

GRADE 4**ACKNOWLEDGEMENTS**

The Social Studies Office acknowledges the contributions made to the development of these materials by all social studies staff and especially the following people:

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Grade 2: Our Country

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COURSE DESCRIPTION: This course allows students to develop a greater understanding of Virginia's rich history, from the early settlements of American Indian language groups and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will understand the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia.

THEME: The organizing theme for grade four is **EXPLORATION**.

KEY CONCEPTS: Students will learn that **EXPLORATION**

- resulted in the establishment of Virginia and the development of its cultural, political, geographic, and economic history from 1607 to the present.
- affected political beliefs and institutions in Virginia and the United States.
- altered Virginia's economic activities over time.
- shaped the ideas and contributions of prominent Virginians and Americans.

UNITS and UNIT SECTIONS:

I. Virginia's Geography; Products and Industries: This unit explores

- The regions of Virginia
- How regional geography helps determine the economy of the region
- Key geographical features of Virginia

II. Virginia's American Indians: This unit explores the historical, political, geographic, and cultural composition of the Eastern Woodland Indians living in Virginia at time of English colonization.

- Climate and Environment - Describe how Virginia's Eastern Woodland Indians related to the climate and their environment to secure food, clothing, and shelter.
- Archeology - Describe how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.
- Language Groups - Locate the three American Indian language groups in Virginia (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia and explain their lifestyles
- American Indians Today - Describe the lives of Virginia's American Indians today and identify the current state-recognized tribes.

III. Jamestown: The Colony Begins:

- Reasons for settlement.
- Beginnings of government.
- Interactions between settlers and the native peoples.
- Challenges to survival and how there were overcome.

GRADE 4**IV. The Virginia Colony Grows:**

- The economy that allowed Virginia to prosper
- Relocation of Virginia's capital to Williamsburg
- Daily life in colonial Virginia

V. Virginia and the American Revolution: This unit addresses how political beliefs and institutions in Virginia affected Virginia and the United States during the American Revolution.

- Colonial Discontent and the Declaration of Independence - Identify the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.
- Key Figures - Identify the roles of George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette in the Revolutionary War era.
- Roles - Identify the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era.
- Warfare in Virginia - Identify the importance of the Battle of Great Bridge and the American victory at Yorktown, and examine the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

VI. The New American Nation and Virginia's Westward Expansion: This unit addresses how political beliefs affected the establishment of a new country and the reasons for and implications of Virginians moving out of Virginia in the early 1800s.

- Key Figures - Explain why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution," and identify the roles of George Mason and Thomas Jefferson in the forming of our new nation.
- Significant Documents and Formation of U.S. government systems - Identify the ideas for the new nation expressed in the Constitution and the Bill of Rights; the ideas of George Mason, as expressed in the Virginia Declaration of Rights; and the ideas of Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom.
- Virginia's Westward Expansion - Explain the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s. Migration was caused by depleted soil and the resulting negative economic impact. Migration led to Virginia's culture (both positively and negatively in the case of slavery) being spread to other places.

VII. Virginia and the Civil War:

- Reasons the nation divided
- Virginia's challenges leading to the war that caused it to divide
- Virginia's role in the Civil War
- Key Civil War battles in Virginia

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VIII. Reconstruction in Virginia: This unit addresses the economic, political, and cultural effects of Reconstruction on Virginia.

- Economics - Identify the economic challenges to rebuilding the nation after the Civil War.
- Amendments - Identify the impact of the 13th, 14th, and 15th amendments.
- Life for Minorities - Identify the effects of sharecropping, segregation, and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans

IX. Growing Virginia:

- The effects of segregation on life in Virginia for free African Americans.
- The economic development of Virginia through railroads and industry.
- The impact of famous Virginians on the growth of Virginia.
- The impact of desegregation and massive resistance on civil rights in Virginia.
- Virginia leaders who led civil rights efforts.
- Virginia’s role in the global economy.

GRADE 4**UNIT I: Virginia's Geography: Products and Industries**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;
and
- j) investigating and researching to develop products orally and in writing.

SOL VS.2

The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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).**

SOL VS.10

The student will demonstrate an understanding of Virginia government, geography, and economics by

- b) describing the major products and industries important to Virginia's economy.

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ENDURING UNDERSTANDING: Students will understand that geographic regions have distinct characteristics that impact industries and products of the regions.

CONCEPTUAL UNIT QUESTION (Essential Question): What observable changes and/or differences would you notice as you moved from one Virginia physical region into another?

PREVIEW ACTIVITY: Before the preview: print at least two sets of the five regions pictures and separate by region. Create five stations for partners or small groups to work through (you might have a total of 10 stations; see the attached classroom layout page for more information). Explain that the students will be going on a visual tour of Virginia today. Their job will be to look at different pictures of the five regions and discuss what they see with their assigned partner. The partnerships or small groups will spend a total of 3 minutes at each station. During the first minute, the students should observe the pictures and discuss what they see. During the second minute, the students should write their observations (example: flat, green, trees, etc.). Students should draw symbols showing what they saw during the third minute. If the students have extra time, they should look at the pictures again or continue to write or draw their observations.

The teacher should assign partnerships or small groups (depending on class size) and show where each group will start. The teacher will set the timer for 3 minutes and have students start observing and talking. The teacher should walk around the room and check-in with groups as they are working while keeping track of the time.

After the students complete all stations and their graphic organizer you can discuss what they saw, what they were surprised about, etc. Students can label a map, read from the textbook, share what they know, share what they want to know... the purpose of the preview is to get them excited about what is coming!

This preview can be used to assess background knowledge, learning styles, and communication styles of your students.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia's Five Regions	3-4 weeks	September
II. Virginia's American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia's Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

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LITERATURE AND OTHER RESOURCES:

LITERATURE

Nonfiction series: Virginia, may state. Geographic regions by Doraine Bennett Titles include: Coastal Plain, Piedmont, Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau

Appalachia: The Voices of Sleeping Birds by Cynthia Rylant

Misty of Chincoteague by Marguerite Henry (DRA 40, Guided Reading R)

Grandpa’s Mountain by Carolyn Reeder (DRA 50, Guided Reading T)

WEBSITES

Five Regions Drag and Drop Game: <http://www.virginiatrekkers.com/FallLine/Regions.html>

Virginia’s Rivers Drag and Drop Game: <http://www.virginiatrekkers.com/Yorktown/Rivers.html>

Drag and Drop Bordering States Game: <http://www.virginiatrekkers.com/CumberlandGap/BorderStates.html>

Drag and Drop Products Game: <http://www.virginiatrekkers.com/Appalachian/Products.html>

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekks/VirginiaTrekks.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

relative location	Chesapeake Bay	Atlantic Ocean	fall line	Coastal Plains
Tidewater	Piedmont	Blue Ridge Mountains	Appalachian Mountains	Valley and Ridge
Appalachian Plateau	Peninsula	James River	York River	Potomac River
Rappahannock River	Fredericksburg	Alexandria	Dismal Swamp	Eastern Shore
Lake Drummond	engineering	shipbuilding	agriculture	fertile
architecture	landforms	mining	cardinal directions	plateau

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdT11HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State’s Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

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STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

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STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

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STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

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STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

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STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

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STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:															
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 917 1778 1240"> <thead> <tr> <th colspan="3" data-bbox="632 917 1778 953">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 953 961 989">Cause</th> <th data-bbox="961 953 1232 989">Event</th> <th data-bbox="1232 953 1778 989">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 989 961 1240"><i>Brown v. Board of Education</i></td> <td data-bbox="961 989 1232 1240">Massive Resistance</td> <td data-bbox="1232 989 1778 1240"> Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate. Virginia Supreme Court of Appeals overturned the school closing laws. After the end of Massive Resistance, a few students integrated the schools that had been closed. </td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate. Virginia Supreme Court of Appeals overturned the school closing laws. After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

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STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																												
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1166"> <thead> <tr> <th colspan="2" data-bbox="634 776 1808 813">Historical event:</th> </tr> <tr> <th data-bbox="634 813 1186 850">Costs</th> <th data-bbox="1186 813 1808 850">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <th colspan="2" data-bbox="634 1040 1808 1101">Actual decision made:</th> </tr> <tr> <th colspan="2" data-bbox="634 1101 1808 1166">Alternative decision:</th> </tr> </tbody> </table>	Historical event:		Costs	Benefits																					Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.2a

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

a) locating Virginia and its bordering states on maps of the United States;

Essential Understandings	Essential Knowledge
<p>Locations of places can be described in relative terms.</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>Bordering bodies of water</p> <ul style="list-style-type: none"> • Atlantic Ocean • Chesapeake Bay <p>Bordering states</p> <ul style="list-style-type: none"> • Maryland • West Virginia • Kentucky • Tennessee • North Carolina

GRADE 4

STANDARD VS.2b

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;

Essential Understandings	Essential Knowledge
<p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river • plateau: Area of elevated land that is flat on top <p>Geographic regions</p> <ul style="list-style-type: none"> • Coastal Plain (Tidewater) <ul style="list-style-type: none"> ○ Flat land ○ Located near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore) ○ East of the Fall Line • Piedmont (“at the foot of mountains”) <ul style="list-style-type: none"> ○ Rolling hills ○ West of the Fall Line • Blue Ridge Mountains <ul style="list-style-type: none"> ○ Old, rounded mountains ○ Part of the Appalachian mountain system ○ Located between the Piedmont and Valley and Ridge regions ○ Source of many rivers • Valley and Ridge <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Located in Southwest Virginia ○ Only a small part of the plateau located in Virginia

GRADE 4

STANDARD VS.2c

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

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	Essential Knowledge
<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 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>Term to know</p> <ul style="list-style-type: none"> • peninsula: A piece of land bordered by water on three sides <p>Water features</p> <ul style="list-style-type: none"> • Atlantic Ocean <ul style="list-style-type: none"> ○ Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) • Chesapeake Bay <ul style="list-style-type: none"> ○ Provided a safe harbor ○ Was a source of food and transportation • James River <ul style="list-style-type: none"> ○ Flows into the Chesapeake Bay ○ Richmond and Jamestown located along the James River • York River <ul style="list-style-type: none"> ○ Flows into the Chesapeake Bay ○ Yorktown located along the York River • Potomac River <ul style="list-style-type: none"> ○ Flows into the Chesapeake Bay ○ Alexandria located along the Potomac River • Rappahannock River <ul style="list-style-type: none"> ○ Flows into the Chesapeake Bay ○ Fredericksburg located on the Rappahannock River • Lake Drummond <ul style="list-style-type: none"> ○ Located in the Coastal Plain (Tidewater) region ○ Shallow natural lake surrounded by the Dismal Swamp • Dismal Swamp <ul style="list-style-type: none"> ○ Located in the Coastal Plain (Tidewater) region ○ Variety of wildlife <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>

GRADE 4

STANDARD VS.10b

**The student will demonstrate an understanding of Virginia government, geography, and economics by
b) describing the major products and industries important to Virginia’s economy;**

Essential Understandings	Essential Knowledge
<p>Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.</p> <p>Major products and industries change over time as people and businesses buy different goods and services.</p>	<p>Selected examples of products and industries important to Virginia’s economy</p> <p>Top products and services for Virginia include</p> <ul style="list-style-type: none"> • architectural or engineering services • banking and lending • computer programming or systems design • food products • shipbuilding. <p>The service industry is important to Virginia’s economy. Virginians earn income through jobs in</p> <ul style="list-style-type: none"> • private health care, computer programming or systems design, and engineering • government services, including operation of public schools, hospitals, and military bases. <p>Manufacturing (i.e., making goods on a large scale, using machinery) is also a top industry. Top manufactured products in Virginia include</p> <ul style="list-style-type: none"> • ships • tobacco products • beverages (such as soft drinks) • chemical goods • motor vehicle parts and trucks. <p>Fertile soil and a favorable climate make agriculture an important industry in Virginia:</p> <ul style="list-style-type: none"> • Chickens (broilers), cows, milk, turkeys, and hogs are Virginia’s leading livestock products. • Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia’s leading cash crops. <p>Tobacco, once the basis of Virginia’s economy, has been replaced by livestock and livestock products as the state’s most valuable source of agricultural income.</p> <p>Access to deepwater ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.</p> <p>Historically, the success of Appalachian coalfields was due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia’s economy as businesses and individuals shift to other sources of energy.</p>

GRADE 4**UNIT II: Virginia's American Indians**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;**
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.2

The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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; and
- g) describing the lives of American Indians in Virginia today.

