

## ECONOMIC RELATED SOLS

### 2008 SOLs (Includes July 17<sup>th</sup> 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

September 2009

*VCEE's affiliated university-based Centers for Economic Education have identified sample lessons and resources for each SOL; some are from publications and others are on-line. Teachers who attend Center workshops often receive these resources at no cost. Check [www.vcee.org](http://www.vcee.org) to see what professional development programs are scheduled in your area or contact the Center closest to you if you have questions about a lesson or would like to schedule a workshop.*

## Virginia Studies

SOL #	Summary of Language	Lessons/Activities/Resources
VS.3a	<p>The student will demonstrate knowledge of the first permanent English settlement in America by</p> <p>a) explaining the reasons for English colonization.</p> <p><b>Essential Understandings Identified</b> Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America. The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.</p> <p><b>Essential Questions Identified</b> What were the reasons for English colonization in America? What were the reasons why the Jamestown settlers came to America? Essential Knowledge Identified</p> <p><b>Reasons for English colonization in America</b> England wanted to establish an American colony to increase her its wealth and power.</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• “What Happened at Jamestown?” Lesson 6 <u><a href="#">Adventures in Economics and U.S. History, Volume I Colonial America</a></u>, (Gallagher &amp; Hopkins 2007)</li> <li>• “Exploring Their Choices,” Lesson 7, <u><a href="#">Adventures in Economics and U.S. History, Volume I: Colonial America</a></u>, (Gallagher &amp; Hopkins 2007)</li> </ul>

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	<p>Jamestown</p> <ul style="list-style-type: none"> <li>• Jamestown was primarily an economic venture.</li> <li>• The stockholders of the Virginia Company of London financed the settlement of Jamestown.</li> <li>• Jamestown became the first permanent English settlement in North America in 1607</li> </ul>	
VS.3c	<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> <p><b>Essential Understandings Identified</b> The King of England had the power to grant charters allowing settlement in North America.</p> <p><b>Essential Questions Identified</b> What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?</p> <p><b>Essential Knowledge Identified</b> <del><b>Importance of Virginia charters</b></del> <del>The King of England granted charters to the Virginia Company of London.</del></p> <ul style="list-style-type: none"> <li><del>• The charters gave the Virginia Company the right to establish a settlement in North America and</del></li> <li><del>• The first charter of the Virginia Company of London established companies to begin colonies in the New World</del></li> <li><del>• The charters to extend English rights to the colonists settlers.</del></li> </ul> <p><b><u>Importance of Virginia charters</u></b></p> <p><u>The King of England granted charters to the Virginia Company of London to:</u></p> <ul style="list-style-type: none"> <li>• <u>establish a settlement in North America, and</u></li> <li>• <u>extend English rights to the settlers.</u></li> </ul>	<ul style="list-style-type: none"> <li>• “The Virginia Company: Why Did They Invest?” Lesson 5, <u>Adventures in Economics and U.S. History Volume I: Colonial America.</u> (Gallagher and Hopkins 2007)</li> <li>• “Exploring Choices: Entrepreneurs, King James, Investors, Colonists, and Indians,” Lesson 7 <u>Adventures in Economics and U.S. History Volume I: Colonial America</u> (Gallagher and Hopkins 2007)</li> </ul>

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<p>VS.3g</p>	<p>The student will demonstrate knowledge of the first permanent English settlement in America by</p> <p>g) describing the interactions between the English settlers and <del>the Powhatan people, the native peoples</del> including the contributions of <del>Powhatan the Powhatans</del> to the survival of the settlers.</p> <p><b>Essential Understandings Identified</b>  The <del>Powhatan people</del> <u>native peoples</u> and the English settlers at Jamestown established trading relationships and for a while had positive interactions.</p> <p><b>Essential Questions Identified</b>  How did the <del>Powhatan people</del> <u>native peoples</u> and the English settlers interact?</p> <p>Why did the relationship between the Jamestown settlers and the <del>Powhatan people</del> <u>native peoples</u> change?</p> <p><u>How did Powhatan contribute to the survival of the settlers?</u></p> <p><b>Essential Knowledge Identified</b>  Captain John Smith initiated trading relationships with the <del>Powhatans</del> <u>native peoples</u>.