

**HISTORY/SOCIAL SCIENCE  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 5**



**STANDARD HS-H9****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H9** The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Most of what we know about Mali’s history comes from oral accounts that were handed down by Mali storytellers.</p> <p>Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p>	<p>Why were storytellers so important in the empire of Mali?</p> <p>What do we know about the leaders of the empire of Mali?</p> <p>Why was the empire of Mali so wealthy?</p>	<p>Africa was the home to several great empires. One of the most prosperous was the early West African empire of Mali.</p> <p>Many storytellers in Mali passed on stories and traditions from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a valuable natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>	<p>Collect and record information.</p>

**HS-H10** The student will study the exploration of the Americas by

- describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

Essential Understandings	Essential Questions	Essential Knowledge				Essential Skills																				
<p>The first explorers had different motivations, had different sponsors, and met different successes.</p> <p>Due to European explorations, American Indians experienced changes to their cultures and environment.</p>	<p>Who were some of the important European explorers from Spain, England, and France?</p> <p>What were the different motivations of these early European explorers?</p> <p>What were the successes of these early European explorers?</p> <p>What were the effects of European explorations on American Indians?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>explorer: A person who travels seeking new discoveries</li> <li>European: A person from one of the countries in Europe</li> </ul> <table border="1" data-bbox="919 537 1633 1252"> <thead> <tr> <th data-bbox="919 537 1073 613">Explorer</th> <th data-bbox="1073 537 1213 613">Country (Sponsor)</th> <th data-bbox="1213 537 1381 613">Reason for Exploring</th> <th data-bbox="1381 537 1633 613">Successes/Achievements</th> </tr> </thead> <tbody> <tr> <td data-bbox="919 613 1073 781">Christopher Columbus</td> <td data-bbox="1073 613 1213 781">Spain</td> <td data-bbox="1213 613 1381 781">To find a western sea route to Asia</td> <td data-bbox="1381 613 1633 781">First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)</td> </tr> <tr> <td data-bbox="919 781 1073 894">Juan Ponce de León</td> <td data-bbox="1073 781 1213 894">Spain</td> <td data-bbox="1213 781 1381 894">To discover riches and land to conquer</td> <td data-bbox="1381 781 1633 894">First European to land in Florida (near St. Augustine); gave Spain a claim to Florida</td> </tr> <tr> <td data-bbox="919 894 1073 1032">Jacques Cartier</td> <td data-bbox="1073 894 1213 1032">France</td> <td data-bbox="1213 894 1381 1032">To colonize the New World</td> <td data-bbox="1381 894 1633 1032">Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North America claim</td> </tr> <tr> <td data-bbox="919 1032 1073 1252">Christopher Newport</td> <td data-bbox="1073 1032 1213 1252">England</td> <td data-bbox="1213 1032 1381 1252">To discover riches; to find a western sea route to Asia; to colonize Virginia</td> <td data-bbox="1381 1032 1633 1252">Arrived at present day Jamestown; made four additional voyages, bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River</td> </tr> </tbody> </table>				Explorer	Country (Sponsor)	Reason for Exploring	Successes/Achievements	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)	Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain a claim to Florida	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North America claim	Christopher Newport	England	To discover riches; to find a western sea route to Asia; to colonize Virginia	Arrived at present day Jamestown; made four additional voyages, bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River	<p>Locate and use information from print and nonprint sources.</p> <p>Distinguish between relevant and irrelevant information.</p> <p>Gather, classify, and interpret information.</p>
Explorer	Country (Sponsor)	Reason for Exploring	Successes/Achievements																							
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**STANDARD HS-H10 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

**HS-H10** The student will study the exploration of the Americas by

- a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Impact of European exploration on American Indians</b></p> <ul style="list-style-type: none"><li>• Deadly diseases were introduced.</li><li>• Exploration later led to settlement.</li></ul> <p>The settlements led to relocation of the American Indians from their homeland.</p>	