ENDURING UNDERSTANDING: Students will understand that a people's culture is impacted by their physical environment.

CONCEPTUAL UNIT QUESTION (Essential Question): How does physical environment impact a culture?

PREVIEW ACTIVITY: Visual Discovery (see PowerPoint for this lesson on Blackboard)

1. Pose the question: "What was life like for Virginia's first people?"
2. Show the series of images from the PowerPoint and ask the guiding questions included for each image. Use other guiding questions as needed to help students develop theories about the types of resources Virginia's American Indians used (natural resources), how they met their basic needs (food, shelter, clothing, water), the types of communities they had (communal lifestyle), etc.
3. Revisit the original question, "What was life like for Virginia's first people?" Have students turn and talk and then share out to the group.

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 4

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia's Five Regions	3-4 weeks	September
II. Virginia's American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia's Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Encounter by Jane Yolan and David Shannon (DRA 30, Guided Reading N)

Life of the Powhatan (Native Nations of North America) by Rebecca Singer and Bobbie Kalman

WEBSITES

<http://www.historyisfun.org/exhibitions/collections-and-exhibitions/special-exhibitions/werowocomoco/>

Information and a video about Werowocomoco

<http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

Information about Werowocomoco; explore the village; watch videos about its discovery, location, archeology, etc.

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekks/VirginiaTrekks.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

GRADE 4

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.				
Christopher Columbus	artifact	arrowhead	pottery	Algonquian language
Powhatan Indians	Siouan language	Monocan Indians	Iroquoian language	Cherokee Indians
Eastern Woodlands Indians	vegetation	harvest	shelter	native
natural resources	Werowocomoco	York River	Chief Powhatan	Jamestown
Archaeologist	tribe	pow wow	culture	

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 917 1778 1240"> <thead> <tr> <th colspan="3" data-bbox="632 917 1778 954">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 954 961 992">Cause</th> <th data-bbox="961 954 1234 992">Event</th> <th data-bbox="1234 954 1778 992">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 992 961 1240"><i>Brown v. Board of Education</i></td> <td data-bbox="961 992 1234 1240">Massive Resistance</td> <td data-bbox="1234 992 1778 1084">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td data-bbox="632 1084 961 1240"></td> <td data-bbox="961 1084 1234 1240"></td> <td data-bbox="1234 1084 1778 1149">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td data-bbox="632 1149 961 1240"></td> <td data-bbox="961 1149 1234 1240"></td> <td data-bbox="1234 1149 1778 1240">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																												
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1166"> <thead> <tr> <th colspan="2" data-bbox="634 776 1808 813">Historical event:</th> </tr> <tr> <th data-bbox="634 813 1186 850">Costs</th> <th data-bbox="1186 813 1808 850">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <th colspan="2" data-bbox="634 1040 1808 1101">Actual decision made:</th> </tr> <tr> <th colspan="2" data-bbox="634 1101 1808 1166">Alternative decision:</th> </tr> </tbody> </table>	Historical event:		Costs	Benefits																					Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.2d

The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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;

Essential Understandings	Essential Knowledge
<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 American Indian language groups in Virginia.</p>	<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 tell a lot about the people who lived in Virginia.</p> <p>American Indians have always been closely connected to the land. They did not believe in land ownership.</p> <p>Three major language groups of Virginia</p> <ul style="list-style-type: none"> • 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 a part of this group.

GRADE 4

STANDARD VS.2e

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;

Essential Understandings	Essential Knowledge
<p>Virginia’s American Indians worked with the climate and the environment to meet their basic wants.</p> <p>Many American Indians lived in towns situated along rivers, which made for good farming, good fishing, and easy travel.</p> <p>Virginia Indian cultures have changed over time.</p>	<p>Climate in Virginia</p> <ul style="list-style-type: none"> • The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation. • Forests, which have a variety of trees, cover most of the land. Virginia’s American Indians are referred to as Eastern Woodland Indians. <p>Environmental connections</p> <p>The kinds of food American Indians ate, the clothing they wore, and the shelters they had depended upon the seasons.</p> <ul style="list-style-type: none"> • Foods changed with the seasons. <ul style="list-style-type: none"> ○ In winter, they hunted birds and other animals and lived on foods stored 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. <p>Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.</p> <p>Today, most native peoples live like other Americans. Their cultures have changed over time.</p>

GRADE 4

STANDARD VS.2f

The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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 Knowledge
<p>Archaeology is a way to help people understand the past.</p> <p>Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.</p>	<p>Archaeologists study all kinds of material evidence left by people from the past.</p> <p>Werowocomoco was a large Indian town, located on the York River, 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 Indians, English, and Africans in early Virginia.</p>

GRADE 4

STANDARD VS.2g

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by
g) describing the lives of American Indians in Virginia today.

Essential Understandings	Essential Knowledge
<p>American Indian people have lived in Virginia for thousands of years.</p> <p>Virginia Indians have contributed to the Commonwealth of Virginia and the nation.</p>	<p>American Indians, whose ancestors have lived in Virginia for thousands of years before 1607, continue to live in all parts of the state today.</p> <p>Virginia Indians live and work as modern Americans. Many practice ancient traditions and crafts while incorporating new customs over time.</p> <p>The current state-recognized American Indian tribes are located in regions throughout Virginia.</p> <p>The tribes maintain tribal museums and lands on which they hold public festivals called powwows. The powwow is a way of teaching American Indians and visitors about American Indian culture, past and present.</p> <p>Today, Virginia Indians maintain their vibrant cultural heritage through drumming, singing, dance, art, jewelry, clothing, crafts, pottery, and storytelling.</p> <p>Virginia Indians contribute to American society as active citizens who vote, hold office, and work in communities.</p>

GRADE 4**UNIT III: Jamestown: The Colony Begins**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.3

The student will demonstrate an understanding of the first permanent English settlement in America by

- a) explaining the reasons for English colonization;**
- b) describing the economic and geographic influences on the decision to settle at Jamestown;**
- c) describing 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 impact 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; and**
- g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.

SOL VS.4

The student will demonstrate an understanding 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 American Indians, European (English, Scots-Irish, German) immigrants, and Africans.

GRADE 4

ENDURING UNDERSTANDING: Change occurs when various cultures interact.

CONCEPTUAL UNIT QUESTIONS (Essential Questions): Was the Jamestown Settlement successful? If so, for whom? How did English, African and Native people’s cultures change at Jamestown Settlement?

PREVIEW ACTIVITY: Explain that the next unit starts in the year 1607 in Europe. Display the document showing the 3 kings (if possible, hide the names and countries until after posing the question). Ask the students to turn and talk with a partner or small group about what these men might have in common. Ultimately, the ideas of greed, power, and wealth should come up. Share the names and countries for each king and explain that at that time European countries were in competition for power and wealth and were constantly fighting over new land. Kings and queens were also looking for new sources of raw materials that their countries were unable to produce. Ask students to share what they know about Christopher Columbus. Discuss how explorers were sent to claim land or find raw materials and then return to their king. King James of England planned to make England more powerful by starting a colony in the New World. You can discuss The Lost Colony of Roanoke if students are curious (or read pages 50-51 in textbook). Next, have students brainstorm what resources King James would need to start a colony in the New World (people, ships, food, tools, weapons, etc.). Explain that the expedition would cost a lot of money; ask the students to brainstorm ways for King James to pay for everything needed to start the new colony. This discussion should prepare the students for the following lessons about the Virginia Company of London, charters, and the voyage.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia’s Five Regions	3-4 weeks	September
II. Virginia’s American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia’s Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Blood on the River: James Town, 1607 by Elisa Carbone (DRA 60, Guided Reading W)

The Jamestown Colony (We the People: Exploration and Colonization) by Brendan January

GRADE 4

My America Series: Our Strange New Land: Elizabeth's Jamestown Colony Diary, Book 1 by Patricia Hermes (DRA 38, Guided Reading O)

My America: The Starving Time: Elizabeth's Jamestown Colony Diary, Book Two (DRA 34, Guided Reading O)

A Lion to Guard Us by Clyde Robert Bulla (DRA 38, Guided Reading P)

Story of Jamestown (Graphic History) by Allison Lassieur and Eric Braun (DRA 50, Guided Reading T)

Roanoke: The Lost Colony - An Unsolved Mystery from History by Jane Yolen

You Wouldn't Want to be an American Colonist!: a Settlement You'd Rather Not Start by Jacqueline Morley

WEBSITES

Game: <http://www.historyglobe.com/jamestown/>

Game that has students being captain of the Jamestown Colony. Students must read situations and make decisions about planting crops, building shelter, meeting new people, etc. Students receive a survival score at the end of the game.

<http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/>

Interactive story of Jamestown created by National Geographic Kids.

<http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

Interactive maps of Jamestown and Werocomoco; students explore using a magnifying glass to read about specific areas or directed to videos and articles.

<http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

Jamestown Settlement & Yorktown Victory Center site: <http://www.historyisfun.org/>

Website has beautiful visuals and videos for each historic site along with an education section with lesson ideas.

Videos: <http://www.historyisfun.org/video/?cat=36>

Learning Resources: <http://www.historyisfun.org/learn/learning-center/jamestown-learning-resources/>

Jamestown Vocabulary: http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/9181/gr_4_Jamestown_Sort_VS.3.pdf

Pre-made vocabulary for the Jamestown Settlement unit (word, definition and pictures).

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

GRADE 4

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekks/VirginiaTrekks.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.

