

**4th Grade Virginia Studies Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

**Marking Period: 1st Nine Weeks**

**Days: 5**

**Reporting Category/Strand: Virginia: The Physical Geography and Native Peoples**

<b>SOL VS 2a</b>	<b>The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by a) locating Virginia and its bordering states on maps of the United States.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<ul style="list-style-type: none"> <li>● Relative location may be described by using terms that show connections between two places, such as next to, near, and bordering.</li> <li>● Bordering bodies of water Atlantic Ocean Chesapeake Bay</li> <li>● Bordering states Maryland West Virginia Kentucky Tennessee North Carolina</li> </ul> <p>Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)</p>
<b>Essential Questions</b>	<p>What are some ways that relative location can be described?            What large bodies of water border Virginia?            What states border Virginia?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

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**Reporting Category/Strand: Virginia: The Physical Geography and Native Peoples**

<b>SOL VS 2b</b>	<b>The student will demonstrate knowledge of the physical geography and 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.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Terms to know Fall Line: The natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where waterfalls prevent further travel on the river</p> <p>Geographic regions Coastal Plain (Tidewater)</p> <ul style="list-style-type: none"> <li>– Flat land</li> <li>– Location near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore)</li> </ul>

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	<ul style="list-style-type: none"> <li>– East of the Fall Line Piedmont (land at the foot of mountains)</li> <li>– Rolling hills</li> <li>– West of the Fall Line Blue Ridge Mountains</li> <li>– Old, rounded mountains</li> <li>– Part of the Appalachian mountain system</li> <li>– Located between the Piedmont and the Valley and Ridge regions</li> <li>– Source of many rivers Valley and Ridge</li> <li>– Includes the Great Valley of Virginia and other valleys separated by ridges. (The Blue Ridge Mountains and the Valley and Ridge regions are part of the Appalachian mountain system.)</li> <li>– Located west of Blue Ridge Mountains Appalachian Plateau (plateau: Area of elevated land that is flat on top)</li> <li>– Located in Southwest Virginia</li> <li>– Only a small part of the plateau is located in Virginia.</li> </ul> <p>Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)</p>
<b>Essential Questions</b>	<p>What are the five geographic regions of Virginia? How do the geographic regions of Virginia differ? Where are the geographic regions of Virginia located?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

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**Reporting Category/Strand: Virginia: The Physical Geography and Native Peoples**

<b>SOL VS 2c</b>	<b>The student will demonstrate knowledge of the physical geography and 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).</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Terms to know peninsula: A piece of land bordered by water on three sides Water features Atlantic Ocean</p> <ul style="list-style-type: none"> <li>– Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) Chesapeake Bay</li> <li>– Provided a safe harbor</li> <li>– Was a source of food and transportation James River</li> </ul>

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	<ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Richmond and Jamestown located along the James River York River</li> <li>– Flows into the Chesapeake Bay</li> <li>– Yorktown located along the York River Potomac River</li> <li>– Flows into the Chesapeake Bay</li> <li>– Alexandria located along the Potomac River Rappahannock River</li> <li>– Flows into the Chesapeake Bay</li> <li>– Fredericksburg located on the Rappahannock River</li> </ul> <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <p>Lake Drummond</p> <ul style="list-style-type: none"> <li>– Located in the Coastal Plain (Tidewater) region</li> <li>– Shallow natural lake surrounded by the Dismal Swamp Dismal Swamp</li> <li>– Located in the Coastal Plain (Tidewater) region</li> <li>– Variety of wildlife</li> </ul> <p>George Washington explored and surveyed the Dismal Swamp.</p> <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p> <p>Determine cause-and effect-relationships. (VS.1b)          Compare and contrast historical events. (VS.1c)          Draw conclusions and make generalizations. (VS.1d)          Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i)</p>
<b>Essential Questions</b>	<p>Which water features were important to the early history of Virginia?          How did water features influence the development of Virginia?          How did the flow of rivers affect the settlement of Virginia?          What is a peninsula?          Where is the Eastern Shore located?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

