

Virginia Studies VS.1

VIRGINIA GEOGRAPHY - (new 2023 standards)

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VS.1a Virginia's Bordering States

a) Locate Virginia and its bordering states on maps of the U.S. and North America.

Virginia borders **five states, DC, Chesapeake Bay, and the Atlantic Ocean.**



- **Maryland**
- **West Virginia**
- **Kentucky**
- **Tennessee**
- **North Carolina**

Bordering **bodies of water**

- **Atlantic Ocean**
- **Chesapeake Bay**

Note the location of capital of the United States, **Washington, D.C.**, between Virginia and Maryland.

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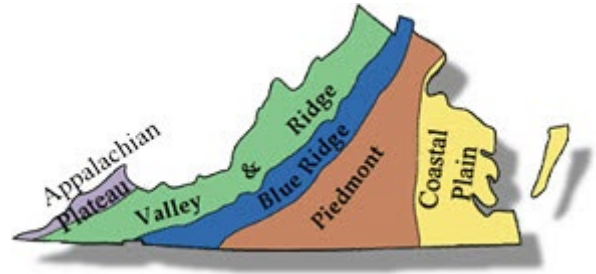
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VS.1b Virginia's Five Geographic Regions

b) Describe the relative location and physical characteristics of Virginia's five regions.

Geographic regions are man-made distinctions based on characteristics; different mapmakers (cartographers) may organize regions **differently.**

Virginia can be divided into **five geographic regions:**



- **Coastal Plain (Tidewater):** Flat land, near Atlantic Ocean and Chesapeake Bay; east of the Fall Line.
- **Piedmont:** Rolling hills, west of the Fall Line.
- **Blue Ridge Mountains:** Old, rounded mountains; source of rivers.
- **Valley and Ridge:** Great Valley of Virginia and ridges; west of Blue Ridge Mountains.
- **Appalachian Plateau:** Located in Southwest Virginia; small part of it lies in the state.

VS.1c Virginia's Rivers and Waterways

c) Explain the impact of Virginia's bodies of water on its history, economy, and culture

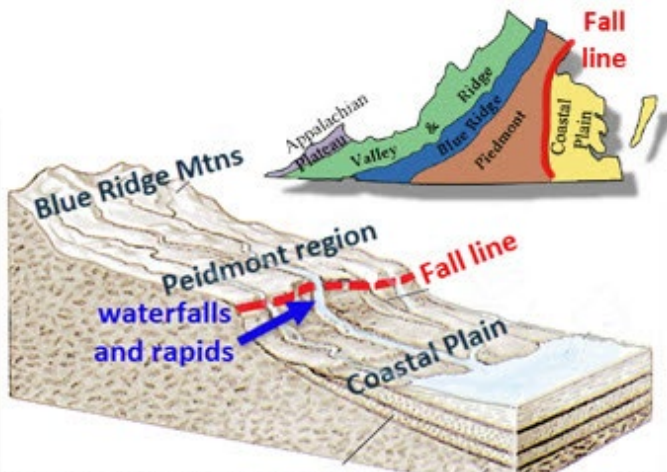
Water features influenced where early Virginians **settled** and created both **opportunities** and **barriers**.



Lake Drummond and Dismal Swamp

- **Settlements** developed near water sources.
- **Waterways** served as natural boundaries and routes.

Four rivers flow into the **Chesapeake Bay**



Early cities like Richmond and Petersburg developed along the fall line, a natural barrier of rapids and waterfalls

- **James River:** Flows into Chesapeake Bay; **Richmond & Jamestown** are located on it.
- **York River:** Flows into Chesapeake Bay; **Yorktown** is located along it.
- **Rappahannock River:** Flows into Chesapeake Bay; **Fredericksburg** lies on its banks.
- **Potomac River:** Flows into Chesapeake Bay; **Alexandria** is along this river.

Chesapeake Bay

- Provided a **safe harbor**
- Provided **food** and **transportation**
- Separated the **Eastern Shore**, a **peninsula**, from **mainland Virginia**

Atlantic Ocean

- Provided **transportation** links to Europe, Africa, and the Caribbean



Lake Drummond: Shallow **natural lake** located in the Coastal Plain region, surrounded by the Dismal Swamp.

Dismal Swamp: Located in the **Coastal Plain**, known for its rich wildlife.

Terms to Know

Fall Line

Natural **border** between the Coastal Plain and Piedmont where **waterfalls** block river travel.

Plateau

Elevated land that is **flat** on top. Part of the **Appalachian plateau** is in southwestern Virginia

Peninsula

Land surrounded by water on **three sides**. The Eastern Shore is a **peninsula**. The **Eastern Shore** is a peninsula.

Topography

Physical features of land (mountains, rivers, etc.)

Virginia Studies VS.2

VIRGINIA GEOGRAPHY - (new 2023 standards)

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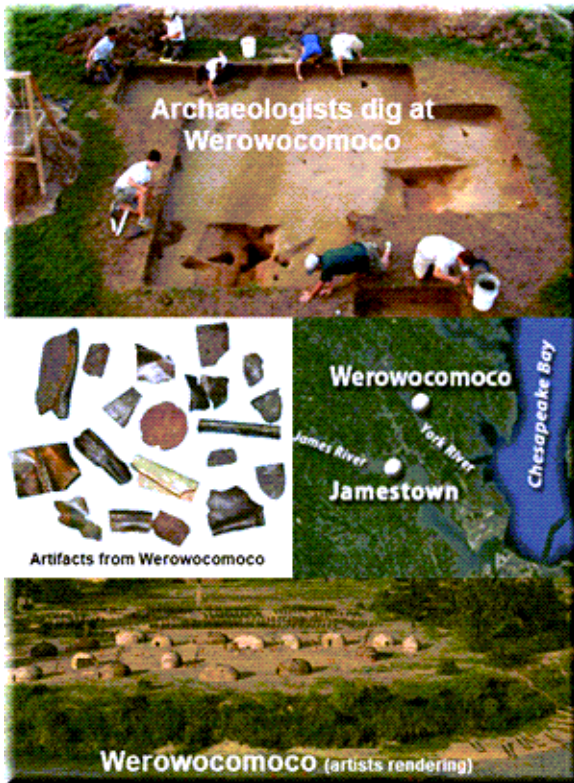
VS.2a: Archaeology and Virginia's Indigenous History

a) describe how archaeologists have recovered artifacts from important places in the history of Indigenous people including, but not limited to Werowocomoco

? What is archaeology?

Archaeology is the study of people from the past by uncovering and studying things they left behind, like tools, pottery, or homes.

These objects are called **artifacts**.



? What do archaeologists do?

- They **dig** carefully in areas where people once lived.
- They find and **study artifacts** to learn what **life was like long ago**.
- Each new discovery helps us better understand the **history of Virginia's Indigenous People**.

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Virginia's first known **capital was Werowocomoco**, located on the north bank of the river known as the Pamunkey, later renamed the **York River** by the English.

- **Werowocomoco** was once a **powerful capital** for the **Powhatan** people.
- **Werowocomoco** was located on the north bank of the river known as the **Pamunkey**, later renamed the **York River** by the English.
- Archaeologists have found many important **artifacts** at Werowocomoco that help tell the **story of early Virginia civilizations**.

VS.2b: Indigenous Language Groups in Virginia

b) describe Virginia's three most prominent Indigenous language groups (e.g., the Algonquian, the Siouan, and the Iroquoian)



Virginia's **Indigenous People** spoke many languages, but the **three most prominent language groups** were:

1. **Algonquian**
 - Spoken mostly in the **Tidewater** (Coastal Plain) region.
 - **Powhatan** tribes were part of this group.

2. Siouan

- Spoken in the **Piedmont** region (central Virginia).
- The **Monacan** people spoke a Siouan language.

3. Iroquoian

- Spoken in **southwestern Virginia** and in areas near the **Great Dismal Swamp**.
- The **Cherokee** and **Nottoway** were part of this group.

Remember: There is **no single language or culture** that represents all Indigenous People. Virginia's **Indigenous communities** were and still are **diverse**.

VS.2c: Diversity Among the Indigenous Nations

c) describe the diversity among the Indigenous nations

Indigenous people were the **first** to live in Virginia. They lived and continue to live **in all areas** of what we now call Virginia.

Indigenous people are both **individuals** and members of a **tribal group**; a **tribal nation** may comprise many tribes.