England	settlement	economic venture	Jamestown	Virginia Company of London
peninsula	James River	erosion	natural resources	timber
charter	General Assembly	Burgess	House of Burgesses	Governor
legislative	legal	enslaved	African	colony
drought	starvation	agriculture	John Smith	Chief Powhatan
Pocahontas	tobacco	cash crop	plantation	labor source
Christopher Newport	brakish	King James	Portuguese	forced work program
Starving Time	Angola	John Rolfe		

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State’s Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Discuss reasons for English colonization in America (e.g., to increase wealth and power). • Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 919 1778 1230"> <thead> <tr> <th colspan="3" data-bbox="632 919 1778 954">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 954 961 990">Cause</th> <th data-bbox="961 954 1232 990">Event</th> <th data-bbox="1232 954 1778 990">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 990 961 1230"><i>Brown v. Board of Education</i></td> <td data-bbox="961 990 1232 1230">Massive Resistance</td> <td data-bbox="1232 990 1778 1060">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1232 1060 1778 1130">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1232 1130 1778 1230">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																				
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1185"> <tr> <td colspan="2" data-bbox="634 776 1808 816">Historical event:</td> </tr> <tr> <td data-bbox="634 816 1186 857" style="text-align: center;">Costs</td> <td data-bbox="1186 816 1808 857" style="text-align: center;">Benefits</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1185">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits													Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4**STANDARD VS.3a**

The student will demonstrate an understanding of the first permanent English settlement in America by

a) explaining the reasons for English colonization;

Essential Understandings	Essential Knowledge
<p>Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.</p> <p>The first permanent English settlement in British North America was Jamestown, which was founded in 1607 as an economic venture.</p>	<p>Reasons for English colonization in America</p> <ul style="list-style-type: none"> • England wanted to establish an American colony to increase its wealth and power to compete with other European nations. • England hoped to find silver and gold in America. • An American settlement would furnish raw materials, while opening new markets for trade. <p>Jamestown</p> <ul style="list-style-type: none"> • Jamestown was primarily an economic venture. • The stockholders of the Virginia Company of London financed the settlement of Jamestown. • Jamestown, founded in 1607, became the first permanent English settlement in British North America.

GRADE 4**STANDARD VS.3b**

The student will demonstrate an understanding of the first permanent English settlement in America by
 b) describing the economic and geographic influences on the decision to settle at Jamestown;

Essential Understandings	Essential Knowledge
<p>The location and physical characteristics of the Jamestown site influenced the decision to settle there.</p> <p>The English believed the natural resources at Jamestown would benefit England.</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 due to the erosion of the Jamestown peninsula.</p> <p>Reasons for site choice</p> <ul style="list-style-type: none"> • Instructions from England 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. <p>Natural resources from Jamestown included timber and iron.</p>

GRADE 4

STANDARD VS.3c

The student will demonstrate an understanding of the first permanent English settlement in America by
 c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;

Essential Understandings	Essential Knowledge
<p>The King of England had the power to grant charters allowing settlement in North America.</p>	<p>Importance of Virginia charters The King of England granted charters to the Virginia Company of London to</p> <ul style="list-style-type: none"> • establish a settlement in North America • define the physical boundaries of the colony • extend English rights to the settlers.

GRADE 4

STANDARD VS.3d

The student will demonstrate an understanding of the first permanent English settlement in America by
 d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;

Essential Understandings	Essential Knowledge
<p>As Jamestown grew, Virginia's system of government evolved.</p>	<p>System of government 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 North America and gave some settlers the opportunity to take part in controlling their own government.</p> <p>House of Burgesses 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>

GRADE 4**STANDARD VS.3e**

The student will demonstrate an understanding of the first permanent English settlement in America by
e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement;

Essential Understandings	Essential Knowledge
<p>Virginia became a more diverse colony by 1620.</p>	<p>Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons once they arrived in Virginia is unknown.</p> <p>Africans arrived in Virginia against their will in 1619.</p> <p>The arrival of Africans made it possible to expand the tobacco economy.</p> <p>The arrival of additional women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia.</p>

GRADE 4**STANDARD VS.3f**

The student will demonstrate an understanding of the first permanent English settlement in America by
 f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;

Essential Understandings	Essential Knowledge
<p>The English settlers found life in Virginia harder than they had expected.</p>	<p>Hardships faced by the settlers</p> <ul style="list-style-type: none"> • The site they chose to live on was marshy and lacked safe drinking water. • A drought at the time of settlement reduced the amount of food available to everyone in Virginia. • The settlers lacked some skills necessary to provide for themselves. • Many settlers died of starvation and disease. <p>Changes that resulted in survival</p> <ul style="list-style-type: none"> • The arrival of ships bringing supplies and new settlers • The forced work program and strong leadership of Captain John Smith • The development of new settlements that spread away from the unhealthy environment of Jamestown • The emphasis on agriculture

GRADE 4

STANDARD VS.3g

The student will demonstrate an understanding of the first permanent English settlement in America by
 g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.

Essential Understandings	Essential Knowledge
<p>The native peoples and English settlers in Virginia established trading relationships and, for a while, had positive interactions.</p>	<p>Captain John Smith initiated trading relationships with the native peoples.</p> <p>The native peoples traded food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry.</p> <p>The native peoples contributed to the survival of the Jamestown settlers in several ways:</p> <ul style="list-style-type: none"> • Powhatan, the chief of many tribes, provided leadership to his people and taught the settlers survival skills. • Pocahontas, the 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 harvest tobacco. <p>Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.</p>

GRADE 4

STANDARD VS.4a

The student will demonstrate an understanding of life in the Virginia colony by
 a) explaining the importance of agriculture and its influence on the institution of slavery;

Essential Understandings	Essential Knowledge
<p>The success of tobacco as a cash crop transformed life in the Virginia colony and led to dependence on slave labor.</p>	<p>Term to know</p> <ul style="list-style-type: none"> • cash crop: A crop that is grown to sell for money rather than for use by the growers <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 because it was sold in England as a cash crop.</p> <p>The successful cultivation of tobacco depended on a steady and inexpensive source of labor. For this reason, 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.</p>

GRADE 4

STANDARD VS.4b

The student will demonstrate an understanding of life in the Virginia colony by
b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;

Essential Understandings	Essential Knowledge
<p>The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.</p> <p>Although it was a colony of England, Virginia developed a unique culture different from that of England.</p>	<p>Culture of colonial Virginia Whenever people settle an area, they change the landscape to reflect their culture and customs. Examples of architecture that reflect different cultures include</p> <ul style="list-style-type: none"> • barns • homes • places of worship (e.g., churches). <p>Place names reflecting culture</p> <ul style="list-style-type: none"> • Richmond—English • Roanoke—American Indian <p>Settlement areas</p> <ul style="list-style-type: none"> • English and other Europeans settled primarily in the Coastal Plain (Tidewater) and Piedmont regions. • Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. • Africans were brought primarily to the Coastal Plain (Tidewater) and Piedmont regions to work in tobacco fields, which required a great deal of labor. • Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. <p>Migration and living in new areas caused people to adapt old customs to their new environments.</p>

GRADE 4**UNIT IV: Virginia**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards are indicated below in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.4

The student will demonstrate an understanding 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 American Indians, European (English, Scots-Irish, German) immigrants, and Africans;**
- c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg;
- d) describing how money, barter, and credit were used; and
- e) describing everyday life in colonial Virginia.

ENDURING UNDERSTANDING: Social and economic changes affect a colony's growth.

CONCEPTUAL UNIT QUESTION (Essential Question): What social and economic changes affected the growth of the Virginia colony?

GRADE 4

PREVIEW ACTIVITY: Display the following picture on the board: Jamestown Lifescape – Mid 17th Century by Keith Rocco.
<http://www.nps.gov/media/photo/gallery.htm?id=CAF0E659-155D-451F-67145E627F75F18A>



Ask the following questions to create a rich discussion (Visual Discovery):

1. What do you see in this image?

Explain that they are detectives trying to understand what life was like in Colonial Virginia. It is important for the students to describe before analyzing and inferring about what they are seeing. Recommended questions for the picture and discussion (in this order):

2. Describe what you see in the image.
3. What are the people doing?
4. What are they wearing?
5. What are the people holding?
6. What can you tell about the environment in which these people live?
7. How have these people used natural resources in their environment to survive?

Continue asking questions with the goal of students seeing how Jamestown was becoming a complex colony with a variety of people and skillsets. Topics to discuss: purpose of ship, purpose of supply shed, bartering, clothing, purpose of buildings, status of people in image

The class can work together to complete a KWL chart about Colonial Virginia or move to reading and discussing pages 72-73 in the textbook. The students should be able to make connections between the reading with what they discovered in the image.

If you prefer using an image that is not in the textbook, use: Women at Governor Harvey's Jamestown industrial enclave, c. 1630 by Keith Rocco.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia's Five Regions	3-4 weeks	September
II. Virginia's American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia's Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

GRADE 4

LITERATURE AND OTHER RESOURCES:

LITERATURE

The Dreadful, Smelly Colonies: The Disgusting Details About Life in Colonial America by Elizabeth Raum (Lexile 810)

Molly Bannaky by Alice McGill (Lexile 720)

Nonfiction series: Historic Communities by Bobbie Kalman that provide amazing visuals of colonial life

Titles: Life on a Plantation, Pioneer Recipes, The Kitchen, Colonial Life, A Child’s Day, Schoolyard

Games, Old Time Toys, Tools and Gadgets

WEBSITES

<http://www.history.org/history/teaching/>

Website has lessons, resources, visuals about colonial living.

http://www.history.org/history/teaching/dayinthelife/interact_dress.cfm

Students read about and play a game where they dress people from each society of Virginia.

<http://www.history.org/kids/index.cfm>

Colonial Williamsburg’s “Kids Zone” has games and activities for students to play online.

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekks/VirginiaTrekks.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.

cash crop	agriculture	tobacco	slave labor	culture
slavery	Roanoke	Coastal Plains	Piedmont	Shenandoah Valley
Germans	Scots-Irish	Africans	migration	adapt
contamination	Williamsburg	barter	credit	debt
savings	natural resources	human resources	capital resources	produce
plantation	rights	architecture		

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdT11HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State’s Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 919 1778 1230"> <thead> <tr> <th colspan="3" data-bbox="632 919 1778 954">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 954 961 990">Cause</th> <th data-bbox="961 954 1232 990">Event</th> <th data-bbox="1232 954 1778 990">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 990 961 1230"><i>Brown v. Board of Education</i></td> <td data-bbox="961 990 1232 1230">Massive Resistance</td> <td data-bbox="1232 990 1778 1060">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1232 1060 1778 1130">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1232 1130 1778 1230">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																				
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1185"> <tr> <td colspan="2" data-bbox="634 776 1808 816">Historical event:</td> </tr> <tr> <td data-bbox="634 816 1186 857" style="text-align: center;">Costs</td> <td data-bbox="1186 816 1808 857" style="text-align: center;">Benefits</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1185">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits													Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.4a

The student will demonstrate an understanding of life in the Virginia colony by
 a) explaining the importance of agriculture and its influence on the institution of slavery;

Essential Understandings	Essential Knowledge
<p>The success of tobacco as a cash crop transformed life in the Virginia colony and led to dependence on slave labor.</p>	<p>Term to know</p> <ul style="list-style-type: none"> cash crop: A crop that is grown to sell for money rather than for use by the growers <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 because it was sold in England as a cash crop.</p> <p>The successful cultivation of tobacco depended on a steady and inexpensive source of labor. For this reason, 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.</p>

GRADE 4

STANDARD VS.4b

The student will demonstrate an understanding of life in the Virginia colony by
b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;

Essential Understandings	Essential Knowledge
<p>The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.</p> <p>Although it was a colony of England, Virginia developed a unique culture different from that of England.</p>	<p>Culture of colonial Virginia Whenever people settle an area, they change the landscape to reflect their culture and customs. Examples of architecture that reflect different cultures include</p> <ul style="list-style-type: none"> • barns • homes • places of worship (e.g., churches). <p>Place names reflecting culture</p> <ul style="list-style-type: none"> • Richmond—English • Roanoke—American Indian <p>Settlement areas</p> <ul style="list-style-type: none"> • English and other Europeans settled primarily in the Coastal Plain (Tidewater) and Piedmont regions. • Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. • Africans were brought primarily to the Coastal Plain (Tidewater) and Piedmont regions to work in tobacco fields, which required a great deal of labor. • Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. <p>Migration and living in new areas caused people to adapt old customs to their new environments.</p>

GRADE 4

STANDARD VS.4c

The student will demonstrate an understanding of life in the Virginia colony by
 c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg;

Essential Understandings	Essential Knowledge
<p>A variety of factors explain the reasons for moving Virginia’s capital.</p>	<p>Reasons why the capital was moved from Jamestown to Williamsburg</p> <ul style="list-style-type: none"> • Drinking water in Jamestown was contaminated by seepage of salt water. • Unhealthy living conditions in Jamestown caused diseases. • Fire destroyed wooden and brick buildings at Jamestown. • Williamsburg was an established town.

