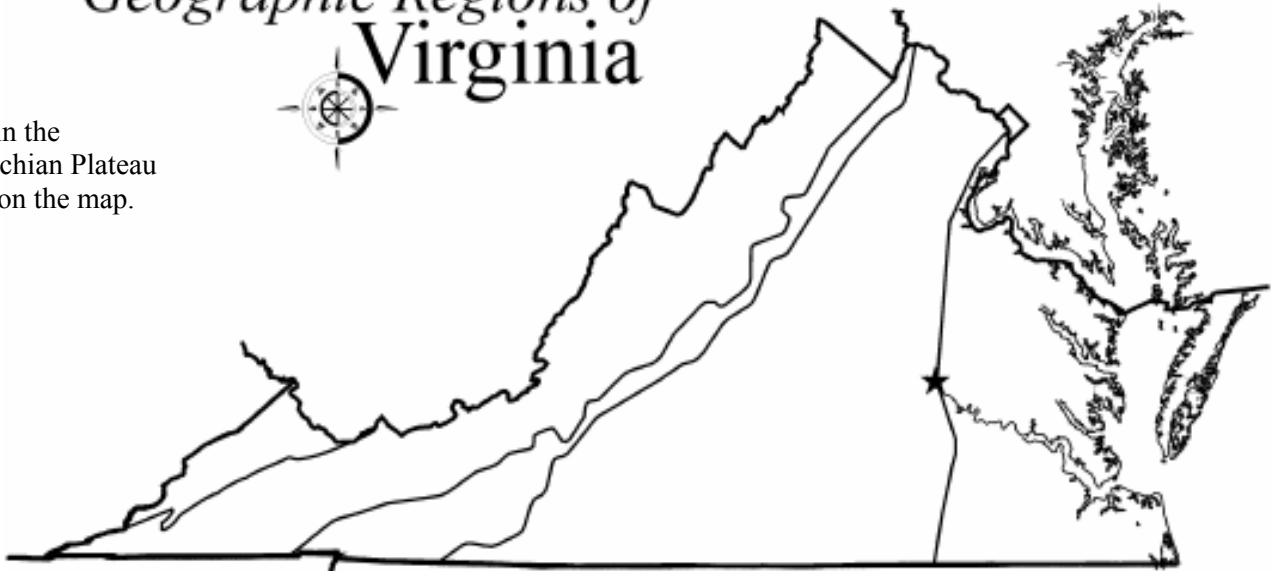
Land:
The Appalachian Plateau region includes a plateau that is an area of elevated land that is flat on top. Only a small part of the plateau is located in Virginia.

Location:
The Appalachian Plateau region is located in Southwest Virginia.

Geographic Regions of Virginia



Shade in the Appalachian Plateau region on the map.



Attachment L: Water in Virginia

Atlantic Ocean	—	Links Virginia to other places
Chesapeake Bay	—	Provided a safe harbor
	—	Was a source of food and transportation ¹
James River	—	Flows into the Chesapeake Bay
	—	Richmond and Jamestown located along the James River
York River	—	Flows into the Chesapeake Bay
	—	Yorktown is located along the York River
Potomac River	—	Flows into the Chesapeake Bay
	—	Alexandria is located along the Potomac River
Rappahannock River	—	Flows into the Chesapeake Bay
	—	Fredericksburg located along the Rappahannock River
Lake Drummond	—	Located in the Coastal Plain (Tidewater) region
	—	Shallow natural lake surrounded by the Dismal Swamp ²
Dismal Swamp	—	Located in the Coastal Plain (Tidewater) region
	—	Home to a wide variety of wildlife

¹Each waterway was a source of food and provided a pathway for exploration and settlement.

²Early settlement patterns in the region were shaped by the Dismal Swamp

Attachment M: "I Have...Who Has...?"

Directions: Copy the playing cards shown below on card stock, and cut them out. Give each student one card. Choose one student to begin the activity. This student reads the "I Have...Who Has...?" question on his/her card. The student who has the card with the answer to this question reads the answer and then reads the question on his/her card. Students should continue until the last card is matched with the card that started the activity. If you time the rounds, students may play several rounds of this game to try to beat the time of the previous round.

<p>I have: Peninsula.</p> <p>Who has the states that border Virginia?</p>	<p>I have: Maryland, West Virginia, Kentucky, Tennessee, and North Carolina.</p> <p>Who has the body of water that separates the mainland and the Eastern Shore Peninsula?</p>
<p>I have: The Chesapeake Bay.</p> <p>Who has the ocean that borders Virginia?</p>	<p>I have: Atlantic Ocean.</p> <p>Who has the region whose geographical characteristic is described as flat?</p>
<p>I have: Tidewater (Coastal Plain).</p> <p>Who has the peninsula that lies between the Atlantic Ocean and Chesapeake Bay?</p>	<p>I have: Eastern Shore peninsula.</p> <p>Who has the region with rolling hills, rapids, and the Fall Line?</p>
<p>I have: Piedmont.</p> <p>Who has the region that is west of the Piedmont?</p>	<p>I have: Blue Ridge Mountains.</p> <p>Who has the rivers that separate the peninsulas of the Coastal Plains region?</p>

<p>I have: The James, York, Potomac, and Rappahannock.</p> <p>Who has the names of two cities located along the Fall Line?</p>	<p>I have: Richmond and Fredericksburg.</p> <p>Who has the river that flows from the Blue Ridge Mountains through the Coastal Plains region?</p>
<p>I have: The James River.</p> <p>Who has the place where the land rises and ships cannot go upstream?</p>	<p>I have: The Fall Line.</p> <p>Who has the peninsulas of the Coastal Plains (Tidewater) region?</p>
<p>I have: Middle Peninsula, Eastern Shore, Northern Neck, and the Peninsula.</p> <p>Who has the capital city of Virginia?</p>	<p>I have: Richmond.</p> <p>Who has a shallow natural lake located in the Coastal Plain (Tidewater) region that is surrounded by the Dismal Swamp?</p>
<p>I have: Lake Drummond.</p> <p>Who has the name of a water feature in the Coastal Plain (Tidewater) region that has a variety of wildlife and was explored by George Washington?</p>	<p>I have: The Dismal Swamp.</p> <p>Who has a piece of land bordered by water on three sides?</p>

Attachment N: Sample Assessment Items (VS.2a–c)

Asterisk (*) indicates correct answer.

<p>1. What large bodies of water border Virginia? A Atlantic Ocean and Pacific Ocean B Chesapeake Bay and Shenandoah River C Atlantic Ocean and Chesapeake Bay* D Chesapeake Bay and Indian Ocean</p> <p>2. What states border Virginia? A Pennsylvania and Maryland B West Virginia and Georgia C Tennessee and North Carolina* D Kentucky and South Carolina</p> <p>3. Which phrase does NOT describe relative location? A The James River is a long river.* B The Atlantic Ocean is near the Coastal Plain (Tidewater). C West Virginia is a border of Virginia. D Alexandria is near Fredericksburg.</p> <p>4. Which two regions of Virginia are separated by the Fall Line? A Appalachian Plateau and Blue Ridge Mountains B Piedmont and Blue Ridge Mountains C Coastal Plain and Piedmont* D Blue Ridge Mountains and Piedmont</p> <p>5. Which is a characteristic of the Coastal Plain (Tidewater) region? A Flat land* B Old rounded mountains C Valleys D Plateau</p> <p>6. What water feature in Virginia has a variety of wild life and was explored by George Washington? A Smith Mountain Lake B New River C Dismal Swamp* D Clinch River</p>	<p>7. Which regions are part of the Appalachian Mountain system? A Coastal Plain and Piedmont B Piedmont and Appalachian Plateau C Valley and Ridge and Appalachian Plateau* D Valley and Ridge and Coastal Plain</p> <p>8. Which of the following describes the Appalachian Plateau? A Elevated land with a flat top* B Rolling hills C Valleys D Mountains</p> <p>9. What body of water provided transportation links between Virginia and Europe? A James River B Atlantic Ocean* C Chesapeake Bay D Potomac River</p> <p>10. Which rivers flow into the Chesapeake Bay? A Potomac and Mississippi B James and York* C Rappahannock and Shenandoah D Mississippi and James</p> <p>11. What separates the Eastern Shore from the mainland of Virginia? A Atlantic Ocean B James River C Chesapeake Bay* D Potomac River</p> <p>12. Which region is a source of many Virginia rivers? A Coastal Plain (Tidewater) B Blue Ridge Mountains* C Eastern Shore D Appalachian Plateau</p>
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Virginia’s Native Peoples, Past and Present

Standard(s) of Learning _____

- VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
 - e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
 - f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;
 - g) identifying and locating the current state-recognized tribes.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic 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.

Content

Know that American Indians were the first people who lived in Virginia.

Know that American Indians lived in all areas of the state.

Identify that there were three major language groups in Virginia.

Know that Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China).

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

Identify the following three major language groups of Virginia:

- Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group.
- Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group.
- Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were part of this group.

Know that the climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.

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

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

Know that Virginia Indian cultures have changed over time.

Describe the American Indians' environmental connections by explaining how the kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons. Use the following information as a guide:

- Foods changed with the seasons.
 - In winter, they hunted birds and other animals and lived on stored foods from the previous fall.
 - In spring, they hunted, fished, and picked berries.
 - In summer, they grew crops (e.g., beans, corn, squash).
 - In fall, they harvested crops and hunted for foods to preserve and keep for the winter.
- Animal skins (deerskin) were used for clothing.
- Shelter was made from materials found around them.

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

Know that today, most native peoples live like other Americans. Their cultures have changed over time.

Know that archaeology is another way to help people understand the past.

Understand that archaeologists study all kinds of material evidence left by people from the past.

Understand how recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.

Know that Werowocomoco was a large Indian town used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607.

Know that Jamestown became the first permanent English settlement in North America.

Know that archaeologists have discovered the site of the original fort and that the recovered artifacts give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.

Know that American Indian people have lived in Virginia for thousands of years.

Know that American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today.

Know that today, eight American Indian tribes in Virginia are recognized by the Commonwealth of Virginia.

Know that the current state-recognized tribes are located in the following regions:

- Coastal Plain (Tidewater) region:
 - Chickahominy Tribe
 - Eastern Chickahominy Tribe
 - Mattaponi Tribe
 - Nansemond Tribe
 - Pamunkey Tribe
 - Rappahannock Tribe

- Upper Mattaponi Tribe
- Piedmont region:
 - Monacan Tribe

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

America in 1607: Jamestown and the Powhatan. National Geographic.

<http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>. This interactive site helps students learn the differences between the European settlers and the American Indians.

Beyond Jamestown: Virginia Indians Past and Present.

http://virginiaindians.pwnet.org/resources/Beyond_Jamestown.pdf. This booklet accompanies the exhibit "Beyond Jamestown: Virginia Indians Yesterday and Today." It presents Virginia Indian history largely through the words of the indigenous peoples of Virginia.

Connections. Fairfax County Public Schools. <http://itweb.fcps.edu/connections/index.cfm>. This is a database of more than 2,000 works of children's literature and their connections to the Virginia Standards of Learning. The data includes links to primary sources in the Library of Congress American Memory Collection.

Curriculum Materials. Jamestown-Yorktown Foundation. <http://www.historyisfun.org/Curriculum-Materials.htm>. This site offers teacher materials correlated with curriculum-based programs taught at Jamestown Settlement, Yorktown Victory Center, and through the Virginia's Outreach program.

Encyclopedia Virginia. Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the Commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state's heritage in the arts, religion, culture, and folklife.

Historic Jamestowne Lesson Plans. Association for the Preservation of Virginia Antiquities.

http://www.historicjamestowne.org/learn/lesson_plans.php. This site features current research brought about through the work of the APVA-Preservation Virginia and their archaeology project, Jamestown Rediscovery.

"Native Americans Pre-Contact." *Chesapeake Bay: Our History and Our Future.* Mariners Museum.

<http://www.mariner.org/chesapeakebay/native/nam002.html>. This site supplies historical information about the Powhatan, including their customs and language.

Social Studies Curriculum Resources: Virginia Studies Poster Sets.

<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course.

Solving History's Mysteries: The History Discovery Lab: Teacher Guide and Activity Book. Virginia Department of Historic Resources. http://www.dhr.virginia.gov/pdf_files/Historys_Mysteries.pdf. This online book offers hands-on activities related to history and social science standards that focus on the process of discovery, how students learn, and the importance of historic preservation.

The Story of Virginia: An American Experience. Virginia Historical Society.

<http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

Virginia Center for Digital History. <http://www.vcdh.virginia.edu/index.php?page=VCDH>. This site, which includes projects for K–12 educators and the general public alike, offers a variety of information about Virginia, including its famous people and places.

Virginia Council on Indians. <http://indians.vipnet.org>. This site offers information on the eight state-recognized tribes of Virginia as well as recommended resources on Virginia Indians.

"Virginia: Facts, Maps, and State Symbols." <http://www.enchantedlearning.com/usa/states/virginia/>. This site offers a variety of information about Virginia, including famous people and places.

Virginia Indian Heritage Trail. http://virginiaindians.pwnet.org/lesson_plans/Heritage%20Trail_2ed.pdf. This online book was created by members of the Virginia tribes and reflects Virginia Indian perspectives on their own history and how that history is interpreted.

Virginia Memory. The Library of Virginia. <http://www.virginiamemory.com/>. This site offers access to many of the library's holdings presented in flexible yet integrated ways.

Virginia Pathways: The Series. Virginia History Production Consortium. <http://www.vastudies.org>. This site offers access to six videos and accompanying print materials for fourth-grade Virginia Studies.

Virginia's First People: Past and Present. <http://virginiaindians.pwnet.org>. This site offers much information on Virginia's native peoples both past and present.

Werowocomoco Research Project. <http://powhatan.wm.edu>. This site describes the ongoing research about the historic village of Werowocomoco.

Session 1: Virginia's American Indians and Archeology

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and bodies of water in and around Virginia.
- Students are expected to be able to understand the following vocabulary words: *archeology*, *artifacts*, *explorer*, *voyage*, *dense*, *discoveries*, *culture*, *native plants*, *adapted*, *maintained*, and *productivity*.

Materials

- Wall map of the world
- Wall map of Virginia
- Virginia map for each student
- Attachment A: Native Languages and Corresponding Virginia Tribes

Instructional Activities

The following Web sites may be helpful to both teachers and students:

- “Fall Line.” <http://www.virginiaplaces.org/regions/fallshape.html>. How the Fall Line shaped Powhatan’s empire.
 - *Virginia’s First People: Past and Present*. <http://virginiaindians.pwnet.org>.
1. Introduce the session by asking students whether they remember the name of an explorer who traveled from Europe to America looking for a new route to India. Ask whether they recall what Christopher Columbus called the people whom he found living in America. Ask why he called them “Indians.” On a world map, trace Columbus’ voyage across the Atlantic Ocean, and then ask what Columbus saw when he arrived. Emphasize that most of the land was covered with dense forests at that time.
 2. On a Virginia map, locate the Fall Line (see Attachment A from Organizing Topic I: Geographic Regions of Virginia, found on p. 18), and show students the area where the more than 30 Powhatan tribes lived in early Virginia. Point out that most of the Powhatan villages were located east of the line. Why?
 3. Define the term *archaeology* as the scientific study of people of the past, their culture, and their relationship with their environment. The purpose of archaeology is to understand how humans in the past interacted with their environment; this knowledge can help us better understand how people today live and adapt to the environment. An archaeologist is like a detective in the sense that both of them look for and investigate clues to answer questions. An archaeologist looks for clues to learn how past cultures lived. Archaeologists usually work at a dig site to gather data and then spend the majority of their time in a lab analyzing the data. Finally, they write reports on their findings. Allow students to explore archaeology in Virginia through the Virginia Department of Historic Resources at http://www.dhr.virginia.gov/arch_DHR/WAD.html and/or http://www.dhr.virginia.gov/pdf_files/Historys_Mysteries.pdf.
 4. Show pictures of several archaeological sites in Virginia, and explain that discoveries at such sites tell us how Virginia Indians related to their environment. From archaeological data, we know that they burned the forest systematically to increase productivity for both hunting and gathering. They enhanced the growth of local, native plants that became food staples and medicinal remedies. They successfully adapted nonlocal plants, such as squash, maize (corn), and beans, to their soils and adopted them into their diets. They maintained population levels in balance with their changing economies.
 5. Ask students how we know Indians lived in Virginia before the colonists arrived, and record their responses on the board. Guide students in defining the term *artifact*. Display pictures of sample Indian artifacts (see <http://chumby.dlib.vt.edu/melissa/posters/VAAIndiansArtifacts.pdf>), and ask students to name possible others. Discuss what artifacts can tell us about the Virginia Indians. Ask questions such as the following:
 - What is the artifact? What type of object is it? (a tool, an article of clothing, a vessel)
 - Why was it made? What was its purpose?
 - What color is it? What is its shape and size?
 - What is it made of?

- How was it made?
- Who probably designed or made it? An individual or a group?
- What knowledge or experience did the maker probably have?
- What does it tell us about the maker? About the maker's tribe?

Specific Options for Differentiating this Lesson

Technology

- Have students use the Internet to investigate various Indian tribes in Virginia, specifically the Powhatan Indians.
- Have students use an interactive whiteboard to explore lessons on Indian tribes in Virginia.

Multisensory Activities

- Place different Indian artifacts in learning stations, and have students explore questions related to the design and purpose of those artifacts. Talk about how Indians regard their artifacts with reverence and use the questions from above (See Instructional Activity #5) as a guide for the learning centers.
- Have students create a class garden using similar plants Indian tribes of Virginia needed for survival.

Community Connections

- Invite a member of an Indian tribe in Virginia to discuss family stories and traditions.
- Invite a local landscaper or gardener to assist in the classroom garden activity.
- Invite a local archeologist to discuss digging for artifacts, determining the history of the artifacts, and gaining permission to display the artifacts.
- Collaborate with the school art teacher or community member to recreate artifacts used by Indians in Virginia.

Small Group Learning

- Have groups complete a prior knowledge activity asking students to think about what artifacts would be found that were once used by Indians in Virginia.
- Assign each group different plants to grow in the classroom garden.
- Have small groups investigate different artifacts used by Indians in Virginia.
- Have students recreate artifacts using materials from class.

Vocabulary

- Have students use the following vocabulary words: *archeology* and *artifacts*.
- Use software to create an interactive student presentation addressing the vocabulary words and adding images supporting the vocabulary words.
- Have students match vocabulary words with definitions.
- Use the Virginia History Poster Sets to have students practice vocabulary.

Student Organization of Content

- Create graphic organizers for vocabulary.
- Have students describe or illustrate how Indians in Virginia adapted to the environment and seasonal changes.
- Have each student include all graphics in an interactive notebook or journal.

Session 2: American Indian Language Groups of Virginia _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and bodies of water in and around Virginia.

Materials

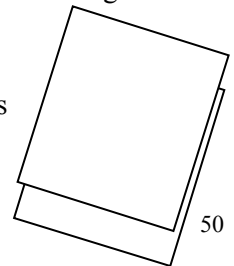
- Chart paper and markers
- Wall map of Virginia
- Virginia map for each student
- Attachment A: Native Languages and Corresponding Virginia Tribes
- Heavy 8½ by 11 inch paper
- Staplers

Instructional Activities

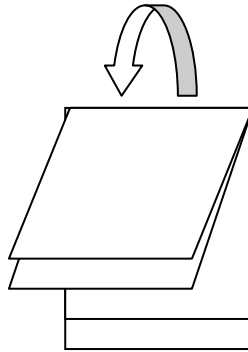
The following Web sites may be helpful to both teachers and students:

- *Virginia's First People: Past and Present*. <http://virginiaindians.pwnet.org>.

1. Introduce background information on American Indians in Virginia. Virginia's first people lived throughout what is today the eastern United States in hundreds of large towns and villages. The people depended on extensive gardening and hunting for most of their food. When Europeans first made contact with these native inhabitants, there were three distinct language groups: the Algonquian, Siouan, and Iroquoian. There was a distinct spatial pattern to their settlements.
2. Display a sheet of chart paper on which the names of the three major American Indian language groups of Virginia are written as the headings for three columns. Have students copy this chart on notebook paper. Then, distribute copies of Attachment A: Native Languages and Corresponding Virginia Tribes, and point out the locations of the three language groups, emphasizing that a language group is not the same thing as a tribe. Explain that many different tribes might be linked together by having a similar language. As you explain the following information, notate it on the displayed chart, and have students write it on their personal charts:
 - The Algonquian-speaking peoples occupied the Coastal Plain (Tidewater) region north of the Chowan drainage basin. This was the most densely populated region of Virginia at the time. The people depended upon agriculture (maize [corn], beans, and squash) and lived in some 161 permanent or semipermanent villages located on the banks of the major streams. Each town and village had from two to fifty houses. The Powhatan were part of this group.
 - The Siouan-speaking peoples inhabited primarily the Piedmont region of Virginia. Also agricultural people, we know less about them than the Algonquians of the Coastal Plain. They had little direct contact with early English settlers, who could have left a written record of their villages and way of life. One group of Siouan people who achieved some significance during the colonial period was the Occaneechi, who lived on islands in the Roanoke River near today's Virginia-North Carolina line. They became middlemen in trade between the English settlements around the Chesapeake Bay and the American Indians in the Carolinas. Today Occaneechi State Park marks the location of their villages. The Monacan were part of this group.
 - The Iroquoian-speaking peoples lived in two widely separated parts of Virginia. The Nottoway and Meherrin were among the tribes living in the Chowan Drainage Basin, and major tributaries to the Chowan River bear their name today. Indications are that these people lived much as the Algonquian-speaking peoples of the Coastal Plain. The other Iroquoian-speaking peoples in Virginia were the Cherokee. Their villages and agricultural lands were in the vicinity of the Great Smoky Mountains in today's North Carolina and Tennessee. However, southwestern Virginia was part of their hunting territory, and others recognized their claim to that land. The Cherokee were part of this group.
3. Have students create a flip book about the three major American Indian language groups, as follows:




- Give each student two sheets of heavy 8½ by 11 inch paper.
- Have students stack the two sheets on top of each other, leaving 2 cm. of the bottom sheet exposed below the bottom edge of the top sheet, as shown at right. Keep the edges aligned.
- Instruct students to fold both sheets over on themselves from the top so that there will be three 1-inch-high tabs at the bottom of the book.



- There should now be four pages: a cover page and three tabs. Staple the top where the book is folded.

American Indian Language Groups
Algonquian
Siouan
Iroquoian

- Have students title the cover page “American Indian Language Groups” and write “Algonquian” on the first tab, “Siouan” on the second tab, and “Iroquoian” on the bottom tab.
- When students flip each page up, they’ll see a top section and bottom section. For each language group, have students write on the top section some information they learned about the language group. Have them draw on the bottom section an illustration of that language group. For example:

Located in the Tidewater region. The Powhatan were part of this group.

Algonquian
Siouan
Iroquoian

- As students learn more about each language group, have them add information to their flip book.

Specific Options for Differentiating this Lesson

Technology

- Have students use the Internet or software to explore American Indian language groups.
- Have students use an interactive whiteboard to label the language groups and their locations on a map of Virginia.
- Use videos or virtual tours to explore each American Indian language group.

Multisensory Activities

- Have students work with partners to label and color regions on a map of Virginia where each language group and its tribes lived.
- Have each student create an American Indian Language Group flip book.

Community Connections

- Invite a local person to discuss American Indian language groups found in Virginia.
- Explore a local tribal village, or investigate an interactive village on the Internet.

Small Group Learning

- Have students rotate through three learning centers that are specific to each language group. At each center, students learn about each language group and add information to their flip books. This includes images, drawings, or facts.

Vocabulary

- Have students add or highlight key vocabulary words (e.g., Powhatan, Monacan, Nottoway, Meherrin, Cherokee) in their flip books as they relate to each language group (i.e., Algonquin, Siouan, Iroquoian). Additional vocabulary should include: *inhabit*, *inhabited*, *inhabitant*, *vicinity*, and *territory*.

Student Organization of Content

- Have each student create a 3-part organizer to compare the three major American Indian language groups of Virginia.
- Have each student create a regional map of Virginia and identify each language group and the tribes found in each region.

Session 3: Algonquian Culture, Food, Clothing, Shelter _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and bodies of water in and around Virginia.
- Students are expected to be able to understand the Algonquian tribes' needs for survival.
- Students are expected to be able to understand the following vocabulary words: *culture, tradition, venison, engraving, generation, elite, ventilation, and watercolor.*

Materials

- Wall map of Virginia
- Virginia map for each student
- Attachment A: Native Languages and Corresponding Virginia Tribes
- *Beyond Jamestown: Virginia Indians Past and Present* booklet.
http://virginiaindians.pwnet.org/resources/Beyond_Jamestown.pdf

Instructional Activities

The following Web sites may be helpful to both teachers and students:

- *Living with the Indians.* <http://www.historyisfun.org/Living-with-Indians.htm>. Many curriculum resources.
 - *Captain John Smith 400 Project Curriculum Unit: Native Americans and Natural Resources.*
http://www.johnsmith400.org/Native_Americans_and_Natural_Resources.pdf.
 - *Virtual Jamestown: Index of White Watercolors and De Bry Engravings.*
http://www.virtualjamestown.org/images/white_debry_html/jamestown.html.
1. Introduce the Algonquian culture, and locate on a map the area where tribes in this language group lived.
 2. Show some of the watercolor drawings of John White and the corresponding engravings of Theodor De Bry (see Web site listed above). Inform students that during the late 1500s, John White made a series of more than 70 watercolor drawings of indigenous people, plants, and animals found in the Roanoke Island area. The purpose of his drawings was to give the people in England an accurate idea of the inhabitants and environment in the area where the colonists had settled.
 3. Incorporate the following information into student activities, such as those suggested below:
 - Role playing: The Powhatan men and women had daily tasks. Men spent most of their time hunting, fishing, making war, and protecting their towns. When they were home, they had to mend fishing nets, construct fish weirs (enclosures set in a waterway for trapping fish), sharpen blades, construct bows and arrows, whittle fish hooks from bones, carve dugout canoes, help to clear new fields for planting, tan hides, and keep a watchful eye over the town in case of enemy attack. Most of the time men were out hunting. Venison was the most important meat to the Powhatan and other Virginia Indian tribes. Fish constituted a large proportion of the diet of the Powhatan. The men fished with a variety of methods, including catching with a pole, line, and baited bone hook, lassoing sturgeon (catching them by the tail), shooting fish with a long arrow tied to a line, and trapping them in fish weirs.
 - Making a group or individual diorama: The Eastern Woodland peoples clothed themselves with deer hides, articles woven from natural fibers, and a variety of animal furs. The type of clothing varied in different seasons, between men and women and between children and adults. In the summer, men wore a buckskin breechclout (breechcloth) and moccasins. In cold weather, they added leggings and a buckskin or fur mantle (cape). The women, who spent most of their time cooking, making pottery, creating beadwork, making baskets, building and repairing houses, taking care of children, and gardening close to home, wore aprons made of buckskin or woven from "silk grass." When gathering food and other materials, they wore leggings and moccasins to protect their feet and legs. Children wore clothing only for warmth in the winter months. Colorful and elaborate feather mantles were woven by the women and worn by men and women of high status.
 - Making a class or group model: Architectural shapes and construction techniques varied among the tribes. Among the Eastern Woodland tribes, construction of a longhouse began in late spring when the sap level

in the trees was high. Green bark allowed for easy cutting, bending, folding, and stitching the complex shapes that were implemented in the construction of items such as containers, trays, and shields, as well as houses, temples, and work areas. Tall, thin saplings were used to create a barrel-vaulted framework. The common home was covered with woven grass mats, while elite members of the community would use large pieces of bark. For additional insulation in the winter, the walls would be double layered. Inside, the homes were comfortably furnished with fur bedding, storage areas, and fire pits with ceiling ventilation. Frequently, several generations would share one longhouse.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to identify the regions of Virginia and where the tribes of the Algonquin language groups lived.
- Use a virtual tour from the Internet to explore life in an Algonquin Indian village.
- Use a communication device if needed for participation in the role-play activity.

Multisensory Activities

- Have students create their own watercolor illustrations of Virginia's Indians using John White's work as a model.
- Have students create dioramas of an Algonquin village.
- Have students participate in a reader's theater activity on life in an Algonquin village.
- Have students use wooden craft sticks to create a puppet show describing life in an Algonquin village.
- Have students construct an Eastern Woodlands longhouse using wooden craft sticks.

Community Connections

- Invite a member of a local Virginia Indian tribe to discuss the culture and traditions.

Small Group Learning

- Use copies of watercolor drawings from John White and engravings from Theodor De Bry in small group centers. Have students discuss and list the aspects of the work as it relates to learning about Virginia's Indians.
- Assign a group an Algonquin culture about which to create a traced-body poster. Students decorate the body representing things specific to that culture to include: clothing, tools, food, housing, tasks, and traditions.

Vocabulary

- Have students use the following vocabulary words: *culture*, *indigenous*, *colonist*, *Powhatan*, *Algonquin*, and *weir*.
- Have each student add all key vocabulary to an interactive notebook or journal.
- Continue using classroom word wall.

Student Organization of Content

- Create a Virginia Indians journal or book, that students can add drawings, writing pieces, or other gathered information studied specific to the Algonquin Indians.
- Use graphic organizers to identify key areas of language, tribes, survival, food, and housing.

Session 4: Siouan Culture, Food, Clothing, Shelter

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and bodies of water found in and near Virginia.
- Students are expected to be able to understand the following vocabulary words: *ceremonial*, *cultivated*, and *venison*.

Materials

- Wall map of Virginia
- Virginia map for each student
- Attachment A: Native Languages and Corresponding Virginia Tribes
- *Beyond Jamestown: Virginia Indians Past and Present* booklet.
http://virginiaindians.pwnet.org/resources/Beyond_Jamestown.pdf

Instructional Activities

1. Introduce the Siouan culture, and locate on a map the area where tribes in this language group lived.
2. Incorporate the following information into student activities, such as those suggested below:
 - Notetaking: Siouan-speaking peoples lived much the same as their neighbors. They cultivated maize (corn), beans, squash, and pumpkins. They encouraged growth of other native species, such as fruit and nut trees, grapes, and berries. They collected a wide variety of foods that grew in their homelands. Because they lived farther inland on smaller tributaries of Virginia's rivers, they relied less on fish and shellfish and more on venison and other animals for meat. They made pottery and baskets, and they relied on deerskin and rush mats for clothing, bedding, and insulation.
 - Performing a reenactment: There were two important yearly festivals, which brought many communities together. A special feast with dancing was held at the end of the corn harvest, and another festival occurred in the spring. At these gatherings, trade and dancing occurred. Important trade items included dried fish, salt, shell jewelry, soapstone, copper, baskets, and clay figurines. People feasted, danced, engaged in various games, and exchanged news.
 - Writing a newspaper report: In daily labor, men and women had separate tasks. Men hunted, cleared new fields, fished, and defended the town, while women cared for children and did the agricultural work. The fields produced two crops a year, which were only a small part of the plant resources known to the women. The women cared for fruit and nut trees, berry bushes, and seed plants. They gathered herbs, cane, and grasses for seasonings, medicine, and crafts. They cultivated peas, hops, peaches, and grapes. Men and women collected turtles, snails, frogs, and shellfish. Men trapped or hunted the larger game: turkey, geese, swans, smaller birds, fish, rabbits, squirrels, beaver, bear, elk, perhaps bison, and especially deer.
 - Creating a newspaper illustration: Siouan homes were more often round than oval. They were constructed of bent saplings covered with woven mats and often featuring bark shingles on the exterior. They usually lasted for about 30 years.
 - Making a group or individual collage: Siouan-speaking Indians dressed in clothing made primarily from deerskin. During winter, they wore robes with the deer fur left on as well as long leggings, moccasins, and tanned shirts. During the summer months, they wore little clothing and usually slept outside. Ceremonial clothing included highly decorated deerskin garments augmented with animal parts and shell beads. People bathed frequently, even in winter, and wore their hair in varying styles.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to identify the regions of Virginia and where the tribes of the Siouan language groups lived.
- Use a virtual tour from the Internet to explore life in a Siouan Indian village.

- Have students use software to create presentation(s) with images describing life in a Siouan village.
- Have students use pictures from the Internet in place of drawings to create newspaper reports.
- Use a communication device if needed for participation in a reenactment activity.

Multisensory Activities

- Have students create dioramas of a Siouan village.
- Have students participate in a reader's theater activity demonstrating life in the Siouan culture.
- Have students use wooden craft sticks to create a puppet show describing the Siouan culture.

Community Connections

- Invite a member of a Virginia Indian tribe to discuss the culture and traditions.

Small Group Learning

- Have groups construct a Siouan roundhouse using wooden craft sticks.

Vocabulary

- Have student use the following vocabulary words: *Siouan*, *maize*, *ceremonial*, *cultivated*, and *venison*.
- Have each student add all key vocabulary words to an interactive notebook or journal.
- Continue using classroom word wall.

Student Organization of Content

- Create a Virginia Indians journal or book, that students can add drawings, writing pieces, or other gathered information studied specific to the Siouan Indians.
- Use graphic organizers identifying key areas of language, tribes, survival, food, and housing.

Session 5: Iroquoian Culture, Food, Clothing, Shelter _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and bodies of water in and around Virginia.
- Students are expected to be able to understand the following vocabulary words: *culture, community, agriculture, ceremony, fertile, political, harvested, survival, religious, and permanent.*

Materials

- Wall map of Virginia
- Virginia map for each student
- Attachment A: Native Languages and Corresponding Virginia Tribes
- *Beyond Jamestown: Virginia Indians Past and Present* booklet.
http://virginiaindians.pwnet.org/resources/Beyond_Jamestown.pdf

Instructional Activities

1. Introduce the Iroquoian culture, and locate on a map the area where tribes in this language group lived.
2. Incorporate the following information into student activities, such as those suggested below:
 - Creating a large group or class poster: At the time of European contact, the Cherokee were a settled, agricultural people living in approximately 200 fairly large villages. The typical Cherokee town consisted of 30 to 60 houses and a large council house. They built permanent, well-organized villages in the middle of extensive cornfields and gardens throughout the fertile river valleys. In these villages, homes were arranged around a central plaza used for dances, games, and ceremonies. The size of the council house varied, depending on the size of the village because it had to be large enough for all the people to meet to discuss community matters and hold festivals. Council houses were made of saplings (young trees) and mud. The Cherokee would gather at the council house for parties, political assemblies, and religious ceremonies. Bunched around the council house was a collection of extended family homes. In later years, many Cherokee lived in the same kind of houses the European settlers lived in, such as log cabins or wooden houses. A typical log cabin had one door and a smoke hole in the center of the roof.
 - Creating a chart to compare the three cultures: The Cherokee were hunters, farmers, and gatherers. The men hunted, and the women farmed and gathered. The men hunted only what was needed to feed their families, but the women farmed enough food to last for at least two years. They hunted bear. The bear was used for meat and tools. Sometimes they used it for trading. They also hunted deer and elk. They ate the meat, used the skins, and made tools from the antlers and bones. They captured snapping turtles. They made the shells into rattles and ate the meat. They made nets and other traps to catch many types of fish. The Cherokee gathered nuts and berries when they were in season. They planted beans, squash, corn, sunflowers, and tobacco. They made “soup” with meat, roots, and farm crops. They made corn into corn mush and made cornbread. They put the harvested corn into storage buildings for the next winter, spring, and summer.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to identify the regions of Virginia and where the tribes of the Iroquoian language groups lived.
- Use a virtual tour from the Internet to explore life in the Iroquoian Indian culture.
- Have students use software to create presentation(s) with images describing life in an Iroquoian village.
- Have students use pictures from the Internet in place of drawings to create newspaper reports.
- Create a 3-part chart on the interactive whiteboard, comparing the three ways the Cherokee people obtained food. Pictures can be used in place of written language on the chart.
- Use a communication device if needed for participation in a reader's theater activity.

