



MCPS CURRICULUM GUIDE – Social Studies
GRADE 5

COURSE SEQUENCE/Pacing

First Nine Weeks

- SOL VS.1 a-i – Skills for historical and geographical analysis
- SOL VS.2a – Locating Virginia/bordering states
- SOL VS.2b – Five geographic regions of Virginia
- SOL VS.2c – Water features of Virginia
- SOL VS.10b– Major products/industries of Virginia’s five regions
- SOL VS.6c – Migration into western territories
- SOL VS.7a – Sectional differences/events leading to session/war

Second Nine Weeks

- SOL VS.7b – Major Civil War battles in Virginia
- SOL VS.7c – Roles of different people in Virginia during Civil War
- SOL VS.8a – Effects of Reconstruction in Virginia
- SOL VS.8b – Effects of segregation and “Jim Crow”

Third Nine Weeks

- SOL VS.8c – Growth of industry/technology/transportation
- SOL VS.9a – Growth of Virginia cities
- SOL VS.9b – Desegregation and Massive Resistance in Virginia
- SOL VS.9c – Persons and contributions to twentieth century Virginia life

Fourth Nine Weeks

- SOL VS.9d – Contributions of 20th century Virginians
- SOL VS.10a – Three branches of Virginia government
- SOL VS.10c – Advances in transportation, communications and technology
- **REVIEW of SOLs VS.1-VS.10**
- **SOL TEST**

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS.1 The student will develop skills for historical and geographical analysis including the ability to</p> <ul style="list-style-type: none"> a) identify and interpret artifacts and primary and secondary source document to understand events in history. b) determine cause and effect relationships. c) compare and contrast historical events. d) draw conclusions and make generalizations. e) make connections between past and present. f) sequence events in Virginia history. g) interpret ideas and events from different historical perspectives. h) evaluate and discuss issues orally and in writing. i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. 	<p><i>Review of 4th Grade Timeline</i></p> <p>How did the colonists’ ideas about government differ from those of the English Parliament?</p> <p>Why is the Declaration of Independence an important document?</p> <p>What contributions did Virginians make during the Revolutionary War?</p> <p>What was the importance of the American victory at Yorktown?</p>		<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Also use 4th grade Resources for review material</p> <p>Enhanced Scope and Sequence Activities and Assessments:</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 2.a The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by</p> <p>a) locating Virginia and its bordering states on maps of the United States.</p> <p>Locations of places can be described in relative terms.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i) 	<p>What are some ways that relative location can be described?</p> <p>What large bodies of water border Virginia?</p> <p>What states border Virginia?</p> <p>Relative location may be described using terms that show connections between two places such as “next to,” “near,” and “bordering.”</p> <p><u>Bordering bodies of water</u></p> <ul style="list-style-type: none"> Atlantic Ocean Chesapeake Bay <p><u>Bordering states</u></p> <ul style="list-style-type: none"> Maryland West Virginia Kentucky Tennessee North Carolina 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 7-8, 11-12</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS2b The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by</p> <p>b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.</p> <p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions</p> <p>Skills Students should be able to:</p> <ul style="list-style-type: none"> Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i) 	<p>What are the five geographic regions in Virginia?</p> <p>How do the geographic regions of Virginia differ?</p> <p>Where are the geographic regions of Virginia located?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river <p><u>Geographic regions</u></p> <ul style="list-style-type: none"> Coastal Plain (Tidewater) <ul style="list-style-type: none"> Flat land Location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore) East of the Fall Line Piedmont (land at the foot of mountains) <ul style="list-style-type: none"> Rolling hills West of the Fall Line Blue Ridge Mountains <ul style="list-style-type: none"> Old, rounded mountains Part of Appalachian mountain system Located between the Piedmont and Valley and Ridge regions Source of many rivers 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 9-10</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>continued</p> <p>SOL VS2b The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by</p> <p>b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.</p> <p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i) 	<p><u>Geographic Regions continued</u></p> <ul style="list-style-type: none"> • Valley and Ridge <ul style="list-style-type: none"> › Includes the Great Valley of Virginia and other valleys separated by ridges. (The Blue Ridge Mountains and the Valley and Ridge Regions are part of the Appalachian mountain system.) › Located west of Blue Ridge Mountains. • Appalachian Plateau (Plateau: Area of elevated land that is flat on top) <ul style="list-style-type: none"> › Located in Southwest Virginia. › Only a small part of the plateau is located in Virginia. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 16</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