</p> <p>The <del>Powhatans</del> <u>native peoples</u> traded <u>mainly</u> food, furs, and leather with the English in exchange for tools, pots, <del>guns,</del> and <del>they traded</del> <u>copper for jewelry, and other goods.</u></p> <p>The <del>Powhatan people</del> <u>native peoples</u> contributed to the survival of the Jamestown settlers in several ways.</p> <ul style="list-style-type: none"> <li>• <u>Powhatan, chief of 30 many tribes, provided leadership to his people and taught the settlers survival skills.</u></li> <li>• Pocahontas, daughter of <del>Chief Powhatan,</del> <u>believed the English and American Indians (First Americans) could live in harmony. Pocahontas began a friendship with the colonists that helped them survive served as a contact between the native peoples and the English.</u></li> <li>• The <del>Powhatans</del> <u>native peoples</u> <u>introduced new crops to the English, including showed the colonists settlers how to plant corn and tobacco.</u></li> </ul>	<ul style="list-style-type: none"> <li>• “Why Did They Trade?” Lesson 8, <u>Adventures in Economics and U.S. History Volume I: Colonial America.</u> (Gallagher and Hopkins 2007)</li> </ul>
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	<p>Over time, <del>The Powhatan people</del> <u>the native peoples</u> realized the English settlement would continue to grow.</p> <p>The <del>Powhatans</del> <u>native peoples</u> <del>saw</del> <u>came to see</u> the <del>colonists</del> <u>settlers</u> as invaders <del>that</del> <u>who</u> would take over their land</p>	
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VS.4a	<p>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.</p> <p><b>Essential Understandings Identified</b> The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.</p> <p><b>Essential Questions Identified</b> What effect did agriculture have on the Virginia colony? How did agriculture in the Virginia colony influence the institution of slavery?</p> <p><b>Essential Knowledge Identified</b></p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Cash crop: A crop that is grown to sell for money rather than for use by the growers</li> </ul> <p>The economy of the Virginia colony depended on agriculture as a primary source of wealth. 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 planting of tobacco depended on a <del>reliable</del> steady and inexpensive source of labor.</p> <ul style="list-style-type: none"> <li>• <del>Large numbers of</del> Africans men, women, and children were brought to the colony against their will to work as slaves on the plantations.</li> <li>• The Virginia colony became dependent on slave labor, and the dependence lasted a long time.</li> </ul>	<ul style="list-style-type: none"> <li>• “Economic Influences on the Virginia Colony: A Lesson Plan,” <u>History in Your Own Back yard</u>. <a href="http://www.historypoint.org/education/teaching/history_ba/ckyard/economic_influences.asp">http://www.historypoint.org/education/teaching/history_ba/ckyard/economic_influences.asp</a></li> </ul>
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<p>VS.4d</p>	<p>The student will demonstrate knowledge of life in the Virginia colony by d) describing how money, barter, and credit were used.</p> <p><b>Essential Understandings Identified</b> Money was not commonly used in early agricultural societies.</p> <p><b>Essential Questions Identified</b> What forms of exchange were used in the Virginia colony?</p> <p><b>Essential Knowledge Identified</b> <b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Money: A medium of exchange (currency, which includes coins and paper bills)</li> <li>• Barter: Trading/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 another</li> <li>• Saving: Money put away to save or to spend at a later time</li> </ul> <p>Few people had paper money and 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>	<ul style="list-style-type: none"> <li>▪ “A Colonial Marketplace,” Lesson 10, <u><a href="#">Adventures in Economics and U.S. History, Volume I: Colonial America.</a></u> (Gallagher &amp; Hopkins 2007)</li> <li>▪ “Jamestown Marketplace,” Adaptation of “A Colonial Marketplace” (Old Dominion University Center for Economic Education Cookson)”</li> <li>▪ “Understanding the Colonial Economy,” Lesson 1, <u><a href="#">United States History: Eyes on the Economy-Through the Civil War</a></u> (CEE* Shug, Caldwell, Wentworth, Kraig, and Highsmith 1998)</li> </ul> <p>*Council for Economic Education Publication <a href="http://www.councilforeconed.org/">http://www.councilforeconed.org/</a></p>