GRADE 4

STANDARD VS.4d

The student will demonstrate an understanding of life in the Virginia colony by
 d) describing how money, barter, and credit were used;

Essential Understandings	Essential Knowledge
<p>Money was not often used in the early Virginia colony.</p> <p>Because farmers could not pay for goods until their crops were harvested, credit was important in Virginia.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • money: A medium of exchange (i.e., 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 • savings: Money put away to save or to spend at a later time <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>

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STANDARD VS.4e

The student will demonstrate an understanding of life in the Virginia colony by
 e) describing everyday life in colonial Virginia.

Essential Understandings	Essential Knowledge
<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>People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</p> <p>Food</p> <ul style="list-style-type: none"> • Food choices were limited. • Meals were made of local produce and meats. <p>Housing</p> <ul style="list-style-type: none"> • Most people lived in one-room houses with dirt floors. • Some wealthy people (e.g., merchants, lawyers, planters) lived in large houses. <p>Clothing</p> <ul style="list-style-type: none"> • Women made clothes for family members in their households. • Most clothing was made of cotton, wool, and/or leather. <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 were denied basic rights.</p> <p>Some free African Americans owned land but were denied basic rights.</p>

GRADE 4**UNIT V: Virginia and the American Revolution**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;**
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.5

The student will demonstrate an understanding 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 of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;**
- c) identifying the importance of the American victory at Yorktown; and
- d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

ENDURING UNDERSTANDING: Students will understand that there are varied reasons for changing governments.

CONCEPTUAL UNIT QUESTION (Essential Question): What were the advantages and disadvantages to rebelling against Great Britain for independence?

PREVIEW ACTIVITY: The Goldfish Tax (see PowerPoint for this lesson on Blackboard)

1. As students come to class, announce to them that today is a special day. Ask for four volunteers, one person who likes to collect and keep track of things (the "Collector", two people who like to have power and enjoy making decision and rules (the "Lawmakers"), and one person who likes to be in charge (the "Ruler"). Invite these four volunteers to the front of the classroom.
2. Give all other students about 10 Goldfish crackers and make sure they know they can't eat them until you tell them it's okay.

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3. Have a set of cards labeled jeans-3, glasses-2, white socks-1, shoelaces-1, watch-2, etc. Have the Lawmakers draw a card at random. The Collector will go around and “tax” every student based on the card the Lawmakers drew. For instance, if they draw the “glasses” card, the Collector will go around and collect two Goldfish crackers from every person wearing glasses. Let play continue until all the cards have been drawn and students are getting low on crackers.
4. All the crackers collected by the Collector should be distributed among the Collector (10%), the Lawmakers (40%), and the Ruler (50%). At this point everyone can eat their crackers.
5. After the activity, hold a class meeting and have students discuss the following questions:
 - a. How do you feel about this system with the Goldfish? Explain.
 - b. Do you think this system was fair? Why or why not.
6. Ask students what this activity might have to do with the American Revolution. See if they can figure out that the Collector represented British tax collectors, the Lawmakers represented British Parliament, and the Ruler represented King George III. If desired, have them read the Five Ponds *Our Virginia* textbook p.80 to figure out the answers. (*Activity adapted from American History Simulations, Teacher Created Materials*)

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia’s Five Regions	3-4 weeks	September
II. Virginia’s American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia’s Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Unite or Die- How the States became a Nation by Jacqueline Jules (Lexile 540)

George vs. George: the American Revolution As Seen Both Sides by Rosalyn Schanzer (Lexile 1120)

The Scarlet Stockings Spy (Tales of Young Americans) by Trinka Hakes Noble & Robert Papp (provides patriot perspective)

Katie’s Trunk by Ann Turner and Ronald Himler (provides loyalist perspective)

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Redcoats and Petticoats by Katherine Kirkpatrick

Independent Dames: What You Never Knew About the Women and Girls of the American Revolution by Laurie Anderson

The Boston Tea Party by Pamela Duncan Edwards

When Mr. Jefferson came to Philadelphia: What I Learned of Freedom, 1776 by Ann Turner

Patrick Henry: Liberty or Death by Jason Glaser (graphic novel)

WEBSITES

<http://www.soomolearning.com/declaration/>

Song parody that teaches about the Declaration of Independence

<http://www.gbbattlefield.org/history.html>

Website for Battle of Great Bridge; provides history and photos of reenactments at the bridge.

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/

Interactive map of major battles during American Revolution; great discussion starter about General Washington and strengths/weaknesses of both sides.

Animated Hero Classics: George Washington (can be viewed through Blackboard)

Short video clips to show from Schoolhouse Rock: America!: The Shot Heard 'Round the World and No More Kings

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekking/VirginiaTrekking.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

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SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

Parliament	legal authority	tax	taxation without representation	Declaration of Independence
Thomas Jefferson	liberty	pursuit of happiness	Continental Army	Yorktown
patriots	loyalists	George Washington	Patrick Henry	Marquis de Lafayette
James Lafayette	1783 Treaty of Paris	Richmond	neutral	

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

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STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

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STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="634 565 1774 792"> <thead> <tr> <th data-bbox="634 565 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 565 1774 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 597 1178 678">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1774 678">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="634 678 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 678 1774 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="634 919 1780 1230"> <thead> <tr> <th colspan="3" data-bbox="634 919 1780 954">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="634 954 961 990">Cause</th> <th data-bbox="961 954 1234 990">Event</th> <th data-bbox="1234 954 1780 990">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 990 961 1230"><i>Brown v. Board of Education</i></td> <td data-bbox="961 990 1234 1230">Massive Resistance</td> <td data-bbox="1234 990 1780 1068">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td data-bbox="634 1068 961 1230"></td> <td data-bbox="961 1068 1234 1230"></td> <td data-bbox="1234 1068 1780 1133">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td data-bbox="634 1133 961 1230"></td> <td data-bbox="961 1133 1234 1230"></td> <td data-bbox="1234 1133 1780 1230">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																										
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1185"> <thead> <tr> <th colspan="2" data-bbox="634 776 1808 816">Historical event:</th> </tr> <tr> <th data-bbox="634 816 1186 857">Costs</th> <th data-bbox="1186 816 1808 857">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1185">Alternative decision:</td> </tr> </tbody> </table>	Historical event:		Costs	Benefits																			Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.5a

The student will demonstrate an understanding 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 Knowledge
<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>The colonists and the British Parliament disagreed over how the colonies should be governed:</p> <ul style="list-style-type: none"> • 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. <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>

GRADE 4

STANDARD VS.5b

The student will demonstrate an understanding of the role of Virginia in the American Revolution by
b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;

Essential Understandings	Essential Knowledge
<p>Virginians made significant contributions during the Revolutionary War era.</p> <p>American Indians, whites, enslaved African Americans, and free African Americans had various roles during the American Revolution.</p>	<p>Varied roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era</p> <ul style="list-style-type: none"> • Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown. • Some American Indians fought alongside the Virginia patriots, while others fought with the British. • 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 supported the British, who promised them freedom. • Some free African Americans fought for independence from Great Britain. <p>Contributions of Virginians during the Revolutionary War era</p> <ul style="list-style-type: none"> • George Washington provided military leadership by serving as commander-in-chief of the Continental Army. • Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence. • Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying “give me liberty or give me death.” • The Marquis de Lafayette, a French nobleman, volunteered his service to the Continental Army during the American Revolution. The king of France provided French troops, ships, and money. The Marquis de Lafayette contributed to the victory at Yorktown. • James Lafayette, an enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. He successfully requested his freedom after the war with the support of the Marquis de Lafayette.

GRADE 4

STANDARD VS.5c

The student will demonstrate an understanding of the role of Virginia in the American Revolution by
 c) identifying the importance of the American victory at Yorktown;

Essential Understandings	Essential Knowledge
<p>The last major battle of the Revolutionary War was fought at Yorktown, Virginia.</p>	<p>The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war.</p> <p>While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army.</p> <p>The war ended with the Treaty of Paris in 1783.</p>

GRADE 4

STANDARD VS.5d

The student will demonstrate an understanding of the role of Virginia in the American Revolution by
 d) examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond.

Essential Understandings	Essential Knowledge
<p>A variety of factors explain the reasons for moving Virginia’s capital.</p>	<p>Reasons why the capital was moved from Williamsburg to Richmond</p> <ul style="list-style-type: none"> • The population was moving westward for more opportunities. • Richmond was a more central location. • Moving to Richmond increased the distance from the sea and possible attack by the British.

GRADE 4**UNIT VI: The New American Nation and Virginia's Westward Expansion**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.6

The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by

- a) explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";**
- b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; and**
- c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

ENDURING UNDERSTANDING: Students will understand that citizens can take continuous actions to change their government.

CONCEPTUAL UNIT QUESTION (Essential Question): What actions can citizens take to change their government?

PREVIEW ACTIVITY: Confederation to Constitution Experiential: Class Coat of Arms (materials for this lesson are available on Blackboard)

1. Place students in groups of 4-5 students. Make 2 of the groups only have 2 students.
2. Explain to students that they will be deciding on a coat of arms to represent the most important things to fourth grade students.
3. Cut up the cards from the materials on blackboard and distribute one per group. Ask students in the group to keep the information on their slip of paper to themselves.
4. Display a coat of arms in the front of the room with four spaces on it.
5. Have groups take turns presenting what they think should go in the 4 squares. Ask groups to name a topic and provide a reason.

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6. Once you have 4 items in the coat of arms, ask students to take a vote. Explain that each group gets 1 vote and everyone must agree to be able to conclude this is the best 4th grade coat of arms
7. Since every group has two different items they want on the coat of arms, it is unlikely you will get agreement. Once you have a “NO” vote, wipe out the suggestions and start again.
8. Continue this process several times until the students are feeling frustrated. Ask students why they think it’s been so hard to agree on a coat of arms?
9. Ask students what they think is the fair way to figure out what goes on the coat of arm
10. Explain that after the American Revolution, we no longer had to follow the rule of the King and British Parliament. But whose rule would we follow? How would our new American nation work? Finding answers to these questions proved to be a long and difficult task. This chapter will largely be about we accomplished this and the important Virginians that made it possible.
11. Make some connections to history using the information available on Blackboard.
12. If you have time, you may want to discuss the question, “Why does a country need rules and laws?”

