

First Nine Weeks		
Grade: 4	Subject: CIP Virginia Studies Pacing	2017-2018

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	S	<p>The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <ul style="list-style-type: none"> a) identify and interpret artifacts and primary and secondary source documents to understand events in history; b) determine cause-and-effect relationships; c) compare and contrast historical events; d) draw conclusions and make generalizations; e) make connections between past and present; f) sequence events in Virginia history; g) interpret ideas and events from different historical perspectives; h) evaluate and discuss issues orally and in writing; 	<p>The skills identified in standard VS.1a–i are cited, as applicable, in the “Essential Skills” column of each chart for Virginia Studies, with the exception of skill “h.” Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.</p>		

		<p>i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1)</p>			
2	GNP	<ul style="list-style-type: none"> Locate Virginia and bordering states on a map of the U.S. (VS.2a) 	<p>a) 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>	<ul style="list-style-type: none"> Interactive notes SOL Pass.org United Streaming 	Next to, near, bordering
11	GNP	<ul style="list-style-type: none"> Locate and describe Virginia's Geographic Regions (VS.2b) 	<p>a) Terms to know:</p> <p>a) Fall Line: The natural border between the Coastal Plain (Tidewater) and the Piedmont Regions, where waterfalls prevent further travel on the river.</p> <p>b) Geographic Regions</p> <ul style="list-style-type: none"> Coastal Plain (Tidewater) <ul style="list-style-type: none"> -Flat land -Location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore) -East of Fall Line Piedmont (Land at the foot of the mountain) <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 Appalachian Mountain System -Located between the Piedmont and Valley and Ridge Regions 	<ul style="list-style-type: none"> Interactive notes SOL Pass.org Virginia Trekkers. Com Maps United Streaming • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	Geographic regions; Coastal Plain; Tidewater; Eastern Shore Piedmont; Blue Ridge Mountains; Valley and Ridge; Appalachian Plateau; peninsula; Atlantic Ocean; Chesapeake Bay; Fall Line

			<ul style="list-style-type: none"> -Source of many rivers • Valley and Ridge <ul style="list-style-type: none"> -Includes 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) <ul style="list-style-type: none"> - Located west of the Blue Ridge Mountains • Appalachian Plateau (plateau: area of elevated land that is flat on top) <ul style="list-style-type: none"> -Located in Southwest Virginia -Only a small part of the plateau is located in Virginia. 		
<p>4</p>	<p>GNP</p>	<ul style="list-style-type: none"> • Locate and identify water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond in the Great Dismal Swamp) (VS.2c) 	<p>a) Terms to know</p> <ul style="list-style-type: none"> • Peninsula: A piece of land bordered by water on 3 sides <p>b) 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 	<ul style="list-style-type: none"> • Interactive notes • SOL Pass.org • Virginia Trekkers.com • Maps • United Streaming • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/depart 	<p>Peninsula; Chesapeake Bay; Atlantic Ocean; James River; York River; Potomac River; Rappahannock River Lake Drummond; Great Dismal Swamp</p>

