

Key: **red text** highlights new 2008 content;

~~crossout~~ indicates content cut from 2008 revision

STANDARD 2.1 – Ancient China & Egypt

The student will explain how the contributions of **ancient China and Egypt** have influenced the **present world** in terms of architecture, inventions, the calendar, and written language.

ESSENTIAL UNDERSTANDINGS

Ancient people made contributions that **affect the present world**.

Terms to know

- **Ancient:** Long, long ago
- **Architecture:** The design of buildings
- **Contribution:** The act of giving or doing something

*What **inventions** came from ancient China and Egypt?*

*What examples of **architecture** from ancient China and Egypt are still present today?*

*What contributions did the people of ancient China and Egypt make to the development of **written language**?*

See chart below

| Contributions of Ancient China and Egypt | | |
|--|--|--|
| | China | Egypt |
| Written Language | Characters, symbols | Hieroglyphics |
| Inventions | Kite; Compass; Silk cloth; Bronze; Fireworks | Paper made from papyrus; 365-day calendar; Clock |
| Architecture | Great Wall | Pyramids |

STANDARD 2.2 – American Indian Culture – Past & Present

The student will compare the lives and contributions of **three American Indians cultures of the past and present** with emphasis on the Powhatan of the Eastern Woodlands, the ~~Lakota Sioux~~ of the Plains, and the Pueblo peoples of the Southwest.

ESSENTIAL UNDERSTANDINGS

American Indian ~~tribes~~ **peoples** have lived in Virginia and in other regions of America **for thousands of years**.

American Indians ~~met their basic needs in different ways~~ **developed different cultures because they lived in different environments of North America**.

American Indians have made **and continue to make** contributions to present-day life.

Terms to know

- **Culture:** The beliefs, customs, and way of life of a group of people
- **Regions:** Places that have common (the same) characteristics
- **Environment:** Surroundings

*What are some contributions of the American Indians **culture to present-day life**?*

- Contributions of American Indians
- Arts (~~jewelry~~, pottery, weaving, **carving**)
- ~~Legends and stories~~ **Knowledge of the environment**
- Respect for nature
- **Farming of corn and tobacco**

*How are American Indians of the past **different** from those of today?*

Changes in American Indian culture

- **Today**, American Indians live and work in Virginia and the United States.
- American Indian cultures have **changed** over time.

*In what ways were past the American Indians **lifestyles** in Virginia **similar to** and different from those of the ~~Sioux~~ **Lakota** and **Pueblo** Indians?*

See chart below

Who are some of the three American Indians peoples who that lived in Virginia and in other regions of the United States?

| Region | Indians | Homes | Occupations | Transportation |
|-------------------|-------------------------|---|--|------------------------|
| Eastern Woodlands | Powhatan | Wood frame houses with bark/reed covering | Fishermen, Hunters, Farmers | Walked; Paddled canoes |
| Plains | Sioux Lakota | Teepees | Hunters; Horsemen; Warriors | Walked; Used horses |
| Southwest | Pueblo | Multi-story terraced buildings | Farmers; Hunters | Walked |

STANDARD 2.3 – Communities Change over Time

The student will identify and compare **changes in community life** over time in terms of buildings, jobs, transportation, and population.

New **inventions** have led to changes in buildings, jobs, transportation, and populations of communities over time.

ESSENTIAL UNDERSTANDINGS

Communities change over time for a variety of reasons.

How and why have communities changed over time?

The way people live today is different from the way people lived long ago.

Terms to know

- **Community:** A place where people live, work, and play
- **Population:** The number of people living in a community
- **Transportation:** A way of moving people and things from one place to another

STANDARD 2.4 – Environment affects Culture

The student will develop map skills by

- locating **the United States, China, and Egypt** on world maps;
- comparing the climate, land, and plant life of these regions;
- understanding **the relationship between the environment** and the culture of ancient China and Egypt;
- locating the regions of **the Powhatan, Lakota Sioux, and Pueblo Indians** on United States maps;
- describing how the people in these regions adapted to their environment.
- understanding the **relationship between the environment** and the culture of the Powhatan, Lakota and Pueblo Indians.

ESSENTIAL UNDERSTANDINGS

People adapt **relate to their environment** in different ways.