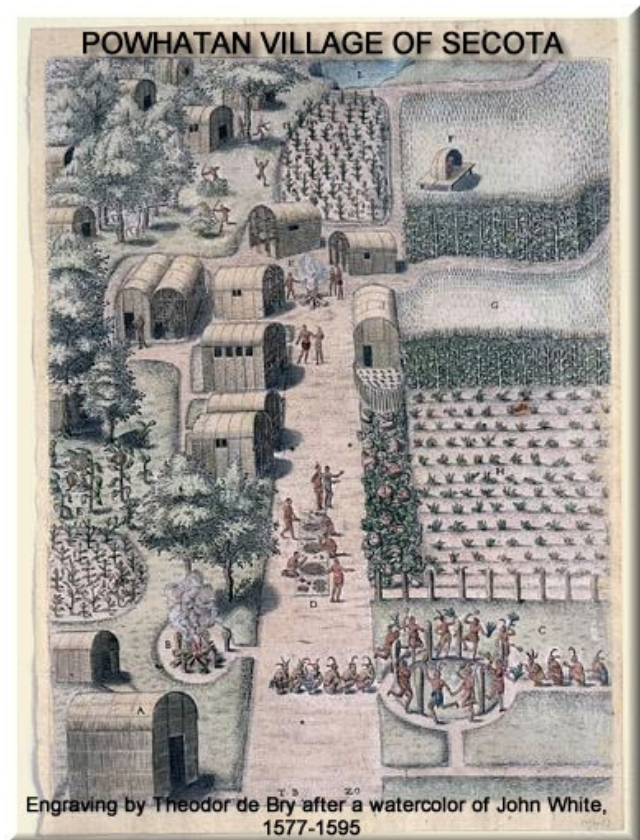
Virginia's **Indigenous People** were not all the same. They were **diverse** in many ways:

- They had **different languages, traditions, and beliefs**.
- Each tribe or nation had its **own government** and way of life.
- Some groups were part of **larger tribal nations** that included many smaller tribes.
- There is **no single** culture or language that represents **all Indigenous people**.

Like people today, they were individuals and members of communities, and they passed down **knowledge, stories, and skills** through generations.

VS.2d: Indigenous People and the Environment (Around 1600)

d) describe the relationships and interactions of Virginia's Indigenous People and their environment, circa 1600



Long ago, Virginia's Indigenous People lived in ways that respected and **depended on nature**.

They **adapted to the climate and the environment** to meet their basic needs.

Many lived near **rivers**, which made for good **farming**, good **fishing**, and easy **travel**.

Around the year 1600:

Most lived near **rivers**, which gave them:

- **Water** to drink
- **Fish** to eat
- **Fertile land** for growing crops like corn, beans, and squash
- Easy **travel routes** for trading or visiting other groups

They used **what was around them**:

- **Animal skins** for clothing
- **Wood and bark** for building homes
- **Rocks and bones** for tools

They **adapted** to the **climate and seasons**, and they deeply understood how their environment affected their culture and traditions.

VS.2e: Indigenous People in the Present Day

e.) describe the lives and cultures of Virginia's Indigenous People leading to the present day

Virginia's Indigenous People are not just part of history—they are **living communities** today!



Annual Nansemond Indian Pow Wow

- They have **adapted** over time, just like other cultural groups.
- They faced **challenges** like European **colonization, migration**, and changes to their lands.
- Today, many tribes have **state and federal recognition**, thanks to years of advocacy and education.
- Indigenous communities continue to **celebrate their heritage**, language, arts, and traditions, while also participating in modern life.

Learning about Indigenous history from their own perspective helps us see a more complete and respectful view of Virginia's past and present.

Virginia Studies VS.3

English Colonization and the Founding of Jamestown - (new 2023 standards)

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VS.3A: WHY DID ENGLAND WANT TO COLONIZE NORTH AMERICA?


a) explain the reasons for English colonization


In the early **1600s**, many countries in Europe—including England, Spain, and France—were in a **race to grow their wealth and power**. One way to do this was by **building colonies** in the “New World” (North America).


In the early 1600s, Europe was experiencing **many challenges**, including a shrinking number of **natural resources**.

England had several **reasons** for starting a **colony**:

 **Competition**: Other countries were **building empires**, and England didn't want to be left behind.

 **Economic Opportunity**: They hoped the colony would bring money through **new trade routes, natural resources**, and maybe even **gold and silver**.

 **Lack of resources** in Europe: Forests were being cut down and **farmland was limited**. The land in **North America** was seen as fresh and **full of potential**.

 **New markets**: England wanted people in the New World to **buy and sell goods**.

VS.3B: WHY DID THE ENGLISH SETTLE AT JAMESTOWN?

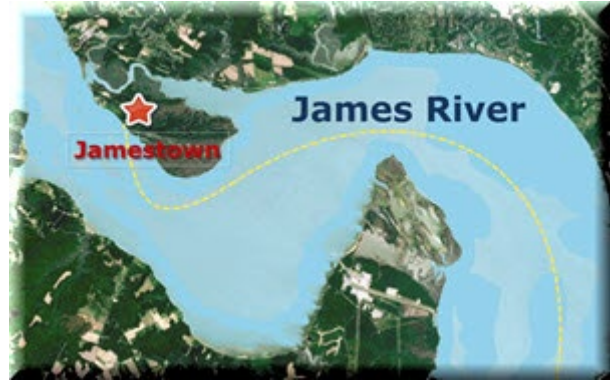
b) describe the economic and geographic influences on the decision to settle at Jamestown

Jamestown was chosen in **1607** to be the site of the **first permanent English settlement** in North America. The location was selected for both **economic** and **geographic** reasons:

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Geographic reasons:

- The land was **surrounded by water on three sides**, which made it **easier to defend** from enemies.
- It was located along the **James River**, and the water was **deep enough for ships** to dock easily.
- They believed there was **fresh water** (though it later turned out to be **brackish** or **salty** at times).

Economic reasons:

- Being **near a river** made it easier to **trade goods** and **communicate** with England.
- The settlers hoped to use the land to **grow crops** and collect **valuable** materials.

 But there were **problems**: the land was **swampy**, the **water** wasn't always safe, and mosquitoes spread **disease**.

Even so, the colonists stayed and built what became the foundation of English America.

VS.3C: WHAT WAS THE VIRGINIA COMPANY OF LONDON CHARTER?

c) describe the importance of the Virginia Company of London Charter (April 10, 1606) in establishing the Jamestown colony;

Before the colonists arrived, a company called the **Virginia Company of London** asked **King James** for **permission** to start a colony.

On April 10, 1606, the King gave them a **charter**—a **legal document** that:

- Gave the company the **right to settle** in Virginia.
- Promised that the settlers would have the **same rights as English citizens**, even though they were far away.
- Helped **attract investors** to fund the trip and support the colony. An **investor** provides money in the hope of later profits.

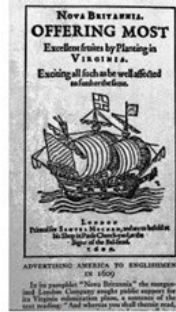
This charter was important because it made the **Jamestown colony official and legal**, and connected the colonists back to **English law and government**.

VS.3D: INTERACTIONS BETWEEN ENGLISH COLONISTS AND INDIGENOUS PEOPLE

d) describe the interactions between the English colonists and the Indigenous people, including the role of the Powhatan in the survival of the colonists

When the English arrived in **1607**, they settled on land that already belonged to many **Indigenous groups**, including the **Powhatan**.

The **English colonists** found life in Virginia **harder than they had expected** as many of the English colonists did not have **experience** with **growing crops** or manual labor.



Virginia Company of London advertises America to Englishmen in 1609

Chief Powhatan was the leader of a powerful group of over **30 tribes** in eastern Virginia. These tribes had lived in the region for **thousands of years** and knew how to **survive** by:

- **Growing** crops like corn, beans, and squash
- **Fishing** and hunting
- Using **natural resources** wisely



Chief Powhatan - leader of over 30 tribes

At first, the Powhatan and the English **traded** with each other:

- The **English** gave metal tools, glass beads, and cloth
- The **Powhatan** shared food, animal skins, and local knowledge

This **trade** helped the English **survive** their first years in Jamestown.

They didn't know how to **grow food** in Virginia's climate, and many of them were **not farmers**.

⚠️ But the **relationship** between the two groups didn't always stay friendly.

Sometimes there was **cooperation**, but sometimes there was **conflict**.

Historians tell us that the full story of their interactions is **complicated**.

Some records show moments of **peace**, while others describe **tension** and **fighting**.