			<ul style="list-style-type: none">• 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 along the Rappahannock River <p>c) Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <ul style="list-style-type: none">• Lake Drummond<ul style="list-style-type: none">-Located in the Coastal Plain (Tidewater) Region-Shallow natural lake surrounded by the Great Dismal Swamp • Great Dismal Swamp<ul style="list-style-type: none">-Located in the Coastal Plain (Tidewater) Region-Variety of wildlife-George Washington explored and surveyed the Great Dismal Swamp <p>d) The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>		
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<p>11</p>	<p>GNP</p> <p>CC</p>	<ul style="list-style-type: none"> • Locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia (VS.2d) • Describing how American Indians related to the climate and their environment to secure food, clothing, and shelter (VS.2e) • Describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown (VS.2f) • Identifying and locating the current state-recognized tribes (VS.2g) 	<ul style="list-style-type: none"> a) Virginia Native Americans – Eastern Woodlands <ul style="list-style-type: none"> • Columbus/Indians/Indies • Artifacts/Archaeologists b) Major Native American Language Groups <ul style="list-style-type: none"> • Algonquian/Tidewater/Powhatans • Siouan/Piedmont • Iroquoian/Southwestern/Cherokee c) Virginia Native Americans – Eastern Woodlands adaptations to environment <ul style="list-style-type: none"> • Seasons, clothing, shelter, food and forests d) Virginia Native Americans <ul style="list-style-type: none"> • Werowocomoco – Powhatan headquarters e) Virginia Native Americans <ul style="list-style-type: none"> • Coastal Plain/Tidewater – Chickahominy, Eastern Chickahominy, Mattaponi, Nansemond, Pamunkey, Rappahannock, Upper Mattaponi Tribes • Piedmont Region – Monacan Tribe 	<ul style="list-style-type: none"> • Interactive notes • .SOL Pass.org • Maps • United Streaming • www.chumby.dlib.vt.edu/melissa/posters/vastudies/poster.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/s_vs4.htm 	<p>American Indians; First Americans; Christopher Columbus, Artifacts; Arrowheads; pottery; Algonquian; Siouan; Iroquoian; climate; spring; summer; fall; winter; vegetation; forests; shelter; geography; Powhatan; contribute; (contributions); trade; (trading); Pocahontas</p>
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<p>2</p>	<p>CC</p>	<ul style="list-style-type: none"> Demonstrate knowledge of the first permanent English settlement in America by explaining the reasons for English colonization. (VS.3a) 	<p>a) Reasons for English colonization in America England wanted to establish an American colony to increase its wealth and power.</p> <ul style="list-style-type: none"> England hoped to find silver and gold in America. An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade. <p>b) 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 America. 	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/g/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	<p>English colonization Settlement Stockholder Virginia Company of London Jamestown Diverse impact Indentured servant tobacco hardships starvation disease survival Captain John Smith agriculture contribute (contributions) trade (trading) Powhatan exchange Competition Permanent economic venture establish primarily</p>
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<p>2</p>	<p>CC</p>	<ul style="list-style-type: none"> Describing how geography influenced the decision to settle at Jamestown. (VS.3b) 	<p>a) When the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.</p> <p>b) Reasons for site choice</p> <ul style="list-style-type: none"> Instructions told the settlers to go inland and find a suitable place for their colony. The location could be easily defended from attack by sea (by the Spanish). The water along the shore was deep enough for ships to dock. They believed the site had a good supply of fresh water 	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	<p>Site Salt water Fresh water Settlers Island Peninsula Physical characteristics</p>
<p>2</p>	<p>CC</p>	<ul style="list-style-type: none"> Identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement. (VS.3c) 	<p>a) 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 extend English rights to the settlers. 	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm 	<p>Charter Granted Extended Documents Establish Colonist</p>

				<ul style="list-style-type: none"> • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	
2	CC	<ul style="list-style-type: none"> • Identifying the importance of the General Assembly (1619) as the first representative legislative body in English America. (VS.3d) 	<p>a) 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 America giving settlers the opportunity to control their own government.</p> <p>b) 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>	<ul style="list-style-type: none"> • Interactive Notes • United Streaming • Virginiatrekkers.com • SOL Pass.org • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	System of government Burgesses Representatives Citizen Governor’s Council Divisions Legislative body Diverse Impact Established families Baptized Christians Indentured servants Tobacco economy slave

<p>2</p>	<p>CC</p>	<ul style="list-style-type: none"> Identifying the importance of the arrival of Africans and English women to the Jamestown settlement. (VS.3e) 	<p>a) Portuguese sailors captured African men and women from what is present-day Angola. The status of these early African men and women as either servants or enslaved persons in Virginia is unknown.</p> <p>b) Africans arrived in Jamestown against their will in 1619.</p> <p>c) The arrival of Africans made it possible to expand the tobacco economy.</p> <p>d) The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent settlement at Jamestown.</p>	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	<p>Indentured servant</p>
<p>2</p>	<p>CC</p>	<ul style="list-style-type: none"> Describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival. (VS.3f) Describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers. (VS.3g) 	<p>a) Hardships faced by the settlers</p> <ul style="list-style-type: none"> The site they chose to live on was marshy and lacked safe drinking water. The settlers lacked some skills necessary to provide for themselves. Many settlers died of starvation and disease. <p>b) Changes that resulted in survival</p> <ul style="list-style-type: none"> The arrival of supply ships The forced work program and strong leadership of Captain John Smith The emphasis on agriculture 	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm 	<p>Hardship Survival Ensure Marshy Starvation Face (confront) Lacked Emphasis Sequence</p>

			f) Powhatan Contributions to Jamestown <ul style="list-style-type: none"> • Traded with Powhatan Indians/Chief Powhatan • Showed how to plant corn and tobacco • Traded food for tools, pots, and copper • Pocahontas began friendship/ believed all could live in harmony 	<ul style="list-style-type: none"> • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/svs4.htm 	
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CIP Virginia Studies Benchmark Blueprint Summary