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<b>SOL VS 2d</b>	<b>The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China).</p> <p>Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</p> <p>Three major language groups of Virginia:</p> <ul style="list-style-type: none"> <li>● Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group.</li> <li>● Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group.</li> <li>● Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group.</li> </ul>
<b>Essential Questions</b>	<p>Why are native peoples called “Indians”?</p> <p>What evidence is there that American Indians lived in all areas of Virginia?</p> <p>What were the three major language groups found in Virginia, and where was each group located?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 1st Nine Weeks**

**Days: 5**

**Reporting Category/Strand: Virginia: The Physical Geography and Native Peoples**

<b>SOL VS 2e</b>	<b>The student will demonstrate knowledge of the physical geography and 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.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Climate in Virginia</p> <p>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 Indians are referred to as Eastern Woodland Indians.</p> <p>Environmental connections</p> <p>The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons. Foods changed with the seasons.</p> <ul style="list-style-type: none"> <li>– In winter, they hunted birds and other animals and lived on stored foods from the previous fall.</li> <li>– In spring, they hunted, fished, and picked berries.</li> <li>– In summer, they grew crops (e.g., beans, corn, squash).</li> </ul>

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	<p>– 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. Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing. Today, most native peoples live like other Americans. Their cultures have changed over time.</p> <p>Determine cause-and-effect relationships. (VS.1b) Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<b>Essential Questions</b>	<p>What are some characteristics of Virginia’s climate? What are some ways Virginia’s American Indians related to the climate and interacted with their environment to meet their basic needs? How do Virginia’s American Indians live today as compared to the way they lived in the past?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 1st Nine Weeks**

**Days: 2**

**Reporting Category/Strand: Virginia: The Physical Geography and Native Peoples**

<b>SOL VS 2f</b>	<p><b>The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Archaeologists study all kinds of material evidence left by people from the past. Werowocomoco was a large Indian town used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607. Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.</p> <p>Identify and interpret artifacts to understand events in history. (VS.1a) Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g) Pronunciation guide:</p>

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	Werowocomoco: weh-ro-wo-COM-o-co (The pronunciation guide for this word will not be assessed on the test.)
<b>Essential Questions</b>	Why is archaeology important? How can new findings change the understanding of history? What was Werowocomoco? What was Jamestown?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 1st Nine Weeks**

**Days: 3**

**Reporting Category/Strand: Virginia: The Physical Geography and Native Peoples**

<b>SOL VS 2g</b>	<b>The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by g) identifying and locating the current state-recognized tribes.</b>
<b>Essential Knowledge/Skills/Understandings</b>	American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today. The current state-recognized tribes are located in the following regions: Coastal Plain (Tidewater) region: <ul style="list-style-type: none"> <li>– Cheroenhaka (Nottoway) Tribe†</li> <li>– Chickahominy Tribe</li> <li>– Eastern Chickahominy Tribe</li> <li>– Mattaponi Tribe</li> <li>– Nansemond Tribe</li> <li>– Nottoway Tribe†</li> <li>– Pamunkey Tribe</li> <li>– Patawomeck Tribe†</li> <li>– Rappahannock Tribe</li> <li>– Upper Mattaponi Tribe Piedmont region:</li> <li>– Monacan Tribe</li> </ul> <p>Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

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	<p>(VS.1i)  Pronunciation guide:  Cheroenhaka (Nottoway): Chair-oh-en-HAH-kah (NAH-toh-way)†  Chickahominy: CHICK-a-HOM-a-nee  Mattaponi: ma-ta-po-NYE  Nansemond: NAN-sa-mund  Nottoway: NAH-toh-way†  Pamunkey: pa-MUN-kee  Patawomeck: Pət- OW-ə-meck†  Rappahannock: RAP-a-HAN-nock  Monacan: MON-a-cun  (The pronunciation guide for this word will not be assessed on the test.)</p>
<b>Essential Questions</b>	<p>What are the names of the current state-recognized tribes?  Where are the current state-recognized tribes located in Virginia today?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 1st Nine Weeks**

