Course: Kindergarten

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| **Standard** | **Approved Change** | **Resources and Materials for Consideration** |
| K.1c | * Listen to community members, of diverse backgrounds, discuss events, stories, and narratives ~~legends~~ to learn about the community. |  |
| K.2ab | Each local community has a unique history that includes stories and narratives ~~legends~~ that have developed over time.  Localities recognize people who contributed to the development of the community over time.  Local schools and divisions may determine community-related events, stories, narratives ~~legends~~, and people to be studied. |  |
| K.3 | Information about events and traditions of the past is gained through the study of Thanksgiving; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); Juneteenth (June 19th); and Independence Day (Fourth of July). |  |
| K.11 | Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.  Juneteenth is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th. | This column will be populated with resources and materials for consideration to support instruction. |

Course: Grade One

| **Standard** | **Approved Change** | **Resources and Materials for Consideration** |
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| 1.1d | **Experiences may include but are not limited to the following:**   * Create interview questions to ask the early English settlers, Virginia Indians, and Africans of Virginia. | This column will be populated with resources and materials  for consideration to support instruction. |
| 1.1g | **Experiences may include but are not limited to the following:**   * Discuss how jobs in Virginia have changed over time for all Virginians. |  |
| 1.2a,b,c | **Essential Understandings**  Many people, from diverse backgrounds, and events contributed to Virginia’s history. Essential Knowledge Many different peopleand events helped shape Virginia’s history. |  |
| 1.3f,g | Teachers are encouraged to explore and recognize Virginia’s diverse people and cultures.   * John Mercer Langston: First African American Congressmen from Virginia. * Lawrence Douglas Wilder: He was the first elected African American Governor of Virginia and in the United States. |  |
| 1.4a,b,c | Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.  Juneteenth: It is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th. |  |
| 1.10a - f | Essential Understandings Not everyone was considered a citizen when our country began, and for a long time after that, even until today.  **Essential Knowledge**  Students can demonstrate good citizenship by   * being inclusive of others despite differences * exercising civic duties like voting and paying taxes |  |
| 1.12a, b | **Essential Knowledge**  **Terms to know**   * symbol: A picture, object, or action ~~or thing~~ that stands for something ~~else~~ * tradition: A custom or belief that is practiced or observed over a long period of time * patriotic: Showing respect for and love of country, ~~and~~ state, and neighbors |  |

Course: Grade Two

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| **Standard** | **Approved Change** | **Resources and Materials for Consideration** |
| 2.4j | * Martin Luther King, Jr.: He was an African American minister who advocated ~~worked~~ so that all people would be treated fairly. He led peaceful marches and gave speeches. He was an important leader in the Civil Rights Movement who fought to end racial segregation. |  |
| 2.5a | * Martin Luther King, Jr., Day: This is a day to remember an African American minister who advocated ~~worked so that all people would be treated fairly~~ to end racial segregation and promote racial equality. It is observed in January. |  |
| 2.5 | Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.  Juneteenth is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th. | This column will be populated with resources and materials for consideration to support instruction. |