Multisensory Activities

- Have students create dioramas of an Iroquoian village.
- Have students participate in a reader's theater activity demonstrating life in the Iroquoian culture.
- Have students use wooden craft sticks to create a puppet show describing the Iroquoian culture.

Community Connections

- Invite a member of a Virginia Indian tribe to discuss the culture and traditions.

Small Group Learning

- Have groups use wooden craft sticks to construct an Iroquoian log cabin.
- Assign a group the Iroquoian culture about which to create a traced-body poster. Students decorate the body representing things specific to that culture to include: clothing, tools, food, housing, tasks, and traditions.

Vocabulary

- Have students use the following vocabulary words: *council*, *tradition*, *Iroquoian*, and *Cherokee*.
- Have each student add all key vocabulary to an interactive notebook or journal.
- Continue using classroom word wall.

Student Organization of Content

- Create a Virginia Indians journal or book, that students can add drawings, writing pieces, or other gathered information studied specific to the Iroquoian Indians.
- Use graphic organizers identifying key areas of language, tribes, survival, food, and housing.

Session 6: Werowocomoco, a Large Indian Town _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, bodies of water in and around Virginia, and Jamestown on a map.
- Students are expected to be able to understand the following vocabulary words: *archeology*, *archeologist*, *archeological*, *excavation*, *political*, *chiefdom*, *social*, and *spiritual*.

Materials

- Wall map of Virginia

Instructional Activities

The following Web sites may be helpful to both teachers and students:

- *America in 1607: Jamestown and the Powhatan*. <http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>.
- *Pocahontas Reveled: The Science of Jamestown*. <http://www.pbs.org/wgbh/nova/pocahontas/jamestown.html>.
- *Werowocomoco Research Project*. <http://powhatan.wm.edu>.

1. Locate Jamestown on a Virginia map. Have students locate the York River.
2. Incorporate the following information into a student activity, such as the one suggested below:
 - Writing a report on an actual or virtual field trip: Werowocomoco is located about 12 miles north of Jamestown in Gloucester County, Virginia, along Purtan Bay on the York River. It was the headquarters of the Powhatan paramount chiefdom when the English colonists established Jamestown in 1607. Archaeological evidence indicates that the site had been used by Indians for at least 8,000 years, with a sizable community living there continuously from about the thirteenth century to the early seventeenth century. John Smith was brought to meet Powhatan at Werowocomoco in December of 1607. The English settlers visited there frequently in 1608. In January 1609, Powhatan moved his political center to a different location. Archaeological excavations at the site of Werowocomoco, the principal residence of the Indian leader Powhatan, who dominated Virginia's coastal plain during the late sixteenth and early seventeenth centuries, have not only revealed that the site was a uniquely important place during Powhatan's time, but also that its role as a political, social, and spiritual center began before the Powhatan paramount chiefdom was created.
3. Have students investigate the differences between the Jamestown fort and Werowocomoco by using the National Geographic Web site *America in 1607: Jamestown and the Powhatan*, listed above.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to locate on a map the regions of Virginia, Jamestown, York River, and Werowocomoco.
- Use virtual tours on the Internet to learn about Jamestown and the Powhatan.

Multisensory Activities

- Have students use a sandbox to perform an excavation dig to discover archeological artifacts native to Werowocomoco.

Community Connections

- Take a field trip to Jamestown and local Virginia Indian sites.
- Invite an archeologist to discuss excavation and discovery of artifacts.
- Invite a local Indian tribe's member to discuss Indian culture.

Small Group Learning

- Have groups videotape and document the discovery of Indian artifacts.
- Create a T-Chart or Venn diagram to have groups compare/contrast Jamestown Fort and Werowocomoco.

Student Organization of Content

- Create an audio journal describing the Werowocomoco location, Jamestown, and the discovery of artifacts.
- Have students create collages of pictures depicting the artifacts discovered at the Werowocomoco site.

Session 7: Jamestown, the First Permanent English Settlement in America _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and the location of Werowocomoco.
- Students are expected to be able to understand the following vocabulary words: *colonist, archeologist, environment, artifact, culture, investigate, adapt, and analyzing.*

Materials

- Wall map of Virginia

Instructional Activities

The following Web sites may be helpful to both teachers and students:

- *Curriculum Materials.* Jamestown-Yorktown Foundation. <http://www.historyisfun.org/Curriculum-Materials.htm>.
 - *Historic Jamestowne: Unearthing America's Birthplace.* <http://historicjamestowne.org/>.
1. Locate Jamestown on a Virginia map.
 2. Explain that Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the Indians, English colonists, and Africans, in early Virginia.
 3. Give students the opportunity to learn more about the discoveries of the Jamestown Rediscovery archaeologists at the Jamestown fort. Have them visit the Web site "Where are we digging now?" at http://historicjamestowne.org/the_dig/.
 4. Review the term *archaeology* as the scientific study of people of the past, their culture, and their relationship with their environment. The purpose of archaeology is to understand how humans in the past interacted with their environment; this knowledge can help us better understand how people today live and adapt to the environment. An archaeologist is like a detective in the sense that both of them look for and investigate clues to answer questions. An archaeologist looks for clues to learn how past cultures lived. Archaeologists usually work at a dig site to gather data and then spend the majority of their time in a lab analyzing the data. Finally, they write reports on their findings. If not done previously, allow students to explore archaeology in Virginia through the Virginia Department of Historic Resources at http://www.dhr.virginia.gov/arch_DHR/WAD.html and/or http://www.dhr.virginia.gov/pdf_files/Historys_Mysteries.pdf.
 5. Have the student complete a T-chart comparing the types of artifacts found at Werowocomoco (see previous session) and Jamestown and how these artifacts reflect the culture of the people who used them.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to locate the regions of Virginia and Jamestown on a map.
- Use virtual tours on the Internet to learn about Jamestown. Use recommended Web site from above titled, "Where are we digging now?"

Multisensory Activities

- Use a sandbox to simulate an archeological dig. Include similar artifacts found at Jamestown. Have students discover items used for survival.

Community Connections

- Take field trip to Jamestown and local Virginia Indian sites.
- Invite an archeologist to discuss excavation and discovery of artifacts.
- Invite a Virginia Indian tribe member to discuss the culture and traditions.

Small Group Learning

- Have groups visit the Web site “Where are we digging now?” Assign specific years to research items discovered in the Jamestown excavation.
- Have groups share information gathered from Web site in a whole group setting.

Vocabulary

- Have students use the following vocabulary words: *fort* and *archeology*.

Student Organization of Content

- Have students create Artifacts Discovery journals. Have them draw pictures, take photos, or include cutout images from magazines.
- Use software to create an interactive presentation documenting archeology and the discovery of artifacts.

Session 8: The State-Recognized Indian Tribes of Virginia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have knowledge of the regions of Virginia, relative locations to Virginia, and bodies of water in and around Virginia.
- Students are expected to be able to understand following vocabulary words: *ancestry, symbols, unity, proximity, cultural, habitat, archeologist, anthropologist, prosperous, cultivated, identity, and public.*

Materials

- Attachment A from Organizing Topic I: Geographic Regions of Virginia, found on p. 17
- Attachment B: State-Recognized Indian Tribes of Virginia

Instructional Activities

The following Web sites may be helpful to both teachers and students:

- *State Recognition of Indian Tribes.* <http://indians.vipnet.org/stateRecognition.cfm>
- *Virginia Council on Indians.* <http://indians.vipnet.org/>.
- *Virginia's First People: Past and Present.* <http://virginiaindians.pwnet.org>.

1. Incorporate the following information into a student activity, such as the following:
 - Notetaking: There are eight state-recognized Indian tribes in Virginia and two small reservations, which are the oldest in the United States. There are 2,500 people on the tribal registers, and census figures show another 15,000 people of American Indian ancestry living across Virginia. Many activities of Virginia's Indians continue to build a sense of identity among the tribes. Tribal centers have emerged as symbols of unity, similar to the role played earlier by American Indian schools and churches. Tribal dance groups often perform at tribal Pow Wows—gatherings that enable Virginia Indian tribes to meet with the public and demonstrate crafts and dances and share oral histories.
2. Creating a large group or class poster with information labels—"The Eight Indian Tribes of Virginia": (This information is from the *Virginia Council on Indians* Web site at <http://indians.vipnet.org/tribes.cfm>.)
 - **Chickahominy Tribe:** This tribe is located in Charles City County, midway between Richmond and Williamsburg, near where the tribe lived in 1600. When Jamestown was founded, these people lived in established towns along the Chickahominy River, from the mouth of the river near Jamestown to the middle of what is now New Kent County. Because of their proximity to Jamestown, the Chickahominy Indians had early contact with the English settlers and helped them survive during their first few winters by trading food for other items.
 - **Chickahominy Tribe Eastern Division:** This tribe is located 25 miles east of Richmond in New Kent County. European contact with the ancestors of the modern-day Chickahominy Tribe Eastern Division, as well as the Chickahominy Tribe, is recorded as early as 1607. These two tribes shared a history until the early 1900s, when it was decided by the Eastern Chickahominy to organize their own tribal government.
 - **Mattaponi Tribe:** A small number of members of this tribe lives on a reservation that stretches along the borders of the Mattaponi River in King William County. (There is a waiting list for members who wish to move to the reservation, which does not have space for all.) The Mattaponi Indian Reservation dates back to 1658. In those early days, these people lived completely from nature's resources. In 1646, the Mattaponi began paying a "tax tribute" to an early Virginia governor in fulfillment of a treaty signed that year between the Mattaponi Tribe and Virginia's government. This practice continues unbroken to the present day, when on the fourth Wednesday of November, the tribe presents game or fish to the governor of the Commonwealth of Virginia.
 - **Monacan Tribe:** This tribe is composed of about 1,700 tribal members located in Amherst County. Habitation by the Monacan people in this region dates back more than 10,000 years, and the original territory of these people comprised more than half of the state of Virginia, including almost all of the Piedmont region and parts of the Blue Ridge Mountains region. The Monacan Nation is one of the oldest groups of indigenous peoples still existing in their ancestral homeland and the only group of Eastern Siouan people in the state.

- **Nansemond Tribe:** At the time of their first contact with the English in Virginia, the Nansemond people lived in several towns along the Nansemond River centered near Chuckatuck, the current location of Suffolk. Their head chief lived near Dumpling Island, where the tribe's temples and sacred items were located. At that time, the tribe had a population of 1,200 persons including 300 bowmen.
 - **Pamunkey Tribe:** Some members of this tribe (28 families) live on the Pamunkey Indian Reservation, which is on the Pamunkey River and adjacent to King William County. The reservation contains approximately 1,200 acres, 500 acres of which are wetlands with many creeks. Many other tribal members live in Richmond and Newport News, as well as throughout Virginia and the United States. The history of the Pamunkey people has been recorded by archaeologists, anthropologists, and historians, and native occupation of their tribal area dates back 10,000–12,000 years.
 - **Rappahannock Tribe:** These people have occupied lands along the Rappahannock River, named by the tribe, for 11,000 years. Their lands span from the Northern Neck on the Rappahannock River to the Mattaponi River and as far north as Fredericksburg. The tribe maintains a cultural center at Indian Neck and also has a farm where it plans to have a museum and model of a full-scale village in the future.
 - **Upper Mattaponi Tribe:** For centuries, the ancestors of the Upper Mattaponi people lived in towns along the waterways of Virginia. They cultivated maize (corn), beans, and squash and hunted deer. They spoke an Algonquian language. When the English arrived in 1607, the Upper Mattaponi were prosperous members of the Powhatan paramount chiefdom. Captain John Smith's map of 1612 indicates that the tribe's present location corresponds with an Indian town called Passaunkack.
3. Have students locate on a "Geographic Regions of Virginia" map (see p. 18) the present-day state-recognized Indian tribes (see Attachment B). Point out that the present-day tribes are located in only two geographic regions: seven in the Coastal Plain (Tidewater) region (Chickahominy, Eastern Chickahominy, Mattaponi, Nansemond, Pamunkey, Rappahannock, and Upper Mattaponi) and one in the Piedmont region (Monacan).

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to locate the regions of Virginia, bodies of water, tribal locations, Richmond, Williamsburg, and Jamestown on a map.
- Have students create interactive maps of Virginia including regions of Virginia, bodies of water, tribal locations, Richmond, Williamsburg, and Jamestown.

Multisensory Activities

- Have students use captioned pictures to complete a tribe sort for the eight recognized Virginia Indian tribes. Include locations, tasks/jobs, food, populations, people, and dates.

Community Connections

- Contact the Virginia Council on Indians as a resource for additional information about tribes.
- Take a field trip to Jamestown and local Virginia Indian sites.
- Invite an archeologist or anthropologist to discuss excavation and discovery of artifacts.
- Invite a local Indian tribe's member to discuss the culture and traditions.

Small Group Learning

- Assign each groups one of the eight tribes to research. Students are to become the classroom experts. Each group will share their information with classmates.

Vocabulary

- Have students use the following vocabulary words: *indigenous*, *reservation*, *Chickahominy Tribe*, *Eastern Chickahominy Tribe*, *Mattaponi Tribe*, *Nansemond Tribe*, *Pamunkey Tribe*, *Rappahannock Tribe*, *Upper Mattaponi Tribe*, and *Monacan Tribe*.
- Create a classroom word wall or tribal comparison wall.

Student Organization of Content

- Have each student create a mnemonic device to learn the eight recognized Virginia Indian tribes.
- Have each student complete a compare-and-contrast diagram for the eight recognized Virginia Indian tribes.

Session 9: Assessment

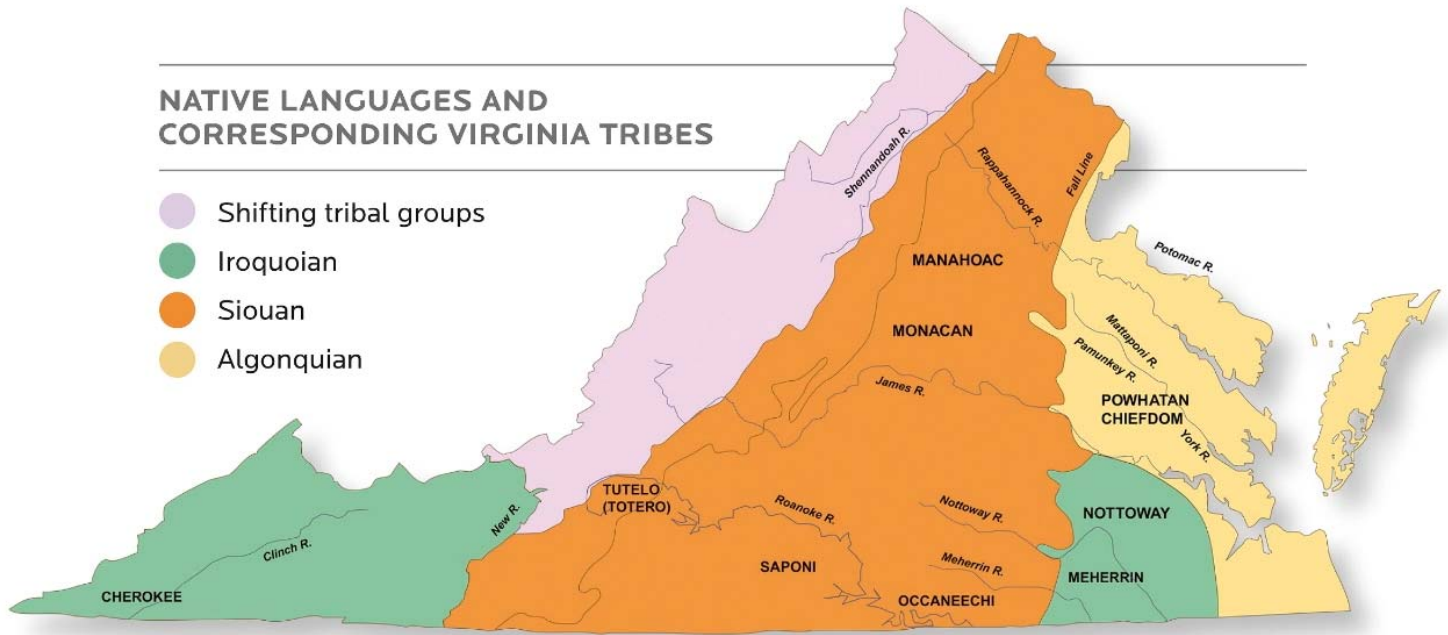
Materials

- Attachment C: Sample Assessment Items

Instructional Activities

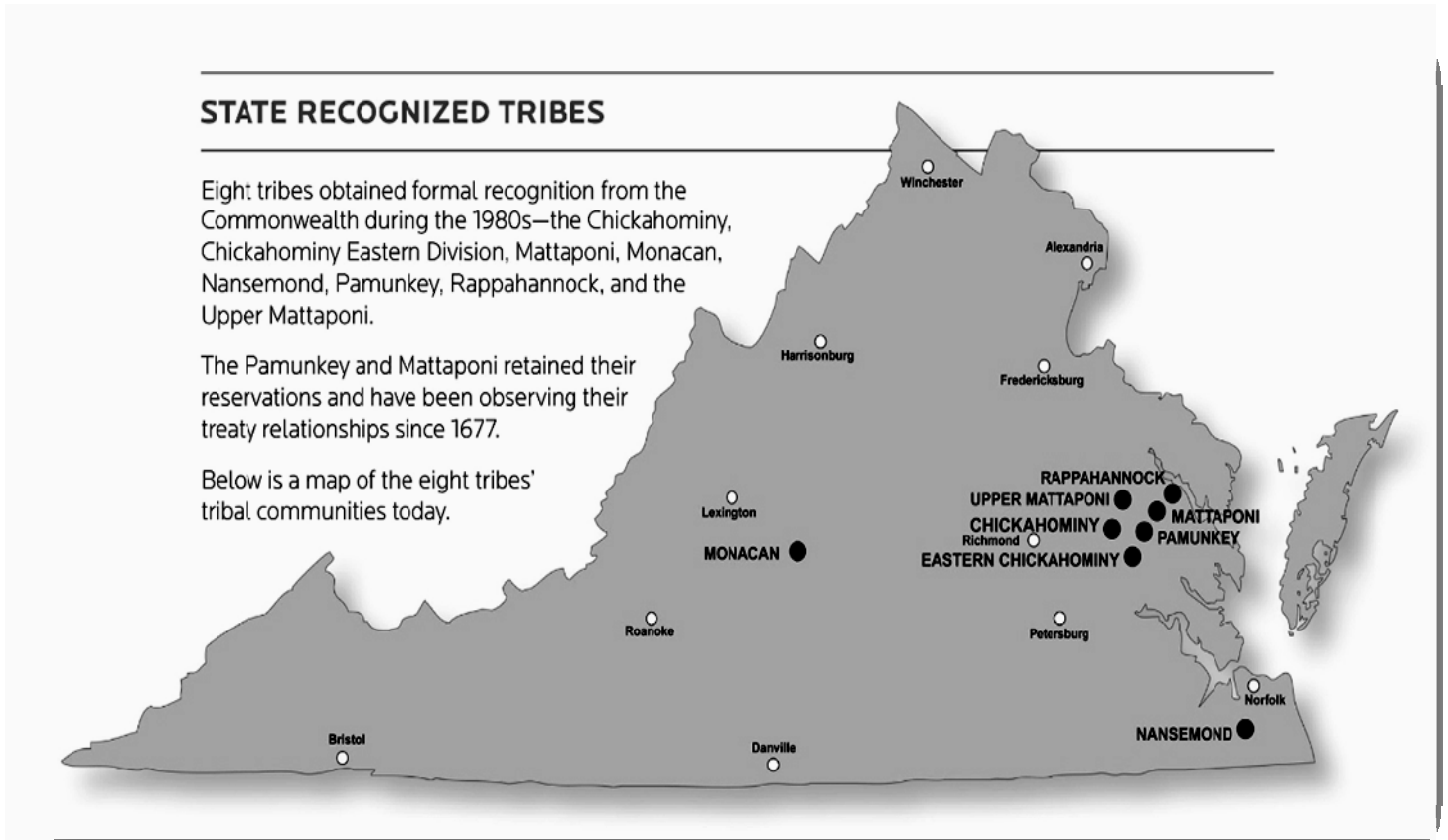
1. Have students complete the sample assessment items on Attachment C.

Attachment A: Native Languages and Corresponding Virginia Tribes _____



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Attachment B: State-Recognized Indian Tribes of Virginia



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Attachment C: Sample Assessment Items (VS.2d–g)

Asterisk (*) indicates correct answer.

<p>1. Who were the first people to live in Virginia? A English B Africans C French Huguenots D American Indians*</p> <p>2. Which group lived in southwest Virginia and primarily spoke the Iroquoian language? A Powhatan B Monacan C Cherokee* D Mattaponi</p> <p>3. In which region was the Siouan language primarily spoken? A Piedmont* B Valley and Ridge C Coastal Plain (Tidewater) D Appalachian Plateau</p> <p>4. Which group lived in the Coastal Plain (Tidewater) region and primarily spoke the Algonquian language? A Powhatan* B Apache C Cherokee D Monacan</p> <p>5. Which of the following was not a Virginia American Indian language group? A Algonquian B Iroquoian C Apache* D Siouan</p> <p>6. Arrowheads, pottery, and tools are examples of _____ that prove American Indians lived in all areas of Virginia. A Artifacts* B Journals C Possessions D Documents</p> <p>7. Archaeologists study material evidence left by people from A the present. B the future. C the past.* D today.</p>	<p>Identify the season in which each food activity of the Powhatan occurred.</p> <p>8. Hunted birds and animals and lived on stored food <u>winter</u></p> <p>9. Harvested crops and stored food <u>fall</u></p> <p>10. Hunted, fished, and picked berries <u>spring</u></p> <p>11. Grew beans, squash, and maize (corn) <u>summer</u></p> <p>12. In which region is the Chickahominy tribe located? A Coastal Plain (Tidewater)* B Piedmont C Valley and Ridge D Appalachian Plateau</p> <p>13. In which region is the Monacan tribe located? A Coastal Plain (Tidewater) B Blue Ridge Mountains C Piedmont* D Valley and Ridge</p> <p>14. The first permanent English settlement in North America was A Werowocomoco. B Yorktown. C Richmond. D Jamestown.*</p> <p>15. What was the name of a large Indian town used by Indian leaders several hundred years before the English settlers came? A Jamestown B Werowocomoco* C Yorktown D Richmond</p> <p>16. In which region is the Pamunkey tribe located? A Valley and Ridge B Piedmont C Coastal Plain (Tidewater)* D Appalachian Plateau</p> <p>17. In which region is the Upper Mattaponi tribe located? A Appalachian Plateau B Piedmont C Valley and Ridge D Coastal Plain (Tidewater)*</p>
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ORGANIZING TOPIC

Jamestown and Life in Colonial Virginia

Standard(s) of Learning

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- a) explaining the reasons for English colonization;
 - b) describing how geography influenced the decision to settle at Jamestown;
 - c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
 - d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
 - 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.
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- a) explaining the importance of agriculture and its influence on the institution of slavery;
 - b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
 - c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond;
 - d) describing how money, barter, and credit were used;
 - e) describing everyday life in colonial Virginia.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic 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.

Content

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

Explain that the first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.

Explain the following reasons for English colonization in America:

- 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.

Know the following facts about Jamestown:

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

Describe how location and physical characteristics influenced the decision to settle at Jamestown.

Know that when the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.

Explain the reasons for the choice of the Jamestown site. Use the following information as a guide:

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

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

Identify the importance of the Virginia charters:

- The King of England granted charters to the Virginia Company of London to
 - establish a settlement in North America
 - extend English rights to the settlers.

Understand that as Jamestown grew, its system of government evolved.

Know that in 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor's council and the governor. They met as one legislative body. (At that time, only certain free adult men had the right to take part.)

Know that the current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English America giving settlers the opportunity to control their own government.

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

Know that Jamestown became a more diverse colony by 1620.

Know that 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.

Know that Africans arrived in Jamestown against their will in 1619. The arrival of Africans made it possible to expand the tobacco economy.

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

Know that the English settlers found life in Jamestown harder than they had expected.

Describe the hardships faced by the settlers, using the following information as a guide:

- 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.

Describe the changes that resulted in survival:

- The arrival of supply ships
- The forced work program and strong leadership of Captain John Smith
- The emphasis on agriculture

Know that the native peoples and the English settlers at Jamestown established trading relationships and, for a while, had positive interactions.

Recognize that Captain John Smith initiated trading relationships with the native peoples.

Describe how the native peoples traded mainly food with the English in exchange for tools, pots, and copper for jewelry.

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

- 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.

Know that 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.

Know that the success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.

Know that the term *cash crop* means a crop that is grown to sell for money rather than for use by the growers.

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

Explain that tobacco became the most profitable agricultural product. Tobacco was sold in England as a cash crop.

Explain how the successful planting of tobacco depended on a steady and inexpensive source of labor:

- African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations.
- The Virginia colony became dependent on slave labor, and this dependence lasted a long time.

Describe how the culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.

Understand that although it was a colony of England, Virginia developed a unique culture different from that of England.

Describe how 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

- barns
- homes

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

Know the following place names reflecting culture:

- English – Richmond
- American Indian – Roanoke

Describe where various cultural groups settled, using the following information as a guide:

- 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.

Describe how migration and living in new areas caused people to adapt old customs to their new environments.

Explain how a variety of factors explains the reasons for moving Virginia’s capital.

Understand that England became Great Britain in the early 1700s.

Describe the reasons why the capital was moved from Jamestown to Williamsburg:

- Drinking water was contaminated by seepage of salt water.
- Unhealthy living conditions caused diseases.
- Fire destroyed wooden and brick buildings at Jamestown.

Describe the reasons why the capital was moved from Williamsburg to Richmond:

- 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.

Describe how money was not often used in the early Virginia colony.

Know the following terms:

- money: A medium of exchange (currency, which includes coins and paper bills)
- barter: Trading or exchanging of goods and services without the use of money
- credit: Buying a good or service now and paying for it later
- debt: A good or service owed to someone
- saving: Money put away to save or to spend at a later time

Understand that during this time, few people had paper money or coins to use to buy goods and services.

Know that during this time, barter was commonly used instead of money.

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

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

Know that colonial Virginia had no banks.

Understand that resources found in colonial Virginia were used to produce the goods and services people needed.

Know that everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.

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

- Food
 - Food choices were limited.
 - Meals were made of local produce and meats.
- Housing
 - Most people lived in one-room houses with dirt floors.
 - Some people (farmers) lived in large houses.
- Clothing
 - Households made their own clothes.
 - Most clothing was made of cotton, wool, and/or leather.

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

Understand that most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans had no rights.

Understand that many free African Americans owned their own businesses and property but were denied most rights.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Curriculum Materials. Jamestown-Yorktown Foundation. <http://www.historyisfun.org/Curriculum-Materials.htm>.

This site offers teacher materials correlated with curriculum-based programs taught at Jamestown Settlement, Yorktown Victory Center, and through the Virginia's Outreach program.

Documents of American History. Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This publication contains the text of The Constitution of Virginia, Virginia Statute of Religious Freedom, Declaration of American Independence, Constitution of the United States of America with Amendments, and The Virginia Charters. It also includes a section entitled "Teaching the Virginia Declaration of Rights and Other Historical Documents."

Encyclopedia Virginia. Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the Commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state's heritage in the arts, religion, culture, and folklife.

"The First Legislative Assembly at Jamestown, Virginia." <http://www.nps.gov/colo/Jthanout/1stASSLY.html>.

This site describes the first meeting of the House of Burgesses in 1619.

"Governing the Colony of Virginia." *Virginia Places.* <http://www.virginiaplaces.org/government/govcolony.html>.

This site presents a concise history of Virginia from the founding of Jamestown to the establishment of the House of Burgesses.

Graphic Organizers. <http://www.eduplace.com/graphicorganizer/> and

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>. These sites supply a variety of graphic organizers to help students organize, display, and learn content.

Historic Jamestowne Lesson Plans. Association for the Preservation of Virginia Antiquities.

http://www.historicjamestowne.org/learn/lesson_plans.php. This site features current research brought about through the work of the APVA-Preservation Virginia and their archaeology project, Jamestown Rediscovery.

"Instructions to the Early Settlers of Virginia (1606)." *From Revolution to Reconstruction...and what happened afterwards.* <http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm>. This site presents the original instructions to the settlers from the Virginia Company of London.

"Jamestown—Why There?" *Virginia Places.* <http://www.virginiaplaces.org/vacities/7jamestown.html>. This site provides the reasons the Virginia Company chose Jamestown as the place to settle.

The Library of Virginia. <http://www.lva.virginia.gov/>. This site provides access to multiple databases and millions of digital images of text, photographs, and maps.

"Life at Jamestown." Jamestown-Yorktown Foundation.

http://www.historyisfun.org/PDFbooks/Life_at_Jamestown.pdf. This booklet is designed to give students "an overview of the early life of English settlement at Jamestown."

"Life in the 18th Century." Colonial Williamsburg Foundation. <http://www.history.org/history/index.cfm>. This resource includes biographies, essays, and articles on the people and places of Colonial Williamsburg.

Online Exhibits. "Charters of Freedom." National Archives.

http://www.archives.gov/exhibit_hall/charters_of_freedom/declaration/declaration_history.html. This site provides the history of the Declaration of Independence.

Primary Sources: The Virginia Company.

<http://www.learner.org/channel/workshops/primarysources/virginia/before.html>. This site offers the text of the actual second royal charter of 1609.

Royal Charters. http://jamestowne.org/Jamestowne_Society_Charters.htm. This site describes all three of the royal charters of the London Company of Virginia.

Social Studies Curriculum Resources: Virginia Studies Poster Sets. <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course.

Virginia Center for Digital History. <http://www.vcdh.virginia.edu/index.php?page=VCDH>. The site, which includes projects for K–12 educators and the general public alike, offers a variety of information about Virginia, including its famous people and places.

The Story of Virginia: An American Experience. Virginia Historical Society. <http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

Virginia Memory. The Library of Virginia. <http://www.viriniamemory.com/>. This site offers access to many of the library’s holdings presented in flexible yet integrated ways.

Virginia Pathways: The Series. Virginia History Production Consortium. <http://www.vastudies.org>. This site offers access to six videos and accompanying print materials for fourth-grade Virginia Studies.

Voyage to Virginia. Jamestown-Yorktown Foundation. http://www.historyisfun.org/PDFbooks/Voyage_to_Virginia.pdf. This booklet is designed to give students “an overview of 17th-century navigation technology and life at sea for crew and passengers.”

Session 1: Settling at Jamestown

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have prior knowledge about American Indians.
- Students are expected to be able to have prior knowledge about the world map and basic map skills.
- Students are expected to be able to understand the following vocabulary words: *businessmen*, *permission*, and *natural resources*.

Materials

- Wall map of the world
- Sentence strips
- Sign that reads “Virginia Company of London”
- Wall map of Virginia
- Props: a king’s crown, a charter
- Toothpicks or twigs
- Attachment A: Vocabulary Graphic Organizer
- World map for each student
- Chart paper and markers
- Drawing paper

Instructional Activities

The Jamestown-Yorktown Foundation Web site offers many instructional materials that will be helpful in the study of this unit. See <http://www.historyisfun.org/Curriculum-Materials.htm>.

1. Review information about the American Indians studied in the previous unit. Have students construct a timeline to display important dates and events related to Jamestown, beginning with “Before the 1600s – American Indians are living in North America.”
2. Locate England on a world map, and ask students in which direction would they have to travel in order to reach Virginia from England. Ask why people in England would want to go to an unknown, new land in America to live. Record responses on sentence strips. Post the strips, and discuss which ones are valid reasons why the settlers came to Virginia in the early seventeenth century:
 - 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.
3. Ask students the question, “When we leave school to go on a field trip, what do we have to do before we are allowed to go?” Have students share their responses, making sure they say that they need to get a permission slip and money. Tell students that the English settlers also needed a “permission slip” to come to the new land and they had to find people to pay for their trip. Select a group of students to hold a sign that says “Virginia Company of London.” On the opposite side of the room, have one or two students hold a map of Virginia. Near the Virginia Company, have one student portray the king by wearing a crown and holding a charter. Set the scene by reading the following scenario.

Groups of businessmen who live in England are trying to increase their wealth. All of them are members of the Virginia Company of London. They have decided that Virginia is a good place to locate an English colony because they think that there is gold and silver there. They also hope to find natural resources that could be used to produce products for markets in England. They will not travel themselves, so they need to find men who will agree to go to Virginia. They must provide ships and supplies for the journey and settlement. They also need to get permission from King James, and so they present their case. King James grants them a charter that allows them to proceed.

Have the student playing King James read the first charter of the Virginia Company of London. Information about the three charters of Virginia is available at <http://www.jamestowne.org/Royalc.htm>.

4. Reinforce the reasons why powerful people in England wanted to have a colony in a new land. Review the term *economic venture* with students, and have them fill out Attachment A: Vocabulary Graphic Organizer for this term. Explain to students that they are going to undertake an economic venture. Have students line up and walk through the halls. Explain that they are going to “sail across the Atlantic Ocean” as they are walking through the halls, and when they get to their classroom, they’re going to see if they can find gold and silver. As students are leaving the classroom, have a volunteer or student helper stay behind and put some toothpicks or twigs on the students’ desks. Get them excited about finding gold and silver when they get back to the classroom. Tell them they are going to be rich. As students return to the classroom, ask them what they find (only “wood”). Explain that the settlers did not find gold and silver when they got to the new land, instead they found an abundance of raw materials like wood, which could be turned into lumber, but only with much labor.
5. Explain to students that tomorrow they will learn why the settlers chose Jamestown as the site of their new home.

Next Day

6. Review information learned the previous day by asking students the following questions:
 - What did the Virginia Company of London and settlers expect to find in the New World? (gold and silver)
 - What is this type of voyage called? (economic venture)
 - Who paid for the men to come? (stockholders in the company)
 - Who were the stockholders? (wealthy men)
 - Did they find gold and silver in the New World? (no)
 - What did they find? (natural resources)
7. Give students a world map, and have them trace the route from England to Virginia through the Chesapeake Bay to Jamestown. Have students draw a star at Jamestown on their map for easy reference. Have students add “1607 – Jamestown, the first permanent English colony, is established” to their timeline. Ask students why the colony was named Jamestown. Review the meaning of the word *peninsula*, and explain that Jamestown was originally located on a peninsula but now it is on an island. Why? Ask students to brainstorm reasons why they think the settlers selected this particular location. Write their responses on a chart, and then tell them the actual reasons for the site choice.
8. Have students draw pictures illustrating the reasons why the settlers chose that particular site for the colony:
 - Their instructions from the Virginia Company of London told the settlers to go inland and find a suitable place for their colony.
 - The location could be easily defended from attack by sea (by the Spanish).
 - The water along the shore was deep enough for ships to dock.
 - They believed the site had a good supply of fresh water.
9. When students are finished with their drawings, have them share, restating the reasons why they think Jamestown is a good place to settle.

Specific Options for Differentiating This Session

Technology

- Have students listen to Native American music as they complete the different activities.
- Have students use an interactive whiteboard to show a world map with the locations of England, North America, Virginia, and Jamestown.
- Have students use an interactive whiteboard to create a timeline of Jamestown.
- Have students use software to create interactive presentation(s) of Jamestown and the timeline of events for Jamestown.

Multisensory Activities

- Have students download pictures from the Internet and other sources to create replicas of Susan Constant, Discover, and Godspeed.

