

**5th Grade Virginia Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: This SOL is incorporated into all of the SOL standards, including the skills referenced in the Essential Knowledge/Skills/Understandings sections on the curriculum guide.

Days: ongoing

Reporting Category/Strand:

<p>SOL VS.1</p>	<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; i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
<p>Essential Knowledge/Skills/Understandings</p>	<p>Skills for this objective are specified individually above</p>
<p>Essential Questions</p>	<p>How do events of the past compare/contrast with events of the past?</p>
<p>Primary Resources</p>	<p>Correlations: Melissa Matusevich: Ready-made posters for geography Enchanted Learning: Find My State Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Geography Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources</p>

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	<p>It's Elementary: Interactive Notetaking Notebook</p> <p>Videos: BrainPOP: Latitude and Longitude BrainPOP: Map Skills BrainPOP: Latitude and Longitude BrainPOP: Map Skills</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>artifacts-items left from the past that tell about the inhabitants compare-tell how items are alike contrast-tell how items are different analyze-examine carefully primary source-an artifact, a document, a recording, or other source of information that was created at the time under study secondary source-one that was created <i>later</i> by someone who <i>did not</i> experience first-hand or participate in the events or conditions cause-why an event happens. effect-an event that happens because of a cause sequence-arrange in order based on time</p>

Marking Period: 1st 9 Weeks

Days: 5

Reporting Category/Strand: Geography

SOL VS.2 a	<p>The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by</p> <p>a) locating Virginia and its bordering states on maps of the United States.</p>
Essential Knowledge/Skills/Understandings	<p>Relative location may be described by using terms that show connections between two places, such as next to, near, and bordering.</p> <p>Bordering bodies of water Atlantic Ocean Chesapeake Bay</p> <p>Bordering states</p>

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	<p>Maryland West Virginia Kentucky Tennessee North Carolina</p> <p>Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)</p>
Essential Questions	<p>What are some ways that relative location can be described? What large bodies of water border Virginia? What states border Virginia?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for geography Enchanted Learning: Virginia Facts/Links Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Geography Study Guide, Games, Activities Virginia Trekkers: Fall Line Video and Links Virginia Trekkers: Natural Bridge Video Virginia Trekkers: Luray Caverns Virginia Trekkers: Appalachian Plateau Virginia Trekkers: Virginia Beach Virginia Trekkers: Appalachian Plateau video 2</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Latitude and Longitude BrainPOP: Map Skills</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: Regions of Virginia and Geographic Features</p>

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Essential Vocabulary	relative location -next to, near, bordering bordering -touching

Marking Period: 1st 9 Weeks

Days: 5

Reporting Category/Strand: Geography

SOL VS.2 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.
Essential Knowledge/Skills/Understandings	<p>Geographic Regions</p> <p>Coastal Plain (Tidewater)</p> <ul style="list-style-type: none"> - Flat land - Location near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore) - East of the Fall Line <p>Piedmont (land at the foot of mountains)</p> <ul style="list-style-type: none"> - Rolling hills - West of the Fall Line <p>Blue Ridge Mountains</p> <ul style="list-style-type: none"> - Old, rounded mountains - Part of the Appalachian mountain system - Located between the Piedmont and the Valley and Ridge regions - Source of many rivers <p>Valley and Ridge</p> <ul style="list-style-type: none"> - Includes the Great Valley of Virginia and other valleys separated by ridges. (The Blue Ridge Mountains and the Valley and Ridge regions are part of the Appalachian mountain system.) - Located west of Blue Ridge Mountains <p>Appalachian Plateau (plateau: Area of elevated land that is flat on top)</p> <ul style="list-style-type: none"> - Located in Southwest Virginia - Only a small part of the plateau is located in Virginia

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	Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)
Essential Questions	<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>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for geography Enchanted Learning: Virginia Facts/Links Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Geography Study Guide, Games, Activities Virginia Trekkers: Fall Line Video and Links Virginia Trekkers: Natural Bridge Video Virginia Trekkers: Luray Caverns Virginia Trekkers: Appalachian Plateau Virginia Trekkers: Virginia Beach Virginia Trekkers: Appalachian Plateau video 2</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: Regions of Virginia and Geographic Features</p>
Essential Vocabulary	<p>Fall Line-The natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where waterfalls prevent further travel on the river plateau-an area of high flat land piedmont-land at the foot of the mountains geography-the study of land and water features</p>