The **Powhatan** lived in the **Eastern Woodlands** region.

The **Lakota** lived in the **Plains** region.

The **Pueblo** lived in the **Southwest** region.

Where are the United States, China, and Egypt located on a world map?

China is located in **Asia**. Egypt is located in **Africa**. **The United States is located in North America**.

Where are the regions of the Powhatan, Lakota, and Pueblo people located on a United States map?

| | Climate | Land | Plant Life |
|------------------------------------|--|--------------------------------------|--------------------------------|
| China | Seasons | Forests, Hills, Mountains, Deserts | Great variety of plant life |
| Egypt | Hot, dry | Nile River Valley, Deserts, Flooding | Grasses along the Nile River |
| Eastern Woodland (Powhatan) | Mild winters; Hot, humid summers | Rivers, Hills, Mountains, Coastland | Forests; Variety of plant life |
| Plains (Sioux) (Lakota) | Hot summers; Harsh, cold winters | Plains, Prairies, Rolling hills | Grasses |
| Southwest (Pueblo people) | Hot days; Cold nights; Little rainfall | High flatlands | Cactus |

*How did the environment affect the culture of Egypt and China?
How did the **environment** affect the Powhatan, Lakota, and Pueblo Indians?*

*How did the ancient Chinese, Egyptians, Powhatan, Lakota, and Pueblo people relate to their **environments**?*

Ways people related to their environment

The ancient **Chinese** settled along the **Huang He**. They fished, farmed, and irrigated the land.

The ancient **Egyptians** farmed and irrigated the land near the **Nile River**.

The **Powhatan** farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.

The **Lakota** moved around the region to hunt for buffalo. They later used horses for transportation.

The **Pueblo** people farmed the land. They lived in villages in **adobe (clay) houses**.

Terms to know

- **Climate:** The kind of weather an area has over a long period of time
- **Land:** The shape of the land's surface
- **Environment:** Surroundings

STANDARD 2.5 – Map Locations

The student will develop map skills by

a) locating the **equator**, the **seven continents**, and the ~~four~~ **five oceans** on maps and globes;

b) locating selected rivers (**James River, Mississippi River, Rio Grande, Huang He, Nile River**), mountain ranges (**Appalachian Mountains and Rocky Mountains**), and lakes (**Great Lakes**) in the United States and other countries.

ESSENTIAL UNDERSTANDINGS

Maps can be used to locate land and water features.

Maps and globes help people study the Earth.

Terms to know

- **Equator:** An imaginary line around the middle of the Earth
- **Continent:** A large body of land on the Earth

*Where are the **seven continents**, the ~~four~~ **five oceans**, and the **equator** located on maps and globes?*

The **seven continents**

Locate **North America, South America, Europe, Asia, Africa, Australia**, and **Antarctica** on maps and globes.

The ~~four~~ **five oceans**

Locate the **Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean**, and the **Southern Ocean** on maps and globes.

*Where are these major **rivers, lakes, and mountain ranges** located on a map of the United States and the world?*

Selected **rivers, mountain ranges, and lakes** in the United States

Locate the **James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains**, and the general area of the **Great Lakes** on a United States map.

Selected world rivers:

Locate the **Huang He** in China and the **Nile River** in Egypt.

STANDARD 2.6 - Maps

The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

ESSENTIAL UNDERSTANDINGS

People who make maps include a **title, map legend, and compass rose.**

A map is a drawing that shows what places look **like from above** and where they are located.

A **map legend** includes **symbols** that represent objects and places.

What is included when making a map?

Maps include the following:

- **Title**—The name or kind of map
- **Map legend**—A list of shapes and symbols used on a map and an explanation of what each stands for
- **Compass rose**—A symbol that shows direction (north, east, south, and west) on a map

STANDARD 2.7 - Resources

The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

ESSENTIAL UNDERSTANDINGS

The three main types of **resources** are **natural, human, and capital.**

What are natural, human, and capital resources?

Terms to know

- **Natural resources:** Materials that come **directly** from nature
- **Human resources:** People working to produce goods and services
- **Capital resources:** Goods made by people and used to produce other goods and services

Examples of resources

- **Natural:** Water, soil, wood, coal
- **Human:** Farmers, miners, builders, painters
- **Capital:** Hammers, computers, trucks, lawn mowers, factory buildings

~~Resources influence what people produce both in the past and present.~~

Resources influence how people produce goods and services both in the past and present.