- Have students create origami boats and color them as replicas of the Susan Constant, Discover, and Godspeed.

Community Connections

- Invite a local businessperson to discuss economic ventures, charters, and being a stockholder in a company.

Small Group Learning

- In groups, have students create Venn diagrams/T-Charts comparing and contrasting the resources the English businessmen thought would be in the new land and what was actually found in the new land.
- In groups, have students create a song or skit, addressing key dates and activities for the development of Jamestown.

Vocabulary

- Have students use the following vocabulary words: *Jamestown, colony, charter, businessmen, Virginia Company of London, natural resources, colonization, Susan Constant, Discovery, Godspeed, raw materials, economic venture, stockholder, location, settler, and physical characteristics.*
- Add vocabulary to a class word wall.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students create dioramas. Starting with a square piece of paper, fold it into a triangle two times. Tear on the fold line from one corner to the center. Fold the triangles inward to form a diorama. Students may then use this graphic organizer to write the names of the three ships and tell the three reasons why Jamestown was chosen as a site. The outside of the dioramas may be used for illustrations.

Session 2: Early Life in Jamestown

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have prior knowledge of the establishment of Jamestown.
- Students are expected to be able to understand the culture of American Indians.
- Students are expected to be able to understand the following vocabulary words: *gentlemen, labor, settler, physical, leadership, relationship, native, survive, and exchange.*

Materials

- Book about the settlers of Jamestown
- Picture of John Smith
- Attachment B: Hardships Cause-and-Effect Activity
- Attachment C: Jamestown 1607 Activities
- Internet access

Instructional Activities

The Jamestown-Yorktown Foundation Web site offers many instructional materials that will be helpful in the study of this unit. See <http://www.historyisfun.org/Curriculum-Materials.htm>.

1. Review the reasons for the location and settlement at Jamestown.
2. Have students define the word *hardship*, and ask students to give examples of hardships they might encounter today. Have them brainstorm possible hardships encountered by the settlers at Jamestown. Remind students that the men who came were “gentlemen”; thus, they lacked labor skills and did not know how to grow crops or hunt. They did not want to do physical work, because in England they had been businessmen. They had been led to believe they would find riches upon arrival.
3. Review the hardships faced by the settlers. A teacher and student resource, *Voyage to Virginia*, is available from the Jamestown-Yorktown Foundation at the following Web site:
http://www.historyisfun.org/PDFbooks/Voyage_to_Virginia.pdf
4. Display a picture of John Smith (available at <http://www.apva.org/history/jsmith.html>), and have students read an account of the settlers to help them identify John Smith’s role and importance. Discuss his leadership role at Jamestown.
5. Have students complete a KWL chart about early relationships between the Virginia Indians and English settlers.

What I Know about the Virginia Indians and the English settlers	What I Want to Know about the Virginia Indians and the English settlers	What I Learned about the Virginia Indians and the English settlers

6. Make sure that students have the following statements somewhere on their KWL chart:
 - Captain John Smith initiated trade relations with native people of Virginia.
 - Indians helped the settlers survive.
 - Indians traded food with the English in exchange for tools, pots, and copper for jewelry.
 - Powhatan provided leadership to his people and taught the settlers survival skills.
 - Pocahontas, daughter of Powhatan, served as a contact between native peoples and the English.
 - Indians showed the settlers how to plant corn and tobacco.
7. Have students identify and discuss situations that might have caused Powhatan to want to stop having friendly relations with the English, such as the settlers taking over the land.
8. Review previously studied content by having students complete Attachments B and C.

Specific Options for Differentiating This Session

Multisensory Activities

- Divide the class in half. Give half of the class beans for bartering and the other half, items to trade. Have students use their beans to barter for the items. Later, the class will discuss both positive and negative aspects of trading.

Community Connections

- Invite a local Native American to discuss the culture and how his/her people persevered.
- Invite a local farmer to discuss the required work to grow crops and care for livestock.
- Invite a local gardener to assist the class with developing a classroom garden.

Small Group Learning

- In groups, have students discuss hardships at their school, hardships in their community, and hardships faced by the world.
- Have students use newspaper articles or magazines to make a collage of events found in both their communities and around the world representing hardships. Use digital images or Internet articles in place of the newspaper articles or magazines.

Vocabulary

- Have students use the following vocabulary words: *Powhatan, Pocahontas, English, Captain John Smith, barter, voyage, trading, and hardship*.
- Add the vocabulary to a class word wall.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students create a human timeline using the sentence strips from Attachment A sequence activity. Then have students record the sequence of events into their social studies notebooks/journals.
- Have students create an interactive timeline demonstrating the sequence of events for Jamestown.

Session 3: Virginia General Assembly (1619)

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have prior knowledge about the importance and need for rules relating to government.
- Students are expected to be able to know human needs for survival.
- Students are expected to be able to understand the following vocabulary words: *rule, permission, decision, debate, survive, prosper, and democracy.*

Materials

- Drawing paper and crayons, markers, or colored pencils
- Chart paper and markers
- Attachment E: Government of Jamestown
- Internet access

Instructional Activities

The Jamestown-Yorktown Foundation Web site offers many instructional materials that will be helpful in the study of this unit. See <http://www.historyisfun.org/Curriculum-Materials.htm>.

1. Lead a class discussion of what would happen if there were no rules in the school. Have them draw a picture to represent possible situations that could occur without any rules. Discuss the reason and importance of rules in everyday life (e.g., safety, protection of rights). Relate the information gathered in this discussion to the situation of the early colonists forming the settlement without rules. Write on a chart some possible resulting situations. Remind students of John Smith's statement, "Those who will not work, will not eat." Reinforce the idea that this was an early attempt to govern the settlers and that it was absolutely necessary for the colony to survive and succeed.
2. Lead a discussion about the colonists beginning to want more say in the rules of the colony and asking for the English king's permission to have it. Consequently, the king allowed the royal governor of Virginia to call the first meeting of the new Virginia General Assembly in 1619. The General Assembly included two representatives, called burgesses, from each division of Virginia, along with the governor's council and the governor himself. They met as one legislative body. It was the first elected legislative body in English America giving settlers the opportunity to control their own government. (At that time, only certain free adult men had the right to take part.) Therefore, the current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown.
3. Divide the class into groups of four or five, and have each group elect one student burgess to represent the group in the making of decisions affecting everyone in the class. Stage a mock general assembly in which the elected burgesses meet together in front of onlookers (the rest of the class) to debate and then vote on making some simple rules affecting the class. Additional information about governing the colony of Virginia can be found at <http://www.virginiaplaces.org/government/govcolony.html>. Relate the need for rules today with the need for rules in the early Jamestown colony.
4. Divide students into groups, and have each group write several rules that they think would have helped the Jamestown colony survive and prosper. Share and discuss. Use Attachment E: Government of Jamestown to explain the sequence of events. Review the Web site, "The First Legislative Assembly at Jamestown, Virginia" at <http://www.nps.gov/jame/historyculture/the-first-legislative-assembly.htm> for more information.
5. Explain that in the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the Governor's Council as one of the two legislative bodies of the General Assembly.

Specific Options for Differentiating This Session

Technology

- Have students use computers to research local city or county government and discuss its structure.

- Preprogram specific vocabulary or phrases on a student's communication device to support the student during group activity.

Multisensory Activities

- Have students role-play by selecting a king, a council, and representatives to become the burgesses. Have them compare and contrast the way they were governed from 1607 to 1618 with the way they were governed after forming the House of Burgesses in 1619.

Community Connections

- Invite the officers of the local high school Student Government Association to talk about student government.
- Invite local government officials to discuss the development of laws for the community.

Small Group Learning

- Have groups brainstorm to identify ways to get different number of populations represented in an equal and fair way. (Example: What would be an equal representation of all the students in your school?)
- Have groups create their own colony with jobs and laws.

Vocabulary

- Have students use the following vocabulary words: *Virginia House of Burgesses*, *legislative body*, *monarchy*, *representative*, *elected*, *council*, *assembly*, and *governing*.
- Add vocabulary to a class word wall.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Create a word splash/sort using words and phrases such as: *choices*, *ruler*, *king*, *no vote*, *representative*, *voted*, *made laws*, *no rules*, *controlled*, *one voice*, *House of Burgesses*, *council*, and *governor*. Have students classify these words under the two headings of Monarchy and Democracy.
- Have each student include all visuals, notes, and vocabulary into an interactive notebook or journal.
- Have students add visuals to enhance the vocabulary words on Attachment E: Government of Jamestown.

Session 4: Arrival of Women and African People in Jamestown _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have prior knowledge about the establishment of Jamestown.
- Students are expected to be able to have prior knowledge about how a form of government gave Jamestown a sense of permanence, making it ready to expand.
- Students are expected to be able to understand the following vocabulary words: *domestic*, *permanence*, *reimbursed*, *respectability*, *self-sustaining*, and *provision*.

Materials

- Teacher-selected book about the Jamestown colony
- Wall map of the world
- World map for each student
- Chart paper and markers, or board

Instructional Activities

The Jamestown-Yorktown Foundation Web site offers many instructional materials that will be helpful in the study of this unit. See <http://www.historyisfun.org/Curriculum-Materials.htm>.

1. Review the groups of people living in Virginia during the early 1600s. Explain how having a government brought more order and permanence to the colony. The settlers were ready to establish families so that the colony could grow, but few women lived in Jamestown prior to 1620. Therefore, a group of women was brought to the colony for the first time in 1620, and from 1620 until 1622, the Virginia Company recruited and sent about 140 women to the colony. These young women came at the request of planters to become their wives. The planters reimbursed the Company for the women's passage from England. The women who came in 1621 were highly recommended for their social respectability and domestic skills. Make sure students understand that women were brought over so more colonists could establish families and cause the colony to become more permanent and self-sustaining. Have students add "1620 – Women are brought to Jamestown" to their timeline.
2. From a book about the Jamestown colony, read selections that explain how tobacco became a cash crop. Define *cash crop*, and discuss how agriculture became the primary source of wealth. Explain that tobacco was the most profitable cash crop because it was desired by many English people but was not available in England. The colonists traded it for supplies they needed. The large-scale cultivation of tobacco, however, required a steady and inexpensive source of field labor. This was a problem whose solution lay in the importation of enslaved Africans.
3. Locate Africa and Angola on a world map. Review that in August of 1619, the White Lion, a privateer ship carrying about two dozen Africans, sailed up the James River. The Africans had been captured by Portuguese colonists in Angola and put on board a slave ship. The White Lion had attacked the ship in the Gulf of Mexico and plundered her cargo. In Jamestown, the Africans were exchanged for provisions. Their status as enslaved persons or indentured servants is uncertain, but their arrival was an early forerunner of the tens of thousands of enslaved Africans who would follow over the next century and a half and become the main source of labor in Virginia's tobacco fields.

Specific Options for Differentiating This Session

Technology

- Have students use world maps on the Internet to locate Africa and to draw the route of the slave ships.
- Have students create a map using an interactive whiteboard. Label Africa, Angola, England, North America, Jamestown, and the James River.

Multisensory Activities

- Have each student trace a tobacco leaf and write on the leaf words from the vocabulary list that relate to tobacco.

- Have students role-play by removing all the girls from the classroom to simulate Jamestown life before the arrival of women. Have all the boys chant, “Those who will not work will not eat.” The girls reenter the class, humming the wedding march. The class then discusses the positive impact of their arrival.

Community Connections

- Have someone from the agriculture department discuss how tobacco is grown and harvested.
- Invite a health professional to discuss the harmful effects of the use of tobacco products.

Small Group Learning

- In groups, have the students study the world map and the routes enslaved Africans and women took to Jamestown. Color-code England, Africa, Angola, Jamestown, the James River, and the routes ships took to arrive in Jamestown.

Vocabulary

- Have students use the following vocabulary words: *tobacco, cash crop, profitable, product, trade, labor, indentured servant, slave, enslaved, harvest, and agriculture*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students create study guide questions related to the arrival of women and slaves to Jamestown.
- Have each student create a Jamestown journal, writing from the perspective of a Jamestown colonist and emphasizing the arrival of women, children, and enslaved Africans.

Session 5: Cultural Landscapes in Early Virginia

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to know where the English, the Africans, and the Native Americans settlements were located in Virginia.
- Students are expected to be able to understand the following vocabulary words: *descendent*, *enslaved*, *tradition*, *inhabit*, and *native*.

Materials

- Chart paper and markers
- Wall map of Virginia
- *Virginia Pathways*, “Episode 2: “Making the Move,” Segment 1: “Migration” (<http://www.vastudies.org>)
- Pictures of colonial Virginia barns, homes, and places of worship for display
- Light-weight paper plates
- Scissors
- Staplers or glue

Instructional Activities

1. Review unit material by asking students, “What people whose descendants are living in Virginia today have we discussed?” Review the English men and women, enslaved Africans, and American Indians. Show students a map of Virginia, remind students where each group lived and why they lived there.
 - The English and other Europeans settled primarily in the Coastal Plain (Tidewater) and Piedmont regions.
 - Enslaved Africans were settled primarily in the Coastal Plain (Tidewater) and 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 to move farther inland.
 - Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route.
2. Talk about the culture of colonial Virginia, and describe how whenever people settle in an area, they change the culture and landscape to reflect their beliefs, customs, and architecture. Therefore, the culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there. Ask what the landscape of early Virginia looked like before the English arrived. (There were forests, rivers and streams, Indian villages, and trails.) Ask what changes occurred when the English arrived. (Villages and farms were built with English style homes, barns, and places of worship, and roads.) Ask students to compare and contrast the landscape of Virginia before and after the colonists arrived.
3. Ask students to share how they celebrate winter holidays in their homes. Have them be specific about their traditions (e.g., special foods, activities, decorations, other details). List their responses on a chart. Discuss with students the fact that many different kinds of people immigrated to America, bringing their different traditions with them—different kinds of clothing, beliefs, and architecture. Relate this process to the ways that the cultural landscape changed in Virginia as Europeans (English, Scots-Irish, German) immigrants and enslaved Africans came to inhabit areas of Virginia along with the native peoples. Show students the *Virginia Pathways* episode listed above.
4. On a wall map of Virginia, locate Richmond and Roanoke. Tell students that Richmond is an English name and Roanoke is an American Indian name. Ask students to find and share other places that have Indian names (e.g., Chickahominy River, Powhatan County, Accomack County, Henrico County) and English names (e.g., Bedford County, Sussex County, Essex County). List these on a chart. Ask students what other words they can think of that have been adopted from American Indian languages (e.g., *moccasin*, *succotash*, *squash*).
5. Display some large pictures of colonial Virginia barns, homes, and places of worship. Give each student four light-weight paper plates, and direct them in making four triangular-shaped dioramas, using the following directions:

- Fold a plate into fourths; then, unfold and cut along one of the folds, starting at the edge of the plate and ending at the center, where the folds intersect. Write a big “X” on one of the fourths (one of the “sectors”) bordering the cut. (This sector will get folded under another sector to form the diorama.) The plate should now have one half that is not cut (sector A), one quarter that is blank (sector B), and one quarter that has an “X” (sector C). Repeat this process for the other three plates.
- On one plate, draw a picture of a colonial Virginia barn (refer to displayed pictures) in sector A, and write the word “Barns” in large letters in sector B.
- On a second plate, draw a picture of a colonial Virginia home in sector A, and write the word “Homes” in large letters in sector B.
- On a third plate, draw a picture of a colonial Virginia place of worship in sector A, and write the words “Places of Worship” in sector B.
- On the fourth plate, divide sector A into two halves. On the first half, write “Place Names that Reflect English Culture” and write names like Richmond beneath this heading. On the second half, write “Place Names that Reflect American Indian Culture,” and write names like Roanoke under this heading (refer to the chart made earlier in this lesson). Write several sentences summarizing culture of colonial Virginia in sector B.
- For each paper plate, fold sector C under sector B, and use a staple or glue to hold it together. This should form a triangular-shaped, 3-D diorama.

Specific Options for Differentiating This Session

Technology

- Have students use an interactive whiteboard to sort words (See Instructional Activity #5) into English or Native American influenced words.
- Provide maps of Europe, Africa, and Virginia on an interactive whiteboard. Have students color and label regions of Virginia, rivers in Virginia, Richmond, and Roanoke, Scotland, Ireland, Africa, and England on the maps.
- Have students look up a menu on the Internet from a local ethnic restaurant and compare that menu to their school’s menu.

Multisensory Activities

- Have students sample succotash, corn, and beans.
- Take students on a walk around the school grounds looking at houses and barns for architectural and cultural influences.

Community Connections

- Invite an ethnic restaurateur to discuss his/her profession.
- Take a field trip to a local ethnic restaurant.
- Invite an architect or landscape artist to discuss the influence of various cultures on design.
- Hold a Family Fair with foods and activities from the different cultures within your classroom. If there are limited cultures represented, students can provide foods from the American Indian culture.

Small Group Learning

- Have students discuss favorite foods they experienced from their classmates during the Family Fair.
- Have students create triangular-shaped dioramas.
- Have students create a recipe page for one of the foods from the Family Fair. The class will add group pages to a Family Fair Cookbook to be shared with their own families.

Vocabulary

- Have students use the following vocabulary words: *culture, belief, custom, architecture, landscape, celebration, immigrant, Richmond, and Roanoke.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students use a variety of foods to make a “Then and Now” chart to illustrate changes in food preservation. For example, students place dried beans under “Then” and a can of beans under “Now.” Use a fast food container for beef and a piece of jerky to contrast changes.

Session 6: Geographical Factors and the Location of Virginia's Capital _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to understand the importance of a capital city and its location.
- Students are expected to be able to understand human needs for survival.
- Students are expected to be able to understand the following vocabulary words: *geographic, settler, medicine, primary, disease, populated, successful, revolution, raging, and prudent.*

Materials

- Wall map of Virginia
- Chart paper and markers, or board
- Attachment G: The Capitals of Early Virginia Sorting Activity
- Scissors
- Glue

Instructional Activities

1. Locate Jamestown and Williamsburg on a map of Virginia, pointing out the geographic differences between the two locations. Review the hardships faced by the settlers living in Jamestown, listing them on a chart. Lead students to identify these hardships as the primary reasons for moving the capital from Jamestown to Williamsburg. Guide students to conclude that the area was marshy and the prevailing damp conditions encouraged the spread of diseases. Unhealthy living conditions caused diseases, the diseases spread, and many colonists died. Also discuss the fact that fire twice destroyed wooden and brick buildings in Jamestown and the settlement never recovered—another reason for moving the capital to Williamsburg.
2. Incorporate the following information into student activities, such as those suggested below:
 - **Writing a newspaper report:** “Williamsburg to Become New Capital of Virginia in 1699!” The population of Williamsburg is growing. It is located farther from the James River than Jamestown and is, therefore, much less damp. The site has plenty of fresh, safe drinking water. People want a safer place to live to protect themselves from diseases.
 - **Writing a newspaper report:** “Capital of Virginia to Move to Richmond in 1779!” In the last 80 years (since 1699), Williamsburg and the surrounding land have become highly populated due to successful farming. Colonists are continuing to look for more farm land on which to settle and grow tobacco as a cash crop. They are traveling westward up the James River to the Fall Line, where waterfalls and rapids prevent further unhindered travel up the river. At this location, settlers have already founded the town of Richmond more than 40 years ago (in the 1730s), and it has become a centrally located trading center. Now that the revolution against Great Britain has begun (the American Revolution) and the war is raging, moving the capital from Williamsburg to Richmond seems prudent for several reasons: (1) The population is generally moving westward; (2) Richmond is a more central location than Williamsburg; (3) the move will increase the distance of the capital from the sea and possible attack by the British.
3. Distribute copies of Attachment G: The Capitals of Early Virginia Sorting Activity, which will reinforce student understanding of reasons for moving the capital from Jamestown to Williamsburg and then from Williamsburg to Richmond. Have them cut out each statement and glue it onto a piece of paper under the correct heading.

Specific Options for Differentiating This Session

Technology

- Have students use a software program to create each of the capital locations adding graphics to represent the various characteristics that led to the success or fall of that location as the capital.
- Have students use an interactive whiteboard to label the capital locations on a map of Virginia.
- Provide capital names to a student's communication device.
- Provide skit script on a student's communication device.

Multisensory Activities

- Have students build a house of easily accessible materials on a rough-surfaced, heavily trafficked area (Jamestown); build another city on a smoother, yet well-trafficked area (Williamsburg); and finally build a third city on a desk/table out of the way (Richmond). Discuss how the positions of these cities differ and the pros and cons of each location.

Community Connections

- Take field trips or virtual field trips to Jamestown, Williamsburg, and Richmond.
- Invite a local newspaper reporter to assist the class in creating the newspaper reports.

Small Group Learning

- Have students discuss what they would do if the grocery store ran out of milk, if McDonald's ran out of cheeseburgers, if their local drug store ran out of cough medicine, if the toy store ran out of the video game of choice, or if someone knocked down the structure they just spent hours building? How does this correlate with the settlers' reaction to sickness, fire, and lack of necessary supplies?
- Have students perform skits depicting life in a particular capital. Emphasize the struggles of survival and the hardships the settlers endured.

Vocabulary

- Have students use the following vocabulary words: *Williamsburg*, *Jamestown*, *Richmond*, *capital*, *hardship*, *marshy*, and *condition*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a flowchart illustrating the causes and effects of the events leading to the movement of the capital city.

Session 7: Economic Forms of Exchange in the Early Virginia Colony _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to be aware of economic exchange at a basic level.
- Students are expected to be able to understand basic human needs.
- Students are expected to be able to understand the following vocabulary words: *household, need, duplicate, exchange, survive, colonization, good, service, acquire, promising, and economics.*

Materials

- Chart paper and markers, or board
- Sentence strips
- Attachment I: Economics Venn Diagram

Instructional Activities

1. Begin this lesson with a game. Give each student a bag of cards showing pictures of colonial items, such as wigs, nails, barrels, medicine, food items, furniture, various small household items, etc. The bag should also contain a list of items a colonist would truly *need*. Have students sort their cards to identify the needed items they already have, the needed items they lack and must get, and the needed items they could give up in trade because they have duplicates. Then, with no instructions, let them exchange cards in order to obtain needed items from their classmates.
2. After the majority of students have gotten most of their items by trading, lead a class discussion on how they went about this process. Introduce the term *barter*. Review how the colonists traded with the American Indians to survive during early colonization. Explain that few colonists had or used paper money or coins to buy goods and services; instead, they bartered good for other goods. Ask how people today acquire what they need or want. Be sure responses include paying with cash, checks, debit cards, and credit cards.
3. Divide students into four groups, and give each group one of the following terms: *money, credit, debt, savings*. Have each group work together to define the word and create a skit to perform for the class to teach their peers what they learned. Give each group a sentence strip on which to write the word and definition. Post the four strips for easy reference and review.
4. Have students fill out Attachment A: Vocabulary Graphic Organizer for each of the words *barter, money, credit, debt, and savings*.
5. Review that tobacco was a cash crop and was often referred to as green gold; therefore, it was used as money. Farmers, for example, would barter their harvested tobacco for goods and services. Emphasize that because few people had paper money or coins to pay for goods and services, they often purchased needed items on credit by promising to pay their debts when their crops were harvested and sold.
6. Ask students where their parents go to get money. (To a bank or bank machine) Ask them whether there were banks in Virginia in colonial times. List reasons why there were no banks before 1791, when the first bank of the United States was established.
7. Have students fill out Attachment I: Economics Venn Diagram, comparing economics in colonial times and today.

Specific Options for Differentiating This Session

Technology

- Have students use Web sites that simulate economical situations, examples include: Lemonade Stand (<http://www.coolmath-games.com/lemonade/>) and Coffee Shop (<http://www.coolmath-games.com/0-coffee-shop/index.html>).
- Create a Venn diagram on an interactive whiteboard. Have students write in the comparisons for goods needed during the colonial days and goods needed during the present day.

Multisensory Activities

- Have students use individually earned points/cash to trade for classroom privileges.

Community Connections

- Take a field trip or virtual field trip to a bank. Have students compare and contrast forms of exchange now and then.
- Invite a local banker to discuss how present day banking affects people and the economy.

Small Group Learning

- Have groups predict what may happen during the market day activity. At the close of the market day, have groups reconvene and discuss predictions and actual events.

Vocabulary

- Have students use the following vocabulary words: *barter*, *trade*, *cash crop*, *credit*, *debt*, *savings*, *product*, and *harvest*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a flowchart to track where his/her individual items began and where they ended up at the culmination of the market day activity.

Session 8: Everyday Life in Colonial Virginia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to know the difference between goods and services.
- Students are expected to be able to know the differences and examples of natural, human, and capital resources.
- Students are expected to be able to understand the following vocabulary words: *resource, natural resources, human resources, capital resources, colonist, good, service, produce, and common.*

Materials

- Large sheets of poster board
- Markers, crayons, or colored pencils
- Scissors and glue (optional)
- Internet access and printer

Instructional Activities

1. Introduce the lesson by explaining that people living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed. Have students list examples of natural, human, and capital resources the colonists used.
2. Give each student a sheet of poster board, and have them divide it into fourths with colorful, decorative lines.
3. Provide background knowledge on the types of foods available to the colonists. Local produce might have included beans, peas, corn, carrots, squash, pumpkins, and potatoes. Meat might have included wild game and other animals. Fish and shellfish from the river would also have been caught for food. At the top of one sector of the divided poster, have students write the heading “Food” and at the bottom of the sector, write a sentence explaining the foods the Virginia colonists ate. Finally, in the center of the sector, have them draw pictures of some of these foods.
4. Provide background knowledge on housing in colonial Virginia. Talk about how most colonists lived in one-room homes with dirt floors, but some farmers lived in large homes. At the top of a second sector of the poster, have students write the heading “Housing” and at the bottom of the sector, write a sentence explaining the types of houses in which the Virginia colonists lived. Finally, in the center of the sector, have them draw pictures of different types of houses they would have seen in colonial Virginia.
5. Provide background knowledge on the clothing of colonial Virginia. A good resource is the Web site <http://www.history.org/History/teaching/dayInTheLife/webactivities/dress/dress.cfm>. This is an interactive game that enables students to dress as the different kinds of people living in colonial Virginia. It also explains what the people wore and why. At the top of a third sector, have students write the heading “Clothing” and at the bottom of the sector, write a sentence explaining the types of clothing the Virginia colonists wore. Finally, in the center of the sector, have them draw pictures of different types of clothing. Alternatively, you might have students print, cut out, glue down, and color pictures from the Web site.
6. At the top of the fourth sector of the poster, have students write one of the following headings of their choice:
 - “Food in Colonial Virginia and Contemporary Virginia”
 - “Housing in Colonial Virginia and Contemporary Virginia”
 - “Clothing in Colonial Virginia and Contemporary Virginia”

Then below the heading, have students complete a Venn diagram comparing the item in colonial Virginia to the same item commonly found in Virginia today.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard with a Venn diagram to compare the items found in colonial Virginia times to modern times.

- Have students use architecture software to design a colonial house and a modern house.

Multisensory Activities

- Have students complete a sort comparing colonial items to modern items, which includes food, housing, and clothing.
- Have each student create a collage of images comparing the colonial items to contemporary items of Virginia.

Community Connections

- Invite a builder or architect to discuss modern building methods to construct the various types of houses.
- Invite a Virginia farmer to discuss local produce and planting methods.
- Invite a seamstress to demonstrate the design and methods to make a piece of clothing.

Small Group Learning

- Have groups use building logs, building blocks, or wooden craft sticks to construct colonial houses or modern houses.
- Have groups create different types of clothing from colonial times.
- Have groups create posters/collages of foods, housing, and clothing of colonial or contemporary times.

Vocabulary

- Have students use the following vocabulary words: *contemporary*, *squash*, *succotash*, and *shellfish*.
- Have students include vocabulary in a social studies glossary.

Student Organization of Content

- Have students create T-Charts, comparing colonial and contemporary housing, food, and clothing in Virginia.
- Have students create frames or graphic organizers comparing colonial and contemporary housing, food, and clothing in Virginia.
- Have each student add organizers to an interactive textbook or notebook.

Session 9: Assessment

Materials

- Attachments K and L: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachments K and L.

Attachment A: Vocabulary Graphic Organizer _____

Vocabulary word:	Definition:
The word used in a sentence:	Picture:

Vocabulary word:	Definition:
The word used in a sentence:	Picture:

Attachment B: Hardships Cause-and-Effect Activity _____

Name: _____ Date: _____

Directions: Read the cause of each hardship, and fill in its effect. You may write a sentence or draw a picture to complete each box.

Cause	Effect
<p>Jamestown had an unhealthy water supply.</p>	
<p>Men who came to Jamestown were "gentlemen," and they lacked the necessary labor skills.</p>	
<p>There was not enough food for all the settlers.</p>	

Attachment C: Jamestown 1607 Activities

Name: _____ Date: _____

Cause-and-Effect Activity

Directions: Draw a line to match each cause with its effect.

Cause	Effect
The Virginia Company of London stockholders wanted to establish a colony in America.	The colonists chose Jamestown as their settlement site.
Jamestown had water deep enough to dock ships and was a good site to defend the settlement from the Spanish.	The stockholders asked the king's permission.
The stockholders of the Virginia Company of London asked the king of England for permission to settle a colony in America.	The king granted the Virginia Company of London a charter to establish a colony in America.

Sequence Activity

Number the following events 1 through 5 to show the order in which they happened:

_____ The Virginia Company of London financed a venture to colonize North America.

_____ The American Indians inhabited Virginia.

_____ Christopher Columbus led an expedition to North America.

_____ The king of England granted the first charter to establish a settlement in North America.

_____ The English colonists chose Jamestown as the location for their settlement.

Attachment D: Jamestown 1607 Activities, Answer Key _____

Cause-and-Effect Activity

Directions: Draw a line to match each cause with its effect.

Cause	Effect
The stockholders of the Virginia Company of London wanted to establish a colony in America.	The colonists chose Jamestown as their settlement site.
Jamestown had water deep enough to dock ships and was a good site to defend the settlement from the Spanish.	The stockholders asked the king's permission.
The stockholders of the Virginia Company of London asked the king of England for permission to settle a colony in America.	The king granted the Virginia Company of London a charter to establish a colony in America.

Sequence Activity

Number the following events 1 through 5 to show the order in which they happened:

- 3 The Virginia Company of London financed a venture to colonize North America.
- 1 The American Indians inhabited Virginia.
- 2 Christopher Columbus led an expedition to North America.
- 4 The king of England granted the first charter to establish a settlement in North America.
- 5 The English colonists chose Jamestown as the location for their settlement.

Attachment E: Government of Jamestown _____

Name: _____ Date: _____

Directions: Fill in the blanks.

General Assembly in 1619

The Royal Governor was appointed by _____.



The Governor's Council was appointed by _____.



Citizens of Jamestown elected _____ from each of the divisions of Virginia.

House of Burgesses in the 1640s

By the 1640s, the _____ became a separate legislative body, called _____.

It gave the settlers the opportunity to _____ their own government.

Attachment F: Government of Jamestown, Answer Key _____

Directions: Fill in the blanks.

General Assembly in 1619

The Royal Governor was appointed by the king.



The Governor's Council was appointed by the Royal Governor.



Citizens of Jamestown elected two burgesses from each of the divisions of Virginia.

House of Burgesses in the 1640s

By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses.

It gave the settlers the opportunity to control their own government.

Attachment G: The Capitals of Early Virginia Sorting Activity _____

Cut out and sort the following statements under the proper heading:

Factors related to moving the capital from <u>Jamestown</u> to <u>Williamsburg</u>	Factors related to moving the capital from <u>Williamsburg</u> to <u>Richmond</u>
It was a more central location.	Unhealthy living conditions caused diseases.
Fire destroyed wooden and brick buildings.	It increased the distance from attack by the British.
The population was moving westward.	Drinking water was contaminated by seepage of salt water.

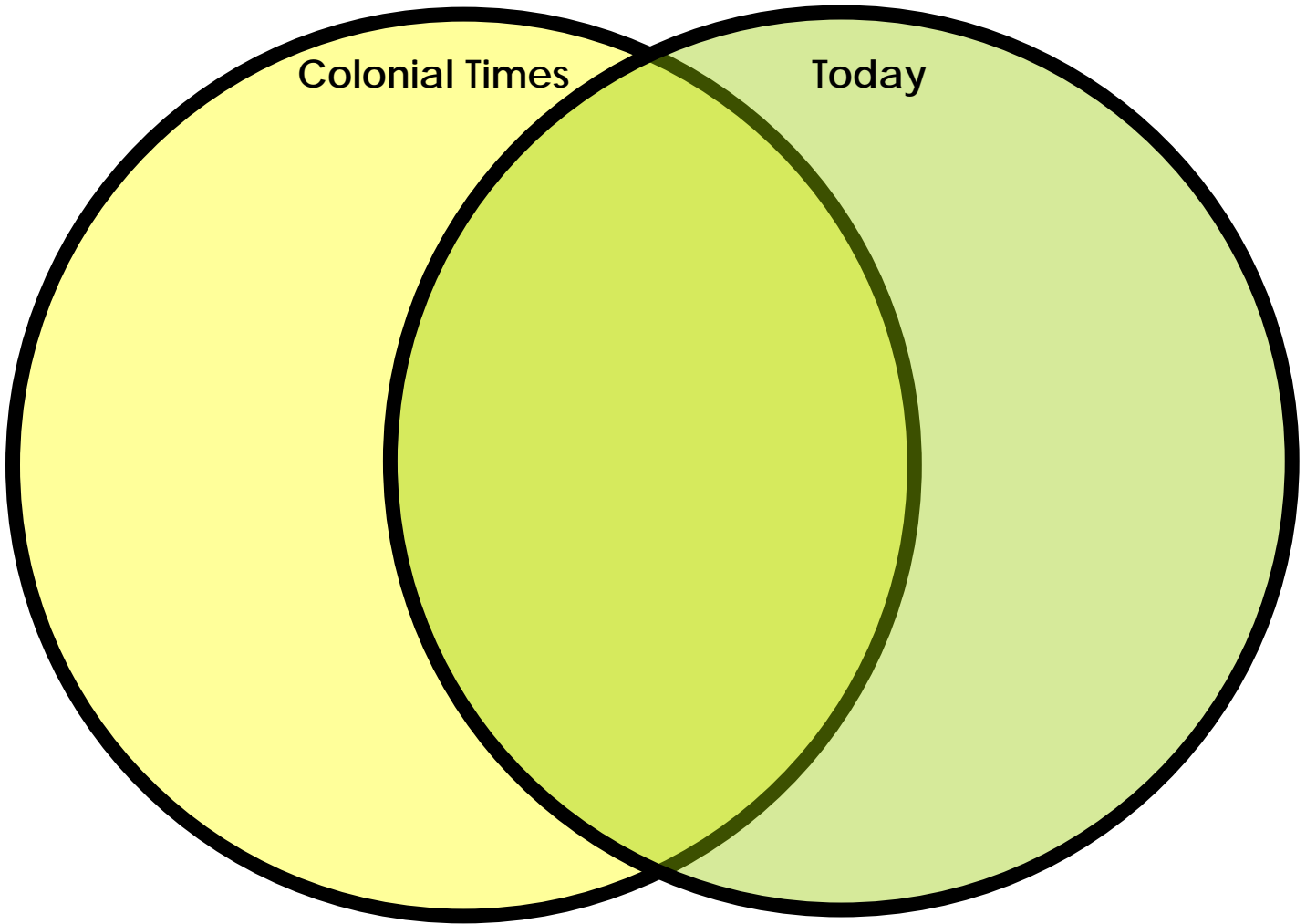
Attachment H: The Capitals of Early Virginia Sorting Activity, Answer Key _____

Factors related to moving the capital from <u>Jamestown</u> to <u>Williamsburg</u>	Factors related to moving the capital from <u>Williamsburg</u> to <u>Richmond</u>
Unhealthy living conditions caused diseases.	It was a more central location.
Fire destroyed wooden and brick buildings.	It increased the distance from attack by the British.
Drinking water was contaminated by seepage of salt water.	The population was moving westward.