At first, the Powhatan and the English traded with each other, but then conflicts developed



VS.3E: HARDSHIPS FACED BY THE SETTLERS AND HOW THEY SURVIVED

e) describe the hardships faced by settlers at Jamestown and the changes that took place to ensure survival including, but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco

The Jamestown **colonists struggled** greatly in the early years. Life in Virginia was much harder than they expected. Here's why:

Hardships:

- Many settlers **did not know how to farm** or build homes.
- The **swampy land** made them sick.
- Mosquitoes spread **disease** like malaria.
- There wasn't enough **clean drinking water**.
- They spent too much time **looking for gold** instead of preparing for winter.

Changes that helped them survive:

- **Captain John Smith** took charge. He said, "**He who does not work shall not eat.**" This made people take responsibility.
- The colonists **traded with the Powhatan** for food and supplies.
- The colony began to allow **private land ownership**, so people worked harder to grow their own food.
- In time, they learned to **grow tobacco**, a cash crop that made money and helped the colony succeed.



Captain John Smith
"He who does not
work shall not eat"

VS.3F: THE ARRIVAL OF AFRICANS AND WOMEN IN THE COLONY

f) analyze the impact of the arrival of Africans and women to the Jamestown settlement



In 1619, Africans first arrived at Fort Comfort, VA

Africans:

- In **1619**, a group of Africans were **forcibly taken** from their homeland in **West Central Africa** (modern-day Angola).
- They arrived at **Point Comfort** (near today's Fort Monroe, Virginia).
- These Africans brought valuable **skills and culture**, and they helped the colony by working on farms and in trades.
- Many were **forced into slavery**, a system where people were treated as **property** and made to work without freedom.
- **Indentured servitude**, while different from slavery, was a system of **forced labor**, and was already a practice in the Virginia colony.
- **Indentured servants**, work for a period of time in exchange for their passage.
- As agriculture production increased and **tobacco** became a profitable **cash crop**, the Virginia colony chose to rely more on **enslaved labor**.

Over time, Virginia created **laws** that made slavery **legal and permanent**, and based it on **race**. These choices had a lasting impact on American history.

Women:

- In **1620**, more English **women** arrived in Jamestown.
- They helped start **families** and create a **community**.
- Their arrival helped Jamestown grow into a **permanent settlement**, instead of just a temporary camp for men.



1620 - Women arrive and help start families

VS.3G: THE GENERAL ASSEMBLY (1619), THE FIRST REPRESENTATIVE LEGISLATIVE BODY IN ENGLISH AMERICA

g) identify the significance of establishing the General Assembly (1619), the first representative legislative body in English America

As Jamestown grew, Virginia's system of **government evolved**.

- In **1619**, the royal governor of Virginia called a meeting of the **General Assembly** for the first time.
- The General Assembly included two representatives, called **burgesses**, from each of the divisions of Virginia, along with the **governor's council** and the **governor**.



The establishment of the **General Assembly** was the **first elected body in English North America**. It gave colonists the opportunity to take part in **controlling their own government**.

- The **governor's council** consisted of Virginia's **wealthiest and most important men**. They held their positions on the governor's council for a lifetime.

Key Takeaways

- **England wanted a colony** to get rich, gain **power**, and **compete** with other countries.
- **Jamestown was chosen** for its river **location** and **defense**, but it had many challenges.
- The **Virginia Company of London charter** gave settlers the **right to start a colony** and **keep their rights**.
- Indigenous people **helped the colonists survive**, but the relationship had both **good and bad times**.
- Jamestown settlers faced **many hardships**, including hunger and disease.
- The colony changed over time through **leadership, trade, farming, and hard work**.
- The arrival of **Africans** and **women** shaped the future of the colony—bringing **skills, culture, labor, and family life**.
- Sadly, the colony also made decisions that led to the **growth of slavery**, which became a dark part of our country's past.

Virginia Studies VS.4

The Virginia Colony- (new 2023 standards)

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VS.4A – IMPORTANCE OF AGRICULTURE IN COLONIAL VIRGINIA

a) explain the importance and influence of agriculture

In colonial Virginia, **farming (agriculture)** was the main way people made a living.



Growing tobacco required a large labor force

🌿 One crop, in particular, was a big deal: **tobacco**.

- Tobacco became a **cash crop**, meaning it was grown to **sell for money** (not just to feed the family).
- Growing tobacco took a lot of work, so farmers needed a **large labor force**.
- At first, they used **indentured servants** (people who worked for a set number of years), but soon, they began using more **enslaved Africans**, who were forced to work with no pay or freedom.

👉 The success of tobacco made **Virginia rich**—but it also led to an unfair and harmful system of **slavery**.

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VS.4B: CULTURE IN THE VIRGINIA COLONY

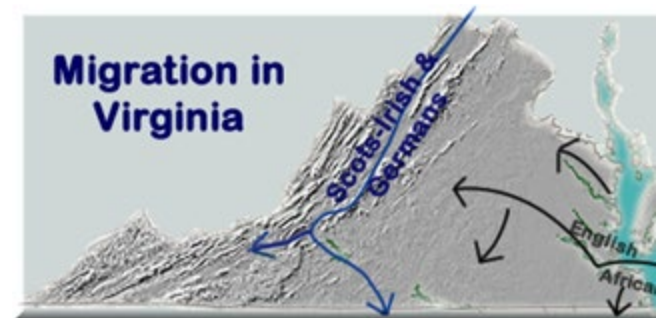
b) examine how colonial Virginia reflected the culture of Virginia's Indigenous people, European (English, Scots-Irish, German) immigrants, and Africans

Many **different groups** of people lived in Virginia, and each group brought **their own culture** (ways of life, like beliefs, foods, clothes, and buildings).

👤 Groups in the colony included:

- **English settlers** who brought European customs, language, and government
- **Scots-Irish and German immigrants** who brought their own languages, traditions, and building styles
- **Indigenous people** who had lived there long before the English arrived and influenced farming, food, and local names
- **Africans**, many of whom were enslaved, who brought skills, music, food, and strong cultural traditions

Settlement areas



- English and other **Europeans** settled primarily in **Coastal Plain** (Tidewater) and **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 **Piedmont** regions where tobacco agriculture required a great deal of labor.
- Prior to the arrival of the settlers, **Indigenous people lived throughout Virginia**. After the settlers arrived, most were forced inland.

🏠 Migration and living in new areas caused people to **adapt old customs** to their new environment.

🏠 As these groups lived together, they shared and **blended their cultures** in everyday life, even while facing unfair treatment and separation.

VS.4C: INDENTURED SERVANTS VS. ENSLAVED PEOPLE

c. distinguish between indentured servants and enslaved people, including how European countries traded for, transported, and sold Africans to be enslaved in British North America beginning in the 17th century;

In colonial Virginia, there were two main **types of workers** who helped build the economy:

👤 Indentured Servants:

- Usually Europeans who agreed to work for a **few years** to **pay off a debt** (often for the cost of their trip to America)

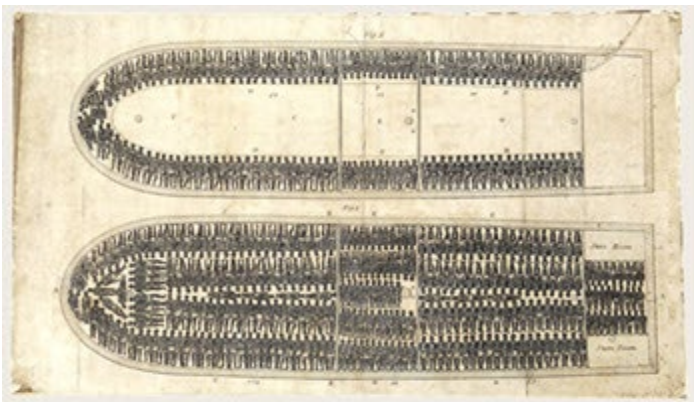


Diagram of slave ship

- After their time was up, they could be **free**

⚔️ Enslaved Africans:

- **Taken from Africa by force** through a cruel system called the **transatlantic slave trade**
- Bought, sold, and forced to work **without freedom** for life
- Had no choice and were treated as **property**

! This system **began in the 1600s** and **grew over time**, especially as tobacco farming increased.

VS.4D: LAWS THAT CREATED RACE-BASED ENSLAVEMENT

d) describe the laws that established race-based enslavement



The 1705, Virginia Slave Codes defined enslaved people as property

At first, **slavery** wasn't clearly defined in Virginia law. But in the **mid-1600s**, Virginia started **passing laws** that:

- Said people with African heritage could be **enslaved for life**
- **Took away the rights** of enslaved people
- Allowed children **born to enslaved mothers** to also be enslaved

📄 In **1705**, a group of **laws** officially created **race-based slavery**, meaning the rules treated people differently just because of their skin color.