- **VS.1** will be covered throughout the year, appearing on all CIP Quarterly Benchmarks
- First Quarter Benchmark/ First Nine Weeks Test will cover **VS.2 A-G** and **VS.3 A-G**

Second Nine Weeks

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
3	CC	<ul style="list-style-type: none"> Explaining the importance of agriculture and its influence on the institution of slavery. (VS.4a) 	<p>a) Terms 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>b) The economy of the Virginia colony depended on agriculture as the primary source of wealth.</p> <p>c) Tobacco became the most profitable agricultural product.</p> <ul style="list-style-type: none"> Tobacco was sold in England as a cash crop. <p>d) The successful cultivation of tobacco depended on a steady and inexpensive source of labor.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	Cash crop Transformed Agriculture Encouraged Institution of slavery Influence Primary source Dependent Profitable Reliable Inexpensive Slave labor
3	CC	<ul style="list-style-type: none"> Describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish' 	<p>a) Culture of colonial Virginia Whenever people settle an area, they change the culture and landscape to reflect their beliefs, customs, and architecture.</p>	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com 	Cultural landscape Immigrants culture Architecture

		<p>German) immigrants, Africans, and American Indians. (VS.4b)</p>	<p>Examples of architecture that reflect different cultures include</p> <ul style="list-style-type: none"> • barns • homes • places of worship (e.g., churches). <p>b) Place names reflecting culture</p> <ul style="list-style-type: none"> • English – Richmond • American Indian – Roanoke <p>c) Settlement areas</p> <ul style="list-style-type: none"> • English and other Europeans settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions. • Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. • Africans were settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions, where tobacco agriculture required a great deal of labor. • Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. <p>d) Migration and living in new areas caused people to adapt old customs to their new environments.</p>	<ul style="list-style-type: none"> • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	<p>Unique Reflect Various Migration route Adapt Traditional homelands origins</p>
2	CC	<ul style="list-style-type: none"> • Explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond. (VS.4c) 	<p>a) Reasons why the capital was moved from Jamestown to Williamsburg</p> <ul style="list-style-type: none"> • Drinking water was contaminated by seepage of salt water. • Unhealthy living conditions caused diseases. 	<ul style="list-style-type: none"> • Interactive Notes • United Streaming • Virginiatrekkers.com 	<p>Geographical factors Capital Contamination Population Destroyed</p>

			<ul style="list-style-type: none"> • Fire destroyed wooden and brick buildings at Jamestown. <p>b) Reasons why the capital was moved from Williamsburg to Richmond</p> <ul style="list-style-type: none"> • The population was moving westward. • Richmond was a more central location. • Moving to Richmond increased the distance from the sea and possible attack by the British. 	<ul style="list-style-type: none"> • SOL Pass.org • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	Seepage Elevation Central location
3	CC	<ul style="list-style-type: none"> • Describing how money, barter, and credit were used. (VS.4d) 	<p>a) Terms to know</p> <ul style="list-style-type: none"> • money: A medium of exchange (currency, which includes coins and paper bills) • barter: Trading or exchanging of goods and services without the use of money • credit: Buying a good or service now and paying for it later • debt: A good or service owed to someone • savings: Money put away to save or to spend at a later time <p>b) Few people had paper money or coins to use to buy goods and services.</p>	<ul style="list-style-type: none"> • Interactive Notes • United Streaming • Virginiatrekkers.com • SOL Pass.org • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm 	Agriculture Barter Credit Debt Savings Medium of exchange Currency Consumer Goods and services Colonial Virginia