**Days: 5**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 3a</b>	<p><b>The student will demonstrate knowledge of the first permanent English settlement in America by</b>  <b>a) explaining the reasons for English colonization.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Reasons for English colonization in America</p> <ul style="list-style-type: none"> <li>● England wanted to establish an American colony to increase its wealth and power.</li> <li>● England hoped to find silver and gold in America.</li> <li>● An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade.</li> </ul> <p>Jamestown</p> <ul style="list-style-type: none"> <li>● Jamestown was primarily an economic venture.</li> </ul>

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	<ul style="list-style-type: none"> <li>● The stockholders of the Virginia Company of London financed the settlement of Jamestown.</li> <li>● Jamestown, founded in 1607, became the first permanent English settlement in America.</li> </ul>
<b>Essential Questions</b>	<p>What were the reasons for English colonization in America?            What were the reasons why the Jamestown settlers came to America?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 1st Nine Weeks**

**Days: 5**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 3b</b>	<p><b>The student will demonstrate knowledge of the first permanent English settlement in America by</b>  <b>b) describing how geography influenced the decision to settle at Jamestown.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>When the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.</p> <p>Reasons for site choice</p> <ul style="list-style-type: none"> <li>● Instructions told the settlers to go inland and find a suitable place for their colony.</li> <li>● The location could be easily defended from attack by sea (by the Spanish).</li> <li>● The water along the shore was deep enough for ships to dock.</li> <li>● They believed the site had a good supply of fresh water.</li> </ul> <p>Determine cause-and-effect relationships. (VS.1b)            Compare and contrast historical events. (VS.1c)            Draw conclusions and make generalizations. (VS.1d)            Interpret ideas and events from different historical perspectives. (VS.1g)            Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<b>Essential Questions</b>	<p>Where is Jamestown located?            Why did the settlers choose the site at Jamestown?</p>

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<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 1st Nine Weeks**

**Days: 5**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 3c</b>	<b>The student will demonstrate knowledge of the first permanent English settlement in America by c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<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"> <li>● establish a settlement in North America</li> <li>● extend English rights to the settlers.</li> </ul> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a) Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
<b>Essential Questions</b>	What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 2nd Nine Weeks**

**Days: 8**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 3d</b>	<b>The student will demonstrate knowledge 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.</b>
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<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>System of government</b> In 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor’s council and the governor. They met as one legislative body. (At that time, only certain free adult men had the right to take part.) The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English America giving settlers the opportunity to control their own government.</p> <p><b>House of Burgesses</b> By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the Governor’s Council as one of the two legislative bodies of the General Assembly.</p> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a) Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f)</p>
<p><b>Essential Questions</b></p>	<p>What was Jamestown’s system of government called? What was the House of Burgesses, and why was it important?</p>
<p><b>Primary Resources</b></p>	
<p><b>Essential Vocabulary</b></p>	

**Marking Period: 2nd Nine Weeks**

**Days: 7**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<p><b>SOL VS 3e</b></p>	<p><b>The student will demonstrate knowledge of the first permanent English settlement in America by</b> <b>e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>Portuguese sailors captured African men and women from what is present-day Angola. The status of these early African men and women as either servants or enslaved persons in Virginia is unknown. Africans arrived in Jamestown against their will in 1619. The arrival of Africans made it possible to expand the tobacco economy. The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent settlement at Jamestown.</p>