Attachment I: Economics Venn Diagram _____

Name: _____ Date: _____

Use the Venn diagram to compare colonial economics to economics today.



Attachment J: "I Have...Who Has...?"

Directions: Copy the playing cards shown below on card stock, and cut them out. Give each student one card. Choose one student to begin the activity. This student reads the "I Have...Who Has...?" question on his/her card. The student who has the card with the answer to this question reads the answer and then reads the question on his/her card. Students should continue until the last card is matched with the card that started the activity. If you time the rounds, students may play several rounds of this game to try to beat the time of the previous round.

<p>I have: Tobacco</p> <p>Who has the reasons why the English settlers chose Jamestown as their site?</p>	<p>I have: Their instructions told the settlers to go inland; the location could be defended from attack by sea; the water along the shore was deep enough for ships to dock; and they believed the site had a good supply of fresh water.</p> <p>Who has the reason why England wanted to establish a colony in North America?</p>
<p>I have: To increase its wealth and power</p> <p>Who has the year the governor of Virginia called a meeting of the General Assembly?</p>	<p>I have: 1619</p> <p>Who has where the enslaved African Americans came from before they were captured and brought to Virginia?</p>
<p>I have: Angola, which is located in Africa</p> <p>Who has the hardships faced by the settlers?</p>	<p>I have: The site they chose was marshy and lacked safe drinking water, the settlers lacked skills, and many settlers died of disease and starvation.</p> <p>Who has the year Jamestown became the first permanent English settlement in North America?</p>
<p>I have: 1607</p> <p>Who has the person who initiated trading relations with the native peoples?</p>	<p>I have: Captain John Smith</p> <p>Who has the group of people who made it possible to expand the tobacco economy?</p>

<p>I have: The arrival of enslaved Africans</p> <p>Who has the year a large group of women arrived in Jamestown?</p>	<p>I have: 1620</p> <p>Who has the reason why women were important to Jamestown?</p>
<p>I have: They made it possible for more settlers to establish families and a more permanent settlement in Jamestown.</p> <p>Who has who financed the settlement of Jamestown?</p>	<p>I have: The stockholders of the Virginia Company of London</p> <p>Who has the type of land Jamestown was in 1607?</p>
<p>I have: It was a peninsula. Today it is an island located in the James River.</p> <p>Who has the importance of the Virginia charters?</p>	<p>I have: They established a settlement in North America and extended English rights to the settlers.</p> <p>Who has what the burgesses became by the 1640s?</p>
<p>I have: They became a separate legislative body called the House of Burgesses.</p> <p>Who has what the native peoples traded to the English settlers?</p>	<p>I have: They traded mainly food.</p> <p>Who has what the English traded to the native peoples?</p>

<p>I have: They traded tools, pots, and copper for jewelry.</p> <p>Who has the person who served as a contact between the native peoples and the English settlers?</p>	<p>I have: Pocahontas</p> <p>Who has the meaning of <i>cash crop</i>?</p>
<p>I have: A crop that is grown to sell for money rather than for use by the growers.</p> <p>Who has how the Africans came to Virginia?</p>	<p>I have: They came against their will after Portuguese sailors captured them in Angola.</p> <p>Who has who was included in the General Assembly in 1619?</p>
<p>I have: Two burgesses from each division of Virginia, the governor's council, and the governor.</p> <p>Who has the person who granted the charters to the Virginia Company of London?</p>	<p>I have: The king of England.</p> <p>Who has the agricultural product sold in England as a cash crop?</p>

Attachment K: Sample Assessment Items (VS.3a–g)

Asterisk () indicates correct answer.*

<p>1. The English wanted to colonize America to A increase their wealth.* B develop friendly relationships with the Indians. C send prisoners to a new place. D find good schools for their children.</p> <p>2. Who financed the settlement at Jamestown? A King James of London B Mayflower Company C Virginia Company of London* D Tobacco Company</p> <p>3. Where was the first permanent English settlement in North America? A Williamsburg B Richmond C Jamestown* D Hampton</p> <p>4. A narrow strip of land surrounded on three sides by water is a A bay. B island. C peninsula.* D gulf.</p> <p>5. Which of the following is NOT a reason that the English chose Jamestown as the location for their settlement? A It could be easily defended from attack by sea (from the Spanish). B The water along the shore was deep enough for ships to dock. C They believed it had a good supply of fresh water. D They expected to start a railroad industry.*</p> <p>6. Who granted the charters to colonize North America? A Captain John Smith B The king of England* C The Virginia Company of London D The Powhatan Indians</p> <p>7. The first system of representative government in Virginia was the A General Assembly.* B Parliament. C Council. D Congress.</p>	<p>8. Who placed emphasis on self-sustaining agriculture, which ensured survival of the Jamestown colony? A Captain Christopher Newport B John Rolfe C Governor Berkeley D Captain John Smith*</p> <p>9. Who provided leadership to his people and taught the Jamestown settlers survival skills? A Sacagawea B Powhatan* C Pocahontas D Hiawatha</p> <p>10. Which Jamestown settler initiated trading relations with the Powhatan? A John Rolfe B Christopher Newport C John Smith* D Christopher Columbus</p> <p>11. During the 1600s, the only citizens who could take part in the government and vote were A indentured servants. B African people. C free adult men.* D Powhatan Indians.</p> <p>12. The first elected legislative body in English America was the A General Assembly.* B Congress of the United States. C Parliament of England. D Virginia Company of London.</p> <p>13. The Virginia House of Burgesses later became and continues today as the. A Governor’s Council. B Virginia General Assembly.* C United Nations. D House of Commons.</p> <p>14. The arrival of Africans in the Jamestown colony made it possible to expand the economy by A mining coal. B cultivating tobacco.* C forestry. D shipping.</p>
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15. How did the arrival of women at Jamestown in 1620 affect the colony?

- A It expanded the tobacco economy.
- B It decreased the size of the colony.
- C It allowed the right to vote.
- D It established families and developed a more permanent settlement.*

16. Which of the following is NOT a hardship faced by the settlers at Jamestown?

- A The settlers lacked some skills necessary to provide for themselves.
- B Many settlers died of starvation and disease.
- C The site they chose was marshy and lacked safe drinking water.
- D The settlers found it difficult to mine gold and silver in the Virginia mountains.*

Attachment L: Sample Assessment Items (VS.4a-d)

Asterisk (*) indicates correct answer.

<p>1. What people were brought to the Virginia colony against their will to work as enslaved persons on the plantations? A Women B Africans* C Germans D American Indians</p> <p>2. The most profitable agricultural product in the Virginia colony was A lumber. B peanuts. C maize (corn). D tobacco.*</p> <p>3. A crop grown for money rather than for use by the growers is called a A cash crop.* B human resource. C stock exchange. D service request.</p> <p>4. The economy of colonial Virginia was dependent on A agriculture.* B factories. C shipping. D mining.</p> <p>5. What did the Virginia colony depend on as a source of work with the tobacco crop? A House of Burgesses B Virginia Company of London C Slave labor* D Stockholders of England</p> <p>6. Whenever people settle in an area, they change the landscape to reflect the beliefs, customs, and architecture of their A transportation B maps C culture.* D cash crops</p> <p>7. All of the following are examples of cultural landscapes EXCEPT A places of worship. B barns. C telephones.* D homes.</p>	<p>8. Who settled primarily in the Coastal Plain (Tidewater) and Piedmont regions? A English* B Cherokee C Germans D Scots-Irish</p> <p>9. Names of places in Virginia like Roanoke and Richmond reflect A skills. B culture.* C landscapes. D economy.</p> <p>10. Who settled the Shenandoah Valley? A Germans and Scots-Irish* B Dutch and Spanish C English and French D Mexicans and Canadians</p> <p>11. Which of these was NOT a factor for moving the capital city from Jamestown to Williamsburg? A Contaminated drinking water caused diseases. B Fire destroyed wooden buildings. C Williamsburg was at a higher elevation. D The population in Jamestown made it too crowded.*</p> <p>12. Buying a good or service now and paying for it later is called A debt. B credit.* C barter. D savings.</p> <p>13. Trading by exchanging goods for other goods without using money is called A money. B credit. C barter.* D savings.</p> <p>14. What was used for money and was called “green gold” in early Virginia? A Squash B Wheat C Tobacco* D Pumpkins</p>
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Attachment M: Additional Activities

1. Have students create a timeline of the beginnings of early government in Virginia.
2. Have students create a flow chart of reasons why the capital of Virginia was relocated twice.

The Role of Virginia in the American Revolution

Standard(s) of Learning _____

- VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
 - b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, with emphasis on 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, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic 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.

Sequence events in Virginia history.

Interpret ideas and events from different historical perspectives.

Content

Know that England became Great Britain in the early 1700s.

Understand that conflicts developed between the colonies and Great Britain over how the colonies should be governed.

Understand that the Declaration of Independence gave reasons for independence and ideas for self-government.

Identify, using the following information as a guide, the reasons why the colonists and the English Parliament disagreed over how the colonies should be governed:

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

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

Understand that Virginians made significant contributions during the Revolutionary War era.

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

Identify the varied roles of whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, using the following information as a guide:

- 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.

Describe the contributions of Virginians during the Revolutionary War era, using the following information as a guide:

- 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 obtained his freedom after the war.

Understand that the Battle of Great Bridge was the first land battle of the American Revolution to be fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk.

Understand that the actions of Jack Jouett prevented the capture of key members of the Virginia General Assembly. 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.

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

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

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “American Revolution.” *Kid Info*. http://www.kidinfo.com/American_History/American_Revolution.html. This site provides a collection of student references on the Revolutionary War.
- “The American War for Independence.” *The History Place*. <http://www.historyplace.com/unitedstates/revolution/index.html>. This site supplies historical information on the Revolutionary War.
- “Battle of Great Bridge.” Chesapeake Library. <http://www.chesapeake.lib.va.us/pdfs/Hanbury-GB-Pamphlet.pdf>. This site gives historical background on the Battle of Great Bridge.
- “The Battle of Great Bridge.” MilitaryHistoryOnline.com. <http://www.militaryhistoryonline.com/18thcentury/articles/battleofgreatbridge.aspx>. This site gives an in-depth historical background about the Battle of Great Bridge and includes numerous pictures.
- “Brief Biography of Thomas Jefferson.” *Thomas Jefferson Monticello*. <http://www.monticello.org/jefferson/biography.html>. This site provides a brief biography of Thomas Jefferson.
- “Captain Jack Jouett’s Ride to the Rescue: Did Virginia’s Paul Revere Spare Thomas Jefferson the Acquaintance of a British Hangman?” The Colonial Williamsburg Foundation. <http://www.history.org/Foundation/journal/Summer06/ride.cfm>. This site gives historical background about the ride of Jack Jouett.
- “Declaration of Independence.” *Charters of Freedom*. National Archives. <http://www.archives.gov/exhibits/charters/declaration.html>. This site provides the history of the Declaration of Independence and images of the original.
- Documents of American History*. Virginia Department of Education. <http://www.doe.virginia.gov/VDOE/Instruction/AmericanDoc99.pdf>. This publication contains the text of The Constitution of Virginia, Virginia Statute for Religious Freedom, Declaration of American Independence, Constitution of the United States of America with Amendments, and the Virginia Charters. It also includes a section on “Teaching the Virginia Declaration of Rights and Other Historical Documents.”
- Encyclopedia Virginia*. Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the Commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state’s heritage in the arts, religion, culture, and folklife.
- Graphic Organizers*. <http://www.eduplace.com/graphicorganizer/> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>. These sites supply a variety of graphic organizers to help students organize, display, and learn content.
- History Happens*. <http://www.ushistory.com/stories1.htm> This site contains information about Jack Jouett, as well as a song that describes his heroic ride.
- “Instructions to the Early Settlers of Virginia.” *From Revolution to Reconstruction, and What Happened Afterward*. <http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm>.
- “Liberty! The American Revolution.” *A Series from PBS*. <http://www.pbs.org/ktca/liberty/index.html>. This site provides an overview of the Revolutionary War.
- Modules on the Revolutionary War*. <http://www.gilderlehrman.org/teachers/module1/index.html>. This site provides access to a primary source documents, learning tools, and visual aids from the Gilder Lehrman Institute of American History.
- Meet the People: George Washington*. The Colonial Williamsburg Foundation. <http://www.history.org/Almanack/people/bios/biowash2.cfm>. This site provides background information on and a brief biography of George Washington.

Meet the People: Patrick Henry. The Colonial Williamsburg Foundation.

<http://www.history.org/Almanack/people/bios/biohen.cfm>. This site provides background information on and a brief biography of Patrick Henry. Students can also listen to Patrick Henry's speech.

Revolutionary War. <http://www.kathimitchell.com/revolt.htm>. This site provides access to a collection of Web sites on the American Revolution that are good for students.

Revolutionary War: The Home Front.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/homefnt/homefnt.html>. This site from the Library of Congress provides access to documents from the American Revolution.

Social Studies Curriculum Resources: Virginia Studies Poster Sets.

<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course; click on "Virginia Gains Independence" for posters on the American Revolution.

Virginia Center for Digital History. <http://www.vcdh.virginia.edu/index.php?page=VCDH>. The site, which includes projects for K–12 educators and the general public alike, offers a variety of information about Virginia, including its famous people and places.

The Story of Virginia: An American Experience. Virginia Historical Society.

<http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

Virginia Memory. The Library of Virginia. <http://www.virginiamemory.com/>. This site offers access to many of the library's holdings presented in flexible yet integrated ways.

Yorktown Victory Center. Jamestown-Yorktown Foundation. <http://historyisfun.org/Curriculum-Materials.htm>.

The Yorktown Victory Center site offers instructional background essays and audio interviews on the Revolutionary War.

Session 1: Reasons the Colonies Went to War with Great Britain _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have knowledge of the relationship between England and the colonists.
- Students are expected to be able to know where England is located on a map.
- Students are expected to be able to understand the following vocabulary words: *communicate*, *document*, *turning point*, *free and independent*, *governed*, *declare*, and *freedom*.

Materials

- Copy of the Declaration of Independence
- Internet access

Instructional Activities

The following Web site may be helpful to both teachers and students:

- *Becoming Americans*. <http://www.vahistorical.org/sva2003/americans.htm>. This site presents facts about Virginia's role in the American Revolution.
1. Have students brainstorm what they think the word *revolt* means, and discuss the meaning of the word *revolution*. Then, have students create a KWL chart about the American Revolution. After they have listed what they already know in the Know column, hold a class discussion about what they Want to learn. List their responses on the board, and have them list the significant ones in the Want column
 2. Share important background information about the revolution, and have them add these facts to the Learned column.
 - Explain that in 1707, England and Wales created one parliament and united England, Scotland, and Wales under one title called Great Britain.
 - Review the key facts about the French and Indian War, explaining that it was the turning point in reasons for wanting to be free and independent of British rule.
 - Tell students that the colonists and the British Parliament disagreed over how the colonies should be governed.
 - Tell students that the colonists communicated their feelings with each other and the king on several occasions and finally decided to declare their freedom from King George's rule through a written document called the Declaration of Independence.
 3. Show students an image of the original Declaration of Independence (available at <http://www.archives.gov/exhibits/charters/declaration.html>), and help them read an important portion of it, e.g., the Preamble. Tell them that a Virginian, Thomas Jefferson, was chosen to write this document. Explain that the Declaration of Independence states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness. The Declaration of Independence was adopted on July 4, 1776, and it officially started the Revolutionary War with Great Britain.

Specific Options for Differentiating This Session

Technology

- Have students locate images of the French and Indian War, colonial discord, and the signing of the Declaration of Independence to create an ongoing classroom timeline.
- Have students use an interactive whiteboard to highlight key portions of the Declaration of Independence.

Multisensory Activities

- After looking at the back of a two-dollar bill, have the class reenact the portrait of the signing of the Declaration of Independence and take a picture. Picture could be enlarged.
- Have each student use cardboard cutouts, or plastic military models to create a model of a Revolutionary War battlefield.

Community Connections

- Invite a Revolutionary War reenactor to speak to the class.
- Visit a Revolutionary War battlefield, or take a virtual tour of a battlefield.
- Invite a veteran to compare historic warfare to modern warfare.

Small Group Learning

- Split the class into three small groups: patriot, loyalist or neutral. Each group will assume assigned role and try to persuade the neutral group to join its cause.

Vocabulary

- Have students use the following vocabulary words: *revolt, revolution, Great Britain, French and Indian War, Parliament, Declaration of Independence, document, Thomas Jefferson, equal, freedom* and “*life, liberty, and the pursuit of happiness.*”
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students begin timelines including the French and Indian War, discord in the colonies, and signing of the Declaration of Independence. Photos, graphics, or student illustrations may be used. Timelines could be added to in subsequent lessons.
- Have each student create a graphic organizer comparing patriots, loyalists, and neutrals.
- Have each student add all work to an interactive textbook or notebook.

Session 2: Various Roles of People in the Revolutionary War Era _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have knowledge about colonial discord.
- Students are expected to be able to know the implications of the Declaration of Independence.
- Students are expected to be able to understand the following vocabulary words: *enslaved, freedom, enlistment, depleted, and responsibility.*

Materials

- Bulletin board and pushpins
- Chart paper and markers, or board

Instructional Activities

1. Guide students in defining the terms *patriot, loyalist, and neutral*. Post the definitions on a bulletin board for reference.
2. Have students pretend they are patriots, and have them list on a chart their reasons for fighting against Great Britain. Discuss. Then, have students pretend they are loyalists, and instruct them to list their reasons for supporting Great Britain. Discuss. Finally, have students pretend they are neutral, and tell them to list their reasons for not taking sides. Discuss.
3. Share information about the roles of patriots, loyalists, and neutrals during the Revolutionary War era. Explain that some enslaved African Americans in Virginia fought to increase their chance of winning freedom. As the Revolutionary War spread through every region, enslaved African Americans sided with whichever army promised them personal liberty. Explain that in January of 1776, General Washington allowed the enlistment of some free African Americans with prior military experience, and in January of 1777, he extended the enlistment terms to all free African Americans in order to help build up the depleted ranks of the Continental Army. Inform students that many American Indians fought alongside the Virginia patriots, while others fought with the British.
4. Ask students what might have been the role of women during the Revolutionary War, and list their responses on a chart. Explain that women had more responsibility than they had before the war, and have students identify what those responsibilities may have been (e.g., taking care of farms, tending to wounded soldiers, maintaining the home).
5. Review the varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Revolutionary War era.

Specific Options for Differentiating This Session

Technology

- Download video clips/graphics to create or add to classroom timeline or person-of-the-day activity.
- Have students use a software program that has animation to create cartoons of the important figures of the revolution.
- Have students use computers to create interactive presentations for the important figures of the revolution.
- Have students use an interactive whiteboard to create a timeline of the Revolutionary War.
- Provide dialogue of a revolutionary war figure on a voice output device for students to participate in the role-play.
- Provide prewritten words/phrases for students to complete the comparison chart (patriots, loyalists, neutrals).

Multisensory Activities

- Have students use clay or other media to create 3-D masks representing the historical leaders or groups of the Revolutionary War. Record dialogue or write a conversation between two or more.
- Have each student assume a key character's role and create a monologue. After presenting the monologue, have the class write who they think the character was. If necessary, have students rewrite, edit, or add to monologue to make it more obvious.

Community Connections

- Invite administrators/teachers from your school to portray the key figures of the Revolutionary War. Have them give a monologue and have students guess which character they are.
- Invite a parent or family member in the military to discuss the role of family members during active service or deployment out of town.

Small Group Learning

- Have groups use speech bubbles with specific quotes to create cartoons of key figures.

Vocabulary

- Have students use the following vocabulary words: *patriot, loyalist, neutral, contribution, James Armistead Lafayette, Thomas Jefferson, George Washington, Patrick Henry, Continental Army, General Cornwallis, and Redcoats.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a Venn diagram comparing and contrasting patriots, loyalists, and neutrals.
- Have students create graphic organizers (See Instructional Activity #5) for reviewing the varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Revolutionary War era.
- Have each student add all materials to an interactive textbook or notebook.

Session 3: Contributions of Virginians in the Revolutionary War _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have knowledge about colonial discord.
- Students are expected to be able to know the implications of the Declaration of Independence.
- Students are expected to be able to understand the following vocabulary words: *politics, military leadership, political leadership, commander-in-chief, ammunition, and surrender.*

Materials

- Teacher-selected books about George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette
- Copies of Patrick Henry's famous speech
- Props representing food and ammunition
- White flag
- Picture of the victory of Yorktown
- Attachment A: American Revolution Cause-and-Effect Activity

Instructional Activities

1. Show students pictures of George Washington, Thomas Jefferson, and Patrick Henry (see <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>), and see whether students can identify these patriots by their pictures. Once they have been identified, divide the class into three groups, and have each group research one of these men, focusing on the roles he played during the Revolutionary War.
 - Ensure that the following information about George Washington is included: He provided military leadership by serving as commander-in-chief of the Continental Army. Have the group visit the following Web site to learn more the role of George Washington during the Revolutionary War. <http://www.history.org/Almanack/people/bios/biowash2.cfm>.
 - Ensure that the following information about Thomas Jefferson is included: He provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence. Have the group visit the following Web site to read a brief biography of Thomas Jefferson <http://www.monticello.org/jefferson/biography.html>. Information on the Declaration of Independence can be found at <http://www.archives.gov/exhibits/charters/declaration.html>.
 - Ensure that the following information about Patrick Henry is included: He inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death." Have the group visit the following Web site to learn more about Patrick Henry during the Revolutionary War. <http://www.history.org/Almanack/people/bios/biohen.cfm>.

Have each group share their information with the other class members, while they take notes.

2. Explain that there was an enslaved African American from Virginia who played an instrumental role by serving the Continental Army as a spy. His name was James Lafayette, and he petitioned for and successfully won his freedom after the war. Have students visit the following Web site to learn more about James Lafayette: http://www.virginiamemory.com/online_classroom/lesson_plans/manumission_petition_for_james_lafayette.
3. Hold a reenactment in which some students portray George Washington and the Continental Army soldiers, French soldiers, and General Cornwallis and the Redcoats. Set the scene: Cornwallis and his men need supplies, such as food and ammunition. (Place props representing food and ammunition away from Cornwallis and the Redcoats and protected by the French soldiers and George Washington and his soldiers.) Cornwallis and his men attempt to get to the supplies they need, but are unsuccessful because they are surrounded by forces on all sides. Cornwallis must surrender. (Give the student portraying Cornwallis a white flag.)
4. Display pictures of the American victory at Yorktown (see <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> for posters). Explain that following the war, the United States was a free country that had to form its own government.

5. Have students complete Attachment A: American Revolution Cause-and-Effect Activity and/or a sequencing activity to review the events of the Revolutionary War.

Specific Options for Differentiating This Session

Technology

- Download video clips/graphics to create or add to classroom timeline or person-of-the-day activity.
- Have students use a software program that has animation to create cartoons of the historic leaders mentioned above (i.e., George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette).
- Use Web sites for students' Web quest on the historical figures of the Revolutionary War era. Consider using speech-to-text software or talking word processor.
- Use read aloud/voice recognition software to assist students with historical figures of the Revolutionary War era Web quest.
- Have students use a software program to create presentations or digital portfolios of the historical figures of the Revolutionary War.

Multisensory Activities

- Have students use clay or other media to create 3-D masks to represent the historical leaders or groups (i.e., George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette). Have the students record dialogue or write a conversation between two or more.

Community Connections

- Invite administrators/teachers from your school to portray the above mentioned key figures. Have them give a monologue, and have students guess which character they are.
- Have each student assume a key character's role and create a monologue. After presenting the monologue, have class write who they think the character was. If necessary, have students rewrite, edit, or add to monologue to make it more obvious.

Small Group Learning

- Have groups use speech bubbles with specific quotes to create cartoons of key figures.
- Have students use the Internet to create digital images cartoons of the key figures.
- Divide the class into three small groups. Using Attachment A, each group will be assigned one of the three cause-and-effects. Have students use the Internet to find images that represent their group's cause-and-effect assignment.

Vocabulary

- Have students use the following vocabulary words: *patriot, loyalist, neutral, contribution, James Armistead Lafayette, Thomas Jefferson, George Washington, Patrick Henry, Continental Army, General Cornwallis, Redcoats, and taxation.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a Venn diagram comparing and contrasting patriots, loyalists, and neutrals.
- Provide partially filled-in graphic organizers for students.
- Have each student add all materials to an interactive textbook or notebook.

Session 4: The Battle of Great Bridge

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to know the role of loyalists and patriots in the American Revolution.
- Students are expected to be able to identify Norfolk and Williamsburg on a map of Virginia.
- Students are expected to be able to understand the following vocabulary words: *depleting, proclamation, patriot, loyalist, threatened, flee, enslaved, retreat, arsenal, and entrenched.*

Materials

- Large picture of Lord Dunmore
- Chart paper and markers, or board
- Attachment C: Dunmore vs. Patriots Compare-and-Contrast Sheet

Instructional Activities

The following Web site may be helpful to both teachers and students:

- “The Battle of Great Bridge.” <http://www.chesapeake.lib.va.us/pdfs/Hanbury-GB-Pamphlet.pdf>
1. Display a picture of Lord Dunmore, the last royal governor of Virginia (see <http://niahd.wm.edu/?browse=entry&id=10039>). On a piece of chart paper, compile a class list of things Lord Dunmore did to make the patriots angry. Some examples might include the following:
 - Leading a war against the American Indians (Lord Dunmore’s War), thereby depleting Virginia’s militia
 - Ordering British forces to take all the gunpowder from the arsenal in Williamsburg
 - Writing a proclamation guaranteeing enslaved African Americans their freedom if they joined his loyalist army
 2. Distribute Attachment C: Dunmore vs. Patriots Compare-and-Contrast Sheet to pairs of students, and ask the pairs to complete it. Have pairs share their thoughts from the Compare-and-Contrast, and use an overhead copy of the sheet to develop a summary of differences between Lord Dunmore and the patriots. Explain that Lord Dunmore felt threatened by the patriots in Williamsburg and decided to flee to Norfolk, where there were more loyalists. Once he got to Norfolk, he decided to build an army to stop the patriots.
 3. Divide the class in half, with one half taking the role of the patriots and the other half, the loyalists. Appoint one student to be Lord Dunmore. Have the patriots stand on one side of the room while the loyalists and Dunmore gather on the other side. Allow students to act out the story while you tell it.
 - Lord Dunmore leads his army south of Norfolk to Great Bridge. There they encounter the entrenched patriots.
 - The patriots are able to kill many of Lord Dunmore’s soldiers. This forces Lord Dunmore and his remaining loyalists to retreat to Norfolk.
 - Lord Dunmore flees to a British ship. He orders Norfolk to be destroyed. This causes many loyalists to go over to the patriots side. Lord Dunmore returns to England. Virginia is never again under British rule.
 4. Ask students to write an answer to the question, “What is the importance of the Battle of Great Bridge?” Allow time for them to share their responses. Look for key ideas indicating that the Battle of Great Bridge was the first land battle of the Revolutionary War and forced the royal governor of Virginia to leave the colony.

Specific Options for Differentiating This Lesson

Technology

- Have students identify Williamsburg and Norfolk on a map of Virginia.
- Have students use an interactive whiteboard to label Williamsburg and Norfolk on a map of Virginia.
- Provide dialogue for a student’s communication device for the role-playing activity.

Multisensory Activities

- Have students use software to create a presentation comparing and contrasting Lord Dunmore and the patriots.
- Have students create a skit demonstrating the actions of Lord Dunmore.

Community Connections

- Invite a military historian or veteran to discuss military tactics from colonial times to contemporary times.

Small Group Learning

- In small groups, have students respond to questions (See Instructional Activity #4) related to the events of the Battle of Great Bridge. Allow students to use a word processor, spell checker, or speech-to-text software.

Vocabulary

- Have students use the following vocabulary words: *Lord Dunmore*, *Battle of Great Bridge*, and *Great Bridge*.
- Have students include words in a social studies glossary.
- Add vocabulary to a classroom word wall.
- Create image maps or hyperlinks for key vocabulary.

Student Organization of Content

- Have students create story maps for the Battle of Great Bridge.
- Have each student complete a compare-and-contrast sheet. Provide partially completed portions of the sheet.
- Create a cause-and-effect map describing the events of Lord Dunmore's actions.
- Have students use speech-to-text software to complete digital graphic organizers.

Session 5: Jack Jouett's Ride

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate Richmond on a map of Virginia.
- Students are expected to be able to understand the following vocabulary words: *Thomas Jefferson, reconvene, legislature, capture, meadow, thicket, footpath, escape, and heroic.*

Materials

- Writing journal or notebook paper
- Story of Jack Jouett's ride, available at http://www.ushistory.com/story_jack.htm or <http://www.history.org/Foundation/journal/Summer06/ride.cfm>
- Computer with audio output
- Drawing paper
- Crayons or markers

Instructional Activities

1. Have students answer the following prompt in their writing journals: "How have you helped a friend in the past?" Allow students the opportunity to share their writing with a partner. Select two or three writings to share with the class. Discuss the importance of helping others.
2. Inform students that Jack Jouett helped a friend as well. In early June of 1781, Thomas Jefferson, who was governor of Virginia at that time, and the Virginia legislature were in Charlottesville. They had retreated from Richmond to reconvene at the Court House in Charlottesville because of the threat of British invasion during the Revolutionary War. The British wanted to arrest Jefferson and the legislature. Jack Jouett saw the British heading towards Charlottesville and overheard they were going to capture Jefferson.
3. Ask students to write in their journals what they think Jouett did to help Jefferson. Again, allow time for sharing and discussion. Then, explain that Jouett could not take the only road to Charlottesville for fear of being caught. Instead, he rode his horse across meadows, through thickets and woods, and along footpaths and reached Monticello before the British. He warned Jefferson of the approaching British troops. Jefferson and all but seven of the legislators were able to escape, thereby making Jack Jouett a hero to the citizens of Virginia.
4. Have students write in their journals why they think Jouett's actions made him a hero. Then, hand out copies of the story of Jack Jouett's ride (available at the Web sites listed above) to each student. Direct student pairs to read the piece and use a highlighter to highlight the words or phrases that indicate Jouett did a heroic deed. Allow time for pairs to share their choices with the class.
5. Discuss the meaning of the word *hero* (a person who shows great courage and is admired for his/her achievements and noble qualities). Was Jouett a hero to everyone involved in this incident? Was he a hero to the British? Why, or why not? Would a British hero in the Revolutionary War have been a hero to Virginians? Why, or why not? Why are some heroes (for example, a person who saves another person from death in an accident) universally admired by everyone everywhere, while other heroes are admired by only a particular group of people on one side of an issue? Can someone be a hero to some people but not to all people?
6. Play the song "Jack Jouett's Ride" (also available at the first Web site listed above), and encourage students to follow the words on the available lyrics sheet.
7. Distribute art materials, and have students illustrate Jack Jouett warning Jefferson and Virginia's legislature about the British attack. Display the finished artworks.

Specific Options for Differentiating This Lesson

Technology

- Provide song lyrics (See Instructional Activity #6) on a student's communication device.

- Have students use an interactive whiteboard to locate Charlottesville, Monticello, and Richmond on a map of Virginia.
- Provide students with speech-to-text software to complete writing assignment.
- Provide students with a recordable device to complete journal entries.
- Provide students with large print text lyrics of Jack Jouett’s Ride song.

Multisensory Activities

- Have students role-play the event of Jack Jouett’s Ride to Monticello and his warning Jefferson of troops coming.
- Have students add illustrations to their writing journal entries. Provide digital images for students to cut and glue into their journals.
- Provide a variety of pens and paper and adaptive grips to students for journal writing.
- Have each student create a 3-D map illustrating Jack Jouett’s route to Monticello. Have students include illustrations and terms for thickets, roads, and meadows.

Community Connections

- Take a field trip or a virtual field trip to Charlottesville and Monticello.
- Invite a historian or park ranger from Monticello to discuss Jack Jouett and Thomas Jefferson.
- Consider using live video connections with an historian, a park ranger, or with other schools.

Small Group Learning

- In small groups, have students create a “Qualities of a Hero” poster. Provide digital images for “Qualities of a Hero” poster.

Vocabulary

- Have students use the following vocabulary words: *Jack Jouett, Charlottesville, Monticello, meadow, thickets, and hero.*
- Add vocabulary to a class word wall.
- Add vocabulary to a social studies glossary.

Student Organization of Content

- Use partially filled-in paragraphs, responses, or journal entries for the journal writing assignment.
- Have each student create a timeline or sequence of events describing the Jack Jouett Ride to Charlottesville.
- Complete a “Series of Events Chain” to help students organize information according to the events.
- Have each student add all work to an interactive textbook or notebook.

Session 6: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment E.

Attachment A: American Revolution Cause-and-Effect Activity _____

Name: _____ Date: _____

Directions: Draw a line to match each cause with its effect.

Cause	Effect
Parliament believed it had legal authority in the colonies.	The Declaration of Independence was written.
Thomas Jefferson believed that the authority to govern belonged to the people, not to kings.	The American Revolution began.
Conflicts developed between the colonies and Great Britain over how the colonies should be governed.	Parliament taxed the colonists.

Attachment B: American Revolution Cause-and-Effect Activity, Answer Key _____

Cause-and-Effect Activity

Directions: Draw a line to match each cause with its effect.

Cause	Effect
Parliament believed it had legal authority in the colonies.	The Declaration of Independence was written.
Thomas Jefferson believed that the authority to govern belonged to the people, not to kings.	The American Revolution began.
Conflicts developed between the colonies and Great Britain over how the colonies should be governed.	Parliament taxed the colonists.