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<p>VS.5a</p>	<p>The student will demonstrate knowledge of the role of Virginia in the American Revolution by</p> <p>a) identifying the reasons why the colonies went to war with <del>England</del> <u>Great Britain</u> as expressed in the Declaration of Independence.</p> <p><b>Essential Understandings Identified</b>  <u>England became Great Britain in the early 1700s.</u></p> <p>Conflicts developed between the colonies and <del>England</del> <u>Great Britain</u> over how the colonies should be governed.</p> <p>The Declaration of Independence gave reasons for independence and ideas for self-government.</p> <p><b>Essential Questions Identified</b>  How did the colonists' ideas about government differ from those of the <del>English</del> <u>British</u> Parliament?  Why is the Declaration of Independence an important document?</p> <p><b>Essential Knowledge Identified</b>  The colonists and the <del>English</del> <u>British</u> Parliament disagreed over how the colonies should be governed.</p> <ul style="list-style-type: none"> <li>• Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.</li> <li>• Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since 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>	<ul style="list-style-type: none"> <li>• “Which to be? Tory or Patriot?” Lesson 1 <u>Adventures in Economics and U. S. History Volume 2, A Young Nation (1765-1877)</u> (Gallagher and Hopkins 2007)</li> <li>• “American Revolution: One Tax too Many,” Lesson 2 <u>Adventures in Economics and U. S. History Volume 2, A Young Nation (1765-1877)</u> (Gallagher and Hopkins 2007)</li> </ul>
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<p>VS.5b</p>	<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 <del>whites, slaves, free blacks, enslaved African Americans, free African Americans, and American Indians</del> in the Revolutionary War era, <del>with emphasis on including</del> George Washington, Thomas Jefferson, <del>and</del> Patrick Henry, <del>and</del> James Lafayette.</p> <p><b>Essential Understandings Identified</b> Virginians made significant contributions during the Revolutionary War era.</p> <p><del>Whites, slaves, free blacks, enslaved African Americans, free African Americans, and American Indians</del> all had various roles during the American Revolution.</p> <p><b>Essential Questions Identified</b> What contributions did Virginians make during the Revolutionary War era?</p> <p><del>What contributions did whites, slaves, free blacks, enslaved African Americans, free African Americans, and American Indians</del> make during the American Revolution?</p> <p><b>Essential Knowledge Identified</b> Varied roles of <del>Virginians whites, slaves, free blacks, enslaved African Americans, free African Americans, and American Indians</del> in the Revolutionary War era</p> <ul style="list-style-type: none"> <li>• Virginia patriots served in the Continental Army and fought <del>against the English</del> for independence leading to the <del>English</del> British surrender at Yorktown.</li> <li>• Some Virginians were neutral and did not take sides <del>while</del> other Virginians remained loyal to <del>England</del> Great Britain.</li> <li>• <del>During the war,</del> Women took on more responsibility: <del>to support the war effort.</del></li> <li>• African Americans from Virginia were divided about the war. Some <del>slaves</del> <del>enslaved African Americans</del> fought for the <del>English</del> a better chance of freedom, <del>because they were promised freedom.</del></li> <li>• Some free <del>blacks</del> African Americans fought for independence in the American Revolution.</li> </ul>	<p><a href="http://www.history.org/history/teaching/revolution/loyalty.html">http://www.history.org/history/teaching/revolution/loyalty.html</a></p> <p>This great online simulation is from Colonial Williamsburg. You are a slave and your mission is to gather secret information as a spy. Students overhear conversations, answer questions, gather information, and then must decide whether you should turn your secrets over to the Patriots or the Loyalists. Great for cost/benefit analysis.</p>
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	<ul style="list-style-type: none"> <li>• <u>Many American Indians in western Virginia fought alongside both against the Virginia patriots to protect their land. Some American Indians volunteered to fight against and the British.</u></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 <del>England</del> <u>Great Britain</u> 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 <del>Armistead</del> Lafayette, <del>a slave</del> <u>an enslaved African American</u> from Virginia, served in the Continental Army and <del>was given</del> <u>successfully requested</u> his freedom after the war.</li> </ul>	