**STANDARD HS-H11****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H11** The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by  
 f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Archaeology is another way to help people understand the past.</p> <p>Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.</p>	<p>Why is archaeology important?</p> <p>How can new findings change the understanding of history?</p> <p>What was Werowocomoco?</p> <p>What was Jamestown?</p>	<p>Archaeologists study all kinds of material evidence left by people from the past.</p> <p>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.</p> <p>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 English, Africans, and Indians in early Virginia.</p>	<p>Identify and interpret artifacts to understand events in history. (VS.1a)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Pronunciation guide:          Werowocomoco: weh-ro-wo-COM-o-co</p> <p>(The pronunciation guide for this word will not be assessed on the test.)</p>

**STANDARD HS-G7      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

**HS-G7** The student will read and construct maps, tables, graphs, and/or charts.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps, tables, graphs, charts, and pictures can be read and constructed to gather and display information.</p> <p>Maps are used to display information geographically.</p>	<p>What visual aids can be used to gather, display, and classify information?</p>	<p>Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information.</p> <p><b>Parts of a map</b></p> <ul style="list-style-type: none"> <li>• Map title</li> <li>• Map legend</li> <li>• Compass rose</li> </ul> <p>Maps may include a compass rose with the intermediate directions of northeast, southeast, northwest, and southwest.</p>	<p>Make and explain bar and pie graphs.</p> <p>Draw maps of familiar objects or areas.</p> <p>Construct and explain simple charts.</p>

**STANDARD HS-G8      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

- HS-G8** 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).
  - 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.
  - g) identifying and locating the current state-recognized tribes.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Locations of places can be described in relative terms.</p> <p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions.</p> <p>Water features were important to the early history of Virginia.</p> <p>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.</p> <p>The four major rivers that flow into the Chesapeake Bay are separated by peninsulas.</p> <p>The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.</p>	<p>What are some ways that relative location can be described?</p> <p>What large bodies of water border Virginia?</p> <p>What states border Virginia?</p> <p>What are the five geographic regions of Virginia?</p> <p>How do the geographic regions of Virginia differ?</p> <p>Where are the geographic regions of Virginia located?</p> <p>Which water features were important to the early history of Virginia?</p> <p>How did water features influence the development of Virginia?</p> <p>How did the flow of rivers affect the settlement of Virginia?</p> <p>What is a peninsula?</p> <p>Where is the Eastern Shore located?</p>	<p>Relative location may be described by using terms that show connections between two places, such as <i>next to</i>, <i>near</i>, and <i>bordering</i>.</p> <p><b>Bordering bodies of water</b></p> <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Chesapeake Bay</li> </ul> <p><b>Bordering states</b></p> <ul style="list-style-type: none"> <li>• Maryland</li> <li>• West Virginia</li> <li>• Kentucky</li> <li>• Tennessee</li> <li>• North Carolina</li> </ul> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Fall Line: The natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where waterfalls prevent further travel on the river</li> </ul>	<p>Determine cause-and effect-relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p> <p>Pronunciation guide:  Chickahominy: CHICK-a-HOM-a-nee  Mattaponi: ma-ta-po-NYE  Nansemond: NAN-sa-mund  Pamunkey: pa-MUN-kee  Rappahannock: RAP-a-HAN-nock  Monacan: MON-a-cun</p> <p>(The pronunciation guide for this word will not be assessed on the test.)</p>

**STANDARD HS-G8 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American Indians were the first people who lived in Virginia.</p> <p>American Indians lived in all areas of the state.</p> <p>There were three major language groups in Virginia.</p> <p>Virginia’s American Indians worked with the climate and the environment to meet their basic needs.</p> <p>Virginia Indian cultures have changed over time.</p> <p>American Indian people have lived in Virginia for thousands of years.</p> <p>Today, eight American Indian tribes in Virginia are recognized by the Commonwealth of Virginia.</p>	<p>Why are native peoples called “Indians”?</p> <p>What evidence is there that American Indians lived in all areas of Virginia?</p> <p>What were the three major language groups found in Virginia, and where was each group located?</p> <p>What are some characteristics of Virginia’s climate?</p> <p>What are some ways Virginia’s American Indians related to the climate and interacted with their environment to meet their basic needs?</p> <p>How do Virginia’s American Indians live today as compared to the way they lived in the past?</p> <p>What are the names of the current state-recognized tribes?</p> <p>Where are the current state-recognized tribes located in Virginia today?</p>	<p><b>Geographic regions</b></p> <ul style="list-style-type: none"> <li>• Coastal Plain (Tidewater) <ul style="list-style-type: none"> <li>– Flat land</li> <li>– Location near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore)</li> <li>– East of the Fall Line</li> </ul> </li> <li>• Piedmont (land at the foot of mountains) <ul style="list-style-type: none"> <li>– Rolling hills</li> <li>– West of the Fall Line</li> </ul> </li> <li>• Blue Ridge Mountains <ul style="list-style-type: none"> <li>– Old, rounded mountains</li> <li>– Part of the Appalachian mountain system</li> <li>– Located between the Piedmont and the Valley and Ridge regions</li> <li>– Source of many rivers</li> </ul> </li> <li>• Valley and Ridge <ul style="list-style-type: none"> <li>– 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.)</li> <li>– Located west of Blue Ridge Mountains</li> </ul> </li> </ul>	