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Marking Period: 1st 9 Weeks

Days: 5

Reporting Category/Strand: Geography

<p>SOL VS.2 c</p>	<p>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).</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Water features Atlantic Ocean – Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) Chesapeake Bay – Provided a safe harbor – Was a source of food and transportation James River – Flows into the Chesapeake Bay – Richmond and Jamestown located along the James River York River – Flows into the Chesapeake Bay – Yorktown located along the York River Potomac River – Flows into the Chesapeake Bay – Alexandria located along the Potomac River Rappahannock River – Flows into the Chesapeake Bay – Fredericksburg located on the Rappahannock River</p> <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <p>Lake Drummond – Located in the Coastal Plain (Tidewater) region – Shallow natural lake surrounded by the Dismal Swamp Dismal Swamp – Located in the Coastal Plain (Tidewater) region – Variety of wildlife</p> <p>George Washington explored and surveyed the Dismal Swamp.</p>

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	<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 and water features and historical events. (VS.1i)</p>
Essential Questions	<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>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for geography Enchanted Learning: Virginia Map/Quiz Printout Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Geography Study Guide, Games, Activities Virginia Trekkers: Dismal Swamp Virginia Trekkers: Eastern Shore</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>peninsula- piece of land bordered by water on three sides</p>

Marking Period: 1st 9 Weeks

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Days: 2

Reporting Category/Strand: Geography

<p>SOL VS.2 d</p>	<p>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.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China).</p> <p>Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</p> <p>Three major language groups of Virginia Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group. Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group. Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group.</p> <p>Analyze and interpret maps. (VS.1i)</p>
<p>Essential Questions</p>	<p>Why are native peoples called “Indians”? What evidence is there that American Indians lived in all areas of Virginia? What were the three major language groups found in Virginia, and where was each group located?</p>
<p>Primary Resources</p>	<p>Correlations: Melissa Matusevich: Ready-made posters for Eastern Woodland Indians Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Native Americans Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>

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	<i>Sing to Know by Martha Ruelle: First Americans</i> Gallopade Biographies: Christopher Columbus
Essential Vocabulary	artifacts -items left from the past that tell about the inhabitants

Marking Period: 1st 9 Weeks

Days: 4

Reporting Category/Strand: Geography

SOL VS.2 e	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.
Essential Knowledge/Skills/Understandings	<p>Climate in Virginia 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 The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.</p> <p>Foods changed with the seasons.</p> <ul style="list-style-type: none"> – In winter, they hunted birds and other animals and lived on stored foods from the previous fall. – In spring, they hunted, fished, and picked berries. –In summer, they grew crops (e.g., beans, corn, squash). – In fall, they harvested crops and hunted for foods to preserve and keep for the winter. <p>Animal skins (deerskin) were used for clothing.</p> <p>Shelter was made from materials found around them.</p> <p>Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.</p> <p>Today, most native peoples live like other Americans. Their cultures have changed over time.</p>

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	<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>
Essential Questions	<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>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Eastern Woodland Indians Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Native Americans Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>climate-the weather patterns of an area over a period of time</p>

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Days: 2

Reporting Category/Strand: Geography

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SOL VS.2 f	The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.
Essential Knowledge/Skills/Understandings	<p>Archaeologists study all kinds of material evidence left by people from the past.</p> <p>Werowocomoco was a large Indian town used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607.</p> <p>Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.</p> <p>Identify and interpret artifacts to understand events in history. (VS.1a) Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Pronunciation guide: Werowocomoco: weh-ro-wo-COM-o-co</p>
Essential Questions	<p>Why is archaeology important? How can new findings change the understanding of history? What was Werowocomoco? What was Jamestown?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Eastern Woodland Indians Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Native Americans Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p>

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	Literature/Music Connections:
Essential Vocabulary	archaeologists-people who study the past

Marking Period: 1st 9 Weeks

Days: 1

Reporting Category/Strand:

SOL VS.2 g	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.
Essential Knowledge/Skills/Understandings	<p>American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today.</p> <p>The current state-recognized tribes are located in the following regions:</p> <p>Coastal Plain (Tidewater) region:</p> <ul style="list-style-type: none"> - Cheroenhaka (Nottoway) Tribe - Chickahominy Tribe - Eastern Chickahominy Tribe - Mattaponi Tribe - Nansemond Tribe - Nottoway Tribe - Pamunkey Tribe - Patawomeck Tribe - Rappahannock Tribe - Upper Mattaponi Tribe <p>Piedmont region:</p> <ul style="list-style-type: none"> - Monacan Tribe <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. (VS.1i)</p>

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Essential Questions	<p>What are the names of the current state-recognized tribes? Where are the current state-recognized tribes located in Virginia today?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Native Americans Activities Virginia Trekkers: Pow Wow</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 1st 9 Weeks

Days: 7

Reporting Category/Strand: Economics

SOL VS.10 b	<p>The student will demonstrate knowledge of government, geography, and economics by b) describing the major products and industries of Virginia’s five geographic regions.</p>
Essential Knowledge/Skills/Understandings	<p>Selected examples of products and industries Coastal Plain (Tidewater) – Products: seafood, peanuts – Industries: shipbuilding, tourism, military bases Piedmont – Products: tobacco products, information technology – Industries: federal and state government, farming, horse industry Blue Ridge Mountains</p>