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia’s Five Regions	3-4 weeks	September
II. Virginia’s American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia’s Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

George Did It by Suzanne Tripp Jurmain and Larry Day

George Washington's Teeth by Deborah Chandra (Lexile 720, DRA 30, Guided Reading Level N)

We the Kids - The Preamble of the Constitution of the United States by David Catrow (DRA 30, Guided Reading Level N)

The Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud by Suzanne Jurmaine

John, Paul, George & Ben by Lane Smith

GRADE 4

Graphic Library Biographies series. Various Authors, Capstone Press, 2006-2007. Titles include: Benjamin Franklin by Kay Olson, Thomas Jefferson by Matt Doeden, George Washington by Matt Doeden

Daniel Boone by Andrea Smith

Shhh! We're Writing the Constitution by Jean Fritz

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Shhh! We're Writing the Constitution by Jean Fritz on Discovery Education:

<http://www.discoveryeducation.com/what-we-offer/streaming-plus-digital-media/>

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://viriniatrekkers.com/VirginiaTrekking/VirginiaTrekking.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.

George Washington	James Madison	Constitutional Convention	Constitution	Virginia Declaration of Rights
George Mason	Virginia Statute for Religious Freedom	Thomas Jefferson	agriculture	cotton gin
Mechanical reaper	Appalachian Mountains	Cumberland Gap	Bill of Rights	

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4**STANDARD VS.1c**

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia's history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in Virginia history;**

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="634 565 1774 792"> <thead> <tr> <th data-bbox="634 565 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 565 1774 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 597 1178 678">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1774 678">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="634 678 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 678 1774 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="634 889 1780 1203"> <thead> <tr> <th colspan="3" data-bbox="634 889 1780 922">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="634 922 961 963">Cause</th> <th data-bbox="961 922 1234 963">Event</th> <th data-bbox="1234 922 1780 963">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 963 961 1203"><i>Brown v. Board of Education</i></td> <td data-bbox="961 963 1234 1203">Massive Resistance</td> <td data-bbox="1234 963 1780 1036">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1234 1036 1780 1109">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1234 1109 1780 1203">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4**STANDARD VS.1g**

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																								
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1187"> <thead> <tr> <th colspan="2" data-bbox="634 776 1808 816">Historical event:</th> </tr> <tr> <th data-bbox="634 816 1186 857">Costs</th> <th data-bbox="1186 816 1808 857">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1187">Alternative decision:</td> </tr> </tbody> </table>	Historical event:		Costs	Benefits																	Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4**STANDARD VS.6a**

The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by
a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;

Essential Understandings	Essential Knowledge
<p>The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.</p>	<p>George Washington, a Virginian, was elected as the first president of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of our Country.”</p> <p>James Madison, a Virginian, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”</p>

GRADE 4

STANDARD VS.6b

The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by
 b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom;

Essential Understandings	Essential Knowledge
<p>The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.</p>	<p>The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press.</p> <p>The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.</p>

GRADE 4

STANDARD VS.6c

The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by
 c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

Essential Understandings	Essential Knowledge
<p>Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.</p>	<p>After the American Revolution, Virginia’s agricultural base began to change, and as a result, large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities:</p> <ul style="list-style-type: none"> • Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm. • The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia. • The mechanical reaper allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs. • Virginians migrated into western territories, looking for large areas of land and new opportunities. • As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them. • Many enslaved African Americans were sold to people who lived in other southern states. • Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

GRADE 4**UNIT VII: Virginia and the Civil War**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.7

The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by

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

ENDURING UNDERSTANDING: Civil Wars divide nations, states, people, and families

CONCEPTUAL UNIT QUESTION (Essential Question): What caused Virginians to take different sides during the American Civil War?

PREVIEW ACTIVITY: Ask students to think of a time in their life when they had a disagreement/fight with a friend. Ask students to think about the following questions:

1. What caused the disagreement/fight?
2. Were there two sides to the disagreement?
3. Did the disagreement ruin the friendship? Why or why not?
4. If the disagreement was solved, how did that happen?

GRADE 4

Have students share their thoughts in small groups and have a few students share out to the entire class. Help students make the links to the challenges that led to two sides of the nation to have a disagreement that led to a war.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia's Five Regions	3-4 weeks	September
II. Virginia's American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia's Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Iron Thunder - Avi (Lexile 620)

Minty by Alan Schroeder (Lexile 560)

Pink and Say by Patricia Polacco (Lexile 590, DRA 40, Guided Reading Level S)

Sweet Clara and the Freedom Quilt by Deborah Hopkinson (Lexile 680, DRA 40, Guided Reading Level S)

Nat Turner's Slave Rebellion by Michael Burgan (graphic novel)

Harriet Tubman and the Underground Railroad by Michael Martin (graphic novel)

Causes and Effects of the American Civil War by G. O'Muhr

John Brown: His Fight for Freedom by John Hendrix

Henry's Freedom Box by Ellen Levine

GRADE 4

Duel of the Ironclads: the Monitor vs. the Virginia by Patrick O'Brien

The Silent Witness by Robin Friedman and Claire Nivola

WEBSITES

Animated Hero Classics: Harriet Tubman (can be viewed through Blackboard; does a nice job explaining the Underground Railroad)

<http://www.civilwar.org/maps/animated-maps/>

Interactive maps that describe various battles during the Civil War.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/>

The Library of Congress provides great background information and visuals for lessons and activities.

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekking/VirginiaTrekking.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

economy	North vs. South	industrial	agriculture	slave labor
territory	"free state"	"slave state"	Nat Turner	abolitionist
Harriet Tubman	Underground Railroad	John Brown	Harper's Ferry	West Virginia
Rebellion	Abraham Lincoln	secede	Confederacy	Bull Run/Manassas
Thomas "Stonewall" Jackson	Robert E. Lee	Battle of Fredericksburg	Richmond	Ulysses S. Grant
Union	Blockade	Monitor	Merrimack	Appomattox Court House
2 nd Bull Run/Manassas				

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 917 1778 1230"> <thead> <tr> <th colspan="3" data-bbox="632 917 1778 954">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 954 961 992">Cause</th> <th data-bbox="961 954 1234 992">Event</th> <th data-bbox="1234 954 1778 992">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 992 961 1230"><i>Brown v. Board of Education</i></td> <td data-bbox="961 992 1234 1230">Massive Resistance</td> <td data-bbox="1234 992 1778 1062">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1234 1062 1778 1131">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1234 1131 1778 1230">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																				
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1185"> <tr> <td colspan="2" data-bbox="634 776 1808 816">Historical event:</td> </tr> <tr> <td data-bbox="634 816 1186 857" style="text-align: center;">Costs</td> <td data-bbox="1186 816 1808 857" style="text-align: center;">Benefits</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1185">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits													Actual decision made:		Alternative decision:	
Historical event:																					
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.7a

The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
 a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;

Essential Understandings	Essential Knowledge
<p>Because of economic differences, the North and the South were unable to resolve their conflicts, and the South seceded from the United States.</p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p>	<p>Differences between northern and southern states</p> <ul style="list-style-type: none"> • The economy in the northern part of the United States was more industrialized, while the economy in the southern part was agricultural and relied more on slave labor. • Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.” <p>Events leading to secession and war</p> <ul style="list-style-type: none"> • Nat Turner led a revolt against slavery in Virginia. • Abolitionists campaigned to end slavery. • Harriet Tubman supported secret routes that enslaved African Americans used. These routes became known as the “Underground Railroad.” • John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged. • After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the Confederate States of America. Later, Virginia seceded and joined them. <p>Creation of West Virginia</p> <ul style="list-style-type: none"> • Conflict grew between the eastern counties of Virginia that relied on slavery and the western counties that did not favor slavery. • Many disagreements between the two regions of the state led to the creation of West Virginia.

GRADE 4

STANDARD VS.7b

The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
 b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;

Essential Understandings	Essential Knowledge
<p>Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.</p> <p>Virginians played a significant role in the Civil War.</p>	<p>Major Civil War battles fought in Virginia</p> <ul style="list-style-type: none"> • The First Battle of Bull Run (also known as the Battle of First 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 by the Confederacy near the end of the war. Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces. • President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the <i>Monitor</i> (Union) and the <i>Merrimack</i> (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.

GRADE 4**STANDARD VS.7c**

The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.

Essential Understandings	Essential Knowledge
American Indians, whites, enslaved African Americans, and free African Americans had various roles during the Civil War.	<p>Varied roles of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War</p> <p>Many American Indians did not take sides during the Civil War.</p> <ul style="list-style-type: none">• Most white Virginians supported the Confederacy.• The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army.• Many enslaved African Americans sought freedom by following the Union Army, where many found work. Some women and men provided labor, and some men fought for the Union Army.• Some free African Americans joined the Union Army and Union Navy.

GRADE 4**UNIT VIII: Reconstruction in Virginia**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;**
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.8

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by

- a) identifying the effects of Reconstruction on life in Virginia;
- b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and**
- c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

ENDURING UNDERSTANDING: Rebuilding a nation after a war is a complex process.

CONCEPTUAL UNIT QUESTION (Essential Question): What challenges did the nation and Virginia face when rebuilding after the Civil War?

PREVIEW ACTIVITY: A Mess Left Behind (materials for this lesson are available on Blackboard)

1. Have students enter the room and have something messy on the floor. Explain that the previous group did not have time to clean up. Tell the current students they have to clean up. After they do so, with perhaps some grumbles, debrief their feelings.
2. Explain to students that they have just studied the Civil War. Ask students to hypothesize what Virginia might have looked like after the war. Encourage them to talk about the fact that the North spent much time in Virginia fighting.
3. Make the connection between cleaning up someone’s mess with how Virginia might feel after a war that they lost and now have to clean up after.

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 4

PACING GUIDE:				
UNIT		TIMEFRAME		DATES
I. Virginia's Five Regions		3-4 weeks		September
II. Virginia's American Indians		3-4 weeks		October
III. Jamestown		4 weeks		October-November
IV. The Colony Grows		2 weeks		early December
V. Virginia and the American Revolution		4-5 weeks		December-January
VI. The New American Nation and Virginia's Westward Expansion		3 weeks		February
VII: Virginia in the Civil War		4-5 weeks		February-March
VIII: Reconstruction in Virginia		2 weeks		March-April
IX: Growing Virginia		2-3 weeks		April-May
Review for SOL		2-3 weeks		May-June
Post SOL Activities		1-2 weeks		June
LITERATURE AND OTHER RESOURCES:				
LITERATURE				
<i>Shades of Gray</i> by Carolyn Reeder				
<i>Dear Mr. Rosenwald</i> by Carole Boston Weatherford				
OTHER RESOURCES				
<i>Schoolhouse Rock!: America Rocks (Unit V, Unit VI)</i>				
Animated Hero Classics:				
Virginia Studies foldables: http://vastudies.pwnet.org/coolstuff/foldables.html				
http://viriniatrekkers.com/VirginiaTrekks/VirginiaTrekks.html				
Four educators create podcasts, games, and videos around Virginia.				
www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)				
SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
Reconstruction	freedmen	Freedmen's Bureau	sharecropper	landowner
discrimination	"Jim Crow"	poll tax	segregation	expansion
Appalachian Plateau	railroads			

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdT11HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Discuss reasons for English colonization in America (e.g., to increase wealth and power). • Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 917 1778 1240"> <thead> <tr> <th colspan="3" data-bbox="632 917 1778 953">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 953 961 990">Cause</th> <th data-bbox="961 953 1232 990">Event</th> <th data-bbox="1232 953 1778 990">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 990 961 1240"><i>Brown v. Board of Education</i></td> <td data-bbox="961 990 1232 1240">Massive Resistance</td> <td data-bbox="1232 990 1778 1084">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td data-bbox="632 1084 961 1240"></td> <td data-bbox="961 1084 1232 1240"></td> <td data-bbox="1232 1084 1778 1148">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td data-bbox="632 1148 961 1240"></td> <td data-bbox="961 1148 1232 1240"></td> <td data-bbox="1232 1148 1778 1240">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																												
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1166"> <thead> <tr> <th colspan="2" data-bbox="634 776 1808 813">Historical event:</th> </tr> <tr> <th data-bbox="634 813 1186 850">Costs</th> <th data-bbox="1186 813 1808 850">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <th colspan="2" data-bbox="634 1040 1808 1101">Actual decision made:</th> </tr> <tr> <th colspan="2" data-bbox="634 1101 1808 1166">Alternative decision:</th> </tr> </tbody> </table>	Historical event:		Costs	Benefits																					Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.8a

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
 a) identifying the effects of Reconstruction on life in Virginia;

Essential Understandings	Essential Knowledge
<p>Virginians faced serious problems in rebuilding the state after the Civil War.</p>	<p>Term to know</p> <ul style="list-style-type: none"> • Reconstruction: The period following the Civil War during which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union <p>Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> • Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs. • Virginia’s economy was in ruins: <ul style="list-style-type: none"> ○ Money had no value. ○ Banks were closed. ○ Railroads, bridges, plantations, and crops were destroyed. ○ Businesses needed to be rebuilt. <p>Measures taken to resolve problems</p> <ul style="list-style-type: none"> • The Freedmen’s Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia. • 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.