~~How did resources influence what people produced in the past?~~

~~How do resources influence what people produce in the present?~~

~~How did resources influence how people produced in the past?~~

~~How do resources influence how people produce goods and services in the present?~~

~~Resources influence what is produced and how it is produced.~~

~~• The food, shelter, and clothing produced by the Powhatan were different from the Lakota and Pueblo people.~~

~~• Builders today build different types of houses and use different tools and other resources from builders in the past.~~

STANDARD 2.8 – Barter & Money

The student will distinguish between the **use of** barter and the use of money in the exchange for goods and services.

ESSENTIAL UNDERSTANDINGS

People acquire **goods** and **services** through **barter** or through the exchange of **money.**

What is the difference between using barter and using money in exchange for goods and services?

Terms to know

- **Barter:** The exchange of goods and services without the use of money
- **Money:** Coins, paper bills, and checks used in exchange for goods and services

STANDARD 2.9 – Producers, Consumers, Scarcity

The student will explain that scarcity - limited resources- requires people to make choices about producing and consuming goods and services.

ESSENTIAL UNDERSTANDINGS

People are both producers and consumers.

People must make economic choices because resources are limited (scarcity).

*What is **scarcity**?*

Scarcity: Not being able to meet all wants at the same time **because resources are limited**

*What is a **consumer**?*

Consumer: A person who uses goods and services

*What is a **producer**?*

Producer: A person who uses resources to make goods and/or provide services

*Why do people have to make **economic choices**?*

People **must** make **economic choices** because resources and goods and services are scarce (limited).

STANDARD 2.10 – Good Citizens

The student will explain the responsibilities of a good citizen, with emphasis on

- respecting and protecting the rights and property of others;
- taking part in the voting process when making classroom decisions;
- describing actions that can improve the school and community;
- demonstrating self-discipline and self-reliance;
- practicing honesty and trustworthiness.

ESSENTIAL UNDERSTANDINGS

A good citizen has a variety of responsibilities.

What are some responsibilities of a good citizen?

Responsibilities of a good citizen

- Respecting and protecting the rights and property of others
- Taking part in the voting process when making classroom decisions
- Describing actions that can improve the school and community
- Demonstrating self-discipline and self-reliance
- Practicing honesty and trustworthiness

STANDARD 2.11- Important Americans

The student will **identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr.** as Americans whose contributions improved the lives of other Americans.

ESSENTIAL UNDERSTANDINGS

Individuals in the past have worked successfully to improve the lives of other Americans in the United States.

How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. help to improve the lives of other Americans?

Famous Americans and their contributions

- George Washington:** He led the fight for freedom from England and helped establish a new country.

- Abraham Lincoln:** He was the President of the United States who helped free African American slaves.
- Susan B. Anthony:** She led the struggle to give women equal rights, including the right to vote.
- Helen Keller:** She overcame disabilities and worked to help others who were blind and deaf.
- Jackie Robinson:** He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.
- Martin Luther King, Jr.:** He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.

STANDARD 2.12 – Diversity in Virginia

The student will understand that ~~the people of Virginia United States~~ is a land of people who

a) have state and local government officials who are elected by voters;

b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

ESSENTIAL UNDERSTANDINGS

Virginia cities and counties have elected state and local government officials.

~~The United States~~ The people of Virginia is a land of people who have **diverse** ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.

They contribute to their community by **practicing the responsibilities of good citizens.**

Americans are a people of diverse ethnic origins, customs, and traditions who are **united** as Americans **by common principles and traditions.**

*How are **state and local government** officials elected?*

Voters in Virginia **elect officials** to make decisions for them in the state and local governments.

*How do people of **diverse ethnic origins, customs, and traditions**, participate and contribute to their communities in the United States?*

People living in ~~the United States~~ Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.

People contribute to their community by **practicing the responsibilities of good citizens.**

*How are people of different ethnic origins and customs **united** as Americans?*

While people in our communities have different ethnic and cultural origins, they are united as **Americans by common principles and traditions.**

People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.