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	<ul style="list-style-type: none"> - Products: apples - Industries: recreation, farming <p>Valley and Ridge</p> <ul style="list-style-type: none"> - Products: poultry, apples, dairy, beef - Industries: farming <p>Appalachian Plateau</p> <ul style="list-style-type: none"> - Products: coal - Industries: coal mining <p>Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Analyze and interpret maps. (VS.1i)</p>
Essential Questions	What are the major products and industries of each region in Virginia?
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Government Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.10 Study Guide and Activities Virginia Trekkers: A Peanut Factory Virginia Trekkers: Pocahontas Coal Mine</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: Products of Virginia</p>
Essential Vocabulary	<p>product-something that is made or grown to be sold or used industry-the process of making products by using machinery and factories</p>

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Days: 2

Reporting Category/Strand: History

<p>SOL VS.3 a</p>	<p>The student will demonstrate knowledge of the first permanent English settlement in America by a) explaining the reasons for English colonization.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Reasons for English colonization in America --England wanted to establish an American colony to increase its wealth and power. England hoped to find silver and gold in America. --An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade.</p> <p>Jamestown --Jamestown was primarily an economic venture. The stockholders of the Virginia Company of London financed the settlement of Jamestown. Jamestown, founded in 1607, became the first permanent English settlement in America</p> <p>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 historical events. (VS.1i)</p>
<p>Essential Questions</p>	<p>What were the reasons for English colonization in America? What were the reasons why the Jamestown settlers came to America?</p>
<p>Primary Resources</p>	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia as a British Colony Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Jamestown Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p>

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	<p>Literature/Music Connections: Sing to Know by Martha Ruelle: Ballad of Jamestown's Beginnings</p>
Essential Vocabulary	economics -the study of money, how it is made, earned, used, and transferred

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Days: 2

Reporting Category/Strand: Geography

SOL VS.3 b	<p>The student will demonstrate knowledge of the first permanent English settlement in America by b) describing how geography influenced the decision to settle at Jamestown.</p>
Essential Knowledge/Skills/Understandings	<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 --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.</p> <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>
Essential Questions	<p>Where is Jamestown located? Why did the settlers choose the site at Jamestown?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia as a British Colony Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p>

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	<p>Interactive Websites: SOL Pass: Jamestown Study Guide, Games, Activities Virginia Trekkers: Jamestown</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 1st 9 Weeks

Days: 2

Reporting Category/Strand: Civics

SOL VS.3 c	<p>The student will demonstrate knowledge of the first permanent English settlement in America by</p> <p>c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement.</p>
Essential Knowledge/Skills/Understandings	<p>Importance of Virginia charters --The King of England granted charters to the Virginia Company of London to establish a settlement in North America --extend English rights to the settlers.</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) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
Essential Questions	<p>What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p>

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	<p>Interactive Websites: SOL Pass: Jamestown Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Stock Market BrainPOP: Stocks and Shares</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	settlement -a place where people live

Marking Period: 1st 9 Weeks

Days: 2

Reporting Category/Strand: Civics

SOL VS.3 d	<p>The student will demonstrate knowledge of the first permanent English settlement in America by</p> <p>d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America.</p>
Essential Knowledge/Skills/Understandings	<p>System of government In 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor's council and the governor. They met as one legislative body. (At that time, only certain free adult men had the right to take part.)</p> <p>The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English America giving settlers the opportunity to control their own government.</p> <p>House of Burgesses By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the Governor's</p>

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	<p>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)</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>
Essential Questions	<p>What was Jamestown’s system of government called? What was the House of Burgesses, and why was it important?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites:</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>government-the group of people who control and make decisions for a country, state, or locality representative government-a government in which the people select/elect people to make decisions on their behalf legislative-the group of lawmakers that are tasked with making laws and levying taxes</p>

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Days: 2

Reporting Category/Strand:

SOL VS.3 e	The student will demonstrate knowledge of the first permanent English settlement in America by
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	<p>e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement.</p>
<p>Essential Knowledge/Skills/Understandings</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.</p> <p>Africans arrived in Jamestown against their will in 1619.</p> <p>The arrival of Africans made it possible to expand the tobacco economy.</p> <p>The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent settlement at Jamestown.</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) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<p>Essential Questions</p>	<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>
<p>Primary Resources</p>	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia as a British Colony Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Jamestown Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>

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Assessment	indentured servant -people who worked for others for a period of 5-7 years to repay their debts
<p>Marking Period: 1st 9 Weeks Days: 2 Reporting Category/Strand: History</p>	
SOL VS.3 f	<p>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.</p>
Essential Knowledge/Skills/Understandings	<p>Hardships faced by the settlers --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> <p>Changes that resulted in survival --The arrival of supply ships --The forced work program and strong leadership of Captain John Smith --The emphasis on agriculture</p> <p>Determine cause-and-effect relationships. (VS.1b) 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>
Essential Questions	<p>What hardships did the Jamestown settlers face? What changes took place that resulted in survival of the settlers?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Jamestown Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources</p>