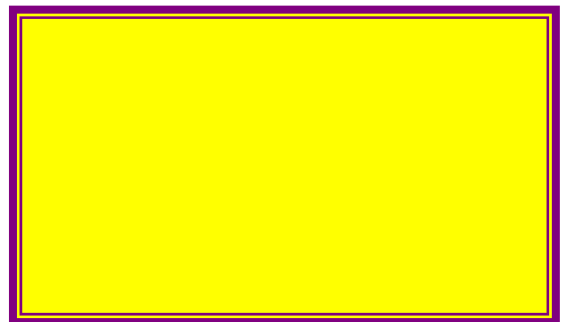
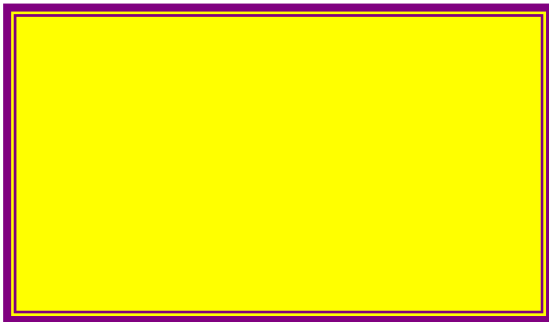
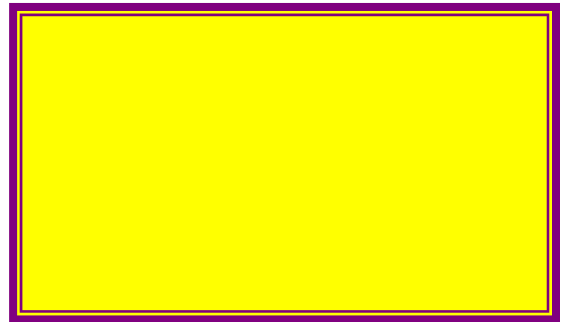
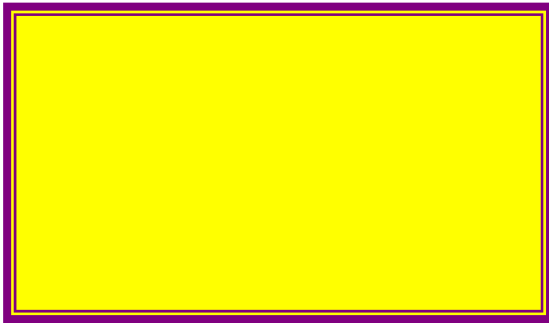
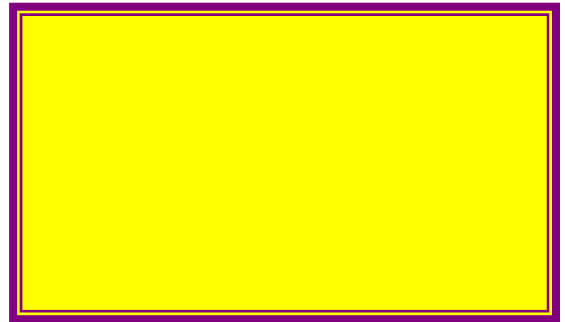
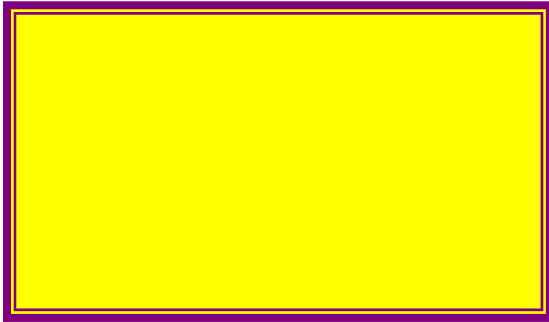
Attachment C: Dunmore vs. Patriots Compare-and-Contrast Sheet _____

Name: _____ Date: _____

Lord Dunmore and the Patriots Compare and Contrast

LORD DUNMORE

PATRIOTS



Attachment D: Dunmore vs. Patriots Compare-and-Contrast Sheet, Possible Answers__

Lord Dunmore and the Patriots Compare and Contrast

LORD DUNMORE

Lord Dunmore sided with Great Britain and the loyalists.

Lord Dunmore told British forces to steal the colonists' gunpowder.

Lord Dunmore was forced to flee and eventually leave Virginia.

PATRIOTS

The patriots were against British rule.

The patriots demanded that Lord Dunmore pay for the stolen gunpowder.

The patriots won the battle of Great Bridge and secured the Norfolk sea port.



Attachment E: Sample Assessment Items (VS.5a-c)

Asterisk (*) indicates correct answer.

<p>1. The Virginia colonists believed that the British Parliament had no right to tax them because they had no A armies. B representation.* C resources. D property.</p> <p>2. What famous Virginian spoke out against England by saying, “...give me liberty or give me death”? A George Mason B Patrick Henry* C George Washington D James Madison</p> <p>3. The document authored by Thomas Jefferson and stating that the people should have the authority to govern themselves is the A Virginia Declaration of Rights. B Declaration of Independence.* C Virginia Charters. D Constitution of the United States of America.</p> <p>4. The American colonists and British Parliament disagreed over A how many English people should settle in Virginia. B how many English soldiers were needed to protect Virginia. C how Virginia should be governed.* D the king not visiting Virginia.</p> <p>5. “All people are created equal and have the right to life, liberty, and the pursuit of happiness.” This quote from the Declaration of Independence was written by A Thomas Jefferson.* B George Washington. C King George. D James Monroe.</p> <p>6. What group of Virginians served in the Continental Army? A Patriots* B Rulers C Women D Loyalists</p>	<p>7. Virginians who remained faithful to Great Britain were known as A delegates. B loyalists.* C patriots. D commanders.</p> <p>8. People who did not take sides during the war with England were called A burgesses. B African Americans. C representatives. D neutrals.*</p> <p>9. Which enslaved African American served in the Continental Army and requested his freedom after the Revolutionary War? A George Wythe B Nat Turner C John Brown D James Lafayette*</p> <p>10. Who provided military leadership by serving as commander-in-chief of the Continental Army during the Revolutionary War? A Thomas Jefferson B Patrick Henry C John Smith D George Washington*</p> <p>11. Which army surrendered at the Battle of Yorktown? A Spanish B British* C American D Virginian</p> <p>12. Where was the last major battle of the Revolutionary War fought? A Jamestown B Richmond C Boston D Yorktown*</p>
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Attachment F: Additional Activities

1. Have students read biographies and report on the roles of early Virginia leaders during the Revolutionary War.
2. Have students use a map to find the distance Jack Jouett rode from Cuckoo Tavern in Louisa County to Monticello at Charlottesville.
3. Have students research the swamp terrain at Great Bridge, Virginia.
4. Have students create an illustrated timeline of the Revolutionary War.
5. Have students create a classroom timeline of the Revolutionary War.
6. Have students compare and contrast England's Parliament to the Virginia's General Assembly.

Political Growth and Western Expansion: 1781 to the Mid-1800s

Standard(s) of Learning _____

- VS.6 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”;
 - b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
 - c) explaining the influence of geography on the migration of Virginians into western territories.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic 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.

Content

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

Explain why 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.”

Explain why 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.”

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

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

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

Understand that geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.

Explain that 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.

Understand the following geographic influences:

- 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.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Charters of Freedom. The National Archives. <http://www.archives.gov/exhibits/charters/>. This site provides histories and images of the Declaration of Independence, the Constitution of the United States, and the Bill of Rights.

“A Day in the Life of Thomas Jefferson.” *Monticello: The Home of Thomas Jefferson.* <http://www.monticello.org/jefferson/dayinlife/sunrise/home.html>. This site describes a typical day at Monticello.

Documents of American History. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This publication contains the text of The Constitution of Virginia, Virginia Statute for Religious Freedom, Declaration of American Independence, Constitution of the United States of America with Amendments, and The Virginia Charters. It also includes a section on “Teaching the Virginia Declaration of Rights and Other Historical Documents.”

Encyclopedia Virginia. Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the Commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state’s heritage in the arts, religion, culture, and folklife.

“George Mason.” *Gunston Hall Plantation.* <http://gunstonhall.org/georgemason/>. This site includes a biography of George Mason, his quotations, and historic human rights documents influenced by this patriot.

“George Mason.” *From Revolution to Reconstruction.* <http://odur.let.rug.nl/~usa/B/gmason/gmasxx.htm>. This site provides a biography of George Mason and describes his role in the creation of the Virginia Declaration of Rights.

“George Washington.” <http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>. This site supplies timelines, activities, crafts, and coloring printouts about George Washington.

“George Washington.” *The White House.* <http://www.whitehouse.gov/about/presidents/georgewashington/>. This site provides a biography of George Washington and links to additional information about American presidents.

Graphic Organizers. <http://www.eduplace.com/graphicorganizer/> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>. These sites supply a variety of graphic organizers to help students organize, display, and learn content.

“Historic Human Rights Documents.” *Gunston Hall Plantation.* <http://gunstonhall.org/documents/vdr.html>. This site presents the text of the Virginia Declaration of Rights.

“James Madison.” *The White House.* <http://www.whitehouse.gov/about/presidents/jamesmadison/>. This site provides a biography of James Madison and links to additional information about American presidents.

“James Madison: His Legacy.” *The James Madison Center.* <http://www.jmu.edu/madison/center/index.htm>. This site contains the Madison archives, information about Montpelier, and a book-length history of the United States.

Social Studies Curriculum Resources: Virginia Studies Poster Sets.

<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course; click on “The New Nation” for posters on the period between the American Revolution and Civil War.

“Thomas Jefferson.” *The White House.* <http://www.whitehouse.gov/about/presidents/thomasjefferson/>. This site provides a biography of Thomas Jefferson and links to additional information about American presidents.

Virginia Declaration of Rights. The National Archives.

http://www.archives.gov/national_archives_experience/virginia_declaration_of_rights.html. This site contains the text of the Virginia Declaration of Rights.

The Story of Virginia: An American Experience. Virginia Historical Society.

<http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

“Virginia Statute for Religious Freedom.” PBS. <http://www.pbs.org/jefferson/enlight/religi.htm>. This site presents the Statute of Religious Freedom in context: the draft of the statute presented to the Virginia assembly, the final version, and questions about people’s reaction to the text.

“Virginia Statute for Religious Freedom.” Library of Virginia. <http://www.lva.virginia.gov/lib-edu/education/bor/vsrftext.htm>. This site provides the text of the statute.

Session 1: Virginians and the Establishment of the New American Nation _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to access the Internet to conduct guided research.
- Students are expected to be able to understand the following vocabulary words: *document*, *establishment*, *leadership*, *government*, and *constitution*.

Materials

- Pictures of George Washington, James Madison, George Mason, and Thomas Jefferson, available at *Social Studies Curriculum Resources: Virginia Studies Poster Sets*, <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>
- Chart paper and markers, or board
- Drawing paper and crayons
- Copy of the Constitution of the United States of America
- Butcher paper (optional)
- Attachment A: Document Match-up Game (optional)

Instructional Activities

1. Tell students that some Virginia leaders played an important role in the establishment of the new American nation. The actions and ideas of some important Virginians formed the basis for the new constitutional government of the United States. Post a picture of George Washington, and ask students to recall what they already know about him. List responses on a chart, including the following in the review:
 - George Washington is called the “Father of our Country.”
 - He was the first president of the United States of America.
 - He was a leader of the Continental Army.
 - George Washington provided strong leadership to help the young country.
 - He provided a model of leadership for future presidents.Have students complete a graphic organizer (available at <http://www.eduplace.com/graphicorganizer/> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>) about George Washington, using resources found at “George Washington.” *The White House*. <http://www.whitehouse.gov/history/presidents/gw1.html>.
2. Define *constitution* as a plan of government that outlines how a government is organized and states the rights and responsibilities of citizens. It sets up the basic rules. Discuss why rules are so important, reviewing why rules were made at the beginning of the school year. Ask students, “When a new country is formed, what are some things that could happen if there are no rules for people to follow?” Have students illustrate their ideas and share. Discuss the reasons for rules: protection, safety, and order.
3. Introduce another famous Virginian, James Madison. Discuss how James Madison believed in the importance of having a constitution for the new country. Explain that he kept detailed notes during the Constitutional Convention and that 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.” The following Web sites are helpful for introducing students to the Constitution and for completing a graphic organizer about James Madison:
 - *Documents of American History*. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf.
 - “Constitution of the United States. *Charters of Freedom*. <http://www.archives.gov/exhibits/charters/constitution.html>.
 - “James Madison.” *The White House*. <http://www.whitehouse.gov/history/presidents/jm4.html>.
 - “James Madison: His Legacy.” *The James Madison Center*. <http://www.jmu.edu/madison/center/index.htm>.
4. Show a picture of George Mason, and discuss how his Virginia documents were used to help create documents for the new nation. Explain that he wanted all Virginians to have many rights, including freedom

of religion and freedom of the press. Ask students to define *rights*, and develop a class definition. Relate how the Constitution protects people's rights. The following Web sites are helpful for student research on the Virginia Declaration of Rights:

- *Virginia Declaration of Rights*. The National Archives. http://www.archives.gov/exhibits/charters/bill_of_rights.html.
 - "Historic Human Rights Documents." *Gunston Hall Plantation*. <http://gunstonhall.org/documents/vdr.html>.
5. Show a picture of Thomas Jefferson, and have students recall what they know about him. Remind students that when the colonists came they were *required* to worship one and only one church. Explain that the Virginia Statute for Religious Freedom, written by Jefferson, says that people should be free to worship as they please. The following Web sites are helpful for completing a graphic organizer about Thomas Jefferson:
- "Thomas Jefferson." *American President: An Online Reference Resource*. University of Virginia. <http://millercenter.org/academic/americanpresident/jefferson>.
 - "Thomas Jefferson." *The White House*. <http://www.whitehouse.gov/about/presidents/thomasjefferson/>.
6. Introduce students to The Virginia Statue of Religious Freedom, using information from the following Web sites:
- "Virginia Statute for Religious Freedom." PBS. <http://www.pbs.org/jefferson/enlight/religi.htm>.
 - "Virginia Statute for Religious Freedom." Library of Virginia. <http://www.lva.virginia.gov/lib-edu/education/bor/vsrfext.htm>.
7. Optional activity: Divide the class into four groups. Have one member of each group lie on butcher paper while others trace his/her outline with crayons. Have each group turn the outline into one of the four Virginians studied in this lesson: George Washington, James Madison, George Mason, or Thomas Jefferson. Have the group dress the figure in appropriate clothing and list the contributions of each patriot to forming the new nation.
8. Optional activity: Play the Document Match-up Game found on Attachment A.

Specific Options for Differentiating This Session

Technology

- Have students use software to read information obtained from the above Web sites (See Instructional Activities #1, 3, 4, 5 and 6).
- Have students use an interactive whiteboard to create a presentation on all Founding Fathers and documents. Have students highlight important aspects for each person and document.
- Use software or devices to create a recording journal for each Founding Father and document.

Multisensory Activities

- Have students use software to create presentations using each famous Virginian as a topic. Teacher-made template could be made available or students could create their own templates.
- Have students create their own contemporary document for student life in school.

Community Connections

- Invite a local historian specializing in Revolutionary War times to speak to the class.
- Invite a local attorney to discuss the Bill of Rights and specifically identifying rights of the 1st amendment.

Small Group Learning

- Have groups create famous Virginian trading cards highlighting essential information. Provide digital images for students to cut and glue.
- Have students read and complete the activities with a partner.

Vocabulary

- Have students use the following vocabulary words: *Constitutional Convention, constitutional government, George Washington, James Madison, compromise, George Mason, Thomas Jefferson, leader, Continental Army, Bill of Rights, establishment, freedom of the press, freedom of religion, and worship*.
- Add vocabulary to a class word wall.

- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a book of the various graphic organizers and research completed in the initial activities.
- Have each student add all activities to an interactive textbook or notebook.
- Create a class wall timeline for the historical events of each founding father. Use important dates and events for each person.

Session 2: The Migration of Virginians into Western Territories _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to be familiar with the five regions of Virginia and their geographical features.
- Students are expected to be able to have basic map skills.
- Students are expected to be able to have knowledge about the cultures that moved into Virginia and the regions in which they settled.
- Students are expected to be able to understand the following vocabulary words: *tradition, culture, crop, colony, settle/settlers, agriculture, depleted, rotation, rejuvenating, and influence.*

Materials

- Chart paper and markers, or board
- Picture map of Virginia, available at <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>
- Teacher-selected book about the migration of Virginians into western territories (optional)

Instructional Activities

1. Explain how geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier. Ask students the following questions:
 - “Where did most people settle when the colony was getting started?” (The Coastal Plain [Tidewater] and Piedmont)
 - “How did most people make their living?” (Farming)
 - “What was the major crop?” (Tobacco)
2. Ask, “Why do people move?” List responses on a chart. Explain that for close to 200 years, Virginian farmers had been planting tobacco, and that over the course of time, the soil’s nutrients had become depleted because they did not practice crop rotation and other methods of rejuvenating the soil. Smaller and smaller yields caused problems for farmers trying to make a profit with tobacco. Therefore, they wanted to find new land and new opportunities. Ask, “Where do you think they moved?” Explain that most migrated west and south in search of better farmland. Settlers crossed over the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west. Show a picture map of Virginia, and have students determine which mountains were crossed in the western migration. If desk maps are available, have students plot the routes the people took.
3. Review the groups of people who settled in Virginia and where they settled. Remind students that these people had different traditions, ideas, and cultures, and the newly settled communities would reflect their traditions, ideas, and cultures. Why?
4. Optional: Have students read a teacher-selected book about the migration of Virginians into western territories.
5. Ask students to list additional factors that may influence migration, and list their responses on the board. Ask students to classify the factors into categories: Economic Factors, Social Factors, Political Factors, and Environmental Factors. The same factors can also be categorized as “Push” or “Pull”: push factors drive people *away from* their previous location, while pull factors draw people *to* a new location.

Specific Options for Differentiating This Session

Technology

- Download video clips/photos of the western movement.
- Have students use an interactive whiteboard to track the migration routes across the frontiers on a map.

Multisensory Activities

- Have students study the folk song “Cumberland Gap.” Provide lyrics in large print, or on a student’s communication device.

- Have students create a physical map of Virginia and recreate the western expansion by moving characters through the scene. This could be made of building blocks, Play-Doh™, and rocks from the playground.

Community Connections

- Invite a parent or an immigrant to discuss his/her culture and traditions.
- Sponsor a class multicultural food festival.
- Interview a family member or community member who has relocated to your community from another city, state, or country. Interview questions should be related to traditions, ideas, and cultures.
- Invite a student from your class who has lived in another state to help compare life in that state to life in Virginia.
- Consider using a software application that allows users to make voice calls or video calls over the Internet to invite distant relatives into the classroom.

Small Group Learning

- Have groups role-play a conversation that could have taken place when traveling across the frontier. Roles could include parents, children, teenagers, and extended family.
- Create a playground activity where different locations on the playground serve as western expansion locations. When students move to a new location on the playground, they will teach and pass along songs, pictures, and stories to children stationed at those locations. (Activity resembles passing of traditions and cultures.)

Vocabulary

- Have students use the following vocabulary words: *frontier, tobacco, economic, social, political, environmental, migration, “push” factors, “pull” factors, and territory.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students use maps (e.g., overhead transparency, wall chart, individual, computer generated) on which routes may be drawn.
- Have each student add all maps to an interactive textbook or notebook.
- Create a graphic organizer to classify the factors into categories: economic, social, political, and environmental.

Session 3: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment B.

Attachment A: Document Match-up Game _____

Directions: Cut the cards apart, shuffle them, and then match them up.

Virginia Statute for Religious Freedom	Declaration of Independence
Virginia Declaration of Rights	Charters of the Virginia Company of London
Allowed for a representative form of government	Authorized the establishment of the colonies
Extended English rights to the colonists	Formed the basis for the Bill of Rights, the first 10 amendments to the U.S. Constitution
Written by George Mason	Part of the Virginia Constitution

<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness.”</p>	<p>Written by Thomas Jefferson</p>
<p>Listed basic rights of individuals, including life, liberty, and the pursuit of happiness</p>	<p>“When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected with one another...”</p>
<p>Written by Thomas Jefferson</p>	<p>Separated church and state</p>
<p>Established religious freedom</p>	<p>The basis for the first amendment to the U.S. Constitution, which guarantees freedom of religion</p>
<p>Explained why the colonies should break away from Great Britain</p>	<p>Was adopted on July 4, 1776, by the Second Continental Congress</p>

Attachment B: Sample Assessment Items (VS.6a–c) _____

Asterisk () indicates correct answer.*

<p>1. Who is known as the “Father of Our Country”? A Thomas Jefferson B George Washington* C James Madison D George Mason</p> <p>2. Who is known as the “Father of the Constitution”? A Thomas Jefferson B George Washington C James Madison* D George Mason</p> <p>3. Who wrote the Virginia Declaration of Rights? A Thomas Jefferson B George Washington C James Madison D George Mason*</p> <p>4. Who wrote the Virginia Statute for Religious Freedom? A Thomas Jefferson* B George Washington C James Madison D George Mason</p> <p>5. Which document stated that all Virginians should have certain rights including freedom of religion and freedom of the press? A Declaration of Independence B Virginia Declaration of Rights* C Virginia Statute of Religious Freedom D Bill of Rights</p> <p>6. Which document was the basis for the First Amendment to the Constitution of the United States, the amendment that protects religious freedom? A Declaration of Independence B Virginia Declaration of Rights C Virginia Statute for Religious Freedom* D Bill of Rights</p>	<p>7. In the late 1700s, Virginia’s agricultural base began to change after A the American Revolution.* B the Civil War. C World War I. D World War II.</p> <p>8. Virginians migrated into _____ territories looking for large areas of land and new opportunities. A southern B northern C eastern D western*</p> <p>9. What mountains did the settlers cross as they migrated west to new lands? A Sierra Mountains B Appalachian Mountains* C White Mountains D Rocky Mountains</p> <p>10. Which crop was hard on the soil, causing many farmers to look west and south for new land to farm? A Tobacco* B Cotton C Corn D Peanuts</p> <p>11. What did the settlers pass through as they crossed the Appalachian Mountains, migrating to new lands in the west? A Fall Line B Hampton Roads C Charlottesville D Cumberland Gap*</p> <p>12. What most influenced the movement of people as Virginians moved to and beyond the Virginia western frontier? A Geography* B Tourism C Exports D Communication</p>
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Attachment C: Additional Activities

1. Have students read either a teacher-selected book or a class set of novels about the writing of the Constitution of the United States of America.
2. Have students create a timeline of events during the creation of the Freedom Documents.
3. Have students research the Virginia Declaration of Rights.
4. Have students create a flow chart of the evolution of the documents created during this time period.
5. Have students use a KWL chart for this unit on the writing of the Freedom Documents.
6. Have students read biographies and report on the roles of early Virginia leaders during this time period.

ORGANIZING TOPIC

Civil War and Reconstruction

Standard(s) of Learning _____

- VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
 - b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;
 - c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- a) identifying the effects of Reconstruction on life in Virginia;
 - b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians;
 - c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic 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.

Content

Understand that because of economic differences between the North and South, they were unable to resolve their conflicts, and the South seceded from the United States.

Understand that Virginians were divided about secession from the Union, which led to the creation of West Virginia.

Identify the following differences between northern and southern states:

- 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.”

Identify the following events leading to secession and war:

- Nat Turner led a revolt against plantation owners in Virginia.
- Abolitionists campaigned to end slavery.
- Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the “Underground Railroad.”
- John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. 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.

Understand the creation of West Virginia, using the following information as a guide:

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

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

Identify the following major Civil War battles fought in Virginia:

- The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle.
- General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.
- Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned 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 ironclad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.
- The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865.

Understand that whites, enslaved African Americans, free African Americans, and American Indians had various roles during the Civil War, using the following information as a guide:

- 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.

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

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

Identify the following problems faced by Virginians during Reconstruction:

- Millions of freed African Americans needed housing, education, clothing, food, and jobs.
- Virginia’s economy was in ruins:

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

Identify the following measures taken to resolve problems:

- The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for freed African Americans and others in Virginia.
- Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crop.

Understand that 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.

Know the following terms:

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

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

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

Identify the effects of “Jim Crow” laws on the lives of African Americans and American Indians, using the following information as a guide:

- 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.

Understand that after the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.

Describe how Virginia began to grow in many ways after the Civil War and Reconstruction.

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

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- The American Civil War Homepage.* University of Tennessee. <http://sunsite.utk.edu/civil-war/>. This site contains a variety of resources about the Civil War, including biographies, descriptions of battles and campaigns, and state and local involvement in the war.
- “The Battle of the First Ironclads.” <http://library.thinkquest.org/3055/graphics/battles/ironclads.html>. This site provides a brief description of the battle between the ironclad ships USS *Monitor* and CSS *Virginia* (commonly called the USS *Merrimack*).
- “Battle of Fredericksburg, 1862.” Fredericksburg and Spotsylvania National Military Park. National Park Service. <http://www.nps.gov/frsp/fredhist.htm>. This site presents a detailed, illustrated description of the Confederate victory at Fredericksburg.
- “Becoming Confederates.” *Virginia Historical Society*. <http://www.vahistorical.org/sva2003/confederates.htm>. This lesson provides a concise look at the Civil War from the South’s point of view.
- “Becoming New Southerners.” *Virginia Historical Society*. http://www.vahistorical.org/sva2003/new_southerners.htm. This lesson gives insight into the social and economic events of Reconstruction and beyond.
- The Civil War Archive.* <http://www.civilwararchive.com/>. This site contains resources such as original documents (letters, diaries), regimental histories, and links to other Civil War sites.
- “The Civil War for Fifth Graders.” Radford University. <http://www.radford.edu/~sbisset/civilwar.htm>. This site offers resources for teaching U.S. History to 1877.
- “The Civil War for Kids.” <http://www2.lhric.org/pocantico/civilwar/cwar.htm>. This site, created by elementary school children in New York state, presents information on the Civil War for younger students.
- The Civil War Home Page.* <http://www.civil-war.net/>. This site provides access to a large collection of Civil War sites.
- Encyclopedia Virginia.* Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the Commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state’s heritage in the arts, religion, culture, and folklife.
- Graphic Organizers.* <http://www.eduplace.com/graphicorganizer/> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>. These sites supply a variety of graphic organizers to help students organize, display, and learn content.
- “The Ground Beneath Our Feet: Reconfiguring Virginia.” <http://jefferson.village.virginia.edu/vcdh/vahistory/reconfiguring/index.html>. This site explores the dimensions of the Virginia secessionist debates of 1860–61 and the creation of West Virginia.
- “Harriet Tubman.” *Africans in America Resource Bank*. PBS. <http://www.pbs.org/wgbh/aia/part4/4p1535.html>. This site includes a narrative about the life of Harriet Tubman and the establishment and operation of the Underground Railroad, a portrait, and the story of a fugitive slave rescued in Troy, NY.
- “Harriet Tubman” *Library of Congress*. http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html. This site includes a number of stories about Harriet Tubman and her role as the conductor of the Underground Railroad.
- History of Jim Crow.* <http://www.jimcrowhistory.org/>. This site allows access to a comprehensive collection of resources related to Jim Crow laws.
- “John Brown’s Fort.” Harpers Ferry National Park <http://www.nps.gov/hafe/jbfort.htm>. This site describes and illustrates the fort where John Brown and his followers made their stand at Harpers Ferry.

John Brown's Raid: Records and Resources at the Library of Virginia.

<http://www.lva.virginia.gov/public/guides/JohnBrownBib.pdf> This site provides information about the life of John Brown as contained in state and federal documents found at the Library of Virginia.

“Manassas National Battlefield Park.” National Park Service. <http://www.nps.gov/mana/>. This site contains a Teacher’s Corner with educational resources as well as a battlefield history.

“Nat Turner’s Rebellion.” *Africans in America Resource Bank*. PBS.

<http://www.pbs.org/wgbh/aia/part3/3p1518.html>. This site describes the people and events surrounding Turner’s rebellion in 1831. Included on the site are a teacher’s guide and a narrative that puts the rebellion in context of the national climate of the times.

“Reconstruction and Its Aftermath.” *African American Odyssey*. Library of Congress.

<http://memory.loc.gov/ammem/aohtml/exhibit/aopart5.html>. This two-part site explores the life of former slaves during Reconstruction, including efforts for education and economic equality.

“Reconstruction: The Second Civil War.” <http://www.pbs.org/wgbh/amex/reconstruction/states/fr.html>. This site offers an extensive list of electronic and printed resources on Reconstruction.

“The Rise and Fall of Jim Crow.” PBS. http://www.pbs.org/wnet/jimcrow/stories_events_14th.html. This site features people, events, and narratives focusing on life during the era of Jim Crow.

“The Surrender April 9, 1865, Appomattox Court House.” <http://www.nps.gov/apco/>. This site describes the site and the terms of Robert E. Lee’s surrender of the Army of Northern Virginia.

Social Studies Curriculum Resources: Virginia Studies Poster Sets.

<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course; click on “The Civil War Era” for posters on people and events of the Civil War.

“The Valley of the Shadow: Two Communities in the Civil War.” *The Valley Project*.

<http://valley.vcdh.virginia.edu/>. This site explores the communities of Augusta County, Virginia, and Franklin County, Pennsylvania, through letters, diaries, newspapers, speeches, and other original documents and records.

Virginia Center for Digital History. http://www.teacherlink.org/content/social/vcdh_lessons/. This site includes material on slavery and emancipation, Reconstruction, and the era of Jim Crow segregation in the South.

Virginia Center for Digital History. <http://www.vcdh.virginia.edu/index.php?page=VCDH>. The site, which includes projects for K–12 educators and the general public alike, offers a variety of information about Virginia, including its famous people and places.

“Virginia Civil War Traveler.” <http://www.civilwar-va.com/virginia/index.html>. This site locates parks and other attractions related to the Civil War and African American history.

The Story of Virginia: An American Experience. Virginia Historical Society.

<http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.

Virginia Memory. The Library of Virginia. <http://www.virginiamemory.com/>. This site offers access to many of the library’s holdings presented in flexible yet integrated ways.

“Virginia Railroad Map.” <http://www.trainweb.org/varail/vamap.html>. This site contains maps of the rail lines that cross Virginia.

“Virginia Sesquicentennial Commemoration of the Civil War.” <http://www.virginiacivilwar.org/>. This site contains educational resources as well as events related to Virginia’s Sesquicentennial Commemoration of the Civil War.

“A Visual Timeline of Reconstruction.” *America’s Reconstruction: People and Politics After the Civil War.*

<http://www.digitalhistory.uh.edu/reconstruction/timeline.html>. This chronological presentation identifies and describes the major events of 1865–1877.

“USS *Monitor* vs. CSS *Virginia*.” http://www.rpi.edu/~fiscap/history_files/monitor.htm. This site chronicles the battle of these ironclads and the long-reaching effects of the technology that replaced wooden ships.

Session 1: Events Leading to Secession, War, and the Creation of West Virginia _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to be able to have prior knowledge of what the United States looked like in 1860.
- Students are expected to be able to have prior knowledge of how slavery helped the southern economy.
- Students are expected to be able to recognize Virginia and bordering states on a map.
- Students are expected to be able to understand the following vocabulary words: *conflict, economy, agriculture, factory, invention, slavery, and atlas.*

Materials

- Chart paper and markers
- Attachment A: Civil War Fact-or-Opinion Activity
- Sentence strips
- Internet access
- Teacher-selected book or video about the Underground Railroad
- Wall map of the United States at the time of the Civil War
- United States Civil War map for each student
- Crayons or markers
- Pictures of Nat Turner and John Brown
- Wall map of Virginia before 1863

Instructional Activities

1. Inform students that in the years following the American Revolution, conflicts developed between the northern and southern states and eventually led to the Civil War. Explain that during this time, many differences existed between the northern and southern states. The economy in the northern part of the United States was based on industries (manufacturing things in factories), while in the southern part, the economy was based on agriculture (farming), which relied on enslaved African American labor. Discuss that the northern states wanted all new states created out of the western territory to become “free states,” while the southern states wanted them to be “slave states.”
2. Create a large KWL chart about the Civil War, filling in what students know and what they want to know.
3. Have students complete the Attachment A to predict facts or opinions about the U.S. at the time of the Civil War.
4. Discuss the meaning of the term *civil war*. Define other vocabulary related to the Civil War, such as *abolition, abolitionist, armory, arsenal, campaign, civil, economy, free state, industrialized, secession, slave state*. Put the words and definitions on sentence strips to display in the classroom.
5. Explain that between the American Revolution and 1860, Virginia and the United States saw great change, thanks in large measure to new inventions. The northern economy moved from agricultural to industrial, whereas, the southern economy remained agricultural and relied on slave labor. Virginia plantation owners, along with those in other southern states, wanted slavery to continue because they depended on slave labor to grow tobacco. The northern states did not depend on slave labor, and they wanted to end slavery.
6. Show a map or picture of the United States at the time of the Civil War, and identify the free states and slave states (visit <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>). Give students an outline map of the United States, and have them color slave states gray and free states blue. Tell them at the beginning of the Civil War, West Virginia did not exist—it was still a part of Virginia—but by the end of the Civil War, West Virginia had become a state. The area known as West Virginia today did not depend on slave labor when it was still part of Virginia, so it split from Virginia and joined the Union as a free state.
7. Have students go to the following Web sites to research the Civil War, using graphic organizers:
 - *The American Civil War Homepage.* <http://sunsite.utk.edu/civil-war/>.
 - “The Civil War for Fifth Graders.” <http://www.radford.edu/~sbisset/civilwar.htm>.
 - “Virginia Civil War Trails.” <http://www.civilwar-va.com/virginia/index.html>.

- “The Civil War for Kids.” <http://www2.lhric.org/pocantico/civilwar/cwar.htm>.
8. Show a video or have students read a book about the lives of enslaved African Americans and the Underground Railroad. Ask, “What do you think enslaved African Americans wanted most?” (freedom). Remind students how enslaved African Americans were divided during the Revolutionary War. A few were able to get their freedom by fighting in the war, but most remained in slavery.
9. Explain that the actions of some who wanted to abolish slavery caused events that helped to lead southern states to secede from the Union and the war to begin.
- Show a picture of **Nat Turner**, and explain that he was an enslaved African American who led a revolt against plantation owners in Virginia. He was born in 1800 in Southampton County. In 1831, he and other enslaved African Americans killed many slave-owning families. This was considered one of the most serious revolts. He was captured, convicted of murder, and hanged. Visit the following Web sites for more information:
 - “Nat Turner.” *ThinkQuest*. http://library.thinkquest.org/J0112391/nat_turner.htm.
 - “Nat Turner’s Rebellion.” *Africans in America Resource Bank*. <http://www.pbs.org/wgbh/aia/part3/3p1518.html>.
 - Show a picture of **Harriet Tubman**, and explain that she was an abolitionist who had been an enslaved African American but who had escaped to freedom. She then helped others escape via the Underground Railroad, which was not a real railroad but was a secret route that escaped enslaved African Americans took to escape out of the South to freedom in a free state in the North. Both black and white abolitionists along the way helped the escaping people. Discuss the secrecy and codes that were used along the Underground Railroad. Have students write a paragraph or letter as one who either is planning an escape or has already escaped. Have students share their writings. Use the following Web sites for additional resources:
 - “Harriet Tubman.” *Africans in America Resource Bank*. PBS. <http://www.pbs.org/wgbh/aia/part4/4p1535.html>.
 - “Harriet Tubman” *Library of Congress*. <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/tubman>.
 - Show a picture of **John Brown**, and explain that he was a white abolitionist from the North who led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia, in an effort to start a slave rebellion. He was unsuccessful and was captured and hanged for his actions. Use the following Web sites for additional resources:
 - *John Brown’s Raid: Records and Resources at the Library of Virginia*. <http://www.lva.virginia.gov/public/guides/JohnBrownBib.pdf>.
 - *Harpers Ferry National Park*. <http://www.nps.gov/hafe/jbfort.htm>.
10. Use a map of Virginia before 1863 from *An Atlas of Virginia* to explain that conflict grew between the eastern Virginia counties that relied on slavery and the western counties that favored abolition of slavery. The disagreement between the two regions of the state led to the formation of West Virginia. In 1863, the United States government recognized the 50 former western Virginia counties as the new state of West Virginia. Use the following Web sites for additional resources:
- “The Ground Beneath Our Feet: Reconfiguring Virginia.” <http://jefferson.village.virginia.edu/vcdh/vahistory/reconfiguring/index.html>.
 - “West Virginia Was Created Amid the Civil War.” *Dominion Post Newspaper*. <http://www.dominionpost.com/af/wvbirthday1999/stories/1999/06/16/create/>.

Specific Options for Differentiating This Session

Technology

- Have students find pictures of different industries such as coal mines, steel mills, and textiles.
- Have students use an interactive whiteboard to label slave states and free states on a map of the United States.

Multisensory Activities

- Give students large cookies to represent the state of Virginia in the 1860s, which included West Virginia at that time. Have the class discuss the conflict that grew between the western and eastern counties of Virginia relating to slavery. Using a tube of blue frosting, trace a third of the cookie. Then that third of the cookie is

broken off, representing the western counties as they seceded from Virginia and joined the Union. The remaining two thirds of the cookie now represent Virginia, which seceded and joined the Confederacy.