GRADE 4

STANDARD VS.8b

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
 b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans;

Essential Understandings	Essential Knowledge
<p>The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</p> <p>“Jim Crow” laws affected African Americans and American Indians.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • discrimination: An unfair difference in the treatment of people <p>During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</p> <p>Effects of “Jim Crow” laws on the lives of African Americans and American Indians included</p> <ul style="list-style-type: none"> • experiencing unfair poll taxes and voting tests that were established to keep them from voting • difficulty voting or holding public office • being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants • attending separate schools. <p>Segregation and discrimination had an impact on</p> <ul style="list-style-type: none"> • housing • employment • health care • political representation • education.

GRADE 4**STANDARD VS.8c**

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

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

GRADE 4**UNIT IX: Growing Virginia**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;**
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.8

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

- b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians; and**
- c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

SOL VS.9

The student will demonstrate an understanding of Virginia during the 20th century and beyond by:

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;**
- b) describing how national events including women’s suffrage and the Great Depression affected Virginia and its citizens;**
- c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and**
- d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

SOL VS.10

The student will demonstrate an understanding of Virginia government, geography, and economics by:

- a) identifying the three branches of Virginia government and the function of each;**
- b) describing the major products and industries important to Virginia’s economy; and
- c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

GRADE 4

ENDURING UNDERSTANDING: Growth in a culture causes change.

CONCEPTUAL UNIT QUESTION (Essential Question): What have been the advantages and struggles of growth in Virginia during the 20th and 21st centuries?

PREVIEW ACTIVITY: Display the “Corn Production and Prices” graph on the board. Invite students to study the graph and write down what they notice and what they wonder; they should continue thinking and writing while the teacher walks around the room posing questions and assisting students that need additional support. Discuss the graph. Ultimately, the discussion should highlight that in 1870, farmers were growing less corn and making a large profit compared to 1900 when farmers were producing more corn and making significantly less money. Ask what students would do: Would you stay on the farm and continue to make a smaller profit OR find a new job? The main idea of the discussion is for students to see that the agricultural lifestyle was challenging.

Next, display or ask the “Would you rather” questions one at a time and let students discuss with a partner or in small group. The goal is for students to again see that an agricultural lifestyle was challenging.

Define URBAN (living in city; buying wants and needs) and RURAL (living in country; rely on agriculture for wants/needs). Explain that you will be showing how Virginia’s economy changed because of technology and opportunities. Define ECONOMIC OPPORTUNITIES (chance to find a good job with better pay because of growth in an area). *the definitions are starting points... use words that work best for your students*

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia’s Five Regions	3-4 weeks	September
II. Virginia’s American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia’s Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Nonfiction series: Virginia, may state. Biographies by Moira Rose Donohue

GRADE 4

Titles include: A. Linwood Holton, L. Douglas Wilder, Harry F. Byrd, Sr., Maggie L. Walker, Oliver W. Hill, Arthur R. Ashe, Jr.

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. By Doreen Rappaport (Lexile 410, DRA 20, Guided Reading Level K)

Sit In: How 4 Friends Stood Up by Sitting Down by Andrea Davis Pinkney (Lexile 500)

Freedom Summer by Deborah Wiles (Lexile 460, DRA 28, Guided Reading Level M)

Ruth and the Green Book by Calvin Alexander Ramsey with Gwen Strauss

WEBSITES

<http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/industrialization-virginia>

Virginia Historical Society provides amazing visuals and questions to use with students.

http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ1_12.html

Short video clip of interview with Oliver Hill and discuss his contributions to the Civil Rights Movement.

<http://www.biography.com/people/arthur-ashe-9190544>

video biography of Arthur Ashe

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekking/VirginiaTrekking.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

GRADE 4

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.

industry				
urban	technology	coal mining	federal government	Northern Virginia
trade	diverse	Great Depression	mechanization	rural
segregation	discrimination	integration	Barbara Johns	Davis vs. Prince Edward City
Brown vs. the Board of Education	Massive Resistance	Henry F. Byrd	Maggie L. Walter	A. Linwood Holton, Jr.
Oliver Hill, Sr.	Arthur R. Ashe, Jr.	Douglas Wilder	General Assembly	House of Delegates
Senate	Judicial branch	Executive branch	Governor	Virginia Constitution
architecture	engineering	shipbuilding	systems design	chemical goods
motor vehicle	fertile soil	favorable climate	livestock	Cash crops
deep water ports	tourism	global economy	Appalachian coalfields	technology

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 917 1778 1230"> <thead> <tr> <th colspan="3" data-bbox="632 917 1778 953">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 953 961 990">Cause</th> <th data-bbox="961 953 1232 990">Event</th> <th data-bbox="1232 953 1778 990">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 990 961 1230"><i>Brown v. Board of Education</i></td> <td data-bbox="961 990 1232 1230">Massive Resistance</td> <td data-bbox="1232 990 1778 1060">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td data-bbox="632 1060 961 1230"></td> <td data-bbox="961 1060 1232 1230"></td> <td data-bbox="1232 1060 1778 1130">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td data-bbox="632 1130 961 1230"></td> <td data-bbox="961 1130 1232 1230"></td> <td data-bbox="1232 1130 1778 1230">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																				
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1185"> <tr> <td colspan="2" data-bbox="634 776 1808 816">Historical event:</td> </tr> <tr> <td data-bbox="634 816 1186 857" style="text-align: center;">Costs</td> <td data-bbox="1186 816 1808 857" style="text-align: center;">Benefits</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1185">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits													Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.8b

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
 b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans;

Essential Understandings	Essential Knowledge
<p>The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</p> <p>“Jim Crow” laws affected African Americans and American Indians.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • discrimination: An unfair difference in the treatment of people <p>During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</p> <p>Effects of “Jim Crow” laws on the lives of African Americans and American Indians included</p> <ul style="list-style-type: none"> • experiencing unfair poll taxes and voting tests that were established to keep them from voting • difficulty voting or holding public office • being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants • attending separate schools. <p>Segregation and discrimination had an impact on</p> <ul style="list-style-type: none"> • housing • employment • health care • political representation • education.

GRADE 4**STANDARD VS.8c**

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

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

GRADE 4

STANDARD VS.9a

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
 a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;

Essential Understandings	Essential Knowledge
<p>During the twentieth century and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.</p>	<p>During the early twentieth century, agriculture began to change:</p> <ul style="list-style-type: none"> • Mechanization (e.g., the tractor) and improvements in transportation changed farming. • Crop prices were low. <p>Growth of Virginia’s cities</p> <ul style="list-style-type: none"> • People moved from rural to urban areas for economic opportunities. • Technological developments in transportation (roads, railroads, and streetcars) helped cities grow. • Coal mining spurred the growth of Virginia. <p>During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region.</p> <p>In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.</p> <p>Virginia’s population has become increasingly diverse as people have moved to the state from many other states and countries.</p>

GRADE 4

STANDARD VS.9b

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
b) describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;

Essential Understandings	Essential Knowledge
<p>As Virginia became more urban and industrial, it also became more connected with the rest of the United States and was greatly affected by major national events.</p> <p>With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.</p>	<p>The United States Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women.</p> <p>The Great Depression was a period of harsh economic conditions worldwide during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses. The federal government established New Deal programs to provide employment and ease many hardships.</p>

GRADE 4

STANDARD VS.9c

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
 c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;

Essential Understandings	Essential Knowledge
<p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.</p> <p>As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • desegregation: Legal end of racial segregation • integration: Full equality of people of all races in the use of public facilities and services <p>Desegregation and Massive Resistance in Virginia</p> <ul style="list-style-type: none"> • Barbara Johns, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case that resulted, <i>Davis v. County School Board of Prince Edward</i>, became one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in <i>Brown v. Board of Education</i>. • The U.S. Supreme Court ruled in <i>Brown v. Board of Education</i> in 1954 that “separate but equal” public schools were unconstitutional. • All public schools, including those in Virginia, were ordered to desegregate. • Virginia’s government established a policy of Massive Resistance, which fought to resist the desegregation of public schools. • Some schools were closed to avoid desegregation. • The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated. • Harry F. Byrd, Sr., led the Massive Resistance movement against the desegregation of public schools.

GRADE 4

STANDARD VS.9d

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
 d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Essential Understandings	Essential Knowledge
<p>Many individuals from Virginia have had a political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.</p>	<p>Political, social, and economic contributions made by the following citizens</p> <ul style="list-style-type: none"> • Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president. • Harry F. Byrd, Sr., as governor of Virginia, was known for a “pay-as-you-go” policy for road improvements, and he modernized Virginia state government. • Oliver W. Hill, Sr., a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision. • Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change. • A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors had. • L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

GRADE 4**STANDARD VS.10a**

The student will demonstrate an understanding of Virginia government, geography, and economics by

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

Essential Understandings	Essential Knowledge
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>The government of Virginia is divided into three branches:</p> <ul style="list-style-type: none">• The General Assembly is the legislative branch of the Virginia government. It makes state laws, and it is divided into two parts—the Senate and the House of Delegates.• The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.• The judicial branch is the state's court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia's constitution.