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	<p>Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>agriculture-the science or practice of farming self-sustaining-able to continue independently or without assistance</p>

Marking Period: 1st 9 Weeks

Days: 1

Reporting Category/Strand: History

SOL VS. 3 g	<p>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.</p>
Essential Knowledge/Skills/Understandings	<p>Captain John Smith initiated trading relationships with the native peoples.</p> <p>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. --Powhatan, chief of many tribes, provided leadership to his people and taught the settlers survival skills. --Pocahontas, daughter of Powhatan, served as a contact between the native peoples and the English. --The native peoples showed the settlers how to plant corn and tobacco.</p> <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>

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Essential Questions	How did the native peoples and the English settlers interact? Why did the relationship between the Jamestown settlers and the native peoples change? How did Powhatan contribute to the survival of the settlers?
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia as a British Colony Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Jamestown Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Pocahontas</p> <p>Literature/Music Connections: Gallopade Biographies: John Rolfe Gallopade Biographies: John Smith Gallopade Biographies: Powhatan Gallopade Biographies: Pocahontas</p>
Essential Vocabulary	

Marking Period: 2nd 9 Weeks

Days: 3

Reporting Category/Strand: Economics

SOL VS.4 a	The student will demonstrate knowledge of life in the Virginia colony by a) explaining the importance of agriculture and its influence on the institution of slavery.
Essential Knowledge/Skills/Understandings	The economy of the Virginia colony depended on agriculture as the primary source of wealth.

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	<p>Tobacco became the most profitable agricultural product.</p> <p>Tobacco was sold in England as a cash crop.</p> <p>The successful cultivation of tobacco depended on a steady and inexpensive source of labor. African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations.</p> <p>The Virginia colony became dependent on slave labor, and this dependence lasted a long time.</p> <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>
Essential Questions	<p>What effect did agriculture have on the Virginia colony? How did agriculture in the Virginia colony influence the institution of slavery?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.4 Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>cash crop- crop that is grown to sell for money rather than for use by the growers profitable-yielding a profit; money earned after costs are calculated</p>

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Marking Period: 2nd 9 Weeks

Days: 3

Reporting Category/Strand: History

<p>SOL VS.4 b</p>	<p>The student will demonstrate knowledge of life in the Virginia colony by b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Culture of colonial Virginia 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: --barns --homes --places of worship (e.g., churches).</p> <p>Place names reflecting culture English – Richmond American Indian – Roanoke</p> <p>Settlement areas --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.</p> <p>Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland.</p> <p>Migration and living in new areas caused people to adapt old customs to their new environments.</p> <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, and historical events. (VS.1i)</p>
<p>Essential Questions</p>	<p>How did the culture of colonial Virginia reflect beliefs, customs, and architecture of Europeans, Africans, and American Indians?</p>

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	Where did the various cultural groups settle?
Primary Resources	<p>Correlations: Melissa Matusевич: Ready-made posters for Virginia as a British Colony Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.4 Study Guide, Games, Activities Virginia Trekkers: Early Settlers</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>immigrants-a person who comes to a country to take up permanent residence culture-the beliefs, customs, and arts, of a particular society, group, place, or time landscape-the visible scenery of an area architecture-the art or practice of designing and constructing buildings</p>

Marking Period: 2nd 9 Weeks

Days: 3

Reporting Category/Strand: Geography/History

SOL VS.4 c	<p>The student will demonstrate knowledge of life in the Virginia colony by c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond.</p>
Essential Knowledge/Skills/Understandings	<p>Reasons why the capital was moved from Jamestown to Williamsburg --Drinking water was contaminated by seepage of salt water. --Unhealthy living conditions caused diseases. --Fire destroyed wooden and brick buildings at Jamestown.</p>

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	<p>Reasons why the capital was moved from Williamsburg to Richmond --The population was moving westward. --Richmond was a more central location. --Moving to Richmond increased the distance from the sea and possible attack by the British.</p> <p>Determine cause-and-effect relationships. (VS.1b) Compare and contrast historical events. (VS.1c) Make connections between past and present. (VS .1e) Sequence events in Virginia history. (VS.1f) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<p>Essential Questions</p>	<p>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?</p>
<p>Primary Resources</p>	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.4 Study Guide, Games, Activities Virginia Trekkers: Williamsburg</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
<p>Essential Vocabulary</p>	<p>contaminated-polluted or impure</p>

**Marking Period: 2nd 9 Weeks
Days: 3**

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Reporting Category/Strand: Economics