Community Connections

- Visit Civil War museums or invite a museum employee to discuss the Civil War in Virginia.
- Visit a reenactment site or take a virtual tour of a reenactment depicting the conflict of the 1860s.
- Invite a Civil War reenactor to assist the class in their own reenactment. Consider using a software application that allows users to make voice calls or video calls over the Internet to discuss reenactment.

Small Group Learning

- Have groups discuss ways they make money. Have groups share with the class by role-playing the ways they earn money (e.g., pet sitting, babysitting, doing chores for a neighbor).
- Have groups discuss conflicts and different ways to resolve them. Have them record their responses on chart paper and share with the class.
- Have groups become experts on a particular abolitionist, and allow them to teach the other groups.

Vocabulary

- Have students use the following vocabulary words: *armory, arsenal, plantation, Civil War, industrial, abolition, abolitionist, rebellion, county, Confederacy, secede, convicted, free states, slave states, slave labor, Virginia, West Virginia, Nat Turner, John Brown, Underground Railroad, and Harriet Tubman.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Divide the class into two groups representing the North (Union) and the South (Confederacy). Give the North side blocks of blue clay and the South blocks of gray clay. Taking key words from Attachment A, attach labeled sticky notes to tooth picks and place them in the clay representing the characteristics of the North and the South. Have students do a walkabout to familiarize themselves with the specific characteristics related to the North and the South. After this activity, take pictures of the clay and add copies of the pictures to an interactive textbook or notebook.
- Have three students dress the parts of Nat Turner, John Brown, and Harriet Tubman. Assign classmates to work with each of the three characters. Give important facts about each person. Then set up a live museum and invite other classes to pass through and hear about these people in history.
- Provide students with a map of Virginia before 1863 and after 1863. Have students color the state of Virginia on both maps and compare the changes with the creation of West Virginia.
- Have each student add all maps and materials to an interactive textbook or notebook.
- Provide students with partially completed organizers or maps.

Session 2: Major Battles and Virginia's Role in the War _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have prior knowledge about the location of the nation's capital in Washington, D.C., and the confederate capital in Richmond.
- Students are expected to be able to understand the concepts of the following vocabulary words: *battles*, *capture*, *leadership*, and *surrendered*.

Materials

- Chart paper and markers
- Wall map of Virginia
- Virginia outline map for each student
- Colored pencils
- Teacher-selected book about "Stonewall" Jackson
- Picture of Richmond burned near the end of Civil War
- Picture of Robert E. Lee surrendering to Ulysses S. Grant at Appomattox Court House
- Attachment B: Pair Review Matching Game
- An atlas of Virginia
- Internet access

Instructional Activities

1. In this session, students will identify the major battles in Virginia during the Civil War and the South's surrender at Appomattox Court House, Virginia. Begin with a discussion about why so many battles took place in Virginia, asking students to brainstorm ideas. List the responses on a chart. Point out that in the 26 major battles and more than 400 engagements of the Civil War, more men fought and died in Virginia than in any other state. Remind students that the Confederate capital was moved from Montgomery, Alabama, to Richmond and that the Union capital was located in Washington, D.C. Explain that when people go to war, one important strategy is to capture the capital of the enemy because the leadership and decision-making take place there. Because Richmond and Washington, D.C. are only 90 miles apart, the Union and Confederate soldiers frequently battled on Virginia soil.
2. Give students an outline map of Virginia. On a wall map of Virginia, locate Richmond, Fredericksburg, Manassas, Norfolk and Hampton, Washington, D.C., and Appomattox, and have students mark and name each of these places on their maps with colored pencils, using a different color for each location.
3. Explain that the first major battle of the Civil War was called the first Battle of Bull Run (or Manassas). The Confederates won this battle, and General Thomas Jackson, a famous Virginian, earned his nickname "Stonewall" during this battle by playing a major role in it. Read some passages from a book about "Stonewall" Jackson. Use the National Park Service Web site about Manassas (<http://www.nps.gov/mana/>) for additional background information. Have students write the following notes next to Manassas on their maps:
 - Battle of Bull Run (Manassas) was the first major battle of Civil War.
 - Confederate troops won.
 - General "Stonewall" Jackson played a major role.
4. On the wall map, place a marker on Fredericksburg, and explain that during a battle here, General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops. It was a major Union defeat. Use the National Park Service Web site about the Battle of Fredericksburg (<http://www.nps.gov/frsp/fredhist.htm>) for additional information. Have students write the following notes next to Fredericksburg on their maps:
 - Battle of Fredericksburg major Confederate victory.
 - General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops.
5. On the wall map, place markers on Norfolk and Hampton, and explain that although most battles were fought on land, one important battle took place on the water here between two ironclad ships: The USS *Monitor* and the CSS *Virginia* (commonly called the USS *Merrimack*). President Abraham Lincoln used the Union navy to

blockade southern ports, which led to this battle. The battle was fought to a draw. For additional information, use the Web sites “USS *Monitor* vs. CSS *Virginia*” (http://www.rpi.edu/~fiscap/history_files/monitor.htm) and “The Battle of the First Ironclads” <http://library.thinkquest.org/3055/graphics/battles/ironclads.html>. Have students write the following notes next to Norfolk and Hampton on their maps:

- President Abraham Lincoln used the Union navy to blockade southern ports.
 - An important sea battle between two ironclad ships, The USS *Monitor* and the CSS *Virginia* (commonly called the USS *Merrimack*), took place here.
6. On the wall map, place a marker on Richmond, and remind students that Richmond was the Confederate capital during the Civil War. Explain that by April 1865, it had fallen to Union General Ulysses S. Grant, whose citizens burned it to prevent the Union army from seizing their supplies and government buildings. Share a picture from *Virginia: The History and Culture of a Commonwealth* from the Library of Virginia. Use the Web site <http://www.civilwar.org/education/history/warfare-and-logistics/warfare/richmond.html> for more information. Have students draw a fire over Richmond on their map and write the following notes next to it:
- Richmond was the capital of the Confederacy.
 - Richmond fell to General Ulysses S. Grant by April of 1865.
 - Richmond was burned.
7. On the wall map, place a marker on Appomattox Court House, and explain that General Lee surrendered to General Grant here in April 1865. Show a picture of this place (see <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>). Use the National Park Service Web site about Appomattox Court House (<http://www.nps.gov/apco/>) for additional information. Have students write the following notes next to Appomattox on their maps:
- The Civil War ended at Appomattox Court House in April of 1865.
 - Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant.
8. Select several of the students’ completed Civil War maps to display. Have students file their maps for future reference and review.
9. Allow students to play the Pair Review Matching Game found on Attachment B.

Specific Options for Differentiating This Session

Technology

- Using an interactive whiteboard, have students identify Fredericksburg, Appomattox Court House, Manassas, Norfolk, Richmond, and Hampton on an interactive map.
- Students can use various Web sites to learn about the Merrimack and Monitor. Have each student develop a presentation, poster (digital images), or model using the Web research and presentation software.
- Have students create an online journal/blog of a timeline or major battles of the Civil War in Virginia. Consider using speech-to-text software to write the journal/blog.

Multisensory Activities

- On the map of Virginia, have students label battle sites with colors that will sequence the events depicting the major battles. For example, use the colors green for Bull Run (Manassas), yellow for Fredericksburg, blue for Hampton and Norfolk (*Monitor* and *Merrimack*), and red for the burning of Richmond. White can signify the truce at Lee’s surrender to Grant at Appomattox Courthouse.
- Have students create a battle scene box, sandbox, or diorama using twigs, dirt, sand, grass, and toys.
- Have students recreate a significant battle scene on the playground. Each student is assigned a military role. Ensure important figures from that battle are represented. Use local Civil War reenactors to assist in the class reenactment.

Community Connections

- Take a field trip or virtual field trip to any of the sites where the major battles or surrender took place.
- Invite battlefield park service to present to the classroom.
- Invite members of the Sons or Daughters of the Civil War to the classroom.

- Have students write letters to cadets at Virginia Military Institute (VMI) and/or Corp of Cadets at Virginia Tech telling them about their study of the Civil War and asking them about their training and viewpoints on war. Use speech-to-text software to write the letters.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In five small groups, have students write a newspaper article about what occurred at each of the major battle sites: Confederacy, Bull Run (Manassas), Fredericksburg, Hampton and Norfolk (Monitor and Merrimack), Richmond, and Appomattox.
- Provide partially completed newspaper articles for students to complete.

Vocabulary

- Have students use the following vocabulary words: *Washington, D.C., engagements, Richmond, surrender, Hampton, Norfolk, ports, ironclad, blockade, draw, Monitor, Merrimack, Manassas, Fredericksburg, capital, and Appomattox.*
- Add vocabulary to a class word wall.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student use a graphic organizer (e.g., frame, series of events chain, or story map) to understand the order of events from the Civil War.
- Have students create a sequential Battles Book including art, digital images, writings, and maps.
- Have each student create a soldier's journal documenting events of the battles in Virginia.
- Have each student add all materials to an interactive textbook or notebook.

Session 3: Roles of Different Groups of People during the Civil War _____

Prerequisite understanding/Knowledge/Skills

- Students are expected to know some background knowledge of the following groups: American Indians, Free African Americans, and Enslaved African Americans.
- Students are expected to be able to understand the concepts of the following vocabulary words: *Confederacy*, *enslaved*, *American Indians*, *Free African Americans*, *Enslaved African Americans*, *Whites*, “*taking sides*,” *roles*, *limited*, *protected*, and *labor*.

Materials

- Teacher-selected books about the Civil War
- Poster paper
- Colored markers or crayons

Instructional Activities

1. Inform students that different groups of people in Virginia had different roles during the Civil War. Very few managed not to be involved. All Virginians were impacted by the war—it was impossible for people not to feel the effects of it.
2. Give each student a sheet of poster paper, and have students divide their sheet into four equal sectors however they choose: four rows, four columns, or four rectangles.
3. Have students brainstorm the four major groups or types of people living in Virginia at the time. When a correct group is mentioned, write it on the board.
4. Instruct students to label the four sectors on their poster with the names of the four groups of people.
5. Discuss each group of people and the role they played during the Civil War. Have students write each group’s role below their label, as shown below. Then, direct students to draw a picture that associates each group with their role.

<p>Free African Americans</p> <p>Some of these Virginians supported the Confederacy because they felt their limited rights could best be protected by doing so.</p>	<p>Enslaved African Americans</p> <p>Most of these Virginians raised crops and provided labor for the army. Many enslaved African Americans fled to the Union army as it approached and some fought for the Union.</p>
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<p>American Indians</p> <p>Most of these Virginians did not take sides during the Civil War.</p>	<p>Whites</p> <p>Most of these Virginians supported the Confederacy.</p>
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Specific Options for Differentiating This Lesson

Technology

- Using an interactive whiteboard, create a four-part grid for the four main groups affected by the Civil War. Allow students to fill in the grid on the whiteboard either by drawing or writing about those groups.

Multisensory Activity

- Have students sort the information identified during the lesson for the four groups affected by the Civil War.

Community Connections

- Invite a teacher, administrator, parent, or classmate who lived in another part of Virginia to discuss his/her experiences living in that area compared to current area. Topics to discuss: effects of the Civil War on the people and community, how different groups were affected, or the involvement of their community in the Civil War.

Small Group Learning

- In four small groups, have students create skits describing how their group played a role in the Civil War.
- Provide dialogue for a student's communication device.

Student Organization of Content

- Have each student create a compare-and-contrast organizer of the four groups having roles in the Civil War.
- Provide partially completed organizers for students.
- Have each student add all organizers to an interactive textbook or notebook.

Session 4: Reconstruction in Virginia following the Civil War _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have prior knowledge about the causes, battles, and outcomes of the Civil War.
- Students are expected to know the locations of the battles on a map of Virginia.
- Students are expected to be able to understand the concepts of the following vocabulary words: *battles*, *agriculture*, *economy*, *Confederate*, *banking*, and *Congress*.

Materials

- Chart paper and markers
- Teacher-selected books about Reconstruction in Virginia
- Internet access
- Examples of Confederate money, if available

Instructional Activities

1. Remind students that many battles had been fought in Virginia that destroyed plantations, bridges, railroads, and crops. Agriculture had been the basis for Virginia's economy, so when the plantations were destroyed, Virginia's economy was ruined. Great numbers of freed African Americans and others were now on their own and in need of housing, education, clothing, food, and jobs. Ask students what life might have been like for plantation owners, former enslaved African Americans, and business owners. List their responses on a chart.
2. Tell students that during the Civil War, Virginia used Confederate bills as money. Now that the war was over, this money had no value. Ask students what would happen to the banks of Virginia today if money no longer had any value. Help them conclude that banks in the former Confederate states had to close.
3. Explain that following the war, Virginia and the other former Confederate states had to rebuild. Because the former Confederate states had so many problems that needed to be solved, Congress passed laws designed to help rebuild the country and bring the southern states back into the Union. This period came to be known as *Reconstruction*. Congress set up a government agency called the Freedmen's Bureau to provide food, schools, and medical care for freed African Americans and others in Virginia and the other southern states. Use the following Web sites for additional resources on the Freedmen's Bureau:
 - "Freedman's Bureau Records: An Overview." <http://www.archives.gov/publications/prologue/1997/summer/freedmens-bureau-records.html>.
 - "About the Freedmen's Bureau in Augusta County." <http://valley.lib.virginia.edu/VoS/fbureau/aboutbureau.html>.
4. Use the following questions as prompts for class discussion:
 - What skills did most enslaved African Americans have?
 - Why didn't they know how to read and write?
 - How would this lack of literacy affect them?Have students recall who did the labor on the plantations in Virginia before the Civil War. Lead them to understand that without abundant labor to assist with raising the crops and refurbishing farmland, plantations of white farmers were likely to fail. Ask, "How could the freed African Americans, poor white farmers, and the landowners of large farms help each other?" Lead the discussion to *sharecropping*, in which land was rented from a landowner by promising to pay with a share of the crops. Sharecropping became a common system in Virginia after the war.
5. Use the following resources for student research:
 - "Reconstruction and Its Aftermath." <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart5.html>.
 - "Reconstruction: the Second Civil War." <http://www.pbs.org/wgbh/amex/reconstruction/states/fr.html>.
 - "A Visual Timeline of Reconstruction." <http://www.digitalhistory.uh.edu/reconstruction/timeline.html>.
 - "Virginia Center for Digital History on Reconstruction." http://www.teacherlink.org/content/social/vcdh_lessons/.
 - "Becoming New Southerners." http://www.vahistorical.org/sva2003/new_southerners.htm.

Specific Options for Differentiating This Session

Technology

- Have students research various types of currency.
- Have students use computers to investigate the listed Web sites.
- Provide speech-to-text or text-to-speech software for students exploring the listed Web sites.

Multisensory Activities

- Have students generate words using the prefix “re,” meaning “to do again.” Examples include: repay, rebuild, reunite, redo, revisit, reread, rewrite, revolt, and reunion. Have the students create acrostic poems using the word *reconstruction*.
- Provide a partially completed acrostic for students.
- Display a hard hat and a tool belt throughout the teaching of this unit to represent Reconstruction.

Community Connections

- Invite a builder to discuss rebuilding homes, businesses, and schools after a disaster.
- Invite a local town planner or architect to discuss the process of building a home or business. Focus on time frame, costs, and other issues in the building process.
- Partner with a school that has experienced rebuilding after a disaster that affected their school or community. This can be done through online chatting, video calls, pen pals, or blogging.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- As a whole class, brainstorm other major disasters. Then divide students into small groups, each taking a major disaster and writing about the rebuilding process that has to take place.
- With a partner, have students think about the affects of the Civil War and how Virginia had to rebuild and care for its citizens. Students can use the “Think, pair, share” or “Write, pair, share” model.

Vocabulary

- Have students use the following vocabulary words: *plantations, Reconstruction, refurbish, currency, sharecropping, landowners, lack, literacy, rent, Freedmen’s Bureau, and rebuild*.
- Add vocabulary to a class word wall.
- Have students come up with synonyms to reinforce vocabulary words.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student complete a cause-and-effect graphic organizer on the Civil War, destruction to Virginia, and the rebuilding of Virginia.
- Have each student add all work or documents to an interactive textbook or notebook.

Session 5: Segregation and “Jim Crow” Laws in Virginia

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have prior knowledge about how African Americans were affected after the Civil War and during Reconstruction.
- Students are expected to know the purpose of laws and rules.
- Students are expected to be able to understand the concepts of the following vocabulary words: *reconstruction*, *Confederacy*, and *laws*.

Materials

- *Virginia Pathways*, Episode 5: “Civil Rights” (go to <http://www.vastudies.org>)
- Sentence strips
- Teacher-selected book on segregation
- Internet access
- Paper for vocabulary dictionary
- Stapler
- Crayons or markers

Instructional Activities

1. Review Reconstruction, and remind students that African Americans, because of their newly won freedoms, had earned equal rights, especially the rights to vote and hold office.
2. Introduce the term *segregation* as the separation of people, usually based on race or religion. Read from a book on segregation. Explain that some Virginians, including some Confederate leaders, resented the fact that African Americans now had the same rights as white people. Therefore, Virginia and other southern states passed laws that took away the rights that African Americans had gained during Reconstruction. These laws were called “Jim Crow” laws. They segregated the races and reinforced prejudices held by whites.
3. Show *Virginia Pathways*, Episode 5: “Civil Rights,” Segments 1 and 2.
4. On a sentence strip or an 8 x 12 inch poster, write “ ‘Jim Crow’ Laws.” On sentence strips, list the effects “Jim Crow” laws had on African American life (see below), and discuss each one with students. Post in the classroom for quick reference and review.
 - 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 children and white children had to attend separate schools.
5. Have students make a vocabulary dictionary, including the following terms: *Reconstruction*, *Freedmen’s Bureau*, *sharecropping*, *segregation*, and *discrimination*.
6. Use the following Web sites for student research:
 - The Origin of Jim Crow. http://vastudies.pwnet.org/pdf/jim_crow.pdf.
 - History of Jim Crow. <http://www.jimcrowhistory.org/>.
 - “The Rise and Fall of Jim Crow.” http://www.pbs.org/wnet/jimcrow/stories_events_14th.html.

Specific Options for Differentiating This Session

Technology

- Use video clips showing the different ways the “Jim Crow” laws were carried out and how they affected African Americans.
- Have students watch and discuss videos about the creation of laws, or have students research new laws being created by the government.
- Have students use software for the vocabulary dictionary activity.

- Have each student create a multimedia glossary of key vocabulary. Have students include digital photos or images along with recorded speech defining each term.

Multisensory Activities

- Have students role-play the creation and passing of a law and how it could affect different people.
- Have students could create a class law or investigate a recent law in their community.

Community Connections

- Invite an African American to discuss growing up during segregation and the beginning of integration.
- Invite a social worker or guidance counselor to discuss bullying and how it relates to treatment of African Americans during the Reconstruction Era.

Small Group Learning

- In small groups, have students discuss ways they see discrimination in today's world. Topics may include a person's income, home and neighborhood, religion, clothing, vehicle, language, communication skills, and level of education.

Vocabulary

- Have students use the following vocabulary words: *segregation, integration, "Jim Crow" laws, equal rights, freedoms, separation, African Americans, race, prejudices, discriminations, and poll tax.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students compare and contrast the positive effect of the Freedmen's Bureau and the negative effect of the "Jim Crow" laws using graphic organizers.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 6: Railroads, New Industries, and the Growth of Cities in Virginia _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have a prior knowledge about the destruction of the Civil War and the need to rebuild.
- Students are expected to know the purpose of railroads and transporting goods.
- Students are expected to be able to understand the concepts of the following vocabulary words: *reconstruction, businesses, factories, and economy.*

Materials

- Wall map of Virginia
- Internet access
- Coal sample
- *Virginia Pathways*, Episode 2: “Transportation.” (go to <http://www.vastudies.org>)

Instructional Activities

1. Explain that Virginia began to grow in many areas after the Civil War and Reconstruction. As more people traveled, Virginia’s cities grew to hold more people, businesses, and factories. The need for more and better roads increased. All of this growth contributed to Virginia’s economy. Explain that railroads were a key to the expansion of business, agriculture, and industry. Why? Rail transportation facilitated the growth of small towns to cities. Railroad centers attracted the building 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 these areas. Petersburg, Alexandria, and Lynchburg also grew rapidly. From the time of the Civil War, railroads became a very important new form of transportation in the North and in the South.
2. Locate on a Virginia map the small towns and cities that grew because of the railroads: Roanoke, Richmond, Norfolk, Newport News, Petersburg, Alexandria, and Lynchburg. (Optional: Share the poster, “Virginia Cities that Became Railroad Centers” from <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>.) Point out that Roanoke became a railroad center, and that Richmond, Norfolk, and Newport News grew because the railroads brought new jobs and people to those areas. Explain that railroads stimulated the growth of factories where clothing, furniture, and other useful items were made. Use the following Web sites as a student resource:
 - “Railroads of Virginia.” <http://www.virginiaplaces.org/rail/>.
 - “Map of Virginia Railroads.” <http://www.trainweb.org/varail/vamap.html>.
3. Explain that during and after Reconstruction, Virginia began to change from an agricultural society to an industrial society. Locate Tazewell County on the Virginia map, and tell students that a natural resource was discovered there after the Civil War that became a source of income for residents of southwest Virginia. This resource was coal. If possible, provide students with a sample of coal, and discuss how it was used at the time, including as a source of power for steam train engines.
4. Use the picture, “The Importance of Good Roads” from <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> to make an overhead transparency. Discuss the three pictures in “The Problem” box, keeping “The Solution” picture covered. Ask students, “Now that cars are available for transportation, what is necessary for them to move smoothly from place to place?” Alternatively, show *Virginia Pathways*, Episode 2: “Transportation.”

Specific Options for Differentiating This Session

Technology

- Have students listen to the words on the soundtrack of “Coalminer’s Daughter” by Loretta Lynn.
- Provide lyrics in large print or other accessible print formats.
- Using an interactive whiteboard, have students locate railroad centers on a map of Virginia.

Multisensory Activities

- Have each student create a sketch of Virginia’s railroad, using a piece of coal, charcoal, or a charcoal pencil.
- Have each student sort the railroad centers on a map of Virginia. Consider providing a computer sort.

Community Connections

- Invite a worker from the coal or railroad industry.
- Interview a coal miner, former coal miner, or someone in the transportation industry to discuss the need for transporting goods.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In groups, have students list items affected by the rapid growth of technology. Later, have them create a museum filled with items such as various kinds of song records, eight-track tapes, older cell phones, rotary-dialed telephones, typewriters, adding machines, an abacus, and a mimeograph machine to show expansion in the field of technology. In the museum, students may arrange the items in a timeline.
- In groups, have students create a poster of a new technological invention that could be used to make life easier.
- In groups, have students illustrate the lyrics of the “Coalminer’s Daughter.” Provide preprinted lyrics and templates for students.

Vocabulary

- Have students use the following vocabulary words: *Roanoke, Petersburg, Richmond, Norfolk, Newport News, Lynchburg, Alexandria, railroad center, stimulated, Tazewell County, steam, industry, technology, railroads, expansion, business, and agricultural.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a web organizer with railroad in the middle and surrounding ovals depicting how railroads stimulated the growth of cities, factories, transportation, and the population.
- Compare and contrast railroads and other transportation of the present and past.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 7: Assessment

Materials

- Attachments C and D: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachments C and D.

Attachment A: Civil War Fact-or-Opinion Activity _____

Name: _____ Date: _____

A fact can be proved to be true, but an opinion is someone's belief or judgment, which cannot be proved true. Sometimes opinions are signaled by clue words, such as *believe*, *think*, or *probably*, or by words that show judgment, such as *better* or *best*. Read the statements below, and write **Fact** or **Opinion** next to each statement.

- _____ 1. Better crops were grown in the South than in the North.
- _____ 2. The North had more factories than the South.
- _____ 3. The population in the North was larger than in the South.
- _____ 4. The best farms were in the South.
- _____ 5. More people liked to live in the North because it was not so rural.
- _____ 6. Tobacco was a major crop in the South.
- _____ 7. The North was more industrialized.
- _____ 8. Southerners probably made more money from their crops than northerners from working in industries.

Attachment B: Pair Review Matching Game _____

Name: _____ Date: _____

Directions: Cut out each game sheet on the dotted lines. Fold on the vertical line separating answers from questions. Student 1 asks the A-Questions, and Student 2 answers using the choices in the A-Answers column. Student 1 checks by looking at the number in parentheses at the end of the question. Then Student 2 asks B-Questions, and Student 1 answers from B-Answers. When students finish a round, they switch and repeat the process.

B-Answers	A-Questions
Choose answers from this column to answer B-Questions.	Ask questions from this column, but do not ask them in the order they appear. Scramble the order.
6. The Confederate States of America	1. Why did the southern states secede from the Union? (3)
7. John Brown	2. What led to West Virginia becoming a state? (4)
8. Abolitionists	3. What was the conflict between the North and the South about new states joining the Union? (5)
9. After Abraham Lincoln became president in 1860	4. How were the northern and southern economies different? (1)
10. Nat Turner	5. Who was president of the Union during the Civil War? (2)

A-Answers	B-Questions
Choose answers from this column to answer A-Questions.	Ask questions from this column, but do not ask them in the order they appear. Scramble the order.
1. The North was industrialized. The South was agricultural and relied on slave labor.	6. Who led a revolt against Virginia plantation owners? (10)
2. Abraham Lincoln	7. Which group campaigned to end slavery? (8)
3. The northern and southern states were unable to resolve their conflicts because of economic differences.	8. When did the southern states secede from the Union? (9)
4. Virginians were divided about remaining in the Union.	9. What did the seceded southern states name themselves? (6)
5. The North wanted the new states to be "free states." The South wanted them to be "slave states."	10. Who led a raid on the United States Arsenal at Harpers Ferry, Virginia? (7)

Attachment C: Sample Assessment Items (VS.7a, b) _____

Asterisk () indicates correct answer.*

<p>1. Who led a slave revolt against plantation owners in Virginia? A Harriet Tubman B Nat Turner* C John Brown D Robert E. Lee</p> <p>2. Who participated in a secret route that escaped slaves took known as the “Underground Railroad?” A Harriet Tubman* B Nat Turner C John Brown D Robert E. Lee</p> <p>3. Who led a raid on the United States Armory at Harpers Ferry, Virginia, trying to start a slave rebellion? A Harriet Tubman B Nat Turner C John Brown* D Robert E. Lee</p> <p>4. During the 1820s, what did northern states want new states created out of the western territory to be? A New states B Slave states C Free states* D Old states</p> <p>5. Who became president of the United States in 1860, after some southern states, seceded from the Union? A Jefferson Davis B Abraham Lincoln* C Ulysses S. Grant D Thomas “Stonewall” Jackson</p> <p>6. Which state was formed when conflict grew between the eastern counties that relied on slave labor and the western counties that favored the abolition of slavery? A North Carolina B Tennessee C West Virginia* D Maryland</p>	<p>7. Where did Confederate General Thomas “Stonewall” Jackson play a major role? A Alexandria B Bull Run (or Manassas)* C Norfolk D Hampton</p> <p>8. Where was the capital of the Confederacy after Virginia seceded? A Washington, D.C. B Petersburg C Manassas D Richmond*</p> <p>9. Where did the battle of two ironclad ships take place in Virginia’s waters? A Hampton Roads* B Potomac River C New River D Rappahannock River</p> <p>10. Who was the Commander of the Army of Northern Virginia and defeated Union troops at Fredericksburg? A Ulysses S. Grant B Abraham Lincoln C Thomas “Stonewall” Jackson D Robert E. Lee*</p> <p>11. Where did Robert E. Lee surrender to Ulysses S. Grant in April 1865? A Washington, D.C. B Manassas, Virginia C Appomattox Court House, Virginia* D Richmond, Virginia</p> <p>12. What city was burned at the end of the Civil War? A Washington B Norfolk C Richmond* D Alexandria</p>
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Attachment D: Sample Assessment Items (VS.8a–c)

Asterisk (*) indicates correct answer.

<p>1. The period following the Civil War when Congress passed laws designed to rebuild the country and bring the southern states back into the Union was called</p> <p>A Restoration. B Reconstruction.* C Freedmen’s Bureau. D Sharecropping.</p> <p>2. What problem did Virginians face during Reconstruction?</p> <p>A Railroad lines were added. B Money had no value.* C Bridges were built. D Crops were planted.</p> <p>3. What government agency provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South?</p> <p>A Federal Bureau of Investigation B Welfare system C Freedmen’s Bureau* D Sharecropping system</p> <p>4. What system after the Civil War allowed freedmen and poor white farmers to rent land by promising to pay with a share of the crops?</p> <p>A Freedmen’s Bureau B Sharecropping* C Welfare system D Federal Bureau of Investigation</p> <p>5. Who gained power in Virginia’s government and could finally vote during Reconstruction?</p> <p>A Spanish American men B American Indian men C Women D African American men*</p>	<p>6. After Reconstruction, what established segregation, or separation of the races, and reinforced prejudices held by whites?</p> <p>A Freedmen’s Bureau B Sharecropping C “Jim Crow” Laws* D Industrialization</p> <p>7. What could African Americans do if they paid a poll tax and passed a literacy test?</p> <p>A Buy a house B Vote in an election* C Get an education D Get a job</p> <p>8. What was a key to the expansion of business, agriculture, and industry after Reconstruction?</p> <p>A Streetcars B Automobiles C Railroads* D Airplanes</p> <p>9. Which Virginia city became a major railroad center?</p> <p>A Richmond B Roanoke* C Petersburg D Lynchburg</p> <p>10. What industry developed in southwest Virginia that became a source of income for residents?</p> <p>A Furniture making B Coal mining* C Textile weaving D Tobacco farming</p>
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Attachment E: Additional Activities

1. Have students read either a teacher-selected book or a class set of novels about the Civil War.
2. Have students create a timeline of how the Civil War began and the battles that took place in Virginia.
3. Have students read biographies and report on the roles of Virginia leaders during the Civil War.

ORGANIZING TOPIC

Virginia: 1900 to the Present

Standard(s) of Learning _____

- VS.9 The student will demonstrate knowledge of twentieth- and twenty-first century Virginia by
- 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;
 - identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
 - identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
 - 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.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- identifying the three branches of Virginia government and the function of each;
 - describing the major products and industries of Virginia’s five geographic regions;
 - explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic 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.

Content

Describe how during the twentieth- and twenty-first centuries, Virginia has changed from a rural, agricultural society to a more urban, industrial society.

Understand that during the early twentieth century, agriculture began to change:

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

Describe the growth of Virginia’s cities, using the following information as a guide:

- 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.

Describe how during the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region. In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.

Know that people have moved to Virginia from many other states and countries.

Recognize that two famous Virginians, Woodrow Wilson and George C. Marshall, were important national and international leaders.

Understand that Woodrow Wilson was a twentieth-century president who wrote a plan for world peace.

Understand that George C. Marshall was a military leader who created an economic plan to ensure world peace.

Identify how after World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.

Know that as a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.

Know the following terms:

- 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

Identify the following events of desegregation and Massive Resistance in Virginia:

- The U.S. Supreme Court ruled in 1954 (*Brown v. Board of Education*) that “separate but equal” public schools were unconstitutional.
- All public schools, including those in Virginia, were 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 a Massive Resistance Movement against the desegregation of public schools.

Know that Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president.

Explain that 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.

Identify that Oliver W. Hill, a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the *Brown v. Board of Education* decision.

Identify that 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.

Explain that A. Linwood Holton, as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors.

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

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

Identify the three branches of the government of Virginia, as follows:

- 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.

Know that the state of Virginia can be divided into five geographic regions.

Describe selected examples of products and industries that characterize each region of Virginia:

- Coastal Plain (Tidewater)
 - Products: seafood, peanuts
 - Industries: shipbuilding, tourism, military bases
- Piedmont
 - Products: tobacco products, information technology
 - Industries: federal and state government, farming, horse industry
- Blue Ridge Mountains
 - Products: apples
 - Industries: recreation, farming
- Valley and Ridge
 - Products: poultry, apples, dairy, beef
 - Industries: farming
- Appalachian Plateau
 - Products: coal
 - Industries: coal mining

Understand that advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.

Know that industries in Virginia produce goods and services used throughout the United States.

Explain that 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.

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

Explain that tourism is a major part of Virginia’s economy.

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

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “1940 Map of Virginia.” A WPA Guide to Virginia. <http://xroads.virginia.edu/~HYPER/VAGuide/frame.html>. This site shows the roads, cities, and towns of Virginia as they existed after the Depression but before World War II. (Click on Contents to locate the map.)
- “A. Linwood Holton (1923–)” http://www.encyclopediavirginia.org/Holton_A_Linwood_1923-. This site provides a biography.
- “A. Linwood Holton, Jr.” <http://www.swvamuseum.org/WALKOFFAME/holton.htm>. This site provides a biography.
- “Arthur Ashe.” *Becoming a New Virginia*. Virginia Historical Society. <http://www.vahistorical.org/sva2003/ashe.htm>. This lesson presents a brief biography.
- “Arthur Ashe.” Sports Illustrated Biography. CNN. <http://sportsillustrated.cnn.com/tennis/features/1997/arthurashe/biography.html>. This site provides a timeline of the life of Arthur Ashe as well as a description of the stadium named for him.
- “Becoming Equal: L. Douglas Wilder.” *Virginia Historical Society*. <http://www.vahistorical.org/sva2003/wilder.htm>. This lesson provides a short biography.
- “*Brown v. Board of Education*: Diagram of How the Case Moved through the Court System.” *Landmark Cases: Supreme Court*. <http://www.landmarkcases.org/brown/courtsystem.html>. This site illustrates how the case moved from federal court in Kansas to the U.S. Supreme Court.
- “Brown v. Board of Education.” *National Park Service*. <http://www.nps.gov/brvb/>. This site describes the National Historic Site at Monroe Elementary School, Topeka, Kansas.
- “The Byrd Organization.” <http://www.virginiaplaces.org/government/byrdorg.html>. This site offers a thorough history of the political organization that ruled Virginia for more than 50 years, beginning in the 1920s.
- Capitol Classroom*. http://legis.virginia.gov/1_cap_class/cap_class_welcome.html. This site contains instructional information about Virginia’s General Assembly.
- “Capitol Square” *Virginia General Assembly*. http://legis.virginia.gov/1_vis_guide/cap_timeline.html. This site describes the history of the three state capitals.
- “Electrification.” <http://jefferson.village.virginia.edu/vcdh/vahistory/electrification.html>. This site provides information on how electrification changed the lives of people in Virginia.
- Encyclopedia Virginia*. Virginia Foundation for the Humanities. <http://www.encyclopediavirginia.org/>. This is an online reference work about the Commonwealth that brings together information on Virginia history, business, politics, and geography, plus the state’s heritage in the arts, religion, culture, and folklife.
- “George C. Marshall: The Nobel Peace Prize 1953.” http://nobelprize.org/nobel_prizes/peace/laureates/1953/marshall-bio.html. This site provides a biography.
- George C. Marshall. <http://www.marshallfoundation.org/education/index.html>. This site presents educational materials from The George C. Marshall Foundation.
- Graphic Organizers*. <http://www.eduplace.com/graphicorganizer/> and <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>. These sites supply a variety of graphic organizers to help students organize, display, and learn content.
- “Harry F. Byrd (1887–1966).” *Encyclopedia Virginia*. Virginia Foundation for the Humanities. http://www.encyclopediavirginia.org/Byrd_Harry_Flood_1887-1966. This site supplies a biography.
- “L. Douglas Wilder (1931–).” *Encyclopedia Virginia*. Virginia Foundation for the Humanities. http://www.encyclopediavirginia.org/Wilder_Lawrence_Douglas_1931-. This site offers a biography.