GRADE 4

STANDARD VS.10b

The student will demonstrate an understanding of Virginia government, geography, and economics by
b) describing the major products and industries important to Virginia’s economy;

Essential Understandings	Essential Knowledge
<p>Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.</p> <p>Major products and industries change over time as people and businesses buy different goods and services.</p>	<p>Selected examples of products and industries important to Virginia’s economy</p> <p>Top products and services for Virginia include</p> <ul style="list-style-type: none"> • architectural or engineering services • banking and lending • computer programming or systems design • food products • shipbuilding. <p>The service industry is important to Virginia’s economy. Virginians earn income through jobs in</p> <ul style="list-style-type: none"> • private health care, computer programming or systems design, and engineering • government services, including operation of public schools, hospitals, and military bases. <p>Manufacturing (i.e., making goods on a large scale, using machinery) is also a top industry. Top manufactured products in Virginia include</p> <ul style="list-style-type: none"> • ships • tobacco products • beverages (such as soft drinks) • chemical goods • motor vehicle parts and trucks. <p>Fertile soil and a favorable climate make agriculture an important industry in Virginia:</p> <ul style="list-style-type: none"> • Chickens (broilers), cows, milk, turkeys, and hogs are Virginia’s leading livestock products. • Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia’s leading cash crops. Tobacco, once the basis of Virginia’s economy, has been replaced by livestock and livestock products as the state’s most valuable source of agricultural income. <p>Access to deepwater ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.</p> <p>Historically, the success of Appalachian coalfields was due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia’s economy as businesses and individuals shift to other sources of energy.</p>

GRADE 4

STANDARD VS.10c

The student will demonstrate an understanding of Virginia government, geography, and economics by

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

Essential Understandings	Essential Knowledge
<p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States and the world.</p>	<p>Virginia’s transportation system, which includes highways, railroads, air transportation, and shipping, moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</p> <p>Virginia has a large number of communications and other technology industries.</p> <p>Tourism is a major part of Virginia’s economy.</p> <p>Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.</p> <p>Virginia has increased trade relationships with other countries.</p>

GRADE 4**UNIT IX: Growing Virginia**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

SOL VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**
- d) recognizing points of view and historical perspectives;**
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

SOL VS.8

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

- b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians; and**
- c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

SOL VS.9

The student will demonstrate an understanding of Virginia during the 20th century and beyond by:

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;**
- b) describing how national events including women’s suffrage and the Great Depression affected Virginia and its citizens;**
- c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and**
- d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

SOL VS.10

The student will demonstrate an understanding of Virginia government, geography, and economics by:

- b) identifying the three branches of Virginia government and the function of each;**
- b) describing the major products and industries important to Virginia’s economy; and
- c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

GRADE 4

ENDURING UNDERSTANDING: Growth in a culture causes change.

CONCEPTUAL UNIT QUESTION (Essential Question): What have been the advantages and struggles of growth in Virginia during the 20th and 21st centuries?

PREVIEW ACTIVITY: Display the “Corn Production and Prices” graph on the board. Invite students to study the graph and write down what they notice and what they wonder; they should continue thinking and writing while the teacher walks around the room posing questions and assisting students that need additional support. Discuss the graph. Ultimately, the discussion should highlight that in 1870, farmers were growing less corn and making a large profit compared to 1900 when farmers were producing more corn and making significantly less money. Ask what students would do: Would you stay on the farm and continue to make a smaller profit OR find a new job? The main idea of the discussion is for students to see that the agricultural lifestyle was challenging.

Next, display or ask the “Would you rather” questions one at a time and let students discuss with a partner or in small group. The goal is for students to again see that an agricultural lifestyle was challenging.

Define URBAN (living in city; buying wants and needs) and RURAL (living in country; rely on agriculture for wants/needs). Explain that you will be showing how Virginia’s economy changed because of technology and opportunities. Define ECONOMIC OPPORTUNITIES (chance to find a good job with better pay because of growth in an area). *the definitions are starting points... use words that work best for your students*

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Virginia’s Five Regions	3-4 weeks	September
II. Virginia’s American Indians	3-4 weeks	October
III. Jamestown	4 weeks	October-November
IV. The Colony Grows	2 weeks	early December
V. Virginia and the American Revolution	4-5 weeks	December-January
VI. The New American Nation and Virginia’s Westward Expansion	3 weeks	February
VII: Virginia in the Civil War	4-5 weeks	February-March
VIII: Reconstruction in Virginia	2 weeks	March-April
IX: Growing Virginia	2-3 weeks	April-May
Review for SOL	2-3 weeks	May-June
Post SOL Activities	1-2 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Nonfiction series: Virginia, may state. Biographies by Moira Rose Donohue

GRADE 4

Titles include: A. Linwood Holton, L. Douglas Wilder, Harry F. Byrd, Sr., Maggie L. Walker, Oliver W. Hill, Arthur R. Ashe, Jr.

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. By Doreen Rappaport (Lexile 410, DRA 20, Guided Reading Level K)

Sit In: How 4 Friends Stood Up by Sitting Down by Andrea Davis Pinkney (Lexile 500)

Freedom Summer by Deborah Wiles (Lexile 460, DRA 28, Guided Reading Level M)

Ruth and the Green Book by Calvin Alexander Ramsey with Gwen Strauss

WEBSITES

<http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/industrialization-virginia>

Virginia Historical Society provides amazing visuals and questions to use with students.

http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ1_12.html

Short video clip of interview with Oliver Hill and discuss his contributions to the Civil Rights Movement.

<http://www.biography.com/people/arthur-ashe-9190544>

video biography of Arthur Ashe

OTHER RESOURCES

Schoolhouse Rock!: America Rocks (Unit V, Unit VI)

Animated Hero Classics:

Virginia Studies foldables: <http://vastudies.pwnet.org/coolstuff/foldables.html>

<http://virginiatrekkers.com/VirginiaTrekking/VirginiaTrekking.html>

Four educators create podcasts, games, and videos around Virginia.

www.brainpop.com (can be accessed through Blackboard and has a variety of short videos that support learning objectives)

GRADE 4

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.

industry				
urban	technology	coal mining	federal government	Northern Virginia
trade	diverse	Great Depression	mechanization	rural
segregation	discrimination	integration	Barbara Johns	Davis vs. Prince Edward City
Brown vs. the Board of Education	Massive Resistance	Henry F. Byrd	Maggie L. Walter	B. Linwood Holton, Jr.
Oliver Hill, Sr.	Arthur R. Ashe, Jr.	Douglas Wilder	General Assembly	House of Delegates
Senate	Judicial branch	Executive branch	Governor	Virginia Constitution
architecture	engineering	shipbuilding	systems design	chemical goods
motor vehicle	fertile soil	favorable climate	livestock	Cash crops
deep water ports	tourism	global economy	Appalachian coalfields	technology

SAMPLE LESSONS: <https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdTi1HZHc2dXZ4cTg&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 4

STANDARD VS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>An artifact is an object or tool that tells us about people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

GRADE 4

STANDARD VS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing involves identifying the important elements of geographic sources.</p> <p>Geographic information supports the process of inquiry into the nature of events in Virginia history.</p> <p>The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.</p> <p>Geographic information may be acquired from a variety of sources, such as</p> <ul style="list-style-type: none"> • GIS (geographic information systems) • field work • satellite images • photographs • maps, globes • charts and graphs • databases • primary sources • diagrams. <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today. • Analyze how the physical geography of Virginia affected various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 4

STANDARD VS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

GRADE 4

STANDARD VS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) recognizing points of view and historical perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Recognizing point of view includes considering different opinions.</p> <p>Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.</p> <p>It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.</p>	<ul style="list-style-type: none"> • Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view. • Respond to guiding questions to help in understanding multiple perspectives: <ul style="list-style-type: none"> ○ How do you think this person spent his or her days and nights? ○ Who might have been in this person's family? ○ What motivated this person to do his or her job or make decisions about daily life? ○ What did this person need in order to be successful in life? • Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

GRADE 4

STANDARD VS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting ideas and cultural perspectives in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia's history.</p>	<ul style="list-style-type: none"> • Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

GRADE 4

STANDARD VS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) determining relationships with multiple causes or effects in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:																					
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Certain events in Virginia history have multiple causes and effects.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Discuss reasons for English colonization in America (e.g., to increase wealth and power). Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects). <p>Example:</p> <table border="1" data-bbox="632 561 1772 792"> <thead> <tr> <th data-bbox="632 561 1178 597">Reason for site choice (<i>cause</i>)</th> <th data-bbox="1178 561 1772 597">Result of site choice (<i>effect</i>)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1178 667">The settlers believed the site had a good supply of fresh water.</td> <td data-bbox="1178 597 1772 667">Many settlers died of disease due to lack of safe drinking water.</td> </tr> <tr> <td data-bbox="632 667 1178 792">Instructions told settlers to go inland to find a suitable place for their colony.</td> <td data-bbox="1178 667 1772 792">Powhatan saw the settlers as invaders of his people's land.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Create a graphic organizer of a specific event that may have had multiple causes or effects. <p>Example:</p> <table border="1" data-bbox="632 917 1778 1230"> <thead> <tr> <th colspan="3" data-bbox="632 917 1778 954">Event: Massive Resistance</th> </tr> <tr> <th data-bbox="632 954 961 992">Cause</th> <th data-bbox="961 954 1232 992">Event</th> <th data-bbox="1232 954 1778 992">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 992 961 1230"><i>Brown v. Board of Education</i></td> <td data-bbox="961 992 1232 1230">Massive Resistance</td> <td data-bbox="1232 992 1778 1062">Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1232 1062 1778 1131">Virginia Supreme Court of Appeals overturned the school closing laws.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="1232 1131 1778 1230">After the end of Massive Resistance, a few students integrated the schools that had been closed.</td> </tr> </tbody> </table>	Reason for site choice (<i>cause</i>)	Result of site choice (<i>effect</i>)	The settlers believed the site had a good supply of fresh water.	Many settlers died of disease due to lack of safe drinking water.	Instructions told settlers to go inland to find a suitable place for their colony.	Powhatan saw the settlers as invaders of his people's land.	Event: Massive Resistance			Cause	Event	Effect	<i>Brown v. Board of Education</i>	Massive Resistance	Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate.			Virginia Supreme Court of Appeals overturned the school closing laws.			After the end of Massive Resistance, a few students integrated the schools that had been closed.
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GRADE 4

STANDARD VS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The study of political, social, and economic patterns reveals continuity and change over time.</p> <p>Knowledge of the past helps us understand the present and make decisions about the future.</p>	<ul style="list-style-type: none"> • Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

GRADE 4

STANDARD VS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																				
<p>Decision-making models help to inform economic decisions.</p> <p>People use decision-making models to identify costs and benefits of specific choices.</p> <p>A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.</p> <p>A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.</p> <p>Effective decision making requires comparing the costs of alternatives with the benefits.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of the following: <ul style="list-style-type: none"> ○ Buying stock in the Virginia Company ○ Traveling to Jamestown from England ○ Remaining loyal to the British or fighting for independence ○ Living in a rural or an urban area ○ Choosing a specific geographic region to live in • Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="634 776 1808 1185"> <tr> <td colspan="2" data-bbox="634 776 1808 816">Historical event:</td> </tr> <tr> <td data-bbox="634 816 1186 857" style="text-align: center;">Costs</td> <td data-bbox="1186 816 1808 857" style="text-align: center;">Benefits</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2" data-bbox="634 1052 1808 1117">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1117 1808 1185">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits													Actual decision made:		Alternative decision:	
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GRADE 4

STANDARD VS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> • collaborate to achieve shared goals • compromise to reach an agreement • participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> • Foster collaboration and compromise by developing class rules together as a class at the beginning of the year. • After studying the events that took place at the Constitutional Convention: <ul style="list-style-type: none"> ○ Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance). ○ Collaborate and compromise to present an argument. • Work in small groups to determine an action the class can take to serve the community, state, or nation. • Participate in simulations of direct or representative democracies.