Course: Virginia Studies

| **Standard** | **Approved Change** | **Resources and Materials for Consideration**  This column will be populated with resources and materials  for consideration to support instruction. |
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| VS.1d | **Experiences may include but are not limited to the following:**   * Respond to guiding questions to help in understanding multiple perspectives of people from diverse backgrounds: |  |
| VS.2g | American Indians and their culture were greatly affected by white European colonization. They intermingled with the English and Africans. |  |
| VS.3e | Essential Understandings This is the first time that Africans were introduced to the Virginia colony and became a permanent part of Virginia's population.  ~~Virginia became a more diverse colony by 1620.~~ |  |
| VS.3e | **Essential Knowledge** ~~Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons once they arrived in Virginia is unknown.~~  Africans arrived in Virginia against their will in 1619.  The first Africans who were forcibly brought to Old Point Comfort were originally free people who were captured by Portuguese soldiers by hired mercenaries in an Angolian region of West Central Africa.  With the forced arrival of these Africans, Virginia would create a system of people treated as property based on their skin color.  ~~The arrival of Africans made it possible to expand the tobacco economy.~~The Virginia Colony’s economy was greatly dependent upon temporary and permanent servitude.  In these early years, Virginia would create a disparity between English colonists and Africans.  The arrival of additional English women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia. | This column will be populated with resources and materials  for consideration to support instruction. |
| VS.4a | The Virginia Colony turned to enslaved labor to make money and expand their resources. This dependence lasted for more than two hundred years, until the end of the Civil War. For this reason, African men, women, and children were forcibly brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time. |  |
| VS.4e | ~~Most e~~Enslaved Africans ~~Americans~~ worked tobacco, other crops, livestock, in industries including shipping, construction, and other trades. Africans came to America with prior knowledge of skilled trades.  Enslaved Africans ~~Americans~~ were denied basic rights.  Some free Africans ~~Americans~~  in America owned land but were denied basic rights.  Africans began to have families born in America increasing their population. |  |
| VS.5b | **Varied experiences ~~roles~~ of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era**  **Contributions of Virginians during the Revolutionary War era**   * James Lafayette, an enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war, ~~He successfully requested his freedom after the war~~ with the support of the Marquis de Lafayette. | This column will be populated with resources and materials  for consideration to support instruction. |
| VS.6c | * Many enslaved African Americans were sold to people who lived in other southern states and western territories, permanently separating many families by hundreds of miles. |  |
| VS.7a | Essential Understandings Cultural, economic, and constitutional differences between the North and the South based in slavery eventually resulted in the Civil War.  ~~Because of economic differences, t~~The North and the South were unable to resolve their conflicts, and the South seceded from the United States. |  |
| VS.7a | **~~Differences between northern and southern states~~**   * ~~The economy in the northern part of the United States was more industrialized, while the economy in the southern part was agricultural and relied more on slave labor.~~ * ~~Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.”~~ |  |
| VS.7a | **Events leading to secession and war**   * Abolitionists, The Fugitive Slave Act and the Underground Railroad were all contributing factors to the Civil War because most white Southerners strongly believed they had the right to slavery. |  |
| VS.7b | **Major Civil War Events ~~battles fought~~ in Virginia**   * The Confederates were using slaves to help them in the war effort. Three men (Shepherd Mallory, James Baker, and Frank Townsend) refused and escaped to Fort Monroe, this led to the Contraband decision, which led to tens of thousands of enslaved people to seek refuge with the Union Army. |  |
| VS.7c | American Indians, whites, enslaved African Americans, and free African Americans ~~had~~ experienced the Civil War in different ways.  ~~various roles during the Civil War.~~ |  |
| VS.7c | **Varied experiences ~~roles~~ of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War**   * Many enslaved African Americans sought freedom by following the Union Army, where many found work. African American soldiers were paid less than white soldiers. * Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy. * Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war. |  |
| VS.8a | **Problems faced by Virginians during Reconstruction**   * African Americans faced injustice, increased violence, and discrimination immediately after the end of slavery.   **Measures taken to resolve problems**   * Sharecropping was a system with unfair practices that locked people into poverty. Sharecropping was common in Virginia after the war;, ~~in which~~ freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops. * African Americans pushed for education for their children. This directly resulted in Freedom’s First Generation of who 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. |  |
| VS.8b | During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office. Black Virginians led the fight for the first public school system in Virginia.  -John Mercer Langston was an important African American leader before, during, and after the Civil War   * Free black from Louisa County, Virginia who was educated in Ohio and became a lawyer in the North * 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" * First African American elected to the U.S. Congress from Virginia |  |
| VS.8b | After Reconstruction, these gains were taken away through violence, intimidation, and ~~lost~~ when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites. |  |
| VS.9a | The port of Virginia saw an expansion of the shipbuilding industry, launching a maritime industry centered on Hampton Roads. |  |

This column will be populated with resources and materials for consideration to support instruction.