			<p>c) Barter was commonly used instead of money.</p> <p>d) Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.</p> <p>e) 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>f) Colonial Virginia had no banks.</p>	<ul style="list-style-type: none"> • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	
3	CC	<ul style="list-style-type: none"> • Describing everyday life in colonial Virginia.(VS.4e) 	<p>a) People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</p> <p>b) Food</p> <ul style="list-style-type: none"> • Food choices were limited. • Meals were made of local produce and meats. <p>c) Housing</p> <ul style="list-style-type: none"> • Most people lived in one-room houses with dirt floors. • Some people (farmers) lived in large houses. <p>d) Clothing</p> <ul style="list-style-type: none"> • Households made their own clothes. • Most clothing was made of cotton, wool, and/or leather. 	<ul style="list-style-type: none"> • Interactive Notes • United Streaming • Virginiatrekkers.com • SOL Pass.org • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	

			<p>e) Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations).</p> <p>f) Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans had no rights.</p> <p>g) Many free African Americans owned their own businesses and property but were denied most rights.</p>		
4	CC	<ul style="list-style-type: none"> Identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence. (VS.5a) 	<p>a) 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>b) 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>	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	<p>American Revolution Conflict Parliament Taxation without representation Declaration of Independence</p>

<p>3</p>	<p>CC</p>	<ul style="list-style-type: none"> Identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette. (VS.5b) 	<p>a) Varied roles of whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era</p> <ul style="list-style-type: none"> Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown. Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain. Women took on more responsibilities to support the war effort. Some enslaved African Americans fought for a better chance of freedom. Some free African Americans fought for independence from Great Britain. Many American Indians fought alongside the Virginia patriots, while others fought with the British. <p>b) 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 	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	<p>George Washington Thomas Jefferson Patrick Henry James Lafayette Patrick Henry Revolutionary War Patriots Continental Army Contributions Neutrals Loyalists Commander-in-chief Political leadership Military leadership</p>
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			<p>saying, "...give me liberty or give me death."</p> <ul style="list-style-type: none"> James Lafayette, an enslaved African American from Virginia, served in the Continental Army and successfully requested his freedom after the war. 		
3	CC	<ul style="list-style-type: none"> Identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown. (VS.5c) 	<p>a) The Battle of Great Bridge was the first land battle of the American Revolution fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk.</p> <p>b) Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then the governor of Virginia, that the British were coming to arrest him and members of the General Assembly.</p> <p>c) The American victory at Yorktown resulted in the surrender of the British army, which led to the end of the war.</p>	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	Surrender Yorktown

CIP Virginia Studies Benchmark Blueprint Summary

- VS.1 will be covered throughout the year, appearing on all CIP Quarterly Benchmarks
- Second Quarter Benchmark/ Second Nine Weeks Test will cover VS.4 A-E and VS.5 A-C
- There is allotted time to revisit elements such as VS.2 and VS.3 (with a project and/or remedia

Third Nine Weeks

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
2	CC	<ul style="list-style-type: none"> Demonstrate knowledge of the role of Virginia in the establishment of the new American nation by explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.” (VS.6a) 	<p>a) 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>b) 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>	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4history.htm www.vastudies.pwnet.org/cvoolstuff/foldables.htm www.vastudies.org/ www.spsk12.net/departments/STAR/socialscience/ssvs4.htm 	Compromise
2	CC	<ul style="list-style-type: none"> Identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom. (VS.6b) 	<p>a) 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>b) The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.</p>	<ul style="list-style-type: none"> Interactive Notes United Streaming Virginiatrekkers.com SOL Pass.org www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html www.rockingham.k12.va.us/resources/elementary/4 	Document Model Amendment Basis Religious freedom

				<ul style="list-style-type: none"> • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	
2	PGWE	<ul style="list-style-type: none"> • Explaining the influence of geography on the migration of Virginians into western territories. (VS.6c) 	<p>a) After the American Revolution, Virginia’s agricultural base began to change, and as a result, large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities.</p> <ul style="list-style-type: none"> • Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm. • Virginians migrated into western territories, looking for large areas of land and new opportunities. • As Virginians moved, they took their traditions, ideas, and cultures with them. • Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west. 	<ul style="list-style-type: none"> • Interactive Notes • United Streaming • Virginiatrekkers.com • SOL Pass.org • www.chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html • www.rockingham.k12.va.us/resources/elementary/4history.htm • www.vastudies.pwnet.org/cvoolstuff/foldables.htm • www.vastudies.org/ • www.spsk12.net/departments/STAR/socialscience/ss_vs4.htm 	Agricultural base Traditions