SOL VS.4 d	The student will demonstrate knowledge of life in the Virginia colony by d) describing how money, barter, and credit were used.
Essential Knowledge/Skills/Understandings	<p>Few people had paper money or coins to use to buy goods and services.</p> <p>Barter was commonly used instead of money.</p> <p>Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.</p> <p>Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.</p> <p>Colonial Virginia had no banks.</p> <p>Determine cause-and-effect relationships. (VS.1b) Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e)</p>
Essential Questions	What forms of exchange were used in the Virginia colony?
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Economics Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.4 Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Banking BrainPOP: Budgets BrainPOP: Comparing Prices</p>

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	<p>BrainPOP: Credit Cards BrainPOP: Debt BrainPOP: Interest BrainPOP: Money</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>money- 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 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>

Marking Period: 2nd 9 Weeks

Days: 3

Reporting Category/Strand:

SOL VS.4 e	<p>The student will demonstrate knowledge of life in the Virginia colony by e) describing everyday life in colonial Virginia.</p>
Essential Knowledge/Skills/Understandings	<p>People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</p> <p>Food --Food choices were limited. --Meals were made of local produce and meats.</p> <p>Housing --Most people lived in one-room houses with dirt floors. --Some people (farmers) lived in large houses.</p> <p>Clothing --Households made their own clothes. --Most clothing was made of cotton, wool, and/or leather.</p>

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	<p>Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations).</p> <p>Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans had no rights.</p> <p>Many free African Americans owned their own businesses and property but were denied most rights.</p> <p>Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f)</p>
Essential Questions	<p>How did resources influence food, housing, and clothing in colonial Virginia? How was everyday life in colonial Virginia different for whites, enslaved African Americans, and free African Americans?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.4 Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	<p>natural resources-materials or substances that occur in nature and can be used for economic gain capital resources-tools, machines, and factories used to produce goods human resources-the people employed in the business produce-items that have been grown by farmers livestock-farm animals kept for use and profit</p>

Marking Period: 2nd 9 Weeks
 Days: 5

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Reporting Category/Strand: History

SOL VS.5 a	The student will demonstrate knowledge of the role of Virginia in the American Revolution by a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.
Essential Knowledge/Skills/Understandings	<p>The colonists and the British Parliament disagreed over how the colonies should be governed. --Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority. --Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament.</p> <p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.</p> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Determine cause-and-effect relationships. (VS.1b) 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>
Essential Questions	<p>How did the colonists' ideas about government differ from those of the British Parliament? Why is the Declaration of Independence an important document?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia Gains Independence Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Revolutionary War Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p>

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	<p>BrainPOP: American Revolution BrainPOP: Causes of the American Revolution BrainPOP: Declaration of Independence BrainPOP: Thomas Jefferson BrainPOP: Taxes</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: It's Economics: A Vocabulary Chant Gallopade Biographies: Thomas Jefferson</p>
Essential Vocabulary	<p>parliament-England's legislative (law-making) body authority-a power or right delegated or given</p>

Marking Period: 2nd 9 Weeks

Days: 5

Reporting Category/Strand: History

SOL VS.5 b	<p>The student will demonstrate knowledge of the role of Virginia in the American Revolution by</p> <p>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.</p>
Essential Knowledge/Skills/Understandings	<p>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>Contributions of Virginians during the Revolutionary War era</p> <ul style="list-style-type: none"> --George Washington provided military leadership by serving as commander-in-chief of the Continental Army. --Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence. --Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death."

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	<p>--James Lafayette, an enslaved African American from Virginia, served in the Continental Army and successfully requested his freedom after the war.</p> <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>
Essential Questions	<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>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Revolutionary War Study Guide, Games, Activities Virginia Trekkers: Patrick Henry Virginia Trekkers: Monticello Virginia Trekkers: Mount Vernon Virginia Trekkers: St. John's Church</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: George Washington</p> <p>Literature/Music Connections: Gallopade Biographies: George Washington Gallopade Biographies: Patrick Henry</p>
Essential Vocabulary	<p>patriots-those colonists who violently rebelled against British control during the American Revolution</p>

Marking Period: 2nd 9 Weeks
Days: 5

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Reporting Category/Strand: History

<p>SOL VS.5 c</p>	<p>The student will demonstrate knowledge of the role of Virginia in the American Revolution by c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>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>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>
<p>Essential Questions</p>	<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>
<p>Primary Resources</p>	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Revolutionary War Study Guide, Games, Activities Virginia Trekkers: Great Bridge Virginia Trekkers: Yorktown Virginia Trekkers: Jack Jouett</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p>

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	<p>Literature/Music Connections: <i>Sing to Know by Martha Ruelle: No Way!</i> <i>Sing to Know by Martha Ruelle: Cornwallis Never Dreamed</i></p>
Essential Vocabulary	