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<p>SOL VS 2c The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by</p> <p>c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp).</p> <p>Water features were important to the early history of Virginia.</p> <p>Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and Piedmont regions where the land rises sharply and where the waterfalls prevent further travel on the river.</p> <p>The four major rivers that flow into the Chesapeake Bay are separated by peninsulas.</p> <p>The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.</p> <p>Skills Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i) 	<p>Which water features were important to the early history of Virginia?</p> <p>How did water features influence the development of Virginia?</p> <p>How did the flow of rivers affect the settlement of Virginia?</p> <p>What is a peninsula?</p> <p>Where is the Eastern Shore located?</p> <p>Terms to know</p> <ul style="list-style-type: none"> • Peninsula: A piece of land bordered by water on three sides <p>Water features</p> <ul style="list-style-type: none"> • Atlantic Ocean <ul style="list-style-type: none"> › Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) • Chesapeake Bay <ul style="list-style-type: none"> › Provided a safe harbor › Was a source of food and transportation • James River <ul style="list-style-type: none"> › Flows into the Chesapeake Bay › Richmond and Jamestown located along the James River • York River <ul style="list-style-type: none"> › Flows into the Chesapeake Bay › Yorktown located along the York River 	<p>Horizons: Virginia Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 11-12 p. 17-23</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

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<p>continued</p> <p>SOL VS 2c The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by</p> <p>c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp).</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i) 	<ul style="list-style-type: none"> • Potomac River <ul style="list-style-type: none"> › Flows into the Chesapeake Bay › Alexandria located along the Potomac River • Rappahannock River <ul style="list-style-type: none"> › Flows into the Chesapeake Bay › Fredericksburg located on the Rappahannock River › Each river was a source of food and provided a pathway for exploration and settlement of Virginia. • Lake Drummond <ul style="list-style-type: none"> › Located in the Coastal Plain (Tidewater) region › Shallow natural lake surrounded by the Dismal Swamp • Dismal Swamp <ul style="list-style-type: none"> › Located in the Coastal Plain (Tidewater) region › Wide Variety of wildlife <p>George Washington explored and surveyed the Dismal Swamp.</p> <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 11-12 p. 17-23</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

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<p>SOL VS10b The student will demonstrate knowledge of government, geography, and economics by</p> <p>a) describing the major products and industries of Virginia’s five geographic regions.</p> <p>The state of Virginia can be divided into five geographic regions.</p> <p>Different products and industries characterize each region.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Analyze and interpret maps. (VS.1i) 	<p>What are the major products and industries of each region in Virginia?</p> <p><u>Selected Examples of Products and Industries</u></p> <ul style="list-style-type: none"> • Coastal Plain (Tidewater) <ul style="list-style-type: none"> › Products: Seafood, peanuts › Industries: Shipbuilding, tourism, military bases • Piedmont <ul style="list-style-type: none"> › Products: Tobacco products, information technology › Industries: Federal and state government, farming, horse industry • Blue Ridge Mountains <ul style="list-style-type: none"> › Products: Apples, › Industries: Recreation, farming • Valley and Ridge <ul style="list-style-type: none"> › Products: Poultry, apples, dairy, beef › Industries: Farming • Appalachian Plateau <ul style="list-style-type: none"> › Products: Coal › Industries: Coal mining 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 103-104</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