**STANDARD HS-G8 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>• Appalachian Plateau (plateau: Area of elevated land that is flat on top)               <ul style="list-style-type: none"> <li>– Located in Southwest Virginia</li> <li>– Only a small part of the plateau is located in Virginia.</li> </ul> </li>   <li><b>Terms to know</b></li> <li>• peninsula: A piece of land bordered by water on three sides</li>   <li><b>Water features</b></li> <li>• Atlantic Ocean               <ul style="list-style-type: none"> <li>– Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean)</li> </ul> </li> <li>• Chesapeake Bay               <ul style="list-style-type: none"> <li>– Provided a safe harbor</li> <li>– Was a source of food and transportation</li> </ul> </li> <li>• James River               <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Richmond and Jamestown located along the James River</li> </ul> </li> <li>• York River               <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Yorktown located along the York River</li> </ul> </li> </ul>	

**STANDARD HS-G8 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>• Potomac River                             <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Alexandria located along the Potomac River</li> </ul> </li> <li>• Rappahannock River                             <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Fredericksburg located on the Rappahannock River</li> </ul> </li> </ul> <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <ul style="list-style-type: none"> <li>• Lake Drummond                             <ul style="list-style-type: none"> <li>– Located in the Coastal Plain (Tidewater) region</li> <li>– Shallow natural lake surrounded by the Dismal Swamp</li> </ul> </li> <li>• Dismal Swamp                             <ul style="list-style-type: none"> <li>– Located in the Coastal Plain (Tidewater) region</li> <li>– Variety of wildlife</li> </ul> </li> </ul> <p>George Washington explored and surveyed the Dismal Swamp.</p> <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>	

**STANDARD HS-G8 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China).</p> <p>Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</p> <p><b>Three major language groups of Virginia</b></p> <ul style="list-style-type: none"> <li>• Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group.</li> <li>• Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group.</li> <li>• Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group.</li> </ul>	

**STANDARD HS-G8 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Climate in Virginia</b> The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.</p> <p>Forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.</p> <p><b>Environmental connections</b> The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.</p> <ul style="list-style-type: none"> <li>• Foods changed with the seasons.           <ul style="list-style-type: none"> <li>– In winter, they hunted birds and other animals and lived on stored foods from the previous fall.</li> <li>– In spring, they hunted, fished, and picked berries.</li> <li>– In summer, they grew crops (e.g., beans, corn, squash).</li> <li>– In fall, they harvested crops and hunted for foods to preserve and keep for the winter.</li> </ul> </li> <li>• Animal skins (deerskin) were used for clothing.</li> <li>• Shelter was made from materials found around them.</li> </ul> <p>Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.</p>	

**STANDARD HS-G8 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today.</p> <p><b>The current state-recognized tribes are located in the following regions:</b></p> <ul style="list-style-type: none"> <li>• Coastal Plain (Tidewater) region:               <ul style="list-style-type: none"> <li>– Chickahominy Tribe</li> <li>– Eastern Chickahominy Tribe</li> <li>– Mattaponi Tribe</li> <li>– Nansemond Tribe</li> <li>– Pamunkey Tribe</li> <li>– Rappahannock Tribe</li> <li>– Upper Mattaponi Tribe</li> </ul> </li> <li>• Piedmont region:               <ul style="list-style-type: none"> <li>-- Monacan Tribe</li> </ul> </li> </ul>	