Course: United States History to 1865

| **Standard** | **Approved Change** | **Resource and Materials for Consideration** |
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| US1.1f | **Experiences may include but are not limited to the following:**   * Examine the decisions by African Americans to support either the Americans or British in the American Revolution. | This column will be populated with resources and materials  for consideration to support instruction. |
| USI.1g | **Experiences may include but are not limited to the following:**   * Create a flowchart to show connections between what explorers wanted to accomplish in the west (e.g., find new land for farming) and the effect that these interests had on American Indians (e.g., American Indians were forcibly removed from their land and in many cases massacred ~~displaced from their land~~). |  |
| USI.1j | * Create a social media page or blog about an event from United States history. Take a position on the topic, and use a variety of sources as evidence to support the stance. * Enslaved African Americans: Emancipation Proclamation |  |
| US1.5d | **White Women**  **Free African Americans**   * Were able to own/inherit land in some cases * Had limited economic freedom and could work for pay and decide how to spend their money in some cases * Had varying degrees of freedom and were not allowed to vote (men or women) |  |
| US1.6b | Essential Understandings The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. In practicality, it only applied to white men at this time. |  |
| US1.6c | **Key individuals**   * Crispus Attucks: Fugitive enslaved African American who was the first person to die in the Boston Massacre * James Armistead Lafayette: Enslaved African American from Virginia served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war, with the support of the Marquis de Lafayette. |  |
| USI.7b | **The Constitutional Convention**   * The Three-fifths Compromise [perpetuated](https://www.google.com/search?safe=strict&rlz=1C1GCEA_enUS806US807&q=perpetutated&nfpr=1&sa=X&ved=2ahUKEwiGt4Sx5-HqAhVmQt8KHcr8DT4QvgUoAXoECA8QJg) slavery in the United States. |  |
| US1.7c | * Thomas Jefferson * The Lewis and Clark Expedition, which included enslaved peoples Sacagawea and York, explored  ~~new~~ land west of the Mississippi River; |  |
| US1.8d | **New technologies and their impact on society**   * The cotton gin was ~~invented~~ patented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton. |  |
| US1.8e | Essential Understandings ~~The women’s suffrage movement helped women gain equal rights.~~ The beginning of the women’s suffrage movement included both white and African American women known as suffragists. Not all white suffragists were in agreement that women of color should be extended the right to vote. | This column will be populated with resources and materials  for consideration to support instruction. |
| USI.9a | Essential Understandings ~~Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War~~. Struggles over the future of slavery’s expansion agitated the United States for decades and led the nation into the Civil War. |  |
| US1.9a | **Essential Knowledge**  **Issues that divided the nation**  Slavery   * ~~While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.~~ * Slavery was growing larger, stronger, and more powerful in each decade after 1800. * By 1860, nearly four million Americans lived in perpetual bondage.   Cultural issues   * The North and the South shared a culture of Protestant Christianity, political beliefs based on the Constitution, and ideals of personal property. ~~The North was mainly an urban society in which people held jobs in cities.~~ * A culture of reform grew in the North, fed by the Second Great Awakening, aspirations of social improvement, activist women, and charismatic reformers. ~~The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.~~ * ~~Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.~~ * In the South, white people argued that the Bible sanctioned slavery and that slaveholders acted as Christian protectors of enslaved people. * Black Southerners saw themselves as a people held in bondage like the Israelites in the Bible and had faith, they would one day be delivered from slavery.   Economic issues   * ~~The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.~~ * ~~The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added.~~ * In both the North and the South, most people were farmers. * About a fourth of white Southern families owned enslaved people and grew wealthy from their labor. * Powerful economic interests in both regions fought for economic advantage with government policies favorable to them. * Plantation slavery was economically powerful but did not develop as many towns, cities, and factories as the North.   ~~Constitutional issues~~   * ~~A major conflict was states’ rights versus strong central government.~~   Political Issues   * Voters in the North and the South belonged to the same political parties from the 1820s through the 1850s: Democrats and Whigs. * The two parties found ways for the divergent interests of the North and South to be compromised. * The emergence of the Republican Party in the late 1850s gave voice to Northerners angry at Southern dominance of the federal government out of proportion to white population. * These political differences, fed by the invention of the telegraph and the spread of newspapers, led the South to secede. |  |
| USI.9b | ~~A stricter fugitive slave law was enacted,~~ The Fugitive Slave Act of 1850 was passed. |  |
| USI.9b | * Most White Southerners believed that the states had freely created and joined the union and could freely leave it. |  |
| US1.9d | * Frederick Douglass * Was a former enslaved African American who promoted African American involvement in the Civil War by creating the United States Colored Troops. |  |
| US1.9f | * Abraham Lincoln Sought to reconstruct the nation by bringing Southern states back into the Union when 10 percent of voters accepted the end of slavery and reunion. * Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy. |  |

This column will be populated with resources and materials for consideration to support instruction.