11	CWP	<ul style="list-style-type: none"> Identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia (VS.7a) 	<p>a) Differences between northern and southern states</p> <ul style="list-style-type: none"> The economy in the northern part of the United States was more industrialized, while in the southern part, it was agricultural and relied more on slave labor. Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.” <p>b) Events leading to secession and war</p> <ul style="list-style-type: none"> Nat Turner led a revolt against plantation owners in Virginia. Abolitionists campaigned to end slavery. Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the “Underground Railroad.” John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged. After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the “Confederate 	<p>Battle of Fredericksburg, 1862.” Fredericksburg and Spotsylvania National Military Park. National Park Service. http://www.nps.gov/frsp/fred_hist.htm. This site presents a detailed, illustrated description of the Confederate victory at Fredericksburg.</p> <p>“Harriet Tubman.” <i>Africans in America Resource Bank</i>. PBS. http://www.pbs.org/wg/bh/aia/part4/4p1535.html. This site includes a narrative about the life of Harriet Tubman and the establishment and operation of the Underground Railroad, a portrait, and the story of a fugitive slave rescued in Troy, NY.</p> <p>SOLpass.org</p> <p>Pwnet.org foldable</p>	<p>Secede/secession Economy Industrialized Agricultural Abolitionist Revolt Rebellion Arsenal Campaigned Raid Union</p>
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			<p>States of America.” Later, Virginia seceded and joined them.</p> <p>c) 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. 	Brain Pop	
12	CWP	<ul style="list-style-type: none"> • Describing Virginia’s role in the war, including identifying major battles that took place in Virginia (VS.7b) 	<p>a) Major Civil War battles fought in Virginia</p> <ul style="list-style-type: none"> • The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle. • General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia. • Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war. • President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederacy), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw. 	<p>SOLpass.org</p> <p>Pwnet.org foldable</p> <p>Brain Pop</p>	<p>Civil War</p> <p>Clash</p> <p>Defeat</p> <p>Blockade</p> <p>Capital</p> <p>Port</p> <p>Commander</p> <p>Confederate</p>

			<ul style="list-style-type: none"> 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. 		
6	CWP	<ul style="list-style-type: none"> Describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians (VS.7c) 	<p>a) Varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Civil War</p> <ul style="list-style-type: none"> Most white Virginians supported the Confederacy. The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army. Many enslaved African Americans fled to the Union army as it approached and some fought for the Union. Some free African Americans felt their limited rights could best be protected by supporting the Confederacy. Most American Indians did not take sides during the Civil War. 	<p>SOLpass.org</p> <p>Pwnet.org foldable</p> <p>Brain Pop</p>	
5	CWP	<ul style="list-style-type: none"> Identifying the effects of Reconstruction on life in Virginia (VS.8a) 	<p>a) Terms to know</p> <ul style="list-style-type: none"> Reconstruction: Period following the Civil War in which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union <p>b) Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> Millions of freed African Americans needed housing, education, clothing, food, and jobs. Virginia’s economy was in ruins: Money had no value; Banks were closed; 	<p>Textbook</p> <p>Brain Pop</p> <p>Discovery Education</p> <p>SOLpass.org</p>	<p>Reconstruction Sharecropping Bureau</p>

			<p>c) Measures taken to resolve problems</p> <ul style="list-style-type: none"> The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for freed African Americans and others in Virginia. Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops. 		
5	CWP	<ul style="list-style-type: none"> Identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians (VS.8b) 	<p>a) 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>b) During Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.</p> <p>c) 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>d) Effect of “Jim Crow” laws on the lives of African Americans and American Indians</p> <ul style="list-style-type: none"> Unfair poll taxes and voting tests were established to keep African American men from voting. 	<p>Textbook</p> <p>Brain Pop</p> <p>Discovery Education</p> <p>SOLpass.org</p>	<p>Segregation</p> <p>Discrimination</p> <p>Prejudice</p> <p>Poll tax</p> <p>Public office</p> <p>Gain</p>

			<ul style="list-style-type: none"> • African Americans found it very difficult to vote or hold public office. • African Americans were forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants. • African-American and white children attended separate schools. • “Jim Crow” laws had an effect on American Indians. 		
7	CWP	<ul style="list-style-type: none"> • Describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development (VS.8c) 	<p>a) 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 discovered in Tazewell County. • The need for more and better roads increased. • Tobacco farming and the manufacture of tobacco products became important Virginia industries. 	<p>Textbook</p> <p>Brain Pop</p> <p>Discovery Education</p> <p>SOLpass.org</p>	<p>Facilitated Expansion</p> <p>Factories Stimulated Livelihood Residents</p>

CIP Virginia Studies Benchmark Blueprint Summary

- **VS.1** will be covered throughout the year, appearing on all CIP Quarterly Benchmarks
- Third Quarter Benchmark/ Third Nine Weeks Test will cover **VS.6 A-C, VS.7 A-C** and **VS.8 A-C**.