Marking Period: 2nd 9 Weeks

Days: 7

Reporting Category/Strand: Civics

SOL VS.10 a	<p>The student will demonstrate knowledge of government, geography, and economics by</p> <p>a) identifying the three branches of Virginia government and the function of each.</p>
Essential Knowledge/Skills/Understandings	<p>The government of Virginia is divided into three branches.</p> <p>--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.</p> <p>--The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.</p> <p>--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> <p>Draw conclusions and make generalizations. (VS.1d)</p>
Essential Questions	<p>What are the three branches of government in Virginia, and what are the powers of each branch?</p>
Primary Resources	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: VS.10 Study Guide and Activities Virginia Trekkers: Capitol Building</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources</p>

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	<p>It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Branches of Government BrainPOP: Court System BrainPOP: How a Bill Becomes a Law BrainPOP: Trials</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: Virginia's Government in Action</p>
Essential Vocabulary	

Marking Period: 2nd 9 Weeks

Days: 6

Reporting Category/Strand: History and Civics

SOL VS.6 a	<p>The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by</p> <p>a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”</p>
Essential Knowledge/Skills/Understandings	<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) Draw conclusions and make generalizations. (VS.1d) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
Essential Questions	<p>Why is George Washington referred to as the “Father of Our Country?”</p>

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	Why is James Madison referred to as the “Father of the Constitution?”
Primary Resources	<p>Correlations: Melissa Matusевич: Ready-made posters for Virginia and the New Nation Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: A New Nation Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Bill of Rights BrainPOP: Citizenship BrainPOP: James Madison BrainPOP: U.S. Constitution</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: Song For a New Government Gallopade Biographies: James Madison</p>
Essential Vocabulary	

Marking Period: 2nd 9 Weeks/ 3rd 9 Weeks

Days: 8

Reporting Category/Strand: Civics and History

SOL VS.6 b	<p>The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by</p> <p>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.</p>
Essential	The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion

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Knowledge/Skills/Understandings	<p>and freedom of the press.</p> <p>The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.</p> <p>Identify primary and secondary source documents to understand events in history. (VS.1a) Make connections between past and present. (VS.1e) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
Essential Questions	<p>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?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia and the New Nation</p> <p>Interactive Websites: SOL Pass: A New Nation Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections: Gallopade Biographies: George Mason</p>
Essential Vocabulary	

Marking Period: 3rd 9 Weeks
Days: 3 days
Reporting Category/Strand: Geography

SOL VS.6 c	The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
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	<p>c) explaining the influence of geography on the migration of Virginians into western territories.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>After the American Revolution, Virginia’s agricultural base began to change, and as a result, large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities.</p> <p>Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.</p> <p>Virginians migrated into western territories, looking for large areas of land and new opportunities.</p> <p>As Virginians moved, they took their traditions, ideas, and cultures with them.</p> <p>Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.</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, climatic characteristics, and historical events. (VS.1i)</p>
<p>Essential Questions</p>	<p>What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?</p>
<p>Primary Resources</p>	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: A New Nation Study Guide, Games, Activities Virginia Trekkers:Cumberland Gap</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System:Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>

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Essential Vocabulary	

Marking Period: 3rd 9 Weeks

Days: 10

Reporting Category/Strand:

SOL VS.7 a	<p>The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by</p> <p>a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.</p>
Essential Knowledge/Skills/Understandings	<p>Differences between northern and southern states --The economy in the northern part of the United States was more industrialized, while in the southern part, it was agricultural and relied more on slave labor. --Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.”</p> <p>Events leading to secession and war --Nat Turner led a revolt against plantation owners in Virginia. --Abolitionists campaigned to end slavery. --Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the “Underground Railroad.” --John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged. --After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the “Confederate States of America.” Later, Virginia seceded and joined them.</p> <p>Creation of West Virginia --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.</p> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <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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	<p>Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f) Interpret ideas and events from different historical perspectives. (VS.1g) Analyze and interpret maps to explain historical events. (VS.1i)</p>
<p>Essential Questions</p>	<p>What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War? Why did Virginia secede from the Union? Why did West Virginia become a state?</p>
<p>Primary Resources</p>	<p>Correlations: Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students Melissa Matusevich: Ready-made posters for the Civil War Era</p> <p>Interactive Websites: SOL Pass: Civil War and Reconstruction Study Guide, Games, Activities Virginia Trekkers: Slave Trail Virginia Trekkers: Harper's Ferry</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Abraham Lincoln BrainPOP: Civil War Causes BrainPOP: Slavery BrainPOP: Underground Railroad</p> <p>Literature/Music Connections: Sing to Know by Martha Ruelle: Our Nation Divided Sing to Know by Martha Ruelle: The Civil War Came Marching On Gallopade Biographies: John Brown Gallopade Biographies: Harriet Tubman Gallopade Biographies: Nat Turner</p>

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	Barefoot--Escape on the Underground Railroad Book
Essential Vocabulary	