**STANDARD HS-G9      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

**HS-G9** The student will demonstrate knowledge of the first permanent English settlement in America by  
b) describing how geography influenced the decision to settle at Jamestown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Location and physical characteristics influenced the decision to settle at Jamestown.</p>	<p>Where is Jamestown located?</p> <p>Why did the settlers choose the site at Jamestown?</p>	<p>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.</p> <p><b>Reasons for site choice</b></p> <ul style="list-style-type: none"> <li>• Instructions told the settlers to go inland and find a suitable place for their colony.</li> <li>• The location could be easily defended from attack by sea (by the Spanish).</li> <li>• The water along the shore was deep enough for ships to dock.</li> <li>• They believed the site had a good supply of fresh water.</li> </ul>	<p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Interpret ideas and events from different historical perspectives</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

**STANDARD HS-E9**

**REPORTING CATEGORY: ECONOMICS**

**HISTORY AND SOCIAL STUDIES**

**HS-E9** The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills												
<p>People make choices because they cannot have everything they want.</p> <p>All choices require giving up something else (opportunity cost).</p>	<p>Why does an economic choice involve giving up something else?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• economic choice: The choice of or decision among alternatives or possibilities</li> <li>• opportunity cost: The next best choice that is given up when an economic choice is made</li> </ul> <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.</p> <p><b>Economic choices</b></p> <table border="1" data-bbox="991 711 1558 1036"> <thead> <tr> <th>Choices</th> <th>Choice made</th> <th>Choice given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td>Ice cream or popcorn</td> <td>Ice cream</td> <td>Popcorn</td> </tr> <tr> <td>Toy or favorite video</td> <td>Favorite video</td> <td>Toy</td> </tr> <tr> <td>Spend now or save for the future</td> <td>Spend now</td> <td>Save for the future</td> </tr> </tbody> </table>	Choices	Choice made	Choice given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	Spend now or save for the future	Spend now	Save for the future	<p>Gather, classify, and interpret information.</p> <p>Make decisions.</p> <p>Explain cause-and-effect relationships.</p>
Choices	Choice made	Choice given up (opportunity cost)													
Ice cream or popcorn	Ice cream	Popcorn													
Toy or favorite video	Favorite video	Toy													
Spend now or save for the future	Spend now	Save for the future													

**STANDARD HS-E10****REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

**HS-E10** 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.
- d) describing how money, barter, and credit were used.
- e) describing everyday life in colonial Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.</p> <p>Money was not often used in the early Virginia colony.</p> <p>Resources found in colonial Virginia were used to produce the goods and services people needed.</p> <p>Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.</p>	<p>What effect did agriculture have on the Virginia colony?</p> <p>How did agriculture in the Virginia colony influence the institution of slavery?</p> <p>What forms of exchange were used in the Virginia colony?</p> <p>How did resources influence food, housing, and clothing in colonial Virginia?</p> <p>How was everyday life in colonial Virginia different for whites, enslaved African Americans, and free African Americans?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• cash crop: A crop that is grown to sell for money rather than for use by the growers</li> </ul> <p>The economy of the Virginia colony depended on agriculture as the primary source of wealth.</p> <p>Tobacco became the most profitable agricultural product.</p> <ul style="list-style-type: none"> <li>• Tobacco was sold in England as a cash crop.</li> </ul> <p><b>The successful cultivation of tobacco depended on a steady and inexpensive source of labor.</b></p> <ul style="list-style-type: none"> <li>• African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations.</li> <li>• The Virginia colony became dependent on slave labor, and this dependence lasted a long time.</li> </ul>	<p>Determine cause-and-effect relationships.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Sequence events in Virginia history.</p>

**STANDARD HS-E10 (continued) REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• money: A medium of exchange (currency, which includes coins and paper bills)</li> <li>• barter: Trading or exchanging of goods and services without the use of money</li> <li>• credit: Buying a good or service now and paying for it later</li> <li>• debt: A good or service owed to someone</li> <li>• savings: Money put away to save or to spend at a later time</li> </ul> <p>Few people had paper money or coins to use to buy goods and services.</p> <p>Barter was commonly used instead of money.</p> <p>Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.</p> <p>Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.</p> <p>Colonial Virginia had no banks.</p>	