- Maggie L. Walker National Historic Site: Richmond, Virginia.” *Women’s History Month*.
<http://www.cr.nps.gov/nr/feature/wom/2003/walker.htm>. This site contains an article written by the National Park Service for Women’s History Month.
- “Maggie L. Walker.” *National Park Service*. <http://www.nps.gov/malw/>. This site describes the National Historic Site in downtown Richmond, Virginia.
- “Maggie Walker: A Rich Legacy for the Black Woman Entrepreneur.” Jeremy Quittner. *BusinessWeek online*.
<http://www.businessweek.com/smallbiz/news/coladvice/reallife/r1990706r.htm>. This site profiles Maggie Walker and the formation of the St. Luke Penny Savings Bank.
- “Oliver W. Hill.” *Beyond Brown Pursuing the Dream* <http://www.pbs.org/beyondbrown/history/oliverhill.html>. This site provides an overview of his accomplishments.
- “Oliver White Hill (1907–2007), Richmond Attorney and Civil Rights Leader.” *African American Trailblazer*. Library of Virginia. <http://www.lva.virginia.gov/public/trailblazers/2009/honoree.asp?bio=5>. This site provides a biography.
- Official Web Site of Arthur Ashe*. <http://www.cmgww.com/sports/ashe/>. This site presents the biography, career, quotes, and photographs of Arthur Ashe.
- “Separate but Not Equal: Race, Education, and Prince Edward County, Virginia.” VCU Libraries.
<http://www.library.vcu.edu/jbc/speccoll/pec.html>. This site explores the history of the Prince Edward County school segregation issues of the 1950s and 1960s.
- “Separate Is Not Equal: *Brown v. Board of Education*.” Smithsonian National Museum of American History.
<http://americanhistory.si.edu/brown/history/index.html>. This site examines the historical legacy of the *Brown v. Board of Education* case.
- Social Studies Curriculum Resources: Virginia Studies Poster Sets*.
<http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>. This site offers poster sets for this course; click on “Twentieth-Century Virginia” for posters related to this unit.
- “Teaching With Documents Lesson Plan: Documents Related to *Brown v. Board of Education*.”
http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html. This site provides the historical background and lists resources for teaching about the case.
- Virginia Center for Digital History*. <http://www.vcdh.virginia.edu/index.php?page=VCDH>. The site, which includes projects for K–12 educators and the general public alike, offers a variety of information about Virginia, including its famous people and places.
- The Story of Virginia: An American Experience*. Virginia Historical Society.
<http://www.vahistorical.org/storyofvirginia.htm>. This site consists of 10 concise, easy-to-read chapters on Virginia history from prehistoric times to the present.
- Virginia Memory*. The Library of Virginia. <http://www.virginiamemory.com/>. This site offers access to many of the library’s holdings presented in flexible yet integrated ways.
- Virginia Places*. <http://www.virginiaplaces.org/>. This site contains information on the geography, the people, and the development of Virginia.
- Woodrow Wilson. <http://www.whitehouse.gov/about/presidents/woodrowwilson>. From the White House presidents’ collection, this site provides a biography of the 28th president.
- Woodrow Wilson. <http://www.woodrowwilson.org/teachers/>. The Woodrow Wilson Presidential Library site provides resources for teachers
- Woodrow Wilson. http://nobelprize.org/nobel_prizes/peace/laureates/1919/wilson-bio.html. This site provides a short biography about Woodrow Wilson and the Nobel Peace Prize.

Session 1: From Agricultural Society to Urban, Industrialized Society _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to know that the state of Virginia has been transformed throughout the years.
- Students are expected to be able to locate Virginia on a map, regions of Virginia, and railroad centers in Virginia.
- Students are expected to be able to understand the concepts of the following vocabulary words: *economy, growth, society, effective, industrial, agricultural, transportation, railroad, highways, migration, federal, and freedom.*

Materials

- Teacher-selected books about Virginia in the twentieth century
- Internet access
- Teacher-prepared transparency of “Growth in Virginia’s Cities” or pictures from *Notebook of Photographs*
- *Virginia Pathways*, Episode 2: “Migration” (go to <http://www.vastudies.org>)

Instructional Activities

1. In this session, students will learn how Virginia changed from a rural, agricultural society to an urban, industrial society and why people came to Virginia. Define the terms *rural* and *urban*. Review concepts from previous sessions about Virginia’s change from an agricultural to an industrial society. Cite specific reasons that old systems of farming were no longer effective and that crop prices were low. Review how Reconstruction was the turning point for Virginia’s economy.
2. Show the “Growth in Virginia’s Cities” page (from <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>) on an overhead transparency to highlight changes that have occurred. Alternately, obtain a copy of the Virginia Historical Society’s *Notebook of Photographs* to show the growth of Richmond through pictures.
3. Have students role-play citizens of Virginia who live in a rural area and realize that there are urban areas in Virginia that are growing. Have them offer some reasons why they would want to move away from their rural area to an urban area. Discuss economic opportunities, and list what some might be.
4. Have students view (or view again) *Virginia Pathways*, Episode 2, “Migration” and listen closely to determine who migrated to Virginia during the 1900s and why. After the viewing, have them discuss what they learned, identifying World War II as the event that increased federal jobs in Northern Virginia. Review that Northern Virginia and Tidewater have grown due to an increase in computer-technology jobs and government jobs. Remind students that railroads and highways enabled people to move more easily. Explain that air transportation and streetcars also allowed for industries in cities to grow, because people could get to work easily and products could be shipped within the state and transported outside of the state. Review with students that people moved to Virginia from many other states and nations for jobs, freedom, and the enjoyment of Virginia’s beauty and quality.
5. Have students research twentieth-century Virginia, using the following Web sites:
 - “Twentieth Century.” <http://www.lva.lib.va.us/howeare/exhibits/political/twentieth.htm>.
 - “Electrification.” <http://jefferson.village.virginia.edu/vcdh/vahistory/electrification.html>.
 - “1940 Map of Virginia.” <http://xroads.virginia.edu/~HYPER/VAGuide/frame.html>.

Specific Options for Differentiating This Session

Technology

- Using software or an interactive whiteboard, show the growth of Richmond through pictures (See Instructional Activity #2). Highlight the changes that have occurred. Have students discuss the cause and effect of the changes displayed.
- Search for archival maps of northern Virginia and the Tidewater Region, and with students, compare the current maps of the same area.

Multisensory Activities

- Have each student create two neighborhoods out of milk cartons and recycled materials. One neighborhood depicts a rural community and the other an urban community. Make sure that students include transportation modes.
- Have each student create a rural setting, using toys, twigs, sand, grass, or other natural resources from outside. Be sure to include typical characteristics (farm animals and equipment) of a rural setting.
- Have students create a mix and match sort (e.g., digital images, felt board, or an interactive whiteboard) of an urban and rural setting.

Community Connections

- Invite a city planner to discuss maps of the area from 10 years ago, 50 years ago, etc., and compare these with the most recent maps.
- Invite a local railway club to discuss how railroads' function has changed throughout the years.
- Invite a local farmer, or visit a farm to learn about the characteristics of a rural setting.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In small groups, have students create neighborhood maps, predicting growth in the next 10 years.
- Provide precut digital images for mapmaking activities.

Vocabulary

- Have students use the following vocabulary words: *urban*, *rural*, *computer technology*, and *systems of farming*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student divide a piece of drawing paper into two sections, labeling one rural and the other urban. Have students illustrate their sections. Use precut digital images to create the comparison chart.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 2: World Peace: Impact of Two Virginia Leaders on International Events _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know the role of the president and the role of a general.
- Students are expected to know the effects of a war on people and society.
- Students are expected to be able to understand the concepts of the following vocabulary words: *impact, president, peace, nations, creating, military leaders, organizing, training, economic, funds, rebuild, Europe, and plans.*

Materials

- Attachment A: Woodrow Wilson Graphic Organizer
- Attachment B: George C. Marshall Graphic Organizer
- Teacher-selected books about Woodrow Wilson and George C. Marshall

Instructional Activities

1. In this session, students will learn how Virginians Woodrow Wilson and George C. Marshall had an impact on international events surrounding two different World Wars. Both of them were instrumental in establishing plans to help keep world peace, and both were awarded Nobel Peace Prizes.
2. First, explain that Woodrow Wilson was the president when the United States entered World War I. President Wilson tried to keep the United States out of World War I, but in 1917, the United States finally entered the war. After World War I, President Wilson proposed the League of Nations as a means of keeping peace among the nations of the world. Despite President Wilson's role in creating the League of Nations, the United States never joined the League. For his peacemaking efforts, President Wilson was awarded the Nobel Peace Prize. Additional information can be found at <http://www.whitehouse.gov/about/presidents/woodrowwilson> and <http://www.woodrowwilson.org/teachers/>
3. Next, explain that George C. Marshall was an important military leader during World War II. He was the United States Army Chief of Staff responsible for organizing and training the troops. He was a military advisor to the president during the war. After World War II, George C. Marshall was appointed as Secretary of State. In this position, Marshall helped to create an economic plan to ensure world peace. The Marshall Plan included funds to help rebuild Europe after World War II. Marshall was awarded the Nobel Peace Prize for his work after the war. Additional information can be found at <http://www.marshallfoundation.org/education/index.html> and http://nobelprize.org/nobel_prizes/peace/laureates/1953/marshall-bio.html.
4. Have students complete Attachments A and B, using information they have learned.

Specific Options for Differentiating This Lesson

Technology

- Have students use Web sites to investigate the biographies of Woodrow Wilson and George C. Marshall, and the importance of the Nobel Peace Prize. Consider using text-to-speech or speech-to-text software to access Web site information.
- Use an interactive whiteboard to create a sort addressing the contributions from Woodrow Wilson and George C. Marshall.

Multisensory Activity

- Have each student create a Nobel Peace Prize and award it to a classmate, friend, teacher, school staff, or member of the community. Have students complete a written justification for the person receiving the prize. Provide partially completed forms, dictation, or text-to-speech/speech-to-text software for students.

Community Connections

- Visit the George C. Marshall museum in Lexington, Virginia.

- Invite a local historian or member of the Marshall Museum to discuss the contributions of George C. Marshall.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In small groups, have students research other Nobel Peace Prize recipients. Chart the character similarities of the recipients. Provide Web sites, texts, or other resources to complete this activity. Use text-to-speech/speech-to-text software or other print accessible options for students.
- With partners, have students complete an “I Learned, What Did You learn?” activity (This is a Pair Share Activity). Have partners complete a chart or matrix for this assignment. Provide dictation to assist students with completing the chart or matrix.

Vocabulary

- Have students use the following vocabulary words: *Woodrow Wilson, George C. Marshall, League of Nations, Marshall Plan, United States Army Chief of Staff, Secretary of State, international, world peace, Nobel Peace Prize, and World War I.*

Student Organization of Content

- Have each student create a collage (e.g., digital images, illustrations, key vocabulary) about both Woodrow Wilson and George C. Marshall. Emphasis the key contributions for both men.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 3: Virginia and the Civil Rights Movement

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have background knowledge of “Jim Crow laws” and the effect on African Americans.
- Students are expected to have some prior knowledge of Martin Luther King, Jr.
- Students are expected to be able to understand the concepts of the following vocabulary words: “*Jim Crow Laws*,” *African Americans*, *south*, *public facilities*, *citizens*, *race*, *religion*, *gender*, *opinion*, *equality*, *federal government*, and *unfair*.

Materials

- Vocabulary cards: teacher set and student set
- Teacher-selected books about the Civil Rights Movement
- Internet access
- *Virginia Pathways*, Episode 5: “Civil Rights” (go to <http://www.vastudies.org>)
- Pictures depicting segregation, desegregation, integration, and Massive Resistance

Instructional Activities

1. Review the “Jim Crow” laws and how they affected the lives of African Americans in the South. For the following vocabulary terms, have students make vocabulary cards and meaning cards for matching:
 - prejudice: A formed opinion, usually unfavorable
 - civil rights: The individual right of all citizens to be treated equally under the law
 - Civil Rights Movement: The organized demand of people in the United States during the 1950s and the 1960s that the federal government protect rights of African Americans and other minorities. People worked together to change unfair laws. They gave speeches, marched in the streets, and participated in boycotts.
 - discrimination: Unfair treatment of people because of such things as their race, religion, or gender
 - segregation: The separation of people usually based on race or religion
 - “separate but equal”: The idea that people of different races would remain segregated but have equal rights
 - desegregation: Abolishment of racial segregation
 - integration: Full equality of all races in the use of public facilities
2. Show *Virginia Pathways*, Episode 5: “Civil Rights” again for review of the civil rights movement. Use lessons from *Virginia Pathways* to further student understanding of Massive Resistance in Virginia. Read passages from teacher-selected books about the Civil Rights Movement.
3. Introduce the key points of desegregation and Massive Resistance in Virginia. The United States Supreme Court ruled in 1954 (*Brown v. Board of Education*) that “separate but equal” public schools were unconstitutional. All public schools, including those in Virginia, were ordered to desegregate. Explain that 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. Help students understand that Harry F. Byrd, Sr., led the Massive Resistance Movement against the desegregation of public schools.
4. Use the following resources to assist students in creating graphic organizers about desegregation and Massive Resistance:
 - “Student Activity Booklet.” *In Pursuit of Freedom and Equality: Brown v. Board of Education of Topeka*. <http://brownvboard.org/>.
 - “*Brown v. Board of Education*: Diagram of How the Case Moved through the Court System.” *Landmark Cases: Supreme Court*. <http://www.landmarkcases.org/brown/home.html>.
 - “Teaching with Documents Lesson Plan: Documents Related to *Brown v. Board of Education*.” http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html.

- “*Brown v. Board of Education.*” National Park Service. <http://www.nps.gov/brvb/>. This site describes the National Historic Site at Monroe Elementary School, Topeka, Kansas.
 - “Massive Resistance in Virginia.” Virginia Division of Legislative Services. <http://dls.virginia.gov/groups/MLK/resistance.htm> A collection of Web sites about Massive Resistance in Virginia and five locations where the schools were closed.
5. Use pictures from *Social Studies Curriculum Resources: Virginia Studies Poster Sets* at <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html> to illustrate the information presented about segregation, desegregation, integration, and Massive Resistance.

Specific Options for Differentiating This Session

Technology

- Use an interactive whiteboard to complete a mix-and-match vocabulary/definition activity. Use text-to-speech/speech-to-text software or audio recordings for terms and definitions.
- Play a copy of Martin Luther King’s “I Have a Dream” speech. Provide the speech for students, offering a variety of accessible print.

Multisensory Activities

- Have students role-play a boycott in the classroom. Use examples of: school uniforms, homework policies, recess games, etc.
- Have students complete a vocabulary definition memory game.
- Have students use a variety of materials to complete a typical daily task. For example, for a drawing activity, some students use pencils, others, crayons, others, markers and still others, drawing software. Discuss how using the different kinds of materials made a difference in the final product and how students felt when they were given his or her drawing material.

Community Connections

- Interview a family member or a local community member who may have experienced the Civil Rights Movement. Use a recording device to record the conversation for the students. Consider using a software application that allows users to make voice calls or video calls over the Internet.
- Visit a museum or take a virtual tour of a museum that addresses the Civil Rights Movement.

Small Group Learning

- In small groups, have students use a tug-of-war activity to physically demonstrate resistance. Relate this in a classroom discussion. Ask students if they have ever resisted something, for example, homework, cleaning their rooms, doing their chores.

Vocabulary

- Have students use the following vocabulary words: *prejudice, civil rights, Civil Rights Movement, discrimination, resist, equality, desegregation, integration, Massive Resistance, Harry F. Byrd, Sr., abolish, boycott, U.S. Supreme Court, Brown vs. Board of Education, unconstitutional, and minorities.*
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students use software to illustrate actions and reactions to Massive Resistance. Students may use mapping or other graphic organizers.
- Have each student complete a frame or other graphic organizer addressing vocabulary and definitions.
- Use partially completed frames, organizers, or maps for students.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 4: Contributions of Some Famous Virginians

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know about the Civil Rights Movement.
- Students are expected to be able to identify Richmond on a map of Virginia.
- Students are expected to know about the struggles African Americans have had throughout history in Virginia.
- Students are expected to be able to understand the concepts of the following vocabulary words: *contributions, banking, biography, lawyer, civil rights leader, equal, Brown vs. Board of Education, author, spokesperson, social change, racial equality, state government, and governor.*

Materials

- Teacher-selected books about Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Arthur R. Ashe, Jr., A. Linwood Holton, and L. Douglas Wilder
- Attachments C–H: Graphic Organizers for Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Arthur R. Ashe, Jr., A. Linwood Holton, and L. Douglas Wilder

Instructional Activities

1. From a book about Maggie L. Walker, read some excerpts that describe her contributions. Emphasize that she was the first African American woman in the United States to become a bank president. She was also the first woman in the United States to become a bank president. Have students use Attachment C to organize biographical information about Maggie L. Walker from the following Web sites:
 - Maggie L. Walker National Historic Site: Richmond, Virginia.” *Women’s History Month*. <http://www.cr.nps.gov/nr/feature/wom/2003/walker.htm>.
 - “Maggie L. Walker.” *National Park Service*. <http://www.nps.gov/malw/>.
 - “Maggie Walker: A Rich Legacy for the Black Woman Entrepreneur.” Jeremy Quittner. *BusinessWeek online*. <http://www.businessweek.com/smallbiz/news/coladvice/reallife/rl990706r.htm>.
2. From a book about Harry F. Byrd, Sr., by reading excerpts from a book about his life. Explain that as governor of Virginia, he was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government. Have students use Attachment D to organize biographical information about Harry F. Byrd, Sr., from the following Web sites:
 - “Harry F. Byrd (1887–1966).” *Encyclopedia Virginia*. Virginia Foundation for the Humanities. http://www.encyclopediavirginia.org/Byrd_Harry_Flood_1887-1966.
 - “The Byrd Organization.” <http://www.virginiaplaces.org/government/byrdorg.html>.
3. From a book about Oliver W. Hill, read some excerpts that describe his contributions. Explain that he was a lawyer and civil rights leader who worked for equal rights of African Americans. He played a key role in the *Brown v. Board of Education* decision. Have students use Attachment E to organize biographical information about Oliver W. Hill from the following Web sites:
 - “Oliver W. Hill.” *Beyond Brown Pursuing the Dream* <http://www.pbs.org/beyondbrown/history/oliverhill.html>.
 - “Oliver White Hill (1907–2007), Richmond Attorney and Civil Rights Leader.” *African American Trailblazer*. Library of Virginia. <http://www.lva.virginia.gov/public/trailblazers/2009/honoree.asp?bio=5>.
4. From a book about Arthur R. Ashe, Jr., read some excerpts that describe his contributions. Explain that he was the first African American to win a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change. Have students use Attachment F to organize biographical information about Arthur R. Ashe, Jr., from the following Web sites:
 - “Arthur Ashe.” *Becoming a New Virginia*. Virginia Historical Society. <http://www.vahistorical.org/sva2003/ashe.htm>.
 - “Arthur Ashe.” *Sports Illustrated Biography*. CNN. <http://sportsillustrated.cnn.com/tennis/features/1997/arthurashe/biography.html>.
 - *Official Web Site of Arthur Ashe*. <http://www.cmgww.com/sports/ashe/>.

5. From a book about A. Linwood Holton, Jr., read some excerpts that describe his contributions. Explain that as governor of Virginia, he promoted racial equality and appointed more African Americans and women to positions in state government than previous governors. Have students use Attachment G to organize biographical information about A. Linwood Holton, Jr., from the following Web sites:
 - “A. Linwood Holton (1923–)” http://www.encyclopediavirginia.org/Holton_A_Linwood_1923-
 - “A. Linwood Holton, Jr.” <http://www.swvamuseum.org/WALKOFFAME/holton.htm>.
6. From a book about L. Douglas Wilder, read some excerpts that describe his contributions. Explain that he was first African American to be elected a state governor in the United States. Have students use Attachment F to organize biographical information about L. Douglas Wilder from the following Web sites:
 - “Becoming Equal: L. Douglas Wilder.” *Virginia Historical Society*. <http://www.vahistorical.org/sva2003/wilder.htm>.
 - “L. Douglas Wilder (1931–).” *Encyclopedia Virginia*. Virginia Foundation for the Humanities. http://www.encyclopediavirginia.org/Wilder_Lawrence_Douglas_1931-.

Specific Options for Differentiating This Lesson

Technology

- Using an interactive whiteboard, have students sort the contributions for each of the famous Virginians.
- Have students investigate the listed Web sites. Provide text-to-speech or speech-to-text software or other accessible options for students.
- Use videos from the Internet addressing the contributions for each famous Virginian.

Multisensory Activities

- Assign each student a famous Virginian, and have them role-play each character as in a Wax Museum. Provide dialogue for a student’s communication device.
- Have students trace a classmate’s body on large paper. Students should color and decorate each traced body and write contributions for that famous Virginian.

Community Connections

- Invite members of the community who have experienced the Civil Rights Movement.
- Invite a female banker from the community to discuss her role as a woman in the banking industry.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In small groups, have students create playing cards for each famous American. Provide students with a template and use digital images.
- Have each group become experts on a famous Virginian; teach the other groups about that person and their contributions. Provide dialogue for a communication device.

Vocabulary

- Have students use the following vocabulary words: *Maggie L. Walker*, *Harry F. Byrd, Sr.*, *Oliver W. Hill*, *Arthur R. Ashe, Jr.*, *A. Linwood Holton*, *L. Douglas Wilder*, “*Pay as You Go*”, and *modernized*.
- Have students include vocabulary in a social studies glossary.
- Have students complete a sort, and use sorts for a memory game for the famous Virginians and their contributions.

Student Organization of Content

- Have each student create a character sketch for his or her famous Virginian. On the character sketch, students should list the contributions for each person.
- Have each student add all student work and documents to an interactive textbook or notebook.

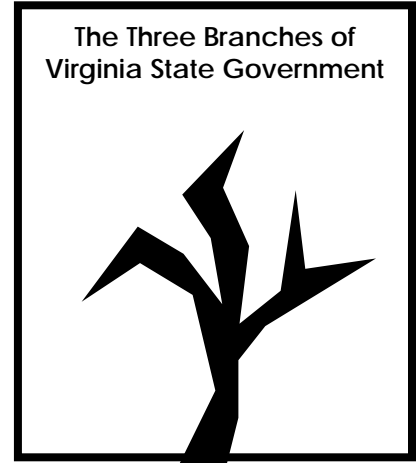
Session 5: The Three Branches of Virginia Government _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have prior knowledge about and an understanding of the importance and structure of Virginia government.
- Students are expected to have prior knowledge of the early development of government in Jamestown.
- Students are expected to be able to understand the concepts of the following vocabulary words: *structure, responsibilities, branches, House of Burgesses, General Assembly of Virginia, governor, constitution, and laws.*

Materials

- Teacher-created worksheet showing a three-branch tree
- Green construction paper for making tree leaves
- Colored markers
- Teacher-selected books about Virginia government
- Internet access
- *Virginia Pathways*, Episode 3: “Virginia Government” (go to <http://www.vastudies.org>)



Instructional Activities

1. In this session, students will learn the structure and responsibilities of Virginia government. Before teaching this session, create a large three-branch tree on a bulletin board or chart paper. Draw one of the three branches with a division into two smaller branches at the end, as shown above. Create a student worksheet with a similar tree, and distribute. As essential knowledge about the three branches of government is discussed, label the branches and pre-cut paper leaves with this information, and attach the leaves to the tree. Have students draw and label leaves on their own trees.
2. Define *government* as the organization through which political authority is exercised. Have students recall what they know about the early forms of government in Virginia. (House of Burgesses and General Assembly of Virginia) Ask which exists today. (Virginia General Assembly)
3. Use the classroom tree and pre-cut paper leaves to explain each branch of government and its function. As you explain, label each branch, and label and attach each leaf to the correct branch. Have students reproduce the classroom tree on their own trees.
 - On the branch that divides at the end, add information as follows:
 - Write on the main part of this branch, “The legislative branch consists of the General Assembly and is divided into two parts.”
 - Write “The Senate is one part of the legislative branch.” on one division of this branch.
 - Write “The House of Delegates is the other part of the legislative branch.” on the second division of this branch.
 - Write “The legislative branch makes state laws.” on a leaf, and attach it directly *between* the Senate and House of Delegates branches.
 - On the second large branch, add information as follows:
 - Write on this branch, “The executive branch is headed by the governor.”
 - Write, “The executive branch makes sure that state laws are carried out.” on a leaf, and attach it to this branch.
 - On the third large branch, add information as follows:
 - Write on this branch, “The judicial branch is the state’s court system.”
 - Write, “The judicial branch decides cases about people accused of breaking the law.” on a leaf, and attach it to this branch.
 - Write, “The judicial branch decides whether or not a law agrees with Virginia’s constitution.” on a leaf, and attach it to this branch.

4. Optional activity: View *Virginia Pathways*, Episode 3: “Virginia Government.”
5. Use the following Web sites as a resource for students:
 - *Capitol Classroom*. http://legis.virginia.gov/1_cap_class/cap_class_welcome.html.
 - “Capitol Square” *Virginia General Assembly*. http://legis.virginia.gov/1_vis_guide/cap_timeline.html.
 - *Commonwealth of Virginia Kids Commonwealth*. <http://www.kidscommonwealth.virginia.gov/home/>.
 - “Grades 4–5 – About Our Legislature” *Capitol Classroom*. http://legis.virginia.gov/1_cap_class/4-5/4_5_about_our.html.
 - “Virginia Government and Virginia Politics.” <http://www.virginiaplaces.org/government/index.html>.

Specific Options for Differentiating This Session

Technology

- Have students use the computer to find names and pictures of delegates and senators from their regions. Then have them find information about the governor. Provide text-to-speech or speech-to-text software for students.
- Using an interactive whiteboard, have students complete a branches of government sort or chart.
- Play the video by School House Rock titled “I’m Just a Bill.”

Multisensory Activities

- Have students generate a bill, such as whether or not students should wear school uniforms, and argue back and forth the pros and cons of passing the bill. Have them vote on the bill and send it to the judicial branch to see whether or not the bill agrees with Virginia’s constitution. Then send it to the executive branch to have the governor sign it.
- Hold a class or school election modeling the Virginia government election process.

Community Connections

- Take a field trip or a virtual field trip to a local courthouse to witness the responsibilities of the judicial branch.
- Invite a local government official to discuss the election process, bill writing, voting on bills, and passing of laws.
- Invite a police officer, judge, or lawyer to discuss the judicial branch of government.
- Consider using a software application that allows users to make voice calls over the Internet.

Small Group Learning

- In small groups, have students brainstorm and illustrate patriotic symbols. Examples may include American Bald Eagle, Liberty Bell, Statue of Liberty, and the American Flag. While students are performing this activity, play patriotic music in the background such as “The Star Spangled Banner”.
- In groups of three, have each group member take the role of a job under the three branches of government.

Vocabulary

- Have students use the following vocabulary words: *executive branch*, *judicial branch*, *courts*, *legislative branch*, *senate*, *House of Delegates*, and *Virginia General Assembly*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students generate questions for a study guide on the three branches of government. Provide dictation for students.
- Have each student create a three-part foldable for the responsibilities of the three branches of government.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 6: Major Products and Industries of Virginia's Five Geographic Regions _____

Prerequisite Understandings/Knowledge/Skills

- Students are expected to have prior knowledge about the five geographic regions of Virginia.
- Students are expected to be able to locate or label the five regions of Virginia.
- Students are expected to be able to identify Richmond and Washington D.C. on a map.
- Students are expected to be able to understand the concepts of the following vocabulary words: *Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, coal, seafood, tobacco, regions, federal government, Washington D.C., military, shipbuilding, tourism, farming, recreation, coalmining, state government, and industry.*

Materials

- Map of Virginia products
- Pictures of products from each region of Virginia
- Index cards
- Wall map of Virginia
- Outline map of Virginia for each student
- Internet access
- *Virginia Pathways*, Episode 2, Segment 3: "Industries" (optional: go to <http://www.vastudies.org>)

Instructional Activities

1. Review the five geographic regions of Virginia, using Attachment A from Organizing Topic I: Geographic Regions of Virginia, found on p. 17.
2. Display a map of Virginia products. Have students view the map, discuss the products from each region, and draw conclusions about the reasons certain products are available in particular regions. Have students find pictures of apples, coal, seafood, information technology, tobacco, and poultry. Then, have them make picture labels and place the pictures and labels in the appropriate regions on a wall map of Virginia. Give students a blank map of Virginia, and have them draw and label the products in the correct places on their maps.
3. Ask students whether their parents or other relatives work for the federal government. Remind them that many people who live in Northern Virginia work for the federal government because they are so close to Washington, D.C. Remind them also that there are many military bases in the Coastal Plain (Tidewater) and Piedmont regions of Virginia and civilians who work on military bases, as well as those who serve in the military, are working for the federal government.
4. Ask students whether they know of friends or relatives who work in other Virginia industries, such as shipbuilding, tourism, farming, textiles, recreation, coal mining, or state government. Make picture label cards for these Virginia industries, as well as federal military installations and federal and state government, to be placed on the Virginia classroom map. Have students draw and label the industries in the correct place on their maps.
5. Review the different products and industries that characterize each region.
 - Coastal Plain (Tidewater)
 - Products: seafood, peanuts
 - Industries: shipbuilding, tourism, military bases
 - Piedmont
 - Products: tobacco products, information technology
 - Industries: federal and state government, farming, horse industry
 - Blue Ridge Mountains
 - Products: apples
 - Industries: recreation, farming
 - Valley and Ridge
 - Products: poultry, apples, dairy, beef

- Industries: farming
 - Appalachian Plateau
 - Products: coal
 - Industries: coal mining
6. Optional activity: Show *Virginia Pathways*, Episode 2, Segment 3: “Industries.”
7. Have students create a brochure about Virginia that includes the major products and industries of each region. Use the following Web sites:
- *Social Studies Curriculum Resources: Virginia Studies Poster Sets*. <http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html>.
 - *Virginia Places*. <http://www.virginiaplaces.org/>.
 - *Virginia Studies: Ready Resources for the Classroom*. <http://vastudies.pwnet.org/>.
 - *Virginia, Where Love Lives*. Virginia Tourism Corporation. <http://www.virginia.org/>.

Specific Options for Differentiating This Session

Technology

- Using an interactive whiteboard, have students label the regions of Virginia, and sort the products and industries for each region.
- Have students use the Internet to investigate tourism and recreation in Virginia. Provide text-to-speech or speech-to-text software for students.
- Provide students with a template, word bank, and partially completed brochure for Instructional Activity #7.

Multisensory Activities

- Divide students in groups by regions. Have each group create an acrostic poem for their designated region. The poem must include the products and industries for the region.
- Have students complete a products and industries sort for the regions of Virginia. Use digital images for students.

Community Connections

- Take a field trip or virtual field trip to a nearby farm (e.g., dairy, poultry, cattle, apple orchards).
- Invite a local farmer, military personnel, coal miner, or town recreation director to discuss their role in the community.
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In small groups, have students make apple butter, apple sauce, homemade ice cream, and crab cakes. They can discuss which part of the state grows these products and how they have impacted our lives today.
- In small groups, have students create an advertisement poster selling their assigned region. Students must include the products and industries to convince other students to visit their region.

Vocabulary

- Have students use the following vocabulary words: *poultry, textiles, information technology, military bases, federal military installations, and civilians*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have students generate quiz game questions using the regions as their categories. Questions may be about the regions’ location, size, products, landform, industries, and climate.
- Have each student color and label a map of Virginia, including the regions, and draw the products and industries for each region.
- Have each student add all materials and documents to an interactive textbook or notebook.

Session 7: Advances in Transportation, Communications, and Technology in Virginia__

Prerequisite Understandings/Knowledge/Skills

- Students are expected to know examples of transportation, communication, and technology.
- Students are expected to be able to understand the concepts of the following vocabulary words: *communication, technology, tourism, contributions/contribute, migration, economy, industry, mountains, beaches, historical sites, caverns, and tourist attractions.*

Materials

- *Virginia Pathways*, Episode 1: “Taxes and Transportation” (go to <http://www.vastudies.org>)
- Tourism brochures
- Internet access

Instructional Activities

1. In this session, students will determine the factors that have contributed to Virginia’s prosperity and role in the global economy. Show students *Virginia Pathways*, Episode 1: “Taxes and Transportation.” Have them compare ways early Virginians traveled with ways Virginians travel today. Have students create a Venn diagram to show this comparison. Discuss specifically how advances in transportation have facilitated migration and economic growth in Virginia.
2. Have students compare ways early Virginians communicated with ways Virginians communicate today. Have students show this comparison on another Venn diagram. Discuss how advances in technology have influenced communications. Point out that communications and technology have also helped the economy grow. Review specifically what technology industries exist in Virginia and where they are located.
3. Discuss the meaning of the word *tourism*. Explain that Virginia has a lot to offer tourists, for example, mountains (skiing and hiking), beaches, historical sites, and caverns. Remind students that not all states have the same tourist attractions.
4. As an in-school or home project, assign students to create brochures or 3-D models of various tourist attractions in Virginia. You may wish to contact the Chamber of Commerce in each city or county to acquire sample brochures to share.

Specific Options for Differentiating This Session

Technology

- On the playground, have students use various means of communication, including shouting, drums, and whistles. Move inside, and then use tin cans attached by a string, cell phones, and Internet.
- Using an interactive whiteboard, create T-charts for comparing historic vs. contemporary means of transportation, communication, and technology.

Multisensory Activities

- Have students write songs or jingles trying to persuade people to visit a certain tourist attraction. Provide dictation, speech-to-text software, or add song or jingle to a communication device.
- Have each student create a brochure advertising a tourist attraction in Virginia. Provide digital images, magazine pictures, and templates for students.

Community Connections

- Invite a chamber of commerce member, or visit the chamber of commerce office to discuss local tourist attractions.
- Take a field trip or virtual field trip to a local tourist attraction (e.g., parks, caverns, beaches, Blue Ridge Parkway, mountains, etc.).
- Consider using a software application that allows users to make voice calls or video calls over the Internet.

Small Group Learning

- In small groups, have students use collected tourist brochures to cut and paste illustrations on a large Virginia map.
- In small groups, have students create a commercial using a jingle or a song to advertise a Virginia attraction. Provide dialogue for a student's communication device.

Vocabulary

- Have students use the following vocabulary words: *prosperity*, *global* and *economy*.
- Add vocabulary to a class word wall.
- Have students include vocabulary in a social studies glossary.
- Have students review vocabulary by writing each word on an index card along with the definition and a picture of the concept.

Student Organization of Content

- Have each student create a visible timeline of communication advancements.
- Have each student create a timeline showing changes in transportation.
- Have each student create a collage comparison of old and new modes of transportation, methods of communication, and technology.
- Have each student add materials and documents to an interactive textbook or notebook.