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	<p>Compare and contrast historical events. (VS.1c)          Draw conclusions and make generalizations. (VS.1d)          Sequence events in Virginia history. (VS.1f)          Interpret ideas and events from different historical perspectives. (VS.1g)          Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<b>Essential Questions</b>	<p>What was the impact of the arrival of Africans on the Jamestown settlement?          What was the impact of the arrival of additional women on the Jamestown settlement?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 2nd Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 3f</b>	<p><b>The student will demonstrate knowledge 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.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Hardships faced by the settlers</p> <ul style="list-style-type: none"> <li>● The site they chose to live on was marshy and lacked safe drinking water.</li> <li>● The settlers lacked some skills necessary to provide for themselves.</li> <li>● Many settlers died of starvation and disease.</li> </ul> <p>Changes that resulted in survival</p> <ul style="list-style-type: none"> <li>● The arrival of supply ships</li> <li>● The forced work program and strong leadership of Captain John Smith</li> <li>● The emphasis on agriculture</li> </ul> <p>Determine cause-and-effect relationships. (VS.1b)          Compare and contrast historical events. (VS.1c)          Draw conclusions and make generalizations. (VS.1d)</p>

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	Sequence events in Virginia history. (VS.1f) Interpret ideas and events from different historical perspectives. (VS.1g)
<b>Essential Questions</b>	What hardships did the Jamestown settlers face? What changes took place that resulted in survival of the settlers?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 2nd Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS VS 3g</b>	<b>The student will demonstrate knowledge of the first permanent English settlement in America by g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Captain John Smith initiated trading relationships with the native peoples. The native peoples traded mainly food with the English in exchange for tools, pots, and copper for jewelry.</p> <p>The native peoples contributed to the survival of the Jamestown settlers in several ways.</p> <ul style="list-style-type: none"> <li>● Powhatan, chief of many tribes, provided leadership to his people and taught the settlers survival skills.</li> <li>● Pocahontas, daughter of Powhatan, served as a contact between the native peoples and the English.</li> <li>● The native peoples showed the settlers how to plant corn and tobacco.</li> </ul> <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> <p>Compare and contrast historical events. (VS.1c) Draw conclusions and make generalizations. (VS.1d) Sequence events in Virginia history. (VS.1f) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
<b>Essential Questions</b>	How did the native peoples and the English settlers interact?

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	Why did the relationship between the Jamestown settlers and the native peoples change? How did Powhatan contribute to the survival of the settlers?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 2nd Nine Weeks**

**Days: 11**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 4a</b>	<b>The student will demonstrate knowledge of life in the Virginia colony by</b> <b>a) explaining the importance of agriculture and its influence on the institution of slavery.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Terms to know</p> <ul style="list-style-type: none"> <li>● cash crop: A crop that is grown to sell for money rather than for use by the growers</li> </ul> <p>The economy of the Virginia colony depended on agriculture as the primary source of wealth.</p> <p>Tobacco became the most profitable agricultural product.</p> <ul style="list-style-type: none"> <li>● Tobacco was sold in England as a cash crop.</li> </ul> <p>The successful cultivation of tobacco depended on a steady and inexpensive source of labor.</p> <ul style="list-style-type: none"> <li>● African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations.</li> <li>● The Virginia colony became dependent on slave labor, and this dependence lasted a long time.</li> </ul> <p>Determine cause-and-effect relationships. (VS.1b)            Draw conclusions and make generalizations. (VS.1d)            Make connections between past and present. (VS.1e)            Sequence events in Virginia history. (VS.1f)</p>
<b>Essential Questions</b>	<p>What effect did agriculture have on the Virginia colony?            How did agriculture in the Virginia colony influence the institution of slavery?</p>
<b>Primary Resources</b>	

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<b>Essential Vocabulary</b>	

**Marking Period: 3rd Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 4b</b>	<p><b>The student will demonstrate knowledge of life in the Virginia colony by</b></p> <p><b>b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Culture of colonial Virginia</p> <p>Whenever people settle an area, they change the culture and landscape to reflect their beliefs, customs, and architecture.</p> <p>Examples of architecture that reflect different cultures include</p> <ul style="list-style-type: none"> <li>● barns</li> <li>● homes</li> <li>● places of worship (e.g., churches)</li> </ul> <p>Place names reflecting culture</p> <ul style="list-style-type: none"> <li>● English – Richmond</li> <li>● American Indian – Roanoke</li> </ul> <p>Settlement areas</p> <ul style="list-style-type: none"> <li>● English and other Europeans settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions.</li> <li>● Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route.</li> <li>● Africans were settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions, where tobacco agriculture required a great deal of labor.</li> <li>● Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland.</li> </ul> <p>Migration and living in new areas caused people to adapt old customs to their new environments.</p>