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<p>SOL VS6c 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>Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i) 	<p>What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?</p> <p>After the American Revolution, Virginia’s agricultural base began to change, and as a result large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities.</p> <ul style="list-style-type: none"> • Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm. • Virginians migrated into western territories looking for large areas of land and new opportunities. • As Virginians moved, they took their traditions, ideas, and cultures with them. • Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u></p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

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<p>SOL VS 7a The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by</p> <p>d) 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>Because of economic differences between the North and South, they were unable to resolve their conflicts and the South seceded from the United States.</p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a) • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) • Analyze and interpret maps to explain historical events. (VS.1i) 	<p>What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War?</p> <p>Why did Virginia secede from the Union?</p> <p>How did West Virginia become a state?</p> <p><u>Differences between northern and southern states</u></p> <ul style="list-style-type: none"> • The economy in the northern part of the United States was more industrialized, while in the southern part it was agricultural and relied more on slave labor. • Northern states wanted the new states created out of the western territory to be “free states,” while the southern states wanted the new states to be “slave states.” 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 74-76 p. 86-87</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

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<p>continued</p> <p>SOL VS 7a The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by</p> <p>d) 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>Because of economic differences between the North and South, they were unable to resolve their conflicts and the South seceded from the United States.</p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a) • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) • Analyze and interpret maps to explain historical events. (VS.1i) 	<p><u>Events leading to secession and war</u></p> <ul style="list-style-type: none"> • Nat Turner led a revolt against plantation owners in Virginia. • Abolitionists campaigned to end slavery. • Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the “Underground Railroad.” • John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged. • After Abraham Lincoln was elected President of the United States in 1860, some southern states seceded from the Union and formed the “Confederate States of America.” Later, Virginia seceded and joined them. <p><u>Creation of West Virginia</u></p> <ul style="list-style-type: none"> • Conflict grew between the eastern counties of Virginia that relied on slavery and western counties did not favor slavery. • Many disagreements between the two regions of the state led to the formation of West Virginia. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 74-76 p. 86-87</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

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<p>SOL VS 7b 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>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>Skills Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Sequence events in Virginia history. (VS.1f) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i) 	<p>What major Civil War battles were fought in Virginia?</p> <p>Who were some of the leaders of the Civil War?</p> <p>Major Civil War battles fought in Virginia</p> <ul style="list-style-type: none"> • The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle. • General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia. • Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war. • 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. 	<p>Horizons: Virginia Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 77-78 p. 88</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

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<p>continued</p> <p>SOL VS 7b 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>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><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Sequence events in Virginia history. (VS.1f) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i) 	<p>The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865.</p>	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 77-78 p. 88</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

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<p>SOL VS 7c The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by</p> <p>c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.</p> <p>Whites, enslaved African Americans, free African Americans, and American Indians all had various roles during the Civil War.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Sequence events in Virginia history. (VS.1f) 	<p>How were whites, enslaved African Americans, free African Americans, and American Indians affected by the Civil War?</p> <p>Varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Civil War:</p> <ul style="list-style-type: none"> • Most white Virginians supported the Confederacy. • The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army. • Some free African Americans felt their limited rights could best be protected by supporting the Confederacy. • Most American Indians did not take sides during the Civil War. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u></p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

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<p>SOL VS 8a 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>Virginians faced serious problems in rebuilding the state after the war.</p> <p>Skills</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) 	<p style="color: red;">What were some of the problems Virginians faced during the period of Reconstruction following the Civil War?</p> <p style="color: red;">What measures were taken during Reconstruction to resolve Virginia’s problems?</p> <p>Terms to know</p> <ul style="list-style-type: none"> • 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. <p><u>Problems faced by Virginians during Reconstruction</u></p> <ul style="list-style-type: none"> • Millions of freed African Americans needed housing, education, clothing, food, and jobs. • Virginia’s economy was in ruins: <ul style="list-style-type: none"> › Money had no value. › Banks were closed. › Railroads, bridges, plantations, and crops were destroyed. 	<p style="color: green;"><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 79-80</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