Course: United States History: 1865 to the Present

| **Standard** | **Approved Change** | **Resource and Materials for Consideration** |
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| USII.1g | * Create a timeline that illustrates the role of Jim Crow (segregation) laws in the 20th century and how those laws restricted the rights, economic decision-making, and choices of African Americans |  |
| USII.2b | **Examples of manufacturing areas**   * Hair Care & Cosmetics industry: St. Louis |  |
| USII.3a | **Basic provisions of the amendments**   * The 13th Amendment bans slavery, except for felonies, in the United States and all of its territories. | This column will be populated with resources and materials  for consideration to support instruction. |
| USII.3a | Although these three amendments guarantee equal protection under the law for all citizens, American Indians and women of all races, ethnicities, and nationalities did not receive the full benefits of citizenship until many generations later. |  |
| USII.3b | Reconstruction attempted to create legal equality for free and formerly enslaved African Americans.  The Amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue. |  |
| USII.3b | **Essential Understanding**  ~~The Reconstruction policies were harsh and created problems in the South.~~  ~~Reconstruction attempted to define the means by which all Southerners could live together equally.~~  Reconstruction attempted to create legal equality for free and formerly enslaved African Americans.  The Amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue. |  |
| USII.3b | **Reconstruction policies and problems**   * ~~Southern military leaders could not hold office.~~ * ~~African Americans could hold public office.~~ * ~~African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of Northern soldiers for its enforcement.~~ * After the adoption of the Reconstruction laws, former Confederates states could not be readmitted to the United States until they held conventions to write new constitutions that adopted the 14th Amendment * African American men could vote for delegates to those conventions and serve as delegates   Federal troops supervised the South.   * ~~The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.~~ * ~~Southerners resented Northern “carpetbaggers,” some of whom took advantage of the South during Reconstruction.~~ * The state governments under Reconstruction adopted laws to create public education and new state institutions * Most white Southerners resisted the Reconstruction governments and worked to replace them as soon as possible * One state after another came under the control of the Democrats in the early 1870s. |  |
| USII.3b | **End of Reconstruction and its impact**   * Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876 and troops were removed from the final states still under Reconstruction governments. * ~~Federal troops were removed from the South.~~ * Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another. * Starting in 1890, every Southern state wrote new constitutions that prevented African American men from voting. * ~~“Jim Crow” laws affected the rights of American Indians.~~ | This column will be populated with resources and materials  for consideration to support instruction. |
| USII.3c | **Abraham Lincoln**   * His plan for ~~Issued~~ Reconstruction was not fully formed at the time of his assassination in April 1865 p~~lan calling for reconciliation~~ * The resistance of white Southerners to the rights of formerly enslaved people, in Black Codes and violence, led Lincoln’s party to begin a more thorough Reconstruction two years after the war’s end ~~Believed preservation of the Union was more important than punishing the South~~   **Robert E. Lee**   * Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight * Remained silent as laws to create equality for African Americans were proposed and did not encourage white Southerners to cooperate. * Died in 1870 before Reconstruction was fully in place. * After his death, Lee became the leading symbol for the “Lost Cause” movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery.   **Frederick Douglass**   * Was a powerful voice for human rights and civil liberties for all until his death in 1895. |  |
| USII.4a | Essential Understandings New opportunities, population growth, and technological advances led to westward migration following the Civil War.  Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.  ~~had an impact on the lifestyle of American Indians.~~ |  |
| USII.4a | **Reasons for increase in westward expansion**   * Land was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land. ~~Opportunities for land ownership~~ * Immigration of workers from China who built much of the Transcontinental Railroad. * Escape from cyclical poverty and white intimidation and violence. |  |
| USII.4b | **Efforts to solve immigration ~~problems~~ challenges** |  |
| USII.4b | **Challenges faced by cities**   * Tenements and ghettos * Political corruption led by political machines | This column will be populated with resources and materials  for consideration to support instruction. |
| USII.4c | **Essential Knowledge**  **Racial ~~segregation~~ discrimination**   * ~~Based upon race~~ * ~~Directed primarily against African Americans, but other groups also were kept segregated~~ * American Indians were not considered citizens until 1924 and were restricted to reservations or forced to identify as African American if they were not on reservations. |  |