VS.4E: WHY THE CAPITAL MOVED TO WILLIAMSBURG

e) explain the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg



Burgesses meet in new capital - Williamsburg

Virginia's **first capital** was **Jamestown**, but it had problems:

- The town had lots of mosquitoes and **disease**
- The **water was dirty** and unhealthy
- A **fire** destroyed many buildings

So in **1699**, leaders decided to move the capital to **Williamsburg**, which had:

- Better **land**
- Cleaner **water**
- A **safer and healthier** environment

Williamsburg became the new center of **Virginia's government** and learning.

VS.4F: GOODS, SERVICES, AND TRADE IN COLONIAL VIRGINIA

f) describe ways people exchanged goods and services in colonial Virginia

💰 In colonial times, there **weren't many banks** or money systems like we have today. Instead, people traded in other ways:

- **Barter: trading** one item for another (like corn for shoes)

- **Credit:** buying something and promising to **pay later** (often after crops were harvested)
- **Currency:** coins were rare, but sometimes used



📦 People got goods and services from **local resources**—like wood for houses or food from farms—and from trade with others.

👨‍🌾 Farmers often had to wait until their **crops were sold** before they could pay off their debts.

💡 Not everyone had the same **access to trade and credit**. Some groups, like free African Americans or poor farmers, faced more limits.

🔄 Summary

- **Tobacco farming** made Virginia **rich**—but also increased slavery.
- People from **many cultures** lived in the colony, influencing how it looked and worked.
- **Indentured servants** worked temporarily, but **enslaved Africans** were forced to work for life.
- Virginia passed unfair laws to support slavery.
- The capital moved from Jamestown to Williamsburg for health and safety.
- People exchanged goods using trade, credit, and sometimes money.

Virginia Studies VS.5

Virginia and the American Revolution - (new 2023 standards)


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IN VS.5A – WHY DID THE COLONISTS WANT INDEPENDENCE?

a) explain the principles and events that convinced the colonists to declare independence and go to war with Great Britain, as expressed in the Declaration of Independence

At first, the **13 colonies** were ruled by Great Britain, but as the colonies grew, many people began to feel that **British rule was unfair.**

 What made the **colonists** upset?

- They were **taxed** without having a say in British laws (“**taxation without representation**”).
- **British soldiers** were placed in towns without permission.
- Colonists had to **follow** rules they didn’t help create.



The Declaration of Independence:


- Written mostly by **Thomas Jefferson**, a Virginian.
- Declared that the colonies were **free and independent states.**
- Explained that all people have rights, like **life, liberty, and the pursuit of happiness.**
- Said the government should **protect these rights**, and if it doesn’t, the people can change it



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 These ideas were bold and dangerous—and **not all Virginians agreed** or wanted a war for independence. Some colonists wanted to **remain loyal to King George III.**

VS.5B – HOW DID VIRGINIANS CONTRIBUTE TO THE WAR?

b) examine the important contributions, leadership, and experiences of Virginians during the war including, but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, James Armistead Lafayette, Indigenous People, women, and free and enslaved Blacks

 **Not everyone agreed** about independence. Some Virginians wanted freedom, while others remained loyal to the King George III.

Some Virginians were **Patriots** (wanted independence), some were **Loyalists** (sided with British), and some were **neutral** (didn't take sides).

 **Women, Indigenous People, Free and Enslaved Blacks**

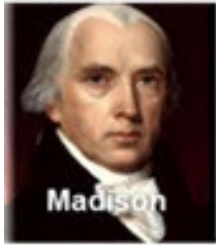
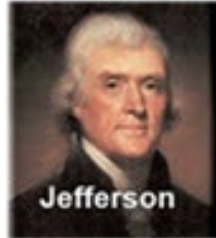
- **Women helped** by managing farms, making clothes, and caring for soldiers
- **Indigenous people** took **different sides** in the war
- Free and **enslaved Black people** fought in battles, carried supplies, or served as messengers

In 1775, Virginia's Royal Governor issued "**Dunmore's Proclamation**" offering freedom to slaves who joined the **British forces**. Thousands fled to do just that!

People from all parts of **Virginia** played important roles in the **Revolutionary War**. Let's meet some of them:

George Washington

- Born in **Virginia**
- Commander of the **Continental Army**
- Known for **bravery, leadership**, and never giving up



Thomas Jefferson

- Wrote the **Declaration of Independence**
- Believed strongly in **freedom** and **self-government**

George Mason

- Wrote the **Virginia Declaration of Rights**
- Inspired the **U.S. Bill of Rights**

James Madison

- Took **detailed notes** during important meetings
- Helped shape the government after the war

James Armistead Lafayette

- An **enslaved African American** from Virginia
- Served as a **spy** for the American army
- While serving under the **Marquis de Lafayette** (from whom he took his name), he gave important information that **helped win** the battle at **Yorktown**
- Was later **granted freedom** for his service.

VS.5c – WHY DID THE CAPITAL MOVE FROM WILLIAMSBURG TO RICHMOND?

c) identify the reasons for the relocation of Virginia's capital from Williamsburg to Richmond

Capitals are the **centers of government**, where leaders make important decisions.



Richmond, the new capital, was farther inland and safer from the British naval attack

In colonial times, Virginia's capital was **Williamsburg**, but it was moved to **Richmond** in **1780**.

Reasons for the move:

- **Williamsburg** was **close to the coast** and easy for the **British Navy** to attack.
- **Richmond** was farther inland and **safer**.
- **Richmond** was also **closer to western Virginia settlers**, making it easier for more people to participate in government.

VS.5D – WHY WAS THE BATTLE OF YORKTOWN IMPORTANT?

d) identify the importance of the American victory at Yorktown

The **Battle of Yorktown** was the **last major battle** of the Revolutionary War—and it happened in Virginia.

In 1781:

- In order to weaken its rival, Great Britain, **France** sent troops to **help the Continental Army**. The French navy played a critical role at Yorktown by **blockading the ports** and trapping the British forces.
- British General **Cornwallis** **surrendered**.
- This led to the **end of the war and victory** for the colonies.

- The **Treaty of Paris** formally recognized the **United States** as an **independent nation**.

👉 Thanks to brave Virginians and strong leadership, **Yorktown** became the place where America's freedom was won.

🔄 Summary

- Colonists wanted freedom from British rule and **declared independence** with help from Virginians like Thomas Jefferson.
- **Virginians** like George Washington, James Armistead Lafayette, and many others helped win the war.
- Virginia's capital moved from **Williamsburg to Richmond** for safety and fairness.
- The **Battle of Yorktown**, in Virginia, was the final major battle of the war and led to American victory.



British defeat at Battle of Yorktown



British General Cornwallis surrenders

Virginia Studies VS.6

A New Nation - (new 2023 standards)

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VS.6A – FAMOUS VIRGINIANS WHO HELPED CREATE A NEW NATION

a) explain the roles of George Washington (known as the “Father of Our Country”), James Madison (known as the “Father of the Constitution”), and Patrick Henry (known for his “Give Me Liberty or Give Me Death” speech)

Many important **leaders from Virginia** helped start and shape the United States. Let’s learn about three of them:

George Washington – “Father of Our Country”

- Led the American army during the Revolutionary War
- Became the **first President** of the United States

- Known for his **honesty, leadership, and courage**

James Madison – “Father of the Constitution”

- Helped **write** the Constitution
- Took **detailed notes** at the Constitutional Convention
- Helped create the **Bill of Rights**, which protects our freedoms

Patrick Henry – “Give me liberty or give me death!”

- Gave a famous speech that **inspired people** to fight for freedom
- Was Virginia’s first elected **governor**

These Virginians helped the **colonies break away** from British rule and **build a new country** based on freedom and self-government.