Marking Period: 3rd 9 Weeks

Days: 10

Reporting Category/Strand: History

SOL VS.7 b	The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia.
Essential Knowledge/Skills/Understandings	<p>Major Civil War battles fought in Virginia --The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle. --General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia. --Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war. --President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederacy), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw. --The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865.</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 among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
Essential Questions	<p>What major Civil War battles were fought in Virginia? Who were some of the leaders of the Civil War?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for the Civil War Era Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p>

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	<p>Interactive Websites: SOL Pass: Civil War and Reconstruction Study Guide, Games, Activities Virginia Trekkers: Bull Run Virginia Trekkers: Confederacy Virginia Trekkers: Appomattox</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-taking Notebook</p> <p>Videos: BrainPOP: Civil War</p> <p>Literature/Music Connections: Gallopade Biographies: Robert E. Lee Gallopade Biographies: Ulysses S. Grant Gallopade Biographies: Thomas "Stonewall" Jackson Gallopade Biographies: J.E.B. Stuart</p>
Essential Vocabulary	

Marking Period: 3rd 9 Weeks

Days: 3

Reporting Category/Strand:

SOL VS.7 c	The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
Essential Knowledge/Skills/Understandings	Varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Civil War --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.

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	Determine cause-and-effect relationships. (VS.1b) Draw conclusions and make generalizations. (VS.1d) Sequence events in Virginia history. (VS.1f)
Essential Questions	How were whites, enslaved African Americans, free African Americans, and American Indians affected by the Civil War?
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for the Civil War Era Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Civil War and Reconstruction Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 3rd 9 Weeks

Days: 5

Reporting Category/Strand: Economics and History

SOL VS.8 a	The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by a) identifying the effects of Reconstruction on life in Virginia.
Essential Knowledge/Skills/Understandings	Term to know Reconstruction: The period following the Civil War in which Congress passed laws designed to help rebuild the country and bring the

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	<p>southern states back into the Union</p> <p>Problems faced by Virginians during Reconstruction --Millions of freed African Americans needed housing, education, clothing, food, and jobs. --Virginia’s economy was in ruins: – Money had no value. – Banks were closed. – Railroads, bridges, plantations, and crops were destroyed.</p> <p>Measures taken to resolve problems --The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for freed African Americans and others in Virginia. --Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops.</p> <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) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
Essential Questions	<p>What were some of the problems Virginians faced during the period of Reconstruction following the Civil War? What measures were taken during Reconstruction to resolve Virginia’s problems?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Reconstruction Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Civil War and Reconstruction Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p>

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	<p>Literature/Music Connections: <i>Sing to Know by Martha Ruelle: Reconstruction Time</i> <i>Sing to Know by Martha Ruelle: Down in Virginia</i></p>
Essential Vocabulary	

Marking Period: 3rd 9 Weeks

Days: 5

Reporting Category/Strand: History

SOL VS.8 b	<p>The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by</p> <p>b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians.</p>
Essential Knowledge/Skills/Understandings	<p>Terms to know segregation: The separation of people, usually based on race or religion discrimination: An unfair difference in the treatment of people</p> <p>During Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</p> <p>Effect of “Jim Crow” laws on the lives of African Americans and American Indians --Unfair poll taxes and voting tests were established to keep African American men from voting. African Americans found it very difficult to vote or hold public office. --African Americans were forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants. --African-American and white children attended separate schools. --“Jim Crow” laws had an effect on American Indians.</p> <p>Determine cause-and-effect relationships. (VS.1b) Draw conclusions and make generalizations. (VS.1d)</p>

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	<p>Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
Essential Questions	<p>What impact did “Jim Crow” laws have on whites, African Americans, and American Indians in Virginia? What happened to the rights of African Americans after Reconstruction?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Reconstruction Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Civil War and Reconstruction Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 3rd 9 Weeks

Days: 5

Reporting Category/Strand: Economics

SOL VS.8 c	<p>The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.</p>
Essential Knowledge/Skills/Understandings	<p>Virginia began to grow in many ways after the Civil War and Reconstruction. --Virginia’s cities grew with people, businesses, and factories. --Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns into cities.</p>

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	<p>--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> <p>Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
Essential Questions	What changes took place in Virginia to boost economic growth?
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Reconstruction Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Civil War and Reconstruction Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 4th 9 Weeks

Days: 3

Reporting Category/Strand: Economics

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<p>SOL VS.9 a</p>	<p>The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by a) 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.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>During the early twentieth century, agriculture began to change. --Old systems of farming were no longer effective. --Crop prices were low.</p> <p>Growth of Virginia’s cities --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> <p>During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region.</p> <p>In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.</p> <p>People have moved to Virginia from many other states and countries.</p> <p>Determine cause-and-effect relationships. (VS.1b) 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) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>
<p>Essential Questions</p>	<p>Why did Virginia change from an agricultural to a more industrialized society? What caused Virginia’s cities to grow?</p>
<p>Primary Resources</p>	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia in the Twentieth Century Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites:</p>