| USII.4c | **Racial Segregation ~~“Jim Crow” laws~~**   * Passed to discriminate against African Americans by forcing them into separate public accommodations. * Accompanied by laws to prevent African Americans from voting, called disenfranchisement. * Upheld by the Supreme Court in *Plessy v. Ferguson* in 1896.   **Lynching**   * Lynching was the illegal killing of people by gangs of violent vigilantes. * Lynching occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South. * Lynching was meant to intimidate African Americans from asserting themselves in any way, including politically, and were often conducted publicly and with the cooperation of law enforcement. * Lynching grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.   **African American responses**   * Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation while secretly working against discriminatory laws. * W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida B. Wells-Barnett. * Ida B. Wells-Barnett fought against lynching and the many other injustices suffered by African Americans, publicizing the lynchings in newspaper articles and other writings. |  |
| USII.4d | **Rise of big business led by captains of industry**   * Also known as “robber barons,” widely criticized at the time for their fights against unions and regulation.   **Factors that promoted industrial growth in America**   * Internal migrations of blacks and whites from rural regions to urban centers.   **Postwar changes in farm and city life**   * Emergence of labor unions that barred African Americans. * Formation of the Brotherhood of Sleeping Car Porters and Maids. |  |
| USII.4e | **Women’s ~~suffrage~~ movement**   * The settlement houses were established to assist women and children as they moved from rural to urban areas (Hull House, Phyllis Wheatley YWCA). |  |
| USII.5a | **Essential Knowledge Reasons for the Spanish-American War**   * African American troops participated in the Spanish-American War although their contributions were ignored. An example was the credit the Rough Riders were given in taking San Juan Hill when it was the 24th Infantry and the 9th and 10th Cavalry units that helped to take the hill. |  |
| USII.5c | **African Americans in WWI**   * The 369th Infantry Regiment, formerly known as the 15th New York National Guard Regiment ("Harlem Hellfighters") distinguished themselves during the war. * WWI was the first war in which the U.S. Navy was segregated (African American men relegated to corpsmen or messmen). |  |
| USII.6a | **Ways electrification changed American life**   * Traffic lights * Refrigerated train cars |  |
| USII.6b | **Great Migration north and west**   * World War I created opportunities for African Americans when immigration from Europe stopped and the needs of the military suddenly increased. * African Americans also experienced discrimination and violence in the North and Midwest, but enjoyed greater opportunities than in the South. |  |
| USII.6c | **Essential Knowledge**  **Cultural climate of the 1920s and 1930s**  Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest  Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s; Ralph Ellison a novelist of the Harlem Renaissance, Zora Neale Hurston cultural anthropologists, Langston Hughes poet, novelist, and playwright; Countee Cullen poet of the Harlem Renaissance. | This column will be populated with resources and materials  for consideration to support instruction. |
| USII.6d | **Impact on Americans**   * African Americans were disproportionately impacted by the Great Depression and they were discriminated against when New Deal agencies were created, in hiring, pay, and access. |  |
| USII.7b | Essential Understandings Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.  The Holocaust is an example of prejudice, discrimination, and genocide that targeted Jews and other groups. | This column will be populated with resources and materials  for consideration to support instruction. Crosswalk Document |
| USII.7b | **The Holocaust**   * Imprisonment and killing of millions of Jews and others in concentration camps and death camps |  |
| USII.7c | **Essential Knowledge**   * More than 125,000 African Americans fought for the United States. * The Tuskegee Airmen and other units became famous for their valor and skill. * African American men and women worked in the industries that supported the Allied war effort. * The service of African Americans in the war, especially against the racist Nazis, encouraged them to press for their rights in the United States. * While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and more than one hundred thousand ~~many~~ were forced into internment camps in the United States. * Despite their commitment and service, African Americans remained segregated in the armed forces until President Harry Truman desegregated the armed forces in 1948 during the Korean Conflict. |  |
| USII.8d | **Essential Knowledge**  **Factors leading to changing patterns in United States society**   * Increased urbanization and expansion of cities, resulting in a housing boom, which did not largely benefit African Americans. * African Americans’ aspirations for equal opportunities; they pushed to end all forms of segregation and discrimination against them. |  |
| USII.8d | **Policies and programs expanding educational and employment opportunities**   * The G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. The GI bill enabled many to enter professions, such as medicine, law, and academics. |  |
| USII.9a | **Essential Knowledge**  **Some effects of segregation**   * Separate and unequal educational facilities and resources * Separate and unequal public facilities (e.g., restrooms, drinking fountains, restaurants) |  |
| USII.9a | * Segregated and disadvantaged neighborhoods ~~Social isolation and residential segregation.~~ * Exclusion from well-paying jobs. * Undermining of wealth building by low property values in segregated neighborhoods. * Unpunished violence against African Americans. |  |
| USII.9a | **Civil Rights Movement**   * Student walkout of 1951 at Moton High School led by Barbara Johns. * Killing of Emmett Till in Mississippi became a national scandal because of the photographed open casket. * Bombing of churches and homes by white opponents of the Civil Rights movement. |  |
| USII.9d | **Immigration**   * More people try to immigrate to the United States than are allowed by law although many policies still included racial limitations. |  |