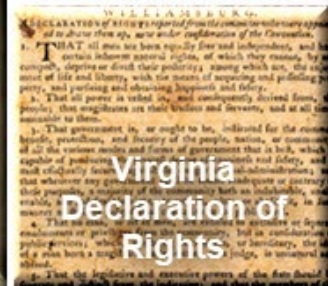
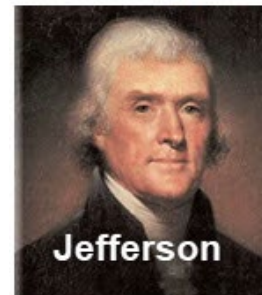
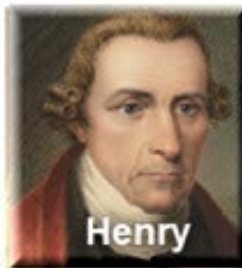
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VS.6B – FOUNDING VIRGINIA DOCUMENTS

b) explain the development of founding Virginia documents, including the Virginia Declaration of Rights (written by George Mason) and the Virginia Statute for Religious Freedom (written by Thomas Jefferson)



 Two **important documents** written by Virginians helped shape American ideas about freedom and rights:

Virginia Declaration of Rights

-  Written by **George Mason** in 1776
- Said all people have **natural rights** like life and liberty
- Inspired the **Bill of Rights** in the U.S. Constitution

Virginia Statute for Religious Freedom

-  Written by **Thomas Jefferson** in 1786

- Said people can **choose their religion** freely
- Helped protect **freedom of religion** for everyone

These documents were early examples of American democracy and helped shape the country we live in today.

VS.6C – HOW THESE DOCUMENTS INSPIRED OUR NATION

c) describe how principles of these founding Virginia documents inspired the Declaration of Independence, the Constitution of Virginia, the Constitution of the United States, and the Bill of Rights

The ideas in **Virginia’s founding documents** helped influence:

-  The **Declaration of Independence**
-  The **Constitution of Virginia**
-  The **United States Constitution**
-  The **Bill of Rights**

For example:

- The **Virginia Declaration of Rights** → inspired the **U.S. Bill of Rights**
- The **Virginia Statute for Religious Freedom** → led to **freedom of religion** in the **Constitution**

The **Preamble** to the United States Constitution states the **reasons** for our country’s plan for **government** and the **rights** of its **citizens**.



Preamble to the Constitution
"We the People of the United States of America, in order to form a more perfect union..."

- It includes the words **“We the People of the United States of America, in order to form a more perfect union...”**

 **Did you know?**


- **Constitution Day**, also known as **Citizenship Day**, is an American **holiday** honoring the day 39 delegates to the Constitutional Convention **signed** the United States **Constitution** on **September 17, 1787**.
- The United States is a **representative democracy**, which means the people **vote for leaders** to make laws and decisions.
- Governments exist at the **local (community), state (Virginia), and national (United States)** levels to protect the **rights and property** of individuals.

VS.6D – WESTERN MOVEMENT AND GEOGRAPHY

d) explain how geographical features and technological advances impacted the western movement in the first half of the 1800s

As the United States grew, many people **moved west** in search of land, work, and new opportunities. This was called **westward expansion**.



 **Geography** and **technology** made this possible:

- **Mountains** and rivers guided travel routes
- **Canals, railroads,** and **wagons** helped people travel faster and farther

- **New tools** helped grow more crops and clear land for farming



Why did people move?

- To find **better farmland**
- For **new jobs**
- Sometimes, because they were **forced to move** (like many enslaved people)

Many enslaved **African Americans** were **sold and sent** to work in other states, which tore families apart.

VS.6E – NAT TURNER’S REBELLION

e) explain the causes and events of Nat Turner’s Rebellion and how it impacted the institution of slavery



Nat Turner was an enslaved man living in Southampton County, Virginia. Enslaved people lived in **terrible conditions**. In 1831, Turner led a **rebellion against slavery**.

What happened?

- **Nat Turner** and a group of followers **tried to fight back** against their enslavers
- Many people were killed, and the **rebellion was stopped**



After Nat Turner's rebellion, things got **even worse**.

- Virginia passed **stricter laws** controlling both enslaved and free Black people
- **Fear of rebellion** made slavery even harsher
- Nat Turner's rebellion showed how **desperate and dangerous** life was for enslaved people



Many **enslaved people resisted** in everyday ways, like:

- Working slowly
- Breaking tools
- Pretending to be sick
- Running away for short periods

But open **rebellions were rare and risky**, because people in power had weapons and soldiers to stop them.



Summary

- **George Washington, James Madison, and Patrick Henry** helped lead the new country.
- Virginia’s **founding documents protected freedom and rights** and influenced national laws.
- **Geography and technology** helped Virginians **move west**—but not always by choice.
- **Nat Turner’s rebellion** showed the harsh reality of slavery but led to even **stricter laws**.



Nat Turner led a rebellion against slavery

Virginia Studies VS.7

Civil War - (new 2023 standards)

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By the **mid-1800s**, **North America** consisted of the United States, Mexico and Canada. The **United States** had grown to **33 states**.

But there were big **differences** between the North and the South—especially about **slavery**.

These differences in laws, culture, and economy caused a **deep divide** that would lead to the **Civil War**.

Virginia was right in the middle of the conflict and played a **major role** in the war's events.

VS.7A – JOHN BROWN AND HARPERS FERRY

a) explain the role of John Brown and the impact of the raid at Harpers Ferry



John Brown



U.S. Marines end the raid and capture John Brown

Who was John Brown?

John Brown was a **white abolitionist** (someone who wanted to end slavery). He believed slavery was wrong and should be ended immediately.

What happened at Harpers Ferry?

- In 1859, Brown led a **raid** on the U.S. armory (weapons storage) in **Harpers Ferry**, Virginia (now West Virginia).
- He wanted to give weapons to enslaved people so they could **fight for their freedom**.

Why it mattered: The raid **failed**, and Brown was captured and later executed. But it **scared** many Southerners and made **tensions** between the North and South **worse**.

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The raid on Harpers Ferry became a key event that **heightened tensions** leading up to the **Civil War**.

VS.7B – SLAVERY AND OTHER CAUSES OF THE CIVIL WAR

b) describe how the institution of slavery was the cause of the Civil War, and secondary factors that contributed to the secession of the southern states

Main cause: Slavery was the biggest reason for the war. The **South** wanted to keep slavery because their **farms depended on enslaved**



Southern farms depended on slave labor

labor.

The **North** wanted to stop slavery from **spreading**.

Other causes:

- Different **economies** (**North:** factories and industry; **South:** farming and plantations).
- Different laws and beliefs about **states' rights**.

- The election of **Abraham Lincoln** in 1860—Southern states feared he would **end slavery**.

Secession: Because of these issues, **11 Southern states left the Union** and formed the **Confederate States of America**.

VS.7C – THE UNDERGROUND RAILROAD AND HARRIET TUBMAN

c) explain the significance of the Underground Railroad and the contributions of Harriet Tubman

What was the Underground Railroad? It wasn't a real railroad



—it was a **secret network** of people and safe houses that helped **enslaved people escape** to free states or Canada.

Harriet Tubman:

- An **escaped enslaved woman** who became one of the best-known “**conductors**” on the Underground Railroad.
- She led **many people to freedom** and never lost a passenger.

VS.7D – VIRGINIA DIVIDED AND THE CREATION OF WEST VIRGINIA

d) explain major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia

- **Virginians disagreed about secession:** Some wanted to **join** the Confederacy, others wanted to **stay** in the Union.



- **A new state:** In 1863, 50 **western counties** that opposed slavery **broke away** from Virginia to form a new state - **West Virginia**.
- **Why:** People in the west had **fewer enslaved people**, and they didn't agree with the eastern part of Virginia about leaving the Union.

VS.7E – MAJOR BATTLES IN VIRGINIA

e) identify major battles that took place in Virginia



The first Battle of Manassas (Bull Run) was the first major battle of the war

Virginia became a **major battleground** between Union and Confederate troops during the Civil War.

The **capitals** of the United States (**Washington, D.C.**) and the Confederate States of America (**Richmond**) were near one another.

Virginia was the site of more **Civil War battles** than any other state. Important battles included:

- **First Battle of Bull Run (Manassas) – First big battle** of the war.
- Confederate General Thomas “**Stonewall**” **Jackson** became famous here.

- This battle showed the war would be **long and difficult**.

Monitor v. Merrimack

- Due to the **blockade** of southern ports
- An **important sea battle** between two **ironclad ships**, the **Monitor (Union)** and the USS Virginia, previously known as the **Merrimack (Confederacy)**
- Took place in the waters near Norfolk and Hampton.

Richmond, the capital of the Confederacy, fell to General Ulysses S. Grant

- **Burned** by the Confederacy near the end of the war. –
- Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces.
- Many other battles took place near **Richmond** and throughout Virginia.

Appomattox Court House,

- The **Civil War ended** in the town of **Appomattox Court House**, Virginia
- **Confederate General Robert E. Lee surrendered** his army to **Union General Ulysses S. Grant** there in **April 1865**.