Fourth Nine Weeks

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
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5	P	<ul style="list-style-type: none"> Describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries (VS.9a) 	<p>a) During the early twentieth century, agriculture began to change.</p> <ul style="list-style-type: none"> Old systems of farming were no longer effective. Crop prices were low. <p>Growth of Virginia’s cities</p> <ul style="list-style-type: none"> People moved from rural to urban areas for economic opportunities. Technological developments in transportation (roads, railroads, and streetcars) helped cities grow. Coal mining spurred the growth of Virginia towns and cities as people moved from the countryside to find jobs. <p>b) 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>c) In the late twentieth century and the early twenty-first century, Northern</p>	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Kidspiration Templates, Discovery Education Movie Clip Titles, Lesson Plans, Assessment Strategies, Click here</p> <p>“Electrification.” http://jefferson.village.virginia.edu/vcdh/vahistory/electrification.html>. This site provides information on how electrification changed the lives of people in Virginia.</p> <p><i>Virginia Places.</i> http://www.virginiaplaces.org/>. This site contains information on the geography, the people, and the development of VA.</p>	<p>Society Rural Urban Technological Economic opportunities Effective Federal jobs Computer technology</p>
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			<p>Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.</p> <p>d) People have moved to Virginia from many other states and countries.</p>	<p><i>Virginia Studies: Ready Resources for the Classroom.</i></p> <p>http://vastudies.pwnet.org/. This site provides instructional activities and links to Web sites supporting the course in Virginia Studies.</p>	
5	P	<ul style="list-style-type: none"> Identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events (VS.9b) 	<p>a) Woodrow Wilson was a twentieth-century president who wrote a plan for world peace.</p> <p>b) George C. Marshall was a military leader who created an economic plan to ensure world peace.</p>	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Kidspiration Templates, Discovery Education Movie Clip Titles, Lesson Plans, Assessment Strategies, Click here</p> <p><i>Virginia Pathways: The Series.</i> Virginia History Production Consortium. http://www.vastudies.org/. This site offers access to six video episodes and accompanying print materials for fourth-grade study of Virginia history and economics.</p>	<p>Desegregation Integration Public facility Supreme Court Unconstitutional Resist Established Policy Resistance Avoid</p>

5	P	<ul style="list-style-type: none"> Identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history (VS.9c) 	<p>a) Terms to know</p> <ul style="list-style-type: none"> segregation: The separation of people, usually based on race or religion desegregation: Abolishment of racial segregation integration: Full equality of people of all races in the use of public facilities and services <p>b) Desegregation and Massive Resistance in Virginia</p> <ul style="list-style-type: none"> The U.S. Supreme Court ruled in 1954 (<i>Brown v. Board of Education</i>) that “separate but equal” public schools were unconstitutional. All public schools, including those in Virginia, were ordered to desegregate. Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools. Some schools were closed to avoid integration. The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated. Harry F. Byrd, Sr., led the Massive Resistance Movement against the desegregation of public schools. 	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Kidspiration Templates, Discovery Education Movie Clip Titles, Lesson Plans, Assessment Strategies, Click here</p> <p><i>Virginia Places.</i> <http://www.virginiaplaces.org/>. This site contains information on the geography, the people, and the development of Virginia.</p> <p><i>Virginia Studies: Ready Resources for the Classroom.</i> <http://vastudies.pwnet.org/>. This site provides instructional activities and links to Web sites supporting the course in Virginia Studies.</p>	<p>Modernized Social Political Economic</p>
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5	P	<ul style="list-style-type: none"> Identifying the political, social, and/or economic contributions 	<p>a) Political, social, and/or economic contributions made by the following citizens</p>	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Kidspiration</p>	<p>“Pay As You Go” Policy Modernized</p>
		<p>made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder (VS.9d)</p>	<ul style="list-style-type: none"> Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president. Harry F. Byrd, Sr., as governor of Virginia, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government. Oliver W. Hill, a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision. Arthur R. Ashe, Jr. was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change. A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors. L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States. 	<p> Maggie L. Walker, National Park Service, Education Movie Clip Titles, Lesson Plans, Assessment Strategies, etc. Click here. This site describes the National Historic Site in downtown Richmond, VA. </p> <p> “Harry F. Byrd,” The Governors of Virginia. </p> <p> “Maggie Walker: A Rich Legacy for the Black Woman Entrepreneur.” Brief portrait of Harry F. Byrd, Governor of Virginia 1926-1930. </p> <p> “L. Douglas Wilder: The Governors of Virginia.” This site profiles Maggie Walker and the formation of the former Gov. Wilder. </p> <p> “Let America Speak.” Lawrence Douglas </p> <p> “1940 Map of Virginia.” PBS. </p> <p> A WPA Guide. http://www.pbs.org/williamsburg/rota/voicewilder.html. Outlines and shows achievements of former Governor Wilder. </p> <p> Maggie L. Walker National Historic Site, Richmond, Virginia (Click on Contents to locate the map.) http://www.cr.nps.gov/nr/feature/wom/2003/walker.htm </p> <p> Official Web Site of Arthur Ashe for Women’s History Month. http://www.cmgww.com/sports/ashe/. This </p>	<p> site presents the biography, career, quotes, and photographs of Arthur </p>