This column will be populated with resources and materials for consideration to support instruction.

Course: Virginia and United States History

| **Standard** | **Approved Change** | **Resources and Materials for Consideration**  This column will be populated with resources and materials for considerations to support instruction.  This column will be populated with resources and materials for considerations to support instruction. |
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| VUS.1e | * the impact of internal, external influences (e.g., economy, social concerns). |  |
| VUS.1h | Use a cost-benefit analysis chart:   * The rise of women’s participation in labor unions led to increased activism for pay equity, maternity leave, and childcare. This did not apply to domestic workers, many of whom were African Americans. * Married white women’s labor participation rose after World War II as public opinion slowly started to change as a result of their success during the war. African American women were already working outside of the home. | This column will be populated with resources and materials  for consideration to support instruction. |
| VUS.1j | * Andrew Jackson: Did he promote or hinder democracy? * ~~Cotton gin: Good or bad for the United States?~~ |  |
| VUS.2a | The Virginia House of Burgesses wrote the Virginia Slave Codes. All of the English colonies established slavery between the period of their founding or no later than the 1750s. Each of the colonial governments used Virginia's Slave Codes as a model for restricting the rights of free blacks and for the treatment of enslaved people. |  |
| VUS.2b | **Interactions among American Indians, Europeans, and Africans**   * The first Africans were brought against their will to Old Point Comfort (Fort Monroe), Virginia, in 1619 to work on plantations, were taken from the Ndongo which is modern-day Angola . The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an alien people into the colony. T~~his system eventually led to the introduction of African slavery in British North America.~~ * English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world. By the time of English settlement in North America, a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean. * The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought “twenty and odd” Africans to trade for food in Virginia. British North America would remain on the margins of the Atlantic slave trade, importing six percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619. |  |
| VUS.2b | Virginia’s English colonists struggled to adapt Atlantic slavery to their law, culture, and religion. Over the half century after 1619, white Virginians made those adaptations so that by the 1660s racial slavery had been firstly established. Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her. |  |
| VUS.3a | **Economic characteristics of the colonial period**  Private ownership of property characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel. |  |
| VUS.3b | **Social characteristics of the colonies**   * New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. Both colonies established a system of enslavement that included both Africans and Native Americans. * The middle colonies were home to multiple religious groups who generally believed in religious tolerance*,* including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures for the European immigrants and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. For Africans and Native Americans, the environment included enslavement and racial intolerance. * Virginia and the other Southern colonies had a social structure based on family status and the ownership of land and increasingly, enslaved people. | This column will be populated with resources and materials  for consideration to support instruction. |
| VUS.3b | **Political life in the colonies**   * New England colonies used town meetings ~~(an Athenian direct democracy model)~~ in the operation of government. * The first court case that began the process of enslaving Africans was John Punch in 1640. |  |
| VUS.3c | Essential Understandings  American colonies relied ~~colonial reliance~~ on ~~a cheap~~, enslaved labor force transported from Africa and the Caribbean. ~~eventually conflicted with the founding principles established in the Declaration of Independence.~~  **Essential Knowledge The development of indentured servitude and slavery**   * Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies depended on ~~required~~ a cheap labor source on a large scale. * The growth of a plantation-based agricultural economy in the hot humid coastal lowlands developed into a system that depended heavily on a large enslaved labor force to maximize profits for the wealthiest landowners who represented a small percentage of the population. Slave traders sought out people from parts of Africa, now known as Senegal and Gambia, who were known for their knowledge about rice cultivation to be sold as slaves. * Some of the labor needs, especially in Virginia in early decades of settlement, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. * Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans, for nearly two thousand years, were forcibly brought to the American colonies via the Middle Passage. * British North America developed the only enslaved society in the New World that biologically reproduced itself because of moderate climate and crops that did not repay working enslaved people to the point of death, as they were in sugar colonies and mines elsewhere in the Western Hemisphere. As a result, the enslaved population of British North America would grow into the largest in the New World by the early nineteenth century. ~~The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.~~ |  |