VS.7F – IMPORTANT VIRGINIA LEADERS

f) identify and explain the leadership roles of Virginians including, but not limited to Thomas “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty



Robert E. Lee Thomas “Stonewall” Jackson Winfield Scott Powhatan Beaty William Harvey Carney

Robert E. Lee – Leader of the **Confederate Army** of Northern Virginia.

- Famous for his military skill.
- Lee resigned his commission in the United States Army in 1861 and later became the **commander of the Army of Northern Virginia**.

- He led Confederate troops in a number of battles and served much of the war as the general-in-chief for the Confederate army.

Thomas “Stonewall” Jackson

- **Confederate general** known for his bravery at Bull Run.

Winfield Scott –

- **Union general** from Virginia who planned the “**Anaconda Plan**” to **blockade Southern ports** and control the Mississippi River.
- His **military strategies** ultimately contributed to the **Union’s victory** in the Civil War.

Powhatan Beaty –

- a formerly enslaved **African American Union soldier** who escaped to freedom and joined the **Union Army’s United States Colored Troops**.
- He was awarded the **Medal of Honor** for his bravery in battle.

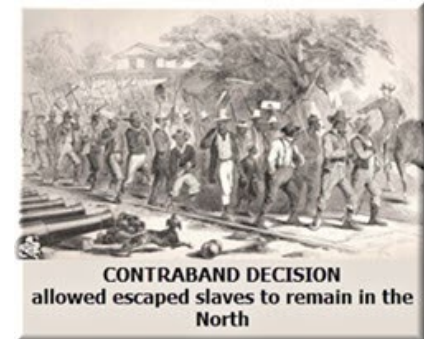
William Harvey Carney –

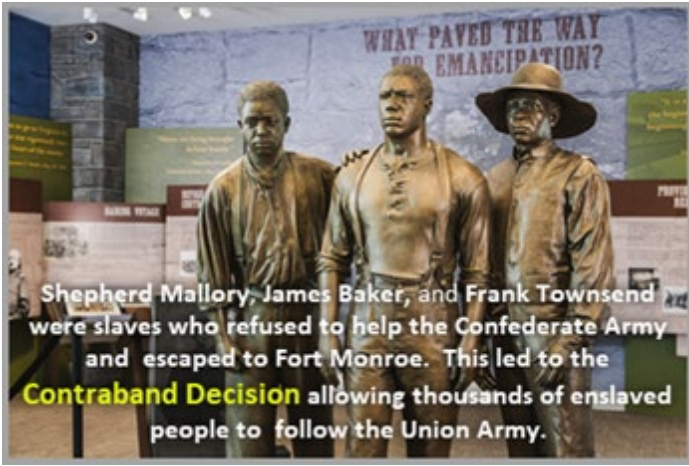
- Born enslaved in Norfolk, Virginia. Fought for the Union
- He was the **first African American to earn the Medal of Honor** for protecting the **U.S. flag**.

VS.7G – CONTRIBUTIONS OF INDIGENOUS PEOPLE, ENSLAVED AND FREE BLACKS, AND ALLIES

g) evaluate the experiences and contributions of Indigenous people and enslaved and free Blacks and their allies during the war including, but not limited to Elizabeth Van Lew and Mary Bowser

The **Confederacy** used **enslaved individuals** to help them in the war effort. Three men (**Shepard Mallory, James Townsend, and Frank Baker**) refused and **escaped to Fort Monroe**.





This led to the **Contraband Decision**, which in turn led to tens of thousands **escaped slaves** to seek refuge with the **Union Army**.

The "**Confiscation Acts**" - Congress authorized the federal government to **seize property** belonging to Confederates and **declare enslaved people** who supported the rebellion as **free**.

Contributions of others to war effort

- **Enslaved People** – Worked for the Confederacy but many **escaped** to Union lines after the “**Contraband Decision**” at Fort Monroe allowed them to **stay and be protected**.
- **Free Blacks** – Served as soldiers, sailors, scouts, and spies for the Union.

- **Indigenous People** – Served as scouts, trackers, fighters, and sometimes nurses or messengers for both sides.
- **Elizabeth Van Lew** – A Richmond abolitionist who helped Union soldiers as a **spy**, passing secret messages and information to the Union Army.

- **Mary Bowser** – An **African American spy** who worked inside the Confederate White House, passing secret information to the Union.



Van Lew and Bowser, both spied for the Union

Key Ideas to Remember

- **Slavery** was the main cause of the Civil War, but there were **other disagreements** between the North and South.
- Virginia was deeply **divided**, which led to the creation of **West Virginia**.
- Many important **leaders** and **key battles** came from Virginia.
- People from **all backgrounds**—enslaved, free, Indigenous, men, and women—played important roles in the war.

Virginia Studies VS.8

Reconstruction - (new 2023 standards)

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After the Civil War ended in 1865, **Virginia had to be rebuilt**—physically, socially, and politically. Buildings, roads, and farms were **destroyed**. People's lives were **changed** forever.

This period after the Civil War time period is called **Reconstruction**. During this period, laws of the United States were rewritten to **protect freedom and rights** for formerly enslaved people.

VS.8A – THE 13TH, 14TH, AND 15TH AMENDMENTS

a) describe what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished

13th Amendment Ended slavery

14th Amendment Guaranteed citizenship if born in U.S.

15th Amendment Guaranteed right to vote (to men)

- **13th Amendment (1865) – Ended slavery** in the United States. No person could be owned as property.
- **14th Amendment (1868) –** Said that anyone **born in the U.S. was a citizen** and had equal protection under the law.
- **15th Amendment (1870) –** Said that the **right to vote** could not be denied because of race, color, or previous condition of being enslaved.

Why they mattered: These amendments were meant to give **freedom, citizenship, and voting rights to African Americans**.

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VS.8B – LIFE IN VIRGINIA DURING RECONSTRUCTION

b) examine the effects of Reconstruction on life in Virginia

Reconstruction is 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**. Following the Civil War:



1865 - Richmond in ruins

Economy was in ruins:

- **Farms** were destroyed, **railroads** were damaged, and **businesses** were struggling.
- Hundreds of thousands of freed African Americans needed **housing, education, clothing, food, and jobs**.
- **Money** had no value.
- **Banks** were closed.
- Railroads, bridges, plantations, and crops were **destroyed**.
- Businesses needed to be rebuilt.
- African Americans faced **injustice**, increased violence, and **discrimination** immediately after the end of slavery.

New opportunities: Freed African Americans could now legally marry, own property, go to school, and get jobs.

Challenges: Many white Virginians **resisted** these changes. Some passed **new laws** to keep African Americans from having equal rights.

Sharecropping was a system with **unfair practices** that locked people into poverty.

- Sharecropping - freedmen and poor white farmers **rented land** from a landowner by promising to pay the owner with a **share of the crops**.
- Sharecropping was **common** in Virginia.

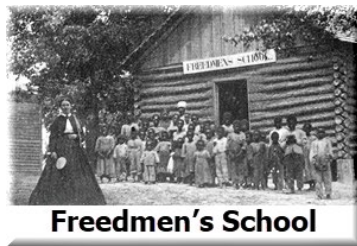
VS.8C – FREEDMEN’S SCHOOLS

c) describe the role that the Freedmen’s Schools played in the lives of African Americans in Virginia after the Civil War

The **Freedmen’s Bureau** was established to provide **food, medical care, and education** to freed African Americans after the Civil War.

Freedmen’s Schools were established and both African American **adults** and **children** attended.

- Before the war, it was often **illegal to teach enslaved people** to read or write.
- After the war, the Freedmen’s Bureau helped create **Freedmen’s Schools** for African Americans.
- Both children and adults went to school for the **first time**, eager to learn reading, writing, and math.
- African Americans pushed for **education** for their children. This directly resulted in Freedom’s First Generation of whom some became **doctors, lawyers, and teachers**
- African Americans saw education as a path to **greater opportunities**. Despite the obstacles they faced, many African Americans achieved **excellence**.
- These schools became a symbol of **hope and progress**, even though they sometimes faced threats and violence.



Freedmen’s School

VS.8D – JOHN MERCER LANGSTON

d) discuss the election of African American leader John Mercer Langston to Congress in 1890

John Mercer Langston was an African American leader, lawyer, and educator. –



John Mercer Langston

- **Abolitionist** who participated in the Underground Railroad in Ohio
- **Recruited black volunteers** to serve as soldiers in the Union Army during the Civil War
- Returned to Virginia after the Civil War and became the **President of a new black college** in Petersburg later known as “Virginia State University”
- In 1890, he was elected to the **U.S. Congress**, representing Virginia.
- He was one of the **first African Americans** in the South to serve in **Congress**, showing that **political change was possible** during and after Reconstruction.