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<p>SOL VS 8a 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>Virginians faced serious problems in rebuilding the state after the war.</p> <p><u>Skills</u></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) 	<p><u>Measures taken to resolve problems</u></p> <ul style="list-style-type: none"> • The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for freed African Americans and others in Virginia. • Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 79-80</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 8b The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by</p> <p>b) identifying the effects of segregation and “Jim Crow” on life in Virginia; for whites, African Americans, and American Indians.</p> <p>The freedoms and rights promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</p> <p>Skills Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) 	<p>What impact did “Jim Crow” laws have on whites, blacks, African Americans, and American Indians in Virginia?</p> <p>What happened to the rights of African Americans after Reconstruction?</p> <p>Terms to know</p> <ul style="list-style-type: none"> • Segregation: The separation of people, usually based on race or religion. • Discrimination: An unfair difference in the treatment of people. <p>During Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” Laws were passed by southern states. “Jim Crow” Laws established segregation or separation of the races and reinforced prejudices held by whites.</p>	<p>Horizons: Virginia Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 81-83</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>continued</p> <p>SOL VS 8b The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians.</p> <p>The freedoms and rights promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) 	<p>“Jim Crow” laws had an effect on the lives of blacks African Americans and American Indians.</p> <ul style="list-style-type: none"> • Unfair poll taxes and voting tests were established to keep African American men from voting. • African Americans found it very difficult to vote or hold public office. • African Americans were forced to use separate poor-quality services such as drinking fountains, restrooms, and restaurants. • African American and white children attended separate schools. • “Jim Crow” laws had an effect on American Indians. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 81-83</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 8c The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by</p> <p>c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.</p> <p>After the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.</p> <p>Skills Students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i) 	<p>What changes took place in Virginia to boost the economic growth?</p> <ul style="list-style-type: none"> • Virginia began to grow in many areas after the Civil War and Reconstruction. • Virginia’s cities grew with people, businesses, and factories. • Other parts of Virginia grew as other industries developed. Coal deposits, were discovered in Tazewell County. • The need for more and better roads increased. • Tobacco farming and tobacco products became important Virginia industries. 	<p>Horizons: Virginia Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 89</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 9a The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by</p> <p>d) 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>During the 20th and 21st centuries, Virginia changed from a rural, agricultural society to a more urban, industrial society.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Interpret ideas and events from different historical perspectives. (VS.1g) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i) 	<p>Why did Virginia change from an agricultural to an industrial society?</p> <p>What caused Virginia’s cities to grow?</p> <p><u>During the early 20th century, agriculture began to change</u></p> <ul style="list-style-type: none"> • Old systems of farming were no longer effective. • Crop prices were low. <p><u>Growth of Virginia’s cities</u></p> <ul style="list-style-type: none"> • People moved from rural to urban areas for economic opportunities. • Technological developments in transportation, roads, railroads, and streetcars helped cities grow. • Coal mining spurred the growth of Virginia towns and cities as people moved from the countryside to find jobs. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 97</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>continued</p> <p>SOL VS 9a The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by</p> <p>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>During the twentieth- and twenty-first 20th and 21st centuries, Virginia changed from a rural, agricultural society to a more urban, industrial society.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Interpret ideas and events from different historical perspectives. (VS.1g) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i) 	<p>During the 20th century, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region.</p> <p>In the late 20th century and the early 21st century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.</p> <p>People have moved to Virginia from many other states and nations.</p>	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 98-99</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 9b The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by</p> <p>d) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.</p> <p>Two famous Virginians, Woodrow Wilson and George C. Marshall, were important national and international leaders.</p> <p>Skills</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Interpret ideas and events from different historical perspectives. (VS.1g) 	<p>How did Woodrow Wilson’s actions impact international events?</p> <p>How did George C. Marshall’s actions impact America’s role with other world nations?