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VS.6c	<p>The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by</p> <p>c) explaining the influence of geography on the migration of Virginians into western territories.</p> <p><b>Essential Understandings Identified</b> Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.</p> <p><b>Essential Questions Identified</b> What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?</p> <p><b>Essential Knowledge Identified</b> 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>• <del>Many black families were moved by settlers, who took their labor source with them.</del></li> </ul> <p>Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.</p>	<ul style="list-style-type: none"> <li>• “The Pioneers Headed West,” Lesson 14 <u>Adventures in Economics and U. S. History Volume 2, A Young Nation (1765-1877)</u> (Gallagher and Hopkins 2007)</li> </ul>
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<p>VS.7a</p>	<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> <p><b>Essential Understandings Identified</b> Because of economic differences between the North and South, they were unable to resolve their conflicts and the South seceded from the United States. Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p> <p><b>Essential Questions Identified</b> What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War?</p> <p><b>Events leading to secession and war</b></p> <ul style="list-style-type: none"> <li>• Nat Turner led a revolt against plantation owners in Virginia.</li> <li>• Abolitionists campaigned to end slavery.</li> <li>• Harriet Tubman supported a secret route that escaped <del>slaves</del> <u>enslaved African Americans</u> took; it became known as the “Underground Railroad.”</li> <li>• 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.</li> <li>• After Abraham Lincoln <del>became</del> <u>was elected</u> President of the United States in 1860, some southern states seceded from the Union <u>and formed the “Confederate States of America.”</u> Later, <del>other southern states, including</del> <u>Virginia seceded to form the “Confederate States of America.” and joined them.</u></li> </ul> <p><b>Creation of West Virginia</b></p> <ul style="list-style-type: none"> <li>• Conflict grew between the eastern counties of Virginia that relied on slavery and western counties that <del>favored abolition of</del> <u>did not favor</u> slavery.</li> </ul> <p><del>The</del> <u>Many disagreements</u> between the two regions of the state led to the formation of West Virginia</p> <p>Why did Virginia secede from the Union?</p>	<ul style="list-style-type: none"> <li>• “How Eli Whitney Made Cotton King,” Lesson 8 <u>Adventures in Economics and U. S. History Volume 2, A Young Nation (1765-1877)</u> (Gallagher and Hopkins 2007)</li> <li>• “The Manufacturing North,” Lesson 9 <u>Adventures in Economics and U. S. History Volume 2, A Young Nation (1765-1877)</u> (Gallagher and Hopkins 2007)</li> <li>• “The Changing Price of Cotton,” Lesson 11 <u>Adventures in Economics and U. S. History Volume 2, A Young Nation (1765-1877)</u> (Gallagher and Hopkins 2007)</li> </ul>
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	<p>How did West Virginia become a state?</p> <p><b>Essential Knowledge Identified</b> <b>Differences between northern and southern states</b></p> <ul style="list-style-type: none"><li>• The economy in the northern part of the United States was <u>more</u> industrialized, while in the southern part it was agricultural and relied <u>more</u> on slave labor.</li><li>• Northern states wanted the new states created out of the western territory to be “free states,” while the southern states wanted the new states to be “slave states.”</li></ul>	
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VS.7c	<p>The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by</p> <p>b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;</p> <p><b>Essential Understandings Identified</b> Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.</p> <p>Virginians played a significant role in the Civil War.</p> <p>Essential Questions Identified What major Civil War battles were fought in Virginia?</p> <p>Who were some of the leaders of the Civil War?</p> <p><b>Essential Knowledge Identified</b> <b>Major Civil War battles fought in Virginia</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.</li> <li>• Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war.</li> <li>• Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederate), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.</li> <li>• 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.</li> </ul>	