VS.8E – PLESSY V. FERGUSON (1896)

e. describing the effect of the Supreme Court’s decision in Plessy v. Ferguson

The U.S. Supreme Court decision **Plessy v. Ferguson** said “**separate but equal**” facilities for Black and white people were **legal**.

- In reality, the facilities for African Americans were almost always **worse**.
- This ruling gave legal approval for **segregation**—the forced **separation of races** in schools, trains, restaurants, and other public places.



Plessy v. Ferguson made "separate but equal" legal

VS.8F – SEGREGATION AND JIM CROW LAWS

f) analyze the effects of segregation and “Jim Crow” laws on life in Virginia

After Reconstruction, the **gains** made during that period were **taken away** through violence, intimidation and when “**Jim Crow**” Laws were passed by southern states.

- **Jim Crow laws** – State and local laws that **enforced segregation and discrimination** against African Americans and Indigenous People.
- **Segregation** – Keeping **races apart** in daily life (schools, neighborhoods, transportation).
- **Discrimination** - **Unfair treatment** of people based characteristics like **race**, gender, religion, or disability.



"Jim Crow" laws enforced segregation

These laws made it harder to:

- **Vote** (through **poll taxes** and **unfair tests**)
- Get good **jobs** or hold **public office**

- Receive **equal education** - forced to attend **separate schools**.
- Access **equal facilities** - forced to use **separate, poor-quality facilities** and services, such as drinking fountains, restrooms, and restaurants
- Travel freely

The **freedoms** African Americans had **gained during Reconstruction** were **slowly taken away**, and it would take many decades—and the Civil Rights Movement—to win them back.

Key Takeaways

- The **13th, 14th, and 15th Amendments** were meant to **protect the rights** of African Americans, but many of those rights were taken away after Reconstruction.
- Schools and leaders like John Mercer Langston gave **hope**, but Supreme Court decisions and Jim Crow laws made **life harder** for African Americans and Indigenous People for many years.
- **Reconstruction** was a time of both **progress** and **setbacks** in Virginia’s history

Virginia Studies VS.9

Virginia's Interconnection and Diversity- (new 2023 standards)

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VS.9A – ECONOMIC DEVELOPMENT IN LATE 1800S VIRGINIA

a) Explain the importance of railroads, waterways, new industries, and the growth of cities to Virginia's economic development in the late 1800s.

From Farming to Industry

After the Civil War and Reconstruction, **Virginia began to change**. Instead of relying mostly on farming, the state started to grow through **industry and transportation**.

- **Railroads** were key. They **connected** parts of the state, carried **people** and **goods**, and helped towns grow into cities.
- **New industries**—such as **coal mining** in the southwest, cigarette factories in Richmond, and the **processing** of other **agricultural products** around the state—became major parts of the economy.
- **Waterways** continued to be important for trade and shipping, especially in coastal areas.



Railroad carries coal to Roanoke



Richmond streetcars

Growth of Cities

- With **new jobs** and **transportation** options, people moved from farms to towns and cities.
- **Mechanization of farming** (like using tractors) meant fewer workers were needed on farms.

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- People moved to cities for better **job opportunities** in factories and other industries.
- Towns that were once small grew bigger, especially those along **railroad lines**.
- Norfolk and Newport News became **booming ports**. Hampton Roads became a **naval base**.

VS.9B – FROM RURAL TO URBAN LIFE

b) Explain the economic and social transition from a rural society to a more urban society.

Life in Rural Virginia

- Before the late 1800s, most Virginians lived in **rural areas** and worked as farmers.
- Life was simple, and people were spread out across the countryside.

During the early 20th century, agriculture began to change.

- **Mechanization** (the tractor) and improvements in **transportation** changed farming.
- Crop **prices** were low.

Transition to Urban Society

- **Urbanization** means people **moving to cities**, and that's exactly what started happening.



Richmond tobacco factory



Norfolk port

- Cities offered **jobs, schools, transportation**, and more social activities.
- Over time, Virginia became **less rural** and **more urban**.

A More Diverse and Connected Virginia

- In the 1900s and 2000s, Virginia **continued to change**:

-

- **Northern Virginia** grew because of **federal government jobs**.
- Later, both Northern Virginia and the **Tidewater region** expanded due to **technology** (like computers and tech companies).
- People from other states and countries **moved to Virginia**, bringing **diversity** in **culture, language, and traditions**.

Virginia Studies VS.10

Virginia during World War I and World War II (new 2023 standards)

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VS.10A – PREPARING FOR WARTIME: LEADERSHIP AND CITIZENS IN ACTION

- a) *Examine how key leaders and citizens prepared for wartime.*

America Enters the World Wars

World War I (1914–1918) and World War II (1939–1945) were both global wars that involved many countries, and they had a big impact on Virginia and the entire United States.

- The U.S. stayed **neutral at first** in both wars.
- In **WWI**, the U.S. joined in **1917** after the sinking of ships like the **Lusitania** by German submarines.
- In **WWII**, the U.S. entered in **1941** after Japan bombed **Pearl Harbor** in Hawaii.



Citizens supported the troops by rationing, growing food in "Victory Gardens" and buying War Bonds

Citizens Support the War Effort

- **Rationing** – Families could only buy **limited amounts** of goods like sugar, meat, and gasoline so more could go to the troops.
- **Victory Gardens** – Families grew their own **vegetables** so more food could be sent to soldiers.
- **War Bonds** – Citizens **loaned money** to the government by purchasing savings bonds to help pay for the war.
- **Recycling and Preserving** – People collected scrap metal, rubber, and preserved food to help supply the military.



US enters WWI after Germany sinks the Lusitania



US enters WWII after Japan attack at Pearl Harbor

Leaders Step Up

- **Woodrow Wilson**, from Virginia, was president during **World War I**.
- He helped lead **peace talks** and supported creating the **League of Nations**.
- Although the League didn't last, Wilson's efforts earned him the **Nobel Peace Prize**.

VS.10B – CONTRIBUTIONS OF MILITARY VETERANS AND MEDAL OF HONOR RECIPIENTS

10b) Describe the contributions made by military veterans and Medal of Honor recipients.

👤 Virginia's Heroes

- Many **Virginians served bravely** in both World War I and World War II.
- Soldiers from Virginia fought in key battles and helped defend freedom both at home and abroad.



Medal of Honor

HONORING THE TROOPS



🏆 Medal of Honor

- The **Medal of Honor** is the **highest military award** in the United States.
- It is awarded to members of the armed forces who show **extreme bravery in battle**, risking their lives beyond what is expected.
- Several **Virginians** have received the Medal of Honor for their courageous service during these wars.

November 11, the day in 1918 when WWI peace agreement was signed, was designated **Veterans Day**, a holiday to honor veterans of all U.S. war

Virginia Studies VS.11

Civil Rights Movement (new 2023 standards)

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VS.11A – STRUGGLES FOR EQUALITY: DISENFRANCHISEMENT, DESEGREGATION & RESISTANCE

11a) Explain the social and political events connected to **disenfranchisement** of African American voters in Virginia in the early 20th century, **desegregation**, court decisions, and **Massive Resistance**, with emphasis on the role of Virginians in the Supreme Court cases including, but not limited to **Brown v. Board of Education (1954)**.

Disenfranchisement of African Americans

- After Reconstruction, many rights promised to African Americans were **taken away**, especially the **right to vote**.
- **Poll taxes, literacy tests**, and unfair laws were used to keep Black citizens from voting.
- These actions were part of a larger system of **racial segregation** known as **Jim Crow laws**.

Desegregation and Court Decisions



Brown v. Board of Education ruling bans "separate but equal" schools

- The **Civil Rights Movement** aimed to **end segregation** and win back rights.

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- The **Brown v. Board of Education (1954)** decision by the U.S. Supreme Court declared that **"separate but equal"** schools were **unconstitutional**.
- This case was especially important to Virginia because it included the **Davis v. County School Board of Prince Edward County** case, which started in Virginia after a student protest.

Massive Resistance in Virginia



- In response to desegregation, some Virginia leaders created a policy called **Massive Resistance** to **block Black students** from attending white schools.
- Some schools were even **shut down** rather than **allow integration**.
- Over time, these policies were **challenged in court and ended**, as they were found to be **illegal**.