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	Determine cause-and-effect relationships. (VS.1b) Compare and contrast historical events. (VS.1c) Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g) Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i)
<b>Essential Questions</b>	How did the culture of colonial Virginia reflect beliefs, customs, and architecture of Europeans, Africans, and American Indians? Where did the various cultural groups settle?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 3rd Nine Weeks**

**Days: 5**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 4c</b>	<b>The student will demonstrate knowledge of life in the Virginia colony by</b> <b>c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond.</b>
<b>Essential Knowledge/Skills/Understandings</b>	Reasons why the capital was moved from Jamestown to Williamsburg <ul style="list-style-type: none"> <li>● Drinking water was contaminated by seepage of salt water.</li> <li>● Unhealthy living conditions caused diseases.</li> <li>● Fire destroyed wooden and brick buildings at Jamestown.</li> </ul> Reasons why the capital was moved from Williamsburg to Richmond <ul style="list-style-type: none"> <li>● The population was moving westward.</li> <li>● Richmond was a more central location.</li> <li>● Moving to Richmond increased the distance from the sea and possible attack by the British.</li> </ul>
<b>Essential Questions</b>	What were some reasons why Virginia’s capital was moved from Jamestown to Williamsburg? What were some reasons why Virginia’s capital was moved from Williamsburg to Richmond?

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<b>Primary Resources</b>	
<b>Assessment</b>	

**Marking Period: 3rd Nine Weeks**

**Days: 3**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 4d</b>	<b>The student will demonstrate knowledge of life in the Virginia colony by d) describing how money, barter, and credit were used.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Terms to know</p> <ul style="list-style-type: none"> <li>● money: A medium of exchange (currency, which includes coins and paper bills)</li> <li>● barter: Trading or exchanging of goods and services without the use of money</li> <li>● credit: Buying a good or service now and paying for it later</li> <li>● debt: A good or service owed to someone</li> <li>● savings: Money put away to save or to spend at a later time</li> </ul> <p>Few people had paper money or coins to use to buy goods and services. Barter was commonly used instead of money. Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services. Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold. Colonial Virginia had no banks.</p>
<b>Essential Questions</b>	What forms of exchange were used in the Virginia colony?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 3rd Nine Weeks**

**Days: 2**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

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<b>SOL VS 4e</b>	<b>The student will demonstrate knowledge of life in the Virginia colony by e) describing everyday life in colonial Virginia.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<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"> <li>● Food choices were limited.</li> <li>● Meals were made of local produce and meats.</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>● Most people lived in one-room houses with dirt floors.</li> <li>● Some people (farmers) lived in large houses.</li> </ul> <p>Clothing</p> <ul style="list-style-type: none"> <li>● Households made their own clothes.</li> <li>● Most clothing was made of cotton, wool, and/or leather.</li> </ul> <p>Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations). Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans had no rights. Many free African Americans owned their own businesses and property but were denied most rights.</p> <p>Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f)</p>
<b>Essential Questions</b>	
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 3rd Nine Weeks  
Days: 10**

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**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 5a</b>	<b>The student will demonstrate knowledge of the role of Virginia in the American Revolution by</b> <b>a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.</b>
<b>Essential Knowledge/Skills/Understandings</b>	The colonists and the British Parliament disagreed over how the colonies should be governed. <ul style="list-style-type: none"> <li>● Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.</li> <li>● Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament.</li> </ul> <p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.</p>
<b>Essential Questions</b>	How did the colonists' ideas about government differ from those of the British Parliament? Why is the Declaration of Independence an important document?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 3rd Nine Weeks**