**STANDARD HS-E10 (continued) REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Food choices were limited.</li> <li>• Meals were made of local produce and meats.</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Most people lived in one-room houses with dirt floors.</li> <li>• Some people (farmers) lived in large houses.</li> </ul> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>• Households made their own clothes.</li> <li>• Most clothing was made of cotton, wool, and/or leather.</li> </ul> <p>Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations).</p> <p>Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans had no rights.</p> <p>Many free African Americans owned their own businesses and property but were denied most rights.</p>	

**STANDARD HS-E11****REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

**HS-E11** 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.

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians faced serious problems in rebuilding the state after the Civil War.</p> <p>After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia’s economy.</p>	<p>What were some of the problems Virginians faced during the period of Reconstruction following the Civil War?</p> <p>What measures were taken during Reconstruction to resolve Virginia’s problems?</p> <p>What changes took place in Virginia to boost economic growth?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Reconstruction: 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</li> </ul> <p><b>Problems faced by Virginians during Reconstruction</b></p> <ul style="list-style-type: none"> <li>• Millions of freed African Americans needed housing, education, clothing, food, and jobs.</li> <li>• Virginia’s economy was in ruins:               <ul style="list-style-type: none"> <li>– Money had no value.</li> <li>– Banks were closed.</li> <li>– Railroads, bridges, plantations, and crops were destroyed.</li> </ul> </li> </ul> <p><b>Measures taken to resolve problems</b></p> <ul style="list-style-type: none"> <li>• The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for freed African Americans and others in Virginia.</li> <li>• Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops.</li> </ul>	<p>Determine cause-and-effect relationships.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Sequence events in Virginia history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**STANDARD HS-E11 (continued) REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Virginia began to grow in many ways after the Civil War and Reconstruction.</b></p> <ul style="list-style-type: none"> <li>• Virginia’s cities grew with people, businesses, and factories.</li> <li>• Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns into cities.</li> <li>• Other parts of Virginia grew as other industries developed. Coal deposits were discovered in Tazewell County.</li> <li>• The need for more and better roads increased.</li> <li>• Tobacco farming and the manufacture of tobacco products became important Virginia industries.</li> </ul>	

**STANDARD HS-C9****REPORTING CATEGORY: CIVICS****HISTORY AND SOCIAL STUDIES**

**HS-C9** The student will demonstrate knowledge of the first permanent English settlement in America by

- 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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The King of England had the power to grant charters allowing settlement in North America.</p> <p>As Jamestown grew, its system of government evolved.</p>	<p>What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?</p> <p>What was Jamestown’s system of government called?</p> <p>What was the House of Burgesses, and why was it important?</p>	<p><b>Importance of Virginia charters</b> The King of England granted charters to the Virginia Company of London to</p> <ul style="list-style-type: none"> <li>• establish a settlement in North America</li> <li>• extend English rights to the settlers</li> </ul> <p><b>System of government</b> 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.)</p> <p>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.</p> <p><b>House of Burgesses</b> 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.</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history.</p> <p>Draw conclusions and make generalizations.</p> <p>Make connections between past and present.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**HS-C10 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.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>England became Great Britain in the early 1700s.</p> <p>Conflicts developed between the colonies and Great Britain over how the colonies should be governed.</p> <p>The Declaration of Independence gave reasons for independence and ideas for self-government.</p>	<p>How did the colonists' ideas about government differ from those of the British Parliament?</p> <p>Why is the Declaration of Independence an important document?</p>	<p><b>The colonists and the British Parliament disagreed over how the colonies should be governed.</b></p> <ul style="list-style-type: none"> <li>• Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.</li> <li>• 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.</li> </ul> <p>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.</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history.</p> <p>Determine cause-and-effect relationships.</p> <p>Compare and contrast historical events.</p> <p>Draw conclusions and make generalizations.</p> <p>Sequence events in Virginia history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**HS-C11** The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

- 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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.</p>	<p>What key ideas of the Virginia Declaration of Rights are included in the Constitution of the United States of America?</p> <p>What key ideas of the Virginia Statute for Religious Freedom are included in the Constitution of the United States of America?</p>	<p>The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press.</p> <p>The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.</p>	<p>Identify primary and secondary source documents to understand events in history.</p> <p>Make connections between past and present.</p> <p>Interpret ideas and events from different historical perspectives.</p>