🌸 VS.11B – VIRGINIANS WHO MADE A DIFFERENCE

Standard 11b: Investigate the political, social, and economic effects of choices made during the Civil Rights Era by Virginians including, but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder.

Main goals of the Civil Rights Movement in Virginia

African Americans demanded **equal treatment** and the recognition of their **rights** as American citizens, rights which had been taken away after Reconstruction, including:

- **Economic opportunities**
- **Voting rights**
- **Desegregation**

Contributions to civil rights occurred all over Virginia.

As a result of the **Civil Rights Movement**, laws were passed that made **racial discrimination illegal**. This progress was achieved through **voting choices, organizing and protests**.

Some **Virginians** who have had a **political, social, and/or economic impact** on life in Virginia during the twentieth century:

👤 Young Activists

Irene Morgan –

- Refused to give up her bus seat in 1944, a decade before Rosa Parks.
- Her case helped **end segregation on interstate buses**.

Barbara Johns – Student leader

- A **Student** who in 1951 led a **student strike against segregation** and protest **poor conditions** at her all-Black high school in Prince Edward County.
- The case, **Davis v. Prince Edward County**, became one of the cases reviewed by

the U.S. Supreme Court when it declared **segregation unconstitutional** in **Brown v. Board of Education**



Irene Morgan refused to give up her seat on a bus a decade before Rosa Parks



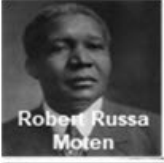
Barbara Johns led her classmates on a student strike against segregation in 1951



Police end "sit-in" at segregated library organized by Samuel Tucker

Samuel Wilbert Tucker –

- Organized a **"sit-in"** at a **segregated** library and fought unfair laws in court



Educator & Lawyer

- **Robert Russa Moton** – Educator who worked to **improve Black schools** and served as the second principal of Tuskegee Institute.
- **Oliver W. Hill, Sr.** – **Civil rights lawyer** who helped argue *Davis v. County School Board of Prince Edward County*, which became part of *Brown v. Board of Education*.



Advocate of Black economic opportunity

- **Maggie Walker**, a businesswoman and civil rights leader in Richmond, was the first African American woman to found and **lead a bank** in the U.S.
- She worked to support **Black economic empowerment** and civil rights.



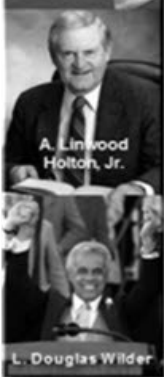
Sports & Symbolism

- **Arthur R. Ashe, Jr.** – Famous **tennis player** from Richmond, the first Black man to win major tennis championships, and a strong **advocate for civil rights**.



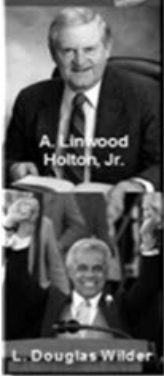
White Allies & Political Change

- **A. Linwood Holton, Jr.** – Virginia **governor** who supported **integration** and was one of the first Southern governors to send his own children to integrated schools.



Breaking Barriers

- **L. Douglas Wilder** became the **first elected African American governor** in U.S. history when he was elected Governor of Virginia in 1989.



Virginia Studies VS.12

Virginia: Mother of President- (new 2023 standards)

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VS.12 – VIRGINIA: MOTHER OF PRESIDENT-

12) Recognize why Virginia is known as the “Mother of Presidents.”

✿ Why “Mother of Presidents”?

- Virginia is sometimes called **The Old Dominion** and also the “**Mother of Presidents.**”
- **Eight U.S. presidents** were born in Virginia.
- **Four of the first five presidents** of the United States came from Virginia!

👑 Virginia-Born Presidents

George Washington (1st President, 1789–1797)

- Born in **Westmoreland County, VA**
- Known as the “**Father of Our Country**”
- Led the **Continental Army** in the American Revolution
- Presided over the **Constitutional Convention**
- Home: Mount Vernon (near Washington, D.C.)

Thomas Jefferson (3rd President, 1801–1809)

- Born in Albemarle County, VA
- Wrote the **Declaration of Independence**
- Known as the “**Father of the University of Virginia**”
- Made the **Louisiana Purchase**, doubling the size of the U.S.
- Home: Monticello (Charlottesville, VA)



George Washington
1st President



Thomas Jefferson
3rd President



James Madison
4th President



James Monroe
5th President



William Henry
Harrison
9th President



John Tyler
10th President



Zachary Taylor
12th President



Woodrow Wilson
28th President

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James Madison (4th President, 1809–1817)

- Born in King George County, VA
- Known as the “**Father of the Constitution**”
- Wrote the **Bill of Rights**
- Home: Montpelier (Orange County, VA)

James Monroe (5th President, 1817–1825)

- Born in Westmoreland County, VA
- Added **Florida** to the U.S.
- Wrote the **Monroe Doctrine** (no more **European colonization** in the Americas)
- Home: Highland (Charlottesville, VA)

William Henry Harrison (9th President, 1841)

- Born in Charles City County, VA
- Served only **31 days** before dying—the **shortest presidency** in U.S. history

John Tyler (10th President, 1841–1845)

- Born in Charles City County, VA
- First **vice president** to become president after Harrison’s death
- Home: Sherwood Forest (Charles City County, VA)

Zachary Taylor (12th President, 1849–1850)

- Born in Orange County, VA
- Family moved to Kentucky when he was young
- Famous general in the **Mexican-American War**

Woodrow Wilson (28th President, 1913–1921)

- Born in Staunton, VA
- President during **World War I**
- Helped form the **League of Nations** for world peace

Virginia Studies VS.13

Virginia's Role in a Global Economy- (new 2023 standards)

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VS.13A MAJOR PRODUCTS AND INDUSTRIES IN VIRGINIA

13a) examine major products and industries important to Virginia;

Virginia produces goods and services used across the U.S. and worldwide.

- **Agriculture:** poultry, cattle, dairy, apples, tobacco, peanuts
- **Manufacturing:** ships, tobacco products, food processing, chemicals
- **Technology & Communications:** computer chips, software, internet services
- **Government & Military:** the federal government and military bases provide many jobs
- **Tourism:** historic sites (Jamestown, Williamsburg, Civil War battlefields), state parks, and beaches bring visitors from around the globe
- **Service Industry:** banking, insurance, business services

 **Geographic features** influence the industries found in Virginia, for instance coastal **harbors** (like Norfolk) support shipping and the Navy; **fertile land** supports farming; **mountains** provide coal and timber.

 In summary, **Virginia's major natural resources, goods, and services** are coal, timber, seafood (especially crabs and oysters), poultry, cattle, dairy, apples, peanuts, ships, technology, and government/military services.


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VS.13B THE IMPACT OF THE IDEAS, INNOVATIONS, AND ADVANCEMENTS OF VIRGINIANS ON A GLOBAL MARKET

13b) examine the impact of the ideas, innovations, and advancements of Virginians on a global market.

 **Innovation** means creating **new ideas, products**, or ways of doing things that **improve life**.

 **New technologies** and **innovation** impact individuals by creating **new jobs**, making **communication** and **travel** faster, and **connecting people** around the world.



Virginia's data centers connect the world



Port of Virginia in Norfolk ships products around the world

Virginians have influenced the global market through creativity and invention:

- Advances in **transportation and shipping** help Virginia **export** products around the world.
- **Technology and internet services** in Northern Virginia impact global business and communication.
- **Medical research and education** support worldwide health and learning.
- **Military and government leadership** in Virginia affects global security and policy.



Jamestown settlement



Civil War battlefield

Virginia's historical sites attract visitors from around the world.

How Virginia Connects Globally

- **Exports:** Virginia products are shipped to many countries.
- **Immigration:** New Virginians bring skills, culture, and innovation.
- **Tourism:** Virginia's rich history attracts visitors from around the world. Millions of visitors come to see Jamestown, Williamsburg, Civil War battlefields, and presidential homes—tourism creates jobs and income.
- **Technology:** Internet data centers in Virginia help connect people everywhere.

Summary – Virginia in the Global Economy

- Virginia's economy is connected to both the **U.S. and the world**.
- **Agriculture, technology, manufacturing, military, tourism, and services** are key industries.
- Advances in **transportation, communication, and shipping** make Virginia a global hub.
- **Immigration and diversity** bring new skills, cultures, and innovations to Virginia.
- Virginia's resources and industries allow it to play an important role in the **global marketplace**