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VS.8a	<p>The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by</p> <p>a) identifying the effects of Reconstruction on life in Virginia.</p> <p><b>Essential Understandings Identified</b> Virginians faced serious problems in rebuilding the state after the war.</p> <p><b>Essential Questions Identified</b> 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> <p><b>Essential Knowledge Identified</b> <b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Reconstruction: The period following the Civil War in which Congress passed laws designed to rebuild the country and bring the southern states back into the Union</li> </ul> <p><b>Problems faced by Virginians during Reconstruction</b></p> <ul style="list-style-type: none"> <li>• Millions of freed <del>slaves</del>-African Americans needed housing, education, clothing, food, and jobs.</li> <li>• Virginia’s economy was in ruins: <ul style="list-style-type: none"> <li>– Money had no value.</li> <li>– Banks were closed.</li> <li>– Railroads, bridges, plantations, and crops were destroyed.</li> </ul> </li> </ul> <p><b>Measures taken to resolve problems</b></p> <ul style="list-style-type: none"> <li>• The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for <del>freed slaves</del>-freed <del>black people</del>-African Americans and others in Virginia. <del>and the rest of the South.</del></li> <li>• Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop.</li> </ul>	<p><a href="http://valley.lib.virginia.edu/VoS/sitemap.html">http://valley.lib.virginia.edu/VoS/sitemap.html</a> <u>The Valley of the Shadow</u> Then scroll down to “Freedmen’s Bureau of Augusta County, Virginia”</p>
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VS.8c	<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> <p><b>Essential Understandings Identified</b> After the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.</p> <p><b>Essential Questions Identified</b> What changes took place in Virginia to boost the economic growth?</p> <p><b>Essential Knowledge Identified</b> Virginia began to grow in many areas after the Civil War and Reconstruction.</p> <ul style="list-style-type: none"> <li>• Virginia’s cities grew with people, businesses, and factories.</li> <li>• Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns to cities. Railroad centers stimulated the growth of factories where clothing, furniture, and other useful items were made. Roanoke became a railroad center. Richmond, Norfolk, and Newport News were bustling with activity as the railroad brought new jobs and people to the areas. <del>Petersburg, Alexandria, and Lynchburg also grew rapidly.</del></li> <li>• Other parts of Virginia grew as other industries developed. Coal deposits, discovered in Tazewell County after the Civil War and then in nearby counties, became a source of livelihood for residents of southwest Virginia.</li> <li>• The need for more and better roads increased.</li> <li>• Tobacco farming and tobacco products became important Virginia industries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Improving Transportation,” Lesson 5, Unit 6 and “The Economic Effects of the Civil War,” Lesson 2 Unit 8, <u>United States History: Eyes on the Economy-Through the Civil War</u> (CEE Shug, Caldwell, Wentworth, Kraig, and Highsmith 1998)</li> </ul>
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<p>VS. 9a</p>	<p>The student will demonstrate knowledge of twentieth- <del>and twenty-first</del> centuries 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><b>Essential Understandings Identified</b>  During the twentieth- <del>and twenty-first</del> century-<del>ies</del>, Virginia changed from a rural, agricultural society to a more urban, industrial society.</p> <p><del>After Reconstruction, Virginia's cities began to grow.</del></p> <p><b>Essential Questions Identified</b>  Why did Virginia change from an agricultural to an industrial society?  What caused Virginia's cities to grow?</p> <p><b>Essential Knowledge Identified</b>  <del>Decline of agricultural society</del> <u>During the early 20<sup>th</sup> century, agriculture began to change.</u></p> <ul style="list-style-type: none"> <li>• Old systems of farming were no longer effective.</li> <li>• Crop prices were low.</li> </ul> <p><b>Growth of Virginia's cities</b></p> <ul style="list-style-type: none"> <li>• People moved from rural to urban areas for economic opportunities.</li> <li>• Technological developments in transportation, roads, railroads, and streetcars helped cities grow.</li> <li>• Coal mining spurred the growth of Virginia towns and cities as people moved from the countryside to find jobs.</li> </ul> <p>Since the end of World War II, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region.</p> <p><del>Both</del> <u>In the late 20<sup>th</sup> century and the early 21<sup>st</sup> century,</u> Northern Virginia and the Tidewater region have grown due to computer technology.</p> <p>People have moved to Virginia from many other states and nations, <del>for jobs, freedom, and the enjoyment of Virginia's beauty and quality of life.</del></p>	<ul style="list-style-type: none"> <li>▪ “In the Past and In the Present,” Lesson 15 <u>Adventures in Economics and U.S. History, Volume I: Colonial America.</u> (Gallagher and Hopkins 2007)</li> <li>▪ “From Farms to Cities: The Amazing Farmer Mystery,” Lesson 16 <u>Adventures in Economics and U.S. History, Volume II: A Young Nation (1765-1877).</u> (Gallagher and Hopkins 2007)</li> </ul>