				<p>“Separate but Not Equal: Race, Education, and Prince Edward County.” VCU. <http://www.library.vcu.edu/jbc/speccoll/pec.html>. This site explores the history of the Prince Edward County school segregation issues of the 1950s and 1960s.</p>	
4	P	<ul style="list-style-type: none"> Identifying the three branches of Virginia government and the function of each (VS.10a) 	<p>a) The government of Virginia is divided into three branches.</p> <ul style="list-style-type: none"> The General Assembly is the legislative branch of the Virginia government that makes state laws. It is divided into two parts—the Senate and the House of Delegates. The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out. The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution. 	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Lesson Plans, Assessment Strategies, etc., Click here</p> <p>History of Virginia Government. http://www.virginiaplaces.org/government/17gov.html.</p> <p>“About Our Capitol.” <http://legis.state.va.us/CapitolTours/CapitolTours-Jamestown.htm>.</p> <p><i>Capitol Classroom.</i> <http://legis.state.va.us/CapitolClassroom/CapitolClassroom.htm></p> <p>“Capitol Classroom Activities.” <http://legis.state.va.us/CapitolClassroom/4-5/AboutOurLegislature.htm>..</p>	<p>Delegate Branch Legislative Executive Judicial</p>

5	P	<ul style="list-style-type: none"> Describing the major products and industries of Virginia's five geographic regions (VS.10b) 	<p>b) Selected examples of products and industries</p> <ul style="list-style-type: none"> Coastal Plain (Tidewater) <ul style="list-style-type: none"> Products: seafood, peanuts Industries: shipbuilding, tourism, military bases Piedmont <ul style="list-style-type: none"> Products: tobacco products, information technology Industries: federal and state government, farming, horse industry Blue Ridge Mountains <ul style="list-style-type: none"> Products: apples Industries: recreation, farming Valley and Ridge <ul style="list-style-type: none"> Products: poultry, apples, dairy, beef Industries: farming Appalachian Plateau <ul style="list-style-type: none"> Products: coal Industries: coal mining 	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Kidspiration Templates, Discovery Education Movie Clip Titles, Lesson Plans, Assessment Strategies, Click here</p>	<p>Communication Transportation Technology Prosperity Global Economy</p>
5	P	<ul style="list-style-type: none"> Explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy. (VS.10c) 	<p>a) Virginia's transportation system (highways, railroads, air transportation, shipping) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</p> <p>b) Virginia has a large number of communications and other technology industries.</p> <p>c) Tourism is a major part of economy.</p> <p>d) Because many federal gov't workers live and/or work in Virginia, the federal gov't has a significant impact on econ</p>	<p>Rockingham Public Schools Smartboard, PowerPoint, Study Guides, Kidspiration Templates, Discovery Education Movie Clip Titles, Lesson Plans, Assessment Strategies, Click here</p>	<p>Communications Manufactured products Federal government</p>