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	<p>SOL Pass: Virginia in the 20th and 21st Century Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 4th 9 Weeks

Days: 3

Reporting Category/Strand: History

SOL VS.9 b	The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.
Essential Knowledge/Skills/Understandings	<p>Woodrow Wilson was twentieth-century president who wrote a plan for world peace.</p> <p>George C. Marshall was a military leader who created an economic plan to ensure world peace.</p> <p>Determine cause-and-effect relationships. (VS.1b) 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>
Essential Questions	<p>How did Woodrow Wilson’s actions impact international events?</p> <p>How did George C. Marshall’s actions impact America’s role with other world nations?</p>
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia in the Twentieth Century</p>

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	<p>Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Virginia in the 20th and 21st Century Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections: Gallopade Biographies: George C. Marshall Gallopade Biographies: Woodrow Wilson</p>
Essential Vocabulary	

Marking Period: 4th 9 Weeks

Days: 4

Reporting Category/Strand:

SOL VS.9 c	<p>The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by</p> <p>c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.</p>
Essential Knowledge/Skills/Understandings	<p>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>Desegregation and Massive Resistance in Virginia</p> <ul style="list-style-type: none"> --The U.S. Supreme Court ruled in 1954 (Brown v. Board of Education) that “separate but equal” public schools were unconstitutional. --All public schools, including those in Virginia, were ordered to desegregate.

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	<p>--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> <p>Determine cause-and-effect relationships. (VS.1b) Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e) Sequence events in Virginia history. (VS.1f) Interpret ideas and events from different historical perspectives. (VS.1g)</p>
Essential Questions	What changes occurred in Virginia as a result of the Civil Rights Movement?
Primary Resources	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia in the Twentieth Century Dreaming and Achieving: What I Need to Know to Successfully Teach Virginia Studies to ALL Students</p> <p>Interactive Websites: SOL Pass: Virginia in the 20th and 21st Century Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos: BrainPOP: Brown Vs. Board of Education BrainPOP: Civil Rights Disney: Ruby Bridges Movie Disney: Selma, Lord, Selma Movie</p> <p>Literature/Music Connections: Gallopade Biographies: Harry F. Byrd, Sr.</p>

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Essential Vocabulary	
<p>Marking Period: 4th 9 Weeks Days: 8 Reporting Category/Strand: Economics and History</p>	
SOL VS.9 d	<p>The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Political, social, and/or economic contributions made by the following citizens --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 Brown v. Board of Education 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> <p>Identify and interpret primary and secondary source documents to understand events in history. (VS.1a) Make connections between past and present. (VS.1e)</p>
<p>Essential Questions</p>	<p>What contributions to life in Virginia in the twentieth and twenty-first centuries were made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder?</p>
<p>Primary Resources</p>	<p>Correlations: Melissa Matusevich: Ready-made posters for Virginia in the Twentieth Century</p> <p>Interactive Websites: SOL Pass: Virginia in the 20th and 21st Century Study Guide, Games, Activities Virginia Trekkers: Monuments and Maggie</p>

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	<p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections: Gallopade Biographies: Maggie L. Walker Gallopade Biographies: Oliver W. Hill, Sr. Gallopade Biographies: Arthur R. Ashe, Jr. Gallopade Biographies: A. Linwood Holton, Jr. Gallopade Biographies: L. Douglas Wilder</p>
Essential Vocabulary	

Marking Period: 4th 9 Weeks

Days: 2

Reporting Category/Strand: Civics, Geography, and Economics

SOL VS.10 c	<p>The student will demonstrate knowledge of government, geography, and economics by</p> <p>c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.</p>
Essential Knowledge/Skills/Understandings	<p>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>Virginia has a large number of communications and other technology industries.</p> <p>Tourism is a major part of Virginia's economy.</p> <p>Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy.</p> <p>Draw conclusions and make generalizations. (VS.1d) Make connections between past and present. (VS.1e)</p>

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Essential Questions	How have advances in transportation facilitated migration and economic growth? How have advances in communications and technology helped the economy of Virginia grow? In what ways is Virginia part of the U.S. economy?
Primary Resources	<p>Correlations:</p> <p>Interactive Websites: SOL Pass: VS.10 Study Guide, Games, Activities</p> <p>Lesson Plans: VDOE: Enhanced Scope and Sequence Lessons/Resources Prince William County School System: Virginia Studies Resources It's Elementary: Interactive Note-Taking Notebook</p> <p>Videos:</p> <p>Literature/Music Connections:</p>
Essential Vocabulary	

Marking Period: 4th 9 Weeks

Days: remainder of grading period

Reporting Category/Strand: History, Civics, Geography, and Economics

SOL VS.2a-10c	See all previous sections for specific objectives
Essential Knowledge/Skills/Understandings	
Essential Questions	
Primary Resources	
Assessment	