Session 8: Assessment

Materials

- Attachments I and J: Sample Assessment Items

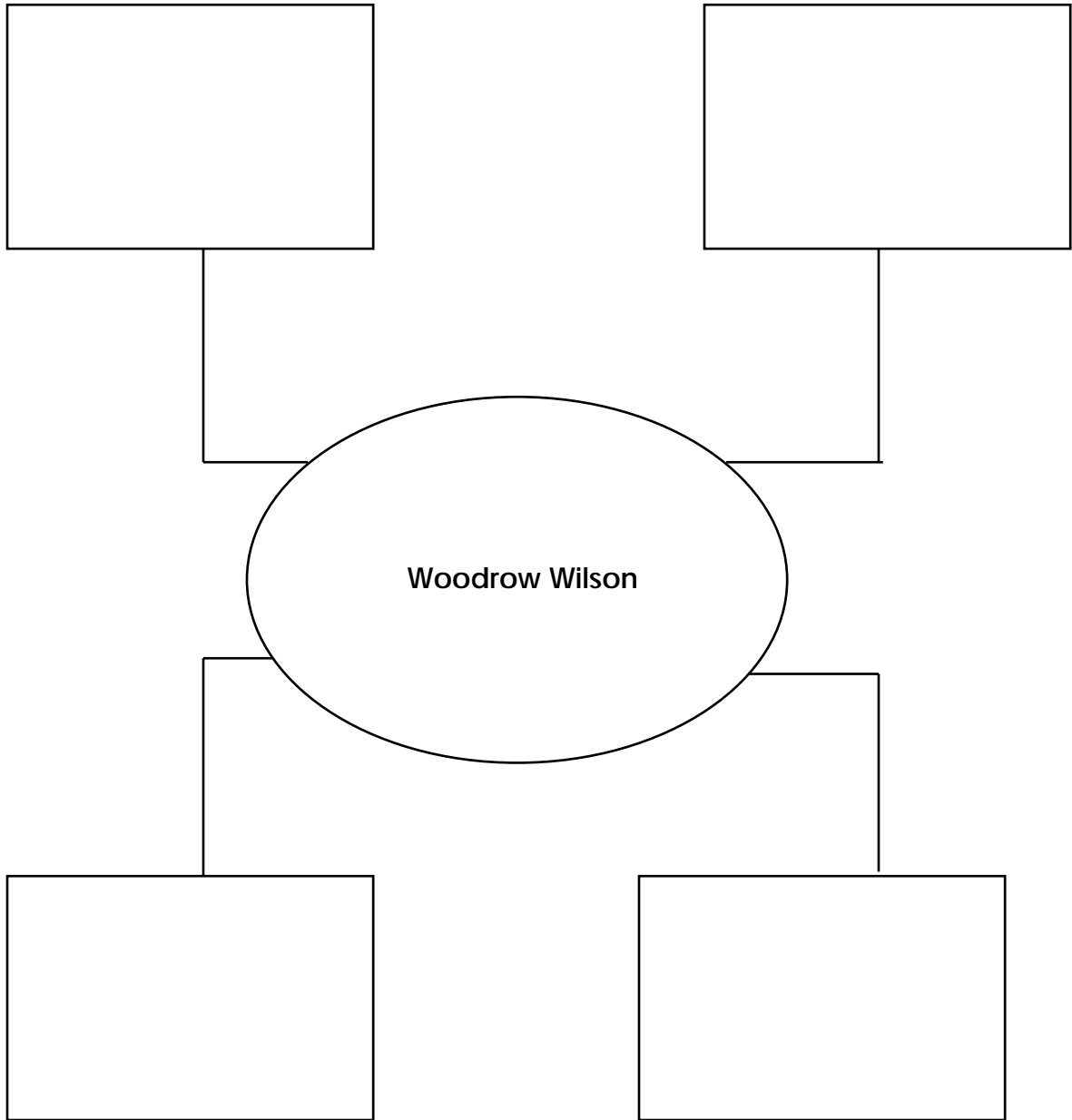
Instructional Activities

1. Have students complete the sample assessment items on Attachments I and J.

Attachment A: Woodrow Wilson Graphic Organizer _____

Name: _____ Date: _____

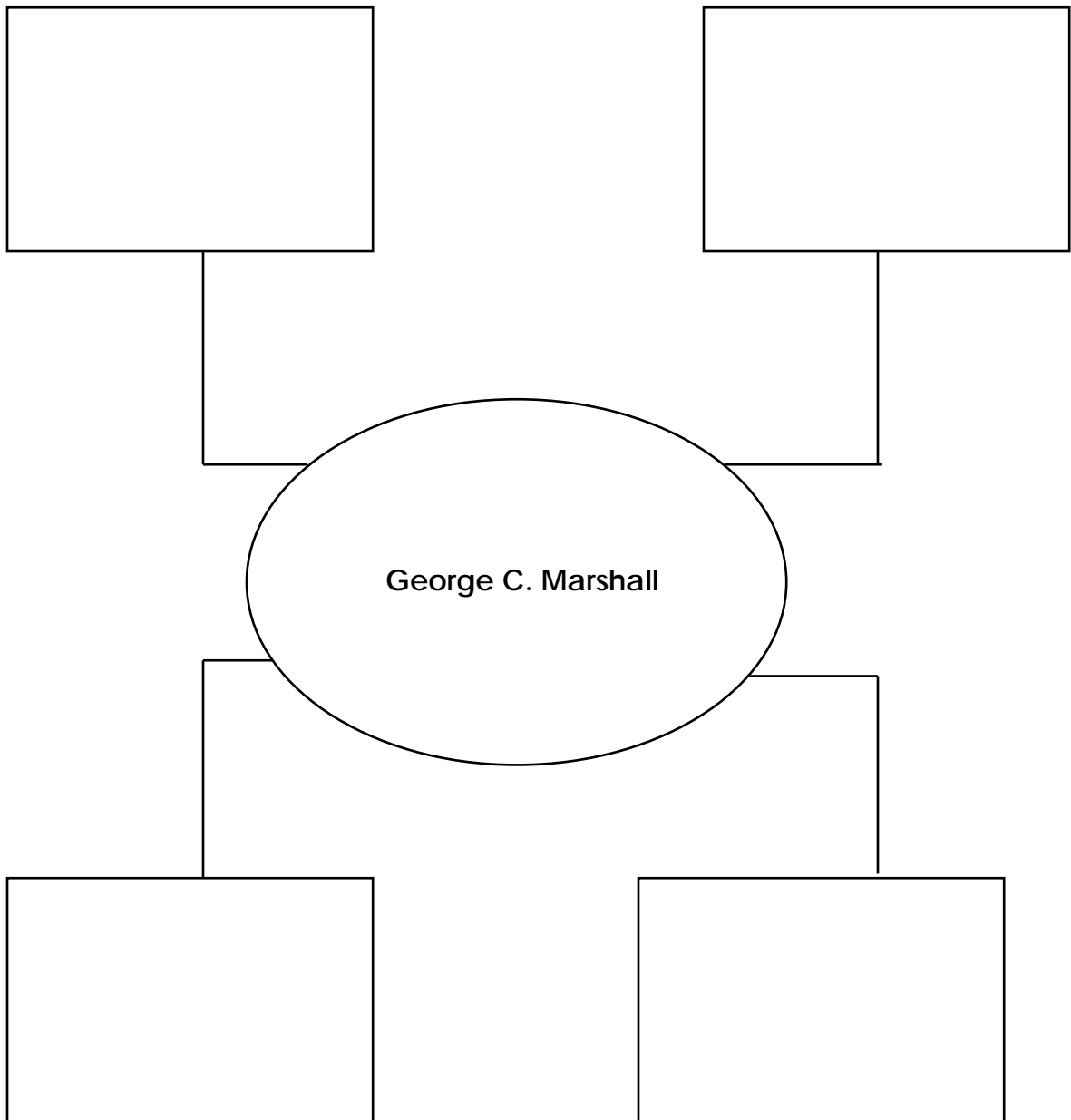
Directions: Complete the graphic organizer with information you have learned about Woodrow Wilson.



Attachment B: George C. Marshall Graphic Organizer _____

Name: _____ Date: _____

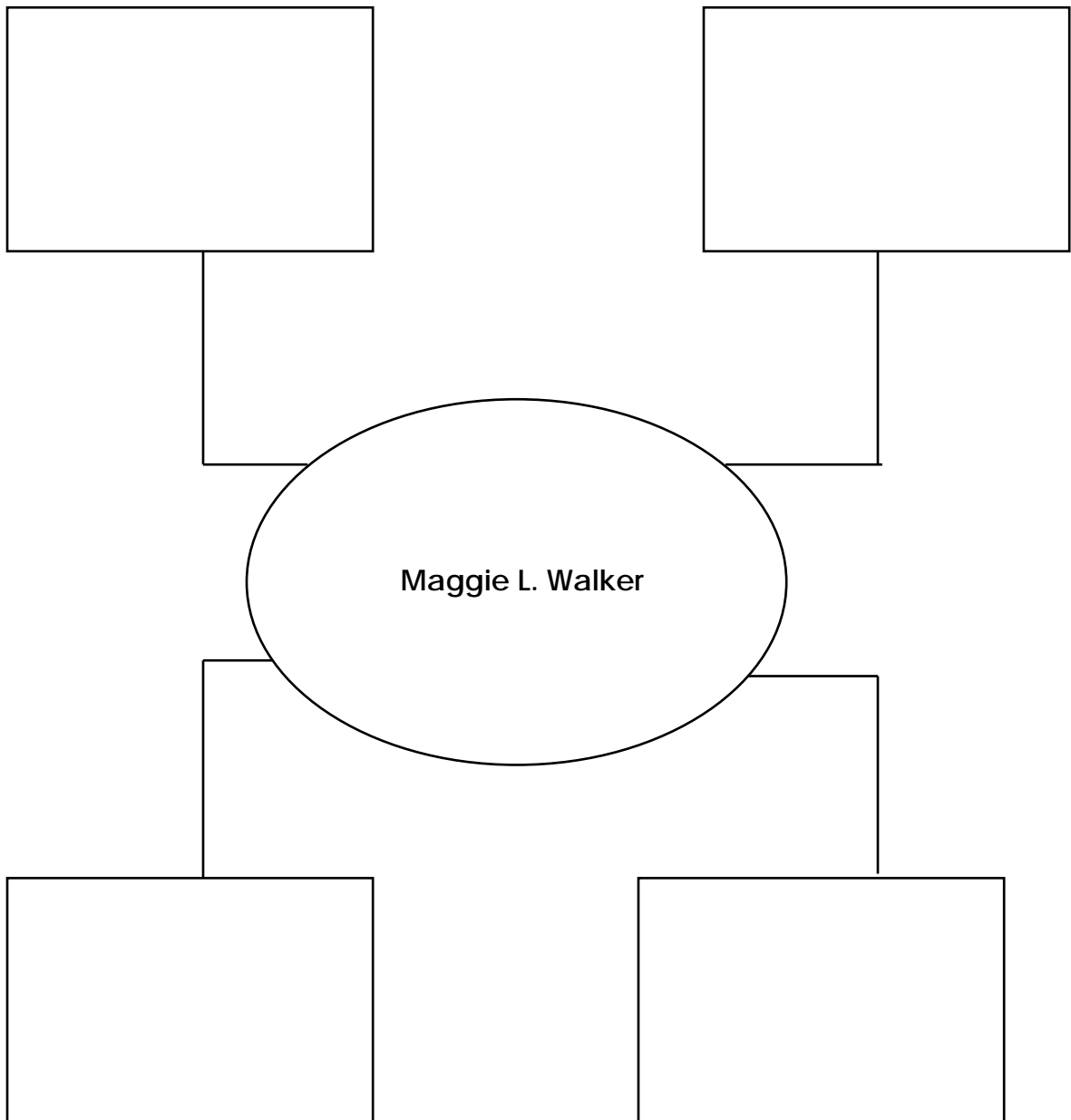
Directions: Complete the graphic organizer with information you have learned about George C. Marshall.



Attachment C: Maggie L. Walker Graphic Organizer _____

Name: _____ Date: _____

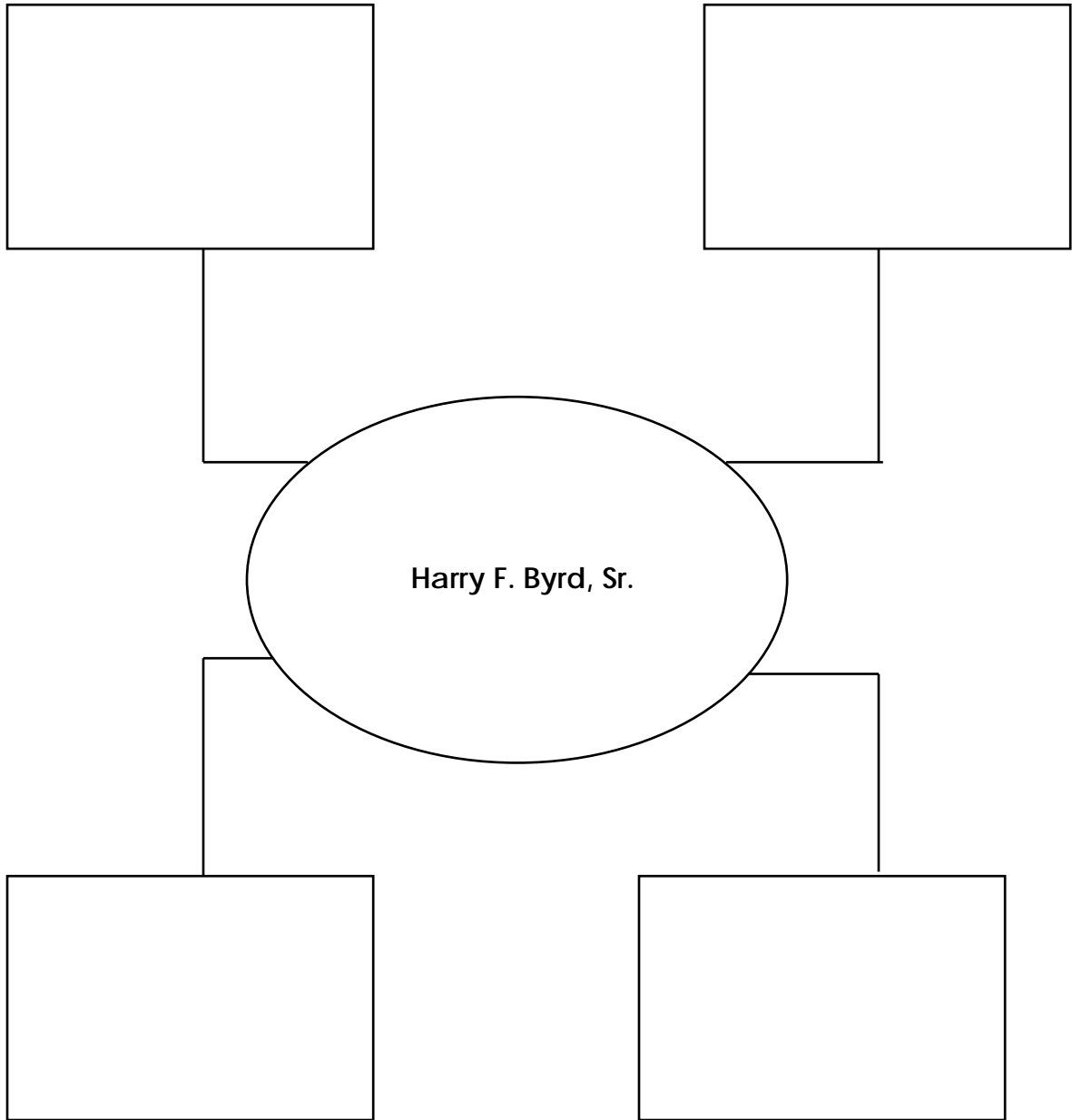
Directions: Complete the graphic organizer with information you have learned about Maggie L. Walker.



Attachment D: Harry F. Byrd, Sr., Graphic Organizer _____

Name: _____ **Date:** _____

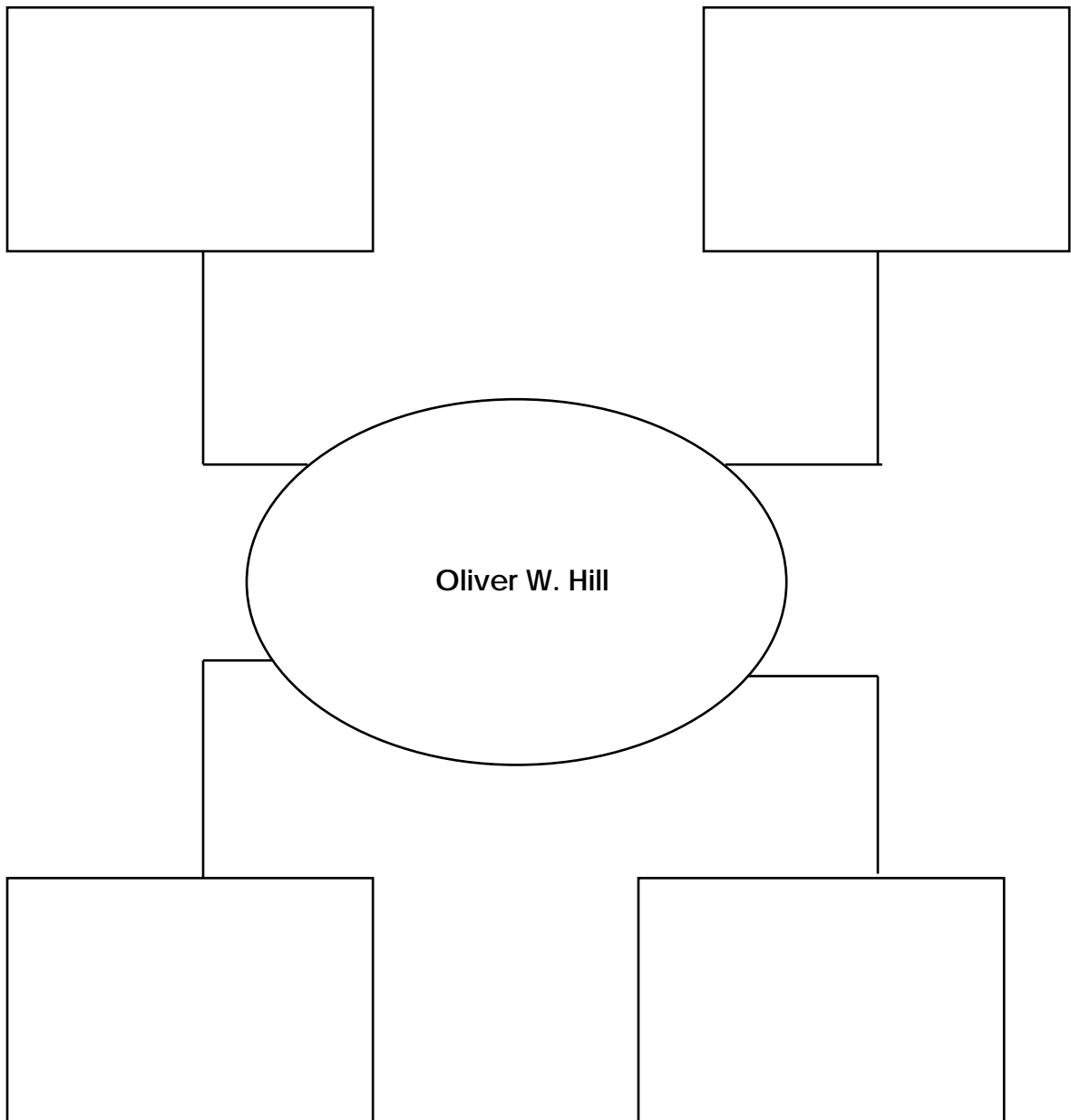
Directions: Complete the graphic organizer with information you have learned about Harry F. Byrd, Sr.



Attachment E: Oliver W. Hill Graphic Organizer _____

Name: _____ **Date:** _____

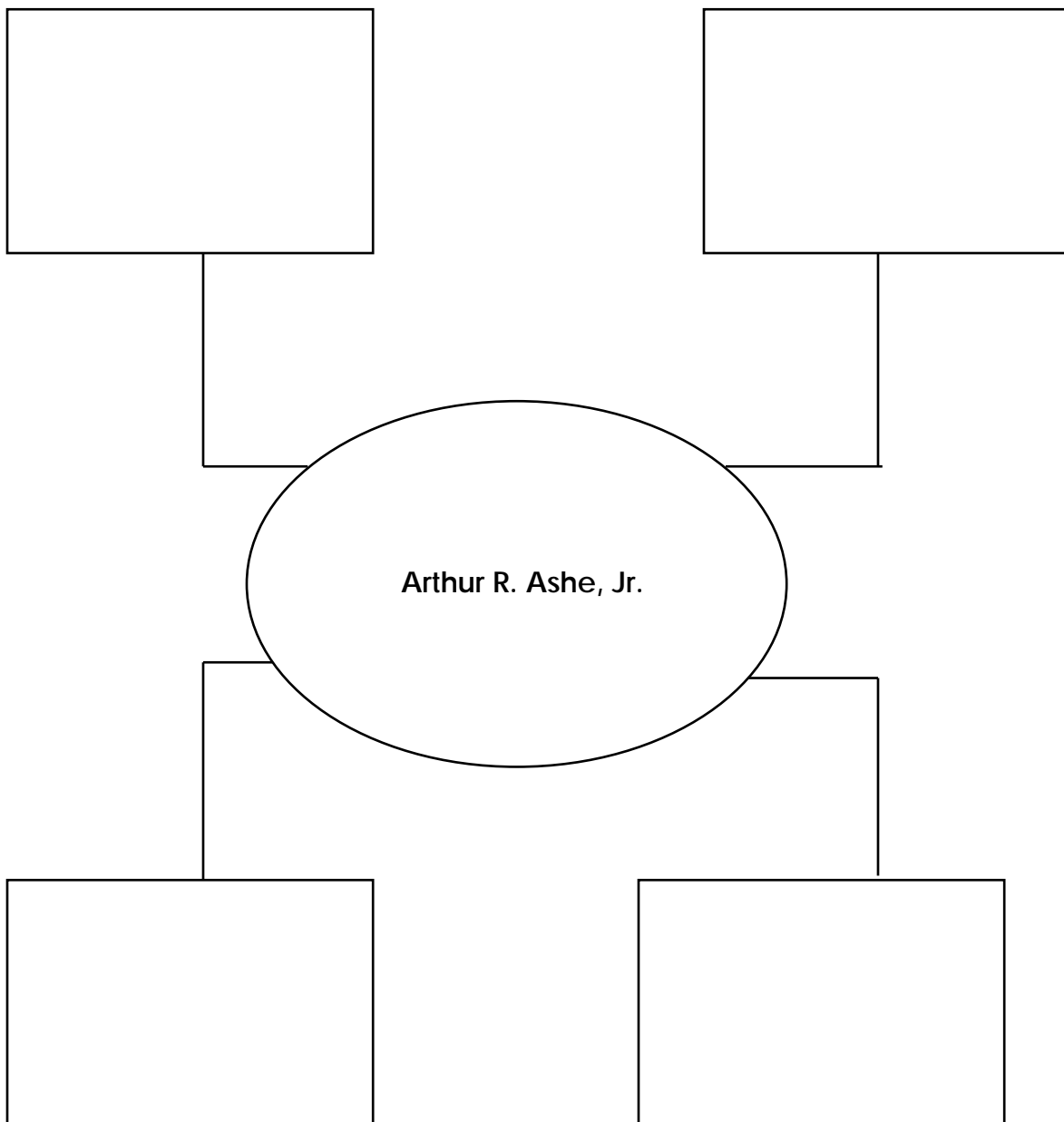
Directions: Complete the graphic organizer with information you have learned about Oliver W. Hill.



Attachment F: Arthur R. Ashe, Jr., Graphic Organizer _____

Name: _____ Date: _____

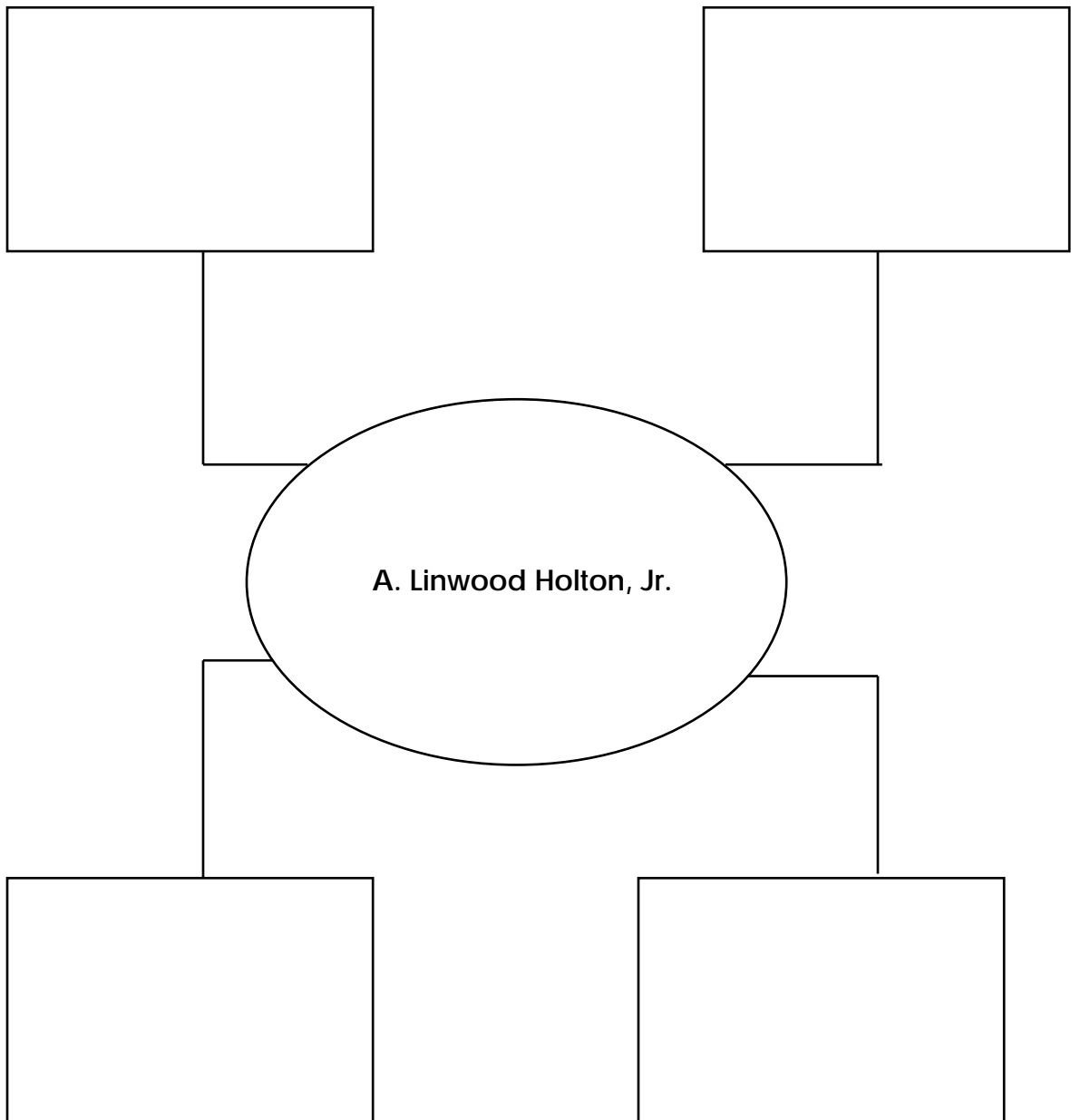
Directions: Complete the graphic organizer with information you have learned about Arthur R. Ashe, Jr.



Attachment G: A. Linwood Holton, Jr., Graphic Organizer _____

Name: _____ **Date:** _____

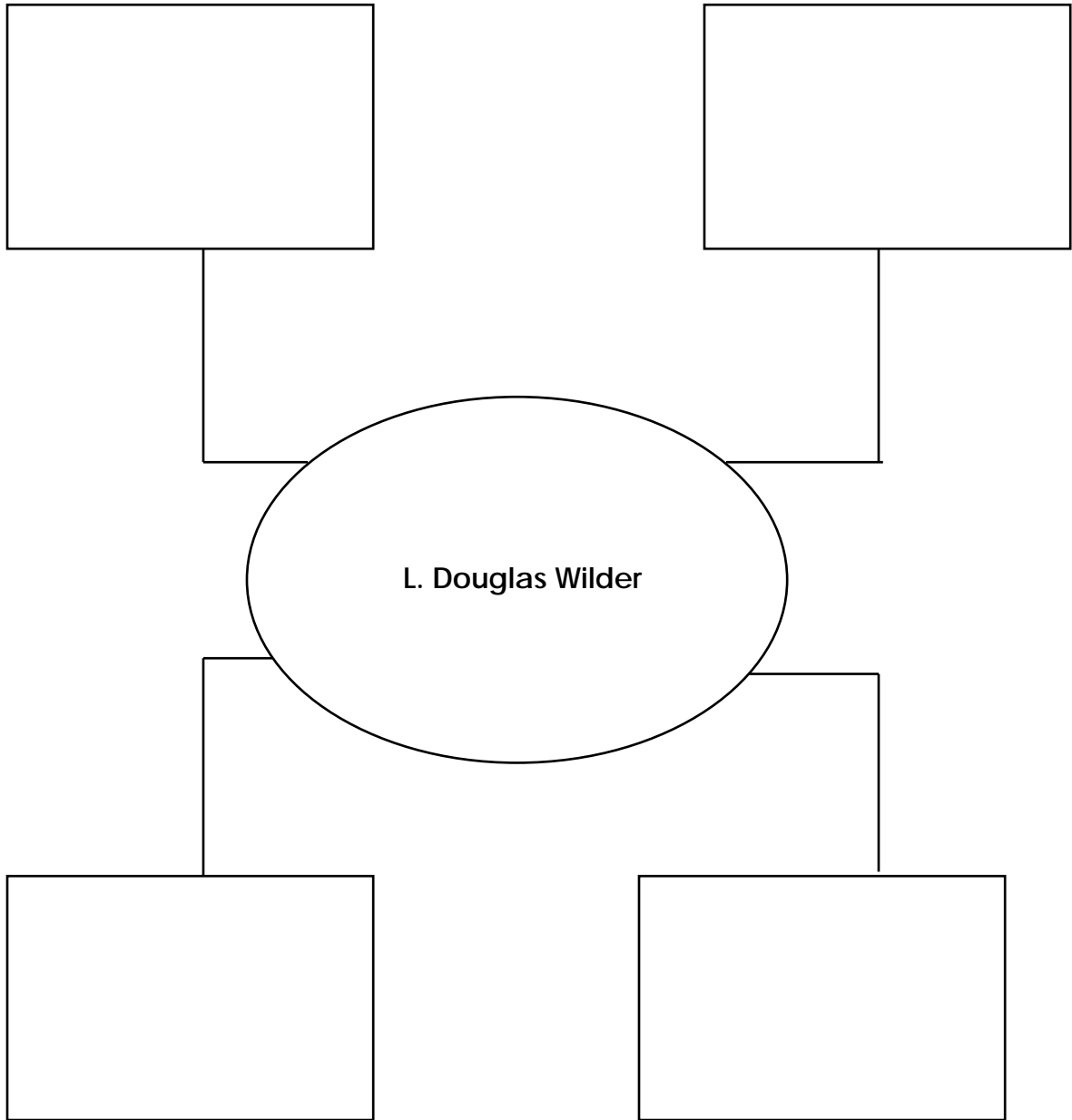
Directions: Complete the graphic organizer with information you have learned about A. Linwood Holton, Jr.



Attachment H: L. Douglas Wilder Graphic Organizer _____

Name: _____ Date: _____

Directions: Complete the graphic organizer with information you have learned about L. Douglas Wilder.



Attachment I: Sample Assessment Items (VS.9a–d)

<p>1. Since World War II, Virginia has experienced economic growth due to increases in the number of federal jobs located in which region? A Northern Virginia* B Blue Ridge Mountains C Eastern Shore D Appalachian Plateau</p> <p>2. Which term describes the full equality of all races in use of public facilities? A Desegregation B Segregation C Integration* D Abolition</p> <p>3. What is the abolishment of racial segregation? A Massive resistance B Integration C Desegregation* D Representation</p> <p>4. What did the U.S. Supreme Court rule in the <i>Brown v. Board of Education</i> case in 1954? A Separate but equal public schools are unconstitutional.* B People are entitled to life, liberty, and the pursuit of happiness. C All schools would close. D The Board of Education won.</p> <p>5. Which twentieth-century president wrote a plan for world peace? A George C. Marshall B Abraham Lincoln C Woodrow Wilson* D George W. Bush</p> <p>6. During the twentieth century, which military leader created an economic plan for world peace? A Robert E. Lee B George C. Marshall* C Ulysses S. Grant D Woodrow Wilson</p> <p>7. Which twentieth-century Virginia governor promoted more African Americans and women to state government jobs in Virginia? A Harry F. Byrd, Sr. B L. Douglas Wilder C Oliver W. Hill D A. Linwood Holton*</p>	<p>8. What was the Virginia government policy that prevented the integration of schools? A Massive Resistance* B Desegregation C Jim Crow D Abolition</p> <p>9. Who led a Massive Resistance Movement against the integration of schools? A Woodrow Wilson B Harry F. Byrd Sr.* C L. Douglas Wilder D Arthur R. Ashe, Jr.</p> <p>10. What job did Maggie L. Walker hold? A Teacher B Delegate to the Virginia General Assembly C Bank president* D Governor</p> <p>11. Who was the first African American to win a major men’s tennis championship? A L. Douglas Wilder B James Armistead Lafayette C Nat Turner D Arthur R. Ashe, Jr.*</p> <p>12. Who was known as the “Pay As You Go” governor and was responsible for improving roads in Virginia? A Harry F. Byrd Sr.* B Patrick Henry C L. Douglas Wilder D Woodrow Wilson</p> <p>13. Who was the first African American elected governor in the United States? A Arthur R. Ashe, Jr. B Nat Turner C Harriet Tubman D L. Douglas Wilder*</p> <p>14. Which civil rights lawyer played a key role in the <i>Brown v. Board of Education</i> court case? A Oliver W. Hill* B Maggie L. Walker C L. Douglas Wilder D A. Linwood Holton</p>
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Attachment J: Sample Assessment Items (VS.10a-c)

<p>1. Which branch of Virginia government makes state laws? A Executive B Judicial C Legislative* D Federal</p> <p>2. Which branch of Virginia government makes sure state laws are carried out? A Federal B Executive* C Judicial D Legislative</p> <p>3. Which branch of Virginia government decides cases about people accused of breaking the law? A Legislative B Executive C Federal D Judicial*</p> <p>4. What is the legislative branch of Virginia government called? A Executive Mansion B Supreme Court C General Assembly* D Governor's Council</p> <p>5. What are the two parts of the General Assembly called? A Supreme Court and White House B State Police and Rescue Squad C Senate and House of Delegates* D Congress and Federal Government</p> <p>6. Who heads the executive branch of Virginia state government? A President B Governor* C Senator D Delegate</p>	<p>7. What is the major product of the Coastal Plain (Tidewater) region? A Apples B Tobacco C Seafood* D Poultry</p> <p>8. What is the major product of the Piedmont region? A Apples B Seafood C Coal D Tobacco*</p> <p>9. What is the major product of the Blue Ridge Mountains region? A Apples* B Coal C Poultry D Seafood</p> <p>10. What is the major product of the Valley and Ridge region? A Coal B Seafood C Poultry* D Tobacco</p> <p>11. What is the major product of the Appalachian Plateau region? A Seafood B Coal* C Tobacco D Apples</p> <p>12. What Virginia system moves raw materials to factories and finished products to markets? A Communication B Technology C Transportation* D Import</p>
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Attachment K: Additional Activities

1. Have students read either a teacher-selected book or a class set of novels about Virginia during the twentieth and twenty-first centuries.
2. Have students watch additional episodes of the *Virginia Pathways* video and use the accompanying lessons.
3. Have students create a timeline of events in Virginia during the twentieth and twenty-first centuries.
4. Have students use a KWL chart for this unit.
5. Have students read biographies of and report on the roles of selected Virginia leaders during this time period.
6. Have students research the roles that advances in transportation, communications, and technology have played in Virginia's development in the twentieth and twenty-first centuries.