**Days: 15**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 5b</b>	<b>The student will demonstrate knowledge of the role of Virginia in the American Revolution by</b> <b>b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.</b>
<b>Essential Knowledge/Skills/Understandings</b>	Varied roles of whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era <ul style="list-style-type: none"> <li>● Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.</li> <li>● Women took on more responsibilities to support the war effort.</li> <li>● Some enslaved African Americans fought for a better chance of freedom.</li> <li>● Some free African Americans fought for independence from Great Britain.</li> <li>● Many American Indians fought alongside the Virginia patriots, while others fought with the British.</li> </ul> <p>Contributions of Virginians during the Revolutionary War era</p> <ul style="list-style-type: none"> <li>● George Washington provided military leadership by serving as commander-in-chief of the Continental Army.</li> <li>● Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence.</li> <li>● Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death."</li> <li>● James Lafayette, an enslaved African American from Virginia, served in the Continental Army and successfully requested his freedom after the war.</li> </ul> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
<b>Essential Questions</b>	<p>What contributions did Virginians make during the Revolutionary War era? What roles did whites, enslaved African Americans, free African Americans, and American Indians play during the American Revolution?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 4th Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 5c</b>	<p><b>The student will demonstrate knowledge of the role of Virginia in the American Revolution by</b> <b>c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>The Battle of Great Bridge was the first land battle of the American Revolution fought in Virginia. The American victory</p>

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	<p>forced the British colonial governor to flee the City of Norfolk. Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then the governor of Virginia, that the British were coming to arrest him and members of the General Assembly.</p> <p>The American victory at Yorktown resulted in the surrender of the British army, which led to the end of the war.</p> <p>Determine cause-and-effect relationships. (VS.1b) Draw conclusions and make generalizations. (VS.1d) Sequence events in Virginia history. (VS.1f) Analyze and interpret maps to explain relationships between water features and historical events. (VS.1i)</p>
<b>Essential Questions</b>	<p>What was the importance of the Battle of Great Bridge? Who was Jack Jouett? What was the importance of the American victory at Yorktown?</p>
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 4th Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 6a</b>	<p><b>The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by</b></p> <p><b>a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>George Washington, a Virginian, was elected as the first president of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of Our Country.”</p> <p>James Madison, a Virginian, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”</p> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a) Compare and contrast historical events. (VS.1c)</p>

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	Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g)
<b>Essential Questions</b>	Why is George Washington referred to as the “Father of Our Country?” Why is James Madison referred to as the “Father of the Constitution?”
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Marking Period: 4th Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 6b</b>	<b>The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.</b>
<b>Essential Knowledge/Skills/Understandings</b>	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.  The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.  Identify primary and secondary source documents to understand events in history. (VS.1a) Make connections between past and present. (VS.1e) Interpret ideas and events from different historical perspectives. (VS.1g)
<b>Essential Questions</b>	What key ideas of the Virginia Declaration of Rights are included in the Constitution of the United States of America? What key ideas of the Virginia Statute for Religious Freedom are included in the Constitution of the United States of America?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

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**Marking Period: 4th Nine Weeks**

**Days: 14**

**Reporting Category/Strand: Colonization and Conflict: 1607 through the American Revolution**

<b>SOL VS 6c</b>	<b>The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by c) explaining the influence of geography on the migration of Virginians into western territories.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<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"> <li>● Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.</li> <li>● Virginians migrated into western territories, looking for large areas of land and new opportunities.</li> <li>● As Virginians moved, they took their traditions, ideas, and cultures with them.</li> <li>● Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.</li> </ul> <p>Determine cause-and-effect relationships. (VS.1b)  Compare and contrast historical events. (VS.1c)  Draw conclusions and make generalizations. (VS.1d)  Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<b>Essential Questions</b>	What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	