</p> <ul style="list-style-type: none"> • Woodrow Wilson was a 20th century president who wrote a plan for world peace. • George C. Marshall was a military leader who created an economic plan to ensure world peace. 	<p>Horizons: Virginia Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 98-99</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 9c The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by</p> <p>d) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.</p> <p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.</p> <p>As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p> <p>Skills Students should be able to:</p> <ul style="list-style-type: none"> • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) 	<p>What changes occurred in Virginia as a result of the Civil Rights Movement?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> • Segregation: The separation of people, usually based on race or religion. • Desegregation: Abolishment of racial segregation. • Integration: Full equality of all races in the use of public facilities. <p><u>Desegregation and Massive Resistance in Virginia</u></p> <ul style="list-style-type: none"> • The U.S. Supreme Court ruled in 1954 (Brown v. Board of Education) that “separate but equal” public schools were unconstitutional. • All public schools, including those in Virginia, were ordered to desegregate. • Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools. • Some schools were closed to avoid integration. • The policy of Massive Resistance failed, and Virginia’s public schools were integrated. • Harry F. Byrd, Sr., led a Massive Resistance Movement against the desegregation of public schools. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 100-111</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 9d The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by</p> <p>d) identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.</p> <p>Many individuals made social, political, and economic contributions to Virginia life in the 20th and 21st centuries.</p> <p>Skills</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify and interpret primary and secondary source documents to understand events in history. (VS.1a) • Make connections between past and present. (VS.1e) 	<p>What contributions to life in the 20th and 21st centuries in Virginia were made by Maggie L. Walker, Harry Flood Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder?</p> <p><u>Citizens who made political, social, and/or economic contributions</u></p> <ul style="list-style-type: none"> • Maggie L. Walker was the first African American woman to establish and become a bank president in the United States. • Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government. • 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 Brown v. Board of Education decision. 	<p>Horizons: Virginia Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 100-111</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>continued</p> <p>SOL VS 9d The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by</p> <p>d) identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.</p> <p>Many individuals made social, political, and economic contributions to Virginia life in the 20th and 21st centuries.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Identify and interpret primary and secondary source documents to understand events in history. (VS.1a) • Make connections between past and present. (VS.1e) 	<ul style="list-style-type: none"> • Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change. • A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors. • L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 100-111</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 10a The student will demonstrate knowledge of government, geography, and economics by</p> <p>a) identifying the three branches of Virginia government and the function of each.</p> <p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations. (VS.1d) 	<p><i>What are the three branches of government in Virginia and what are the powers of each branch?</i></p> <p><u>The government of Virginia is divided into three branches</u></p> <ul style="list-style-type: none"> • The General Assembly is the legislative branch of the Virginia government that makes state laws. It is divided into two parts—the Senate and the House of Delegates. • The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out. • The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution. 	<p><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p><u>Literature Resources</u></p>	<p><u>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</u></p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 102</p> <p><u>Virginia Studies Poster Set</u></p> <p><u>Teacher Background Resources</u></p> <p><u>Maps and Photos Resources</u></p> <p><u>Other Instructional Links and Websites</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL VS 10c The student will demonstrate knowledge of government, geography, and economics by</p> <p>c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.</p> <p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States.</p> <p><u>Skills</u> Students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) 	<p>How have advances in transportation facilitated migration and economic growth?</p> <p>How have advances in communications and technology helped the economy grow?</p> <p>In what ways is Virginia part of the U.S. economy?</p> <p>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><u>Horizons: Virginia</u> Harcourt School Publishers</p> <p>Literature Resources</p>	<p>TAH Fifth Grade Resource Room (Log into Moodle and go to 5th grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 112</p> <p>Virginia Studies Poster Set</p> <p>Teacher Background Resources</p> <p>Maps and Photos Resources</p> <p>Other Instructional Links and Websites</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children's Literature Connections	Supporting Materials
	REVIEW FOR SOL TEST		