GRADE 4

STANDARD VS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> • Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions. • Create a chart outlining the costs and benefits of visiting different regions of Virginia. • Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following: <ul style="list-style-type: none"> ○ Patrick Henry speaking out against taxation without representation ○ The Treaty of Paris in 1783 ○ The First Battle of Bull Run (also known as the Battle of First Manassas) ○ The sea battle between the Monitor and the Merrimack near Hampton Roads ○ The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House ○ Selected individuals and their contributions to Virginia ○ Emerging industries in Virginia • Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary). • Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following: <ul style="list-style-type: none"> ○ John Smith and Powhatan: Survival at Jamestown ○ Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg ○ Thomas Jefferson and a member of British Parliament: Declaration of Independence ○ Members of Virginia legislature: Virginia’s role during the Civil War ○ Railroad worker and coal miner: Growth of cities in Virginia ○ Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

GRADE 4

STANDARD VS.8b

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
 b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans;

Essential Understandings	Essential Knowledge
<p>The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</p> <p>“Jim Crow” laws affected African Americans and American Indians.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • discrimination: An unfair difference in the treatment of people <p>During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</p> <p>Effects of “Jim Crow” laws on the lives of African Americans and American Indians included</p> <ul style="list-style-type: none"> • experiencing unfair poll taxes and voting tests that were established to keep them from voting • difficulty voting or holding public office • being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants • attending separate schools. <p>Segregation and discrimination had an impact on</p> <ul style="list-style-type: none"> • housing • employment • health care • political representation • education.

GRADE 4

STANDARD VS.8c

The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
 c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

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

GRADE 4

STANDARD VS.9a

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
 a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;

Essential Understandings	Essential Knowledge
<p>During the twentieth century and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.</p>	<p>During the early twentieth century, agriculture began to change:</p> <ul style="list-style-type: none"> • Mechanization (e.g., the tractor) and improvements in transportation changed farming. • Crop prices were low. <p>Growth of Virginia’s cities</p> <ul style="list-style-type: none"> • People moved from rural to urban areas for economic opportunities. • Technological developments in transportation (roads, railroads, and streetcars) helped cities grow. • Coal mining spurred the growth of Virginia. <p>During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region.</p> <p>In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.</p> <p>Virginia’s population has become increasingly diverse as people have moved to the state from many other states and countries.</p>

GRADE 4

STANDARD VS.9b

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
b) describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;

Essential Understandings	Essential Knowledge
<p>As Virginia became more urban and industrial, it also became more connected with the rest of the United States and was greatly affected by major national events.</p> <p>With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.</p>	<p>The United States Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women.</p> <p>The Great Depression was a period of harsh economic conditions worldwide during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses. The federal government established New Deal programs to provide employment and ease many hardships.</p>

GRADE 4

STANDARD VS.9c

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
 c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;

Essential Understandings	Essential Knowledge
<p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.</p> <p>As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • segregation: The separation of people, usually based on race or religion • desegregation: Legal end of racial segregation • integration: Full equality of people of all races in the use of public facilities and services <p>Desegregation and Massive Resistance in Virginia</p> <ul style="list-style-type: none"> • Barbara Johns, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case that resulted, <i>Davis v. County School Board of Prince Edward</i>, became one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in <i>Brown v. Board of Education</i>. • The U.S. Supreme Court ruled in <i>Brown v. Board of Education</i> in 1954 that “separate but equal” public schools were unconstitutional. • All public schools, including those in Virginia, were ordered to desegregate. • Virginia’s government established a policy of Massive Resistance, which fought to resist the desegregation of public schools. • Some schools were closed to avoid desegregation. • The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated. • Harry F. Byrd, Sr., led the Massive Resistance movement against the desegregation of public schools.

GRADE 4

STANDARD VS.9d

The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
 d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Essential Understandings	Essential Knowledge
<p>Many individuals from Virginia have had a political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.</p>	<p>Political, social, and economic contributions made by the following citizens</p> <ul style="list-style-type: none"> • Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president. • Harry F. Byrd, Sr., as governor of Virginia, was known for a “pay-as-you-go” policy for road improvements, and he modernized Virginia state government. • Oliver W. Hill, Sr., a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision. • Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change. • A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors had. • L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

GRADE 4**STANDARD VS.10a**

The student will demonstrate an understanding of Virginia government, geography, and economics by

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

Essential Understandings	Essential Knowledge
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>The government of Virginia is divided into three branches:</p> <ul style="list-style-type: none">• The General Assembly is the legislative branch of the Virginia government. It makes state laws, and it is divided into two parts—the Senate and the House of Delegates.• The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.• The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution.

GRADE 4

STANDARD VS.10b

The student will demonstrate an understanding of Virginia government, geography, and economics by
 b) describing the major products and industries important to Virginia’s economy;

Essential Understandings	Essential Knowledge
<p>Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.</p> <p>Major products and industries change over time as people and businesses buy different goods and services.</p>	<p>Selected examples of products and industries important to Virginia’s economy</p> <p>Top products and services for Virginia include</p> <ul style="list-style-type: none"> • architectural or engineering services • banking and lending • computer programming or systems design • food products • shipbuilding. <p>The service industry is important to Virginia’s economy. Virginians earn income through jobs in</p> <ul style="list-style-type: none"> • private health care, computer programming or systems design, and engineering • government services, including operation of public schools, hospitals, and military bases. <p>Manufacturing (i.e., making goods on a large scale, using machinery) is also a top industry. Top manufactured products in Virginia include</p> <ul style="list-style-type: none"> • ships • tobacco products • beverages (such as soft drinks) • chemical goods • motor vehicle parts and trucks. <p>Fertile soil and a favorable climate make agriculture an important industry in Virginia:</p> <ul style="list-style-type: none"> • Chickens (broilers), cows, milk, turkeys, and hogs are Virginia’s leading livestock products. • Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia’s leading cash crops. Tobacco, once the basis of Virginia’s economy, has been replaced by livestock and livestock products as the state’s most valuable source of agricultural income. <p>Access to deepwater ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.</p> <p>Historically, the success of Appalachian coalfields was due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia’s economy as businesses and individuals shift to other sources of energy.</p>

GRADE 4

STANDARD VS.10c

The student will demonstrate an understanding of Virginia government, geography, and economics by

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

Essential Understandings	Essential Knowledge
<p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States and the world.</p>	<p>Virginia’s transportation system, which includes highways, railroads, air transportation, and shipping, moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</p> <p>Virginia has a large number of communications and other technology industries.</p> <p>Tourism is a major part of Virginia’s economy.</p> <p>Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.</p> <p>Virginia has increased trade relationships with other countries.</p>

GRADE 4

TEXTBOOK ALIGNMENT CHART: OUR VIRGINIA PAST & PRESENT

TEXTBOOK VENDOR: Five Ponds Press

UNIT NUMBER & TITLE:	CORRELATION TO STUDENT EDITION TEACHER RESOURCE CORRELATIONS AS NOTED
I. Virginia's Geography: Products and Industries	Student and Teacher Textbook: Pages.....6-33 Reproducibles and Assessments: Chapter 1 Parent Newsletter.....4- 6 Regions Booklet.....7-10 Map Analysis: Any Connection?..... 11-12 The Five Regions of Virginia..... 13 Virginia's Highways and Major Cities..... 14 Graphing Virginia's Cities..... 15 Concept of Definition Maps.....16 How To Take A Test.....17 Chapter 1: Test A.....18-20 Chapter 1: Test B.....21-22
II. Virginia's American Indians	Student and Teacher Textbook Pages 35 - 71 Reproducibles and Assessments: Chapter 2 Parent Newsletter..... 23-24 Virginia's Indians.....25 How to Take a Test.....26 Chapter 2: Test A.....27-28 Chapter 2: Test B.....29-30 Chapters 1-2: Cumulative Test A.....31-32 Chapters 1-2: Cumulative Test B.....33-34

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<p>III. Jamestown: The Colony Begins</p>	<p>Chapter 3 Parent Newsletter.....35-36 Who Was Who in Jamestown.....37 Who Should Go?.....38 Reader’s Theater: Jamestown in Trouble.....39-40 Vocabulary Strategy: Substitute It!.....41 How To Take A Test.....42 Chapter 3: Test A.....43-44 Chapter 3: Test B.....45-46 Chapters 1-3: Cumulative Test A.....47-48 Chapters 1-3: Cumulative Test B.....49-50</p>
<p>IV. Virginia: The Colony Grows</p>	<p>Student and Teacher Textbook : Pages..... 64 - 75</p> <p>Reproducibles and Assessments: Chapter 4 Parent Newsletter..... 51-52 Colonial Culture.....53-54 Word Suitcase.....55 Everyday Life in Colonial Virginia.....56 Chapter 4: Test A.....57-57A Chapter 4: Test B.....58-59 Chapters 1-4: Cumulative Test A.....60-61 Chapters 1-4: Cumulative Test B.....62-63</p> <p>*Note: Also includes objectives in Unit II</p>
<p>V. Virginia and the American Revolution</p>	<p>Student and Teacher Textbook Pages.....76-91</p> <p>Chapter 5 Parent Newsletter.....64-65 Story Map.....66 What Were They Talking About?.....67 The Battle of Great Bridge.....68 Vocabulary Strategy: Word Map.....69 Chapter 5: Test A.....70-71 Chapter 5: Test B.....72-73 Chapters 1-5: Cumulative Test A.....74-75 Chapters 1-5: Cumulative Test B.....76-77</p>

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<p>VI. The New Nation and Virginia's Westward Expansion</p>	<p>Student and Teacher Textbook Pages.....92-107</p> <p>Chapter 6 Parent Newsletter.....78-79 Father of the Constitution Anticipation Set.....80 Constitutional Confusion.....81 Chapter 6: Test A.....82-83 Chapter 6: Test B.....84-85 Chapters 1-6: Cumulative Test A.....86-87 Chapters 1-6: Cumulative Test B.....88-89</p>
<p>VII. Virginia and the Civil War</p>	<p>Student and Teacher Textbook : Pages..... 108 – 127</p> <p>Reproducibles and Assessments: Chapter 7 Parent Newsletter.....90-91 Set Us Free.....92-93 What Side Would Washington Choose?.....94 Battleground: Virginia!.....95 Test Taking Strategy: Looking for Opposites.....96 Civil War Newspaper Topics.....97 Chapter 7: Test A.....98-99 Chapter 7: Test B.....100-101 Chapters 1-7: Cumulative Test A.....102-103 Chapters 1-7: Cumulative Test B.....104-105</p>
<p>VIII. Reconstruction in Virginia</p>	<p>Student and Teacher Textbook : Pages.....128 - 139</p> <p>Reproducibles and Assessments: Chapter 8 Parent Newsletter.....106-107 Two-Column Notes: Jim Crow Days.....108 Two-Column Notes: Virginia on the Go.....109 Connecting Cities.....110 Machines Roar.....111 Vocabulary Strategy: Substitute It!.....112 The Soul of Reconstruction.....113-114 Chapter 8: Test A.....115-116</p>

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	Chapter 8: Test B.....117-118 Chapters 1-8: Cumulative Test A.....119-120 Chapters 1-8: Cumulative Test B.....121-122
IX. Growing Virginia	Student and Teacher Textbook : Pages..... 140 - 159 Chapter 9 Parent Newsletter.....123-124 Virginia Changes.....125 Blank Fishbone.....126 Trouble In School.....127 Cause and Effect Chain Organizer.....128 Walker and Ashe.....129 Hill, Holton, and Wilder.....130-131 Virginia's Economy by Region.....132 Virginia Makes Money.....133 Virginia's Government.....134 Virginia's Government Attribute Chart.....135 Literature Circle.....136-137 Chapter 9: Test A.....138-140 Chapter 9: Test B.....141-143 Chapters 1-9: Cumulative Test A.....144-146 Chapters 1-9: Cumulative Test B.....147-149