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VS.9d	<p>The student will demonstrate knowledge of twentieth- <u>and twenty-first centuries</u> Virginia by  e) d) identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., <u>Oliver W. Hill, Sr.</u>, Arthur R. Ashe, Jr., <u>A. Linwood Holton, Jr.</u>, and L. Douglas Wilder.</p> <p><b>Essential Understandings Identified</b>  Many individuals made social, political, and economic contributions to Virginia life in the twentieth- <u>and twenty-first century-ies.</u></p> <p><b>Essential Questions Identified</b>  What contributions to life in the twentieth- <u>and twenty-first century-ies in</u> Virginia were made by Maggie L. Walker, Harry Flood Byrd, Sr., <u>Oliver W. Hill, Sr.</u>, Arthur R. Ashe, Jr., <u>A. Linwood Holton, Jr.</u>, and L. Douglas Wilder?</p> <p><b>Essential Knowledge Identified</b>  <u>Citizens who made political, social, and/or economic contributions</u></p> <p>Maggie L. Walker was the first African American woman to <u>establish and</u> become a bank president in the United States. <del>She was also the first woman to become a bank president.</del></p> <p>Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.</p> <p><u>Oliver W. Hill, Sr., was a lawyer and civil rights leader who worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision.</u></p> <p>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.</p>	<p>Walker Leaves Lasting Legacy  Download from  <a href="http://www.richmondfed.org/publications/education/historical_figure_bookmarks/pdf/maggie_walker.pdf">www.richmondfed.org/publications/education/historical_figure_bookmarks/pdf/maggie_walker.pdf</a></p>
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	<p><u>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.</u></p> <p>L. Douglas Wilder, <del>former</del> as governor of Virginia, was the first African American to be elected a state governor in the United States.</p>	
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VS.10b	<p>The student will demonstrate knowledge of government, geography, and economics by</p> <p>b) describing the major products and industries of Virginia’s five geographic regions.</p> <p><b>Essential Understandings Identified</b> The state of Virginia can be divided into five geographic regions. Different products and industries characterize each region.</p> <p><b>Essential Questions Identified</b> What are the major products and industries of each region in Virginia?</p> <p><b>Essential Knowledge Identified</b> <b>Selected Examples of Products and Industries</b></p> <p><b>Coastal Plain (Tidewater)</b> <i>Products:</i> Seafood, <u>peanuts</u> <i>Industries:</i> Shipbuilding, tourism, federal <u>government</u>, military <u>installations bases</u></p> <p><b>Piedmont</b> <i>Products:</i> Tobacco products, information technology <i>Industries:</i> Technology, federal and state government, farming, <u>textiles</u>, <u>horse</u>, <u>lumbering</u></p> <p><b>Blue Ridge Mountains</b> <i>Products:</i> Apples, <u>lumber</u> <i>Industries:</i> Recreation, <u>farming</u>, <u>lumbering</u></p> <p><b>Valley and Ridge</b> <i>Products:</i> Poultry, apples, <u>dairy</u>, <u>beef</u> <i>Industries:</i> Farming, <u>poultry</u>, <u>fruit</u></p> <p><b>Appalachian Plateau</b></p>	<p>“Word Splash,” <u>Virginia Studies: Ready Resources for the Classroom</u>. <a href="http://vastudies.pwnet.org/pdf/regions_word_splash.pdf">http://vastudies.pwnet.org/pdf/regions_word_splash.pdf</a></p>
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	<p><i>Products:</i> Coal  <i>Industries:</i> Coal mining, <u>telecommunications</u></p>	
<p>VS.10c</p>	<p>The student will demonstrate knowledge of government, geography, and economics by  c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.</p> <p><b>Essential Understandings Identified</b>  Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.  Industries in Virginia produce goods and service</p> <p><b>Essential Questions Identified</b>  How have advances in transportation facilitated migration and economic growth?  How have advances in communication and technology helped the economy grow?  In what ways is Virginia part of the U.S. economy?</p> <p><b>Essential Knowledge Identified</b>  Virginia’s transportation system (highways, railroads, and air transportation) 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 workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.</p>	<p>“Taxes and Transportation,” <u>Virginia Pathways: The Series.</u>  <a href="http://www.vastudies.org/episode1/default.html">http://www.vastudies.org/episode1/default.html</a></p> <p>Great lessons on transportation, but set in modern era, not historical.</p>

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