| VUS.4c | **Differences among the colonists**  Enslaved People   * Many of the people held in slavery sought to use the war to pursue their own freedom. * Ten thousand African Americans fought with the British against the white colonists who held them in slavery. | This column will be populated with resources and materials for consideration to support instruction. |
| VUS.4e | **The Declaration of Independence**   * The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies. |  |
| VUS.5a | **The Articles of Confederation**  American political leaders, fearful of a powerful central government like Britain’s, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. The Articles of Confederation  ~~provided for a weak national government~~ |  |
| VUS.5b | **Key issues and their resolutions**  Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives while avoiding mention of slavery by name.  Established ~~Avoided a too-powerful central government by establishing~~ three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers |  |
| VUS.6a | **Early stages of territorial expansion**   * White settlers had fought against indigenous peoples from the first months of their arrival across the generations that followed. * American governments wrote treaties with many indigenous peoples that were frequently broken. * The rapid expansion of the white population disturbed the economies and cultures of the indigenous peoples in every part of North America.  Settlers frequently pushed illegally on to lands controlled by the American Indians.   **Impact on the American Indians**   * During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers. ~~and~~ * In the 1830s, the Native people were forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when Cherokee, Choctaw, Chickasaw, Creek, and Seminole peoples ~~several tribes~~ were relocated from ~~Atlantic Coastal states~~ the South to present-day Oklahoma) or confined to reservations. * The forced migrations led to the deaths of up to a third of the Native people forced to move with inadequate supplies and protection. | This column will be populated with resources and materials for consideration to support instruction. |
| VUS.6b | The acquisition of Texas created a vast new area for the expansion of slavery. White Southerners flooded into Texas and imported hundreds of thousands of enslaved people from the older states of the South. |  |
| VUS.6c | **Economic impact of the War of 1812**   * the rapid expansion of slavery into lands taken from American Indians. |  |
| VUS.6d | **Essential Understandings**  Although the Age of Jackson led to an increase in democracy for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists. ~~political tensions and nativist tendencies impacted the American political climate.~~  **Essential Knowledge**  Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use, Jackson’s party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists  **The “Age of the Common Man”**  Universal white manhood suffrage increased the electorate.  **Emergence of new political parties**   * Whigs   + organized in opposition to the Democratic Party.   + arose in opposition to Andrew Jackson and supported temperance and the use of the government for economic development.   + supported temperance and the use of the government for economic development. * Know-Nothings were   + organized in opposition to continued immigration by Irish and German immigrants.   + the first of a series of political efforts to oppose immigration and immigrants.  Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use. | This column will be populated with resources and materials for consideration to support instruction. |
| VUS.6e | **Essential Understandings**  As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises. |  |
| VUS.6e | **Sectional tensions caused by competing economic interests**   * The ~~industrial~~ North favored high protective tariffs to protect Northern manufactured goods from foreign competition. * The plantation-based ~~agricultural~~ South opposed high tariffs that made the price of imports more expensive. Slavery expanded west with great speed, dominating one new state after another from the east coast to Texas and Arkansas.   **Sectional tensions caused by debates over the nature of the Union**   * A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). South Carolina leaders sought to check the power of the federal government, which they feared might interfere with slavery’s expansion.   **Sectional tensions caused by the institution of slavery**   * Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner ~~and Gabriel Prosse~~r in 1831, fed white Southerners’ fears about slave rebellions and led to severe restrictions on privileges for free blacks and harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. * Abolitionists ~~Northerners~~, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists. Although abolitionists accounted for only two percent of the northern population, they won a great deal of attention and animosity in the North, as well as the South.   **The women’s suffrage movement**  Seneca Falls Declaration of 1848 | This column will be populated with resources and materials  for consideration to support instruction. |
| VUS.6f | Essential Understandings  ~~America’s desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests.~~  America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west. |  |
| VUS.6g | **Essential Understandings**  Cultural, economic, and constitutional differences between the North and the South-all based in slavery and eventually resulted in the Civil War.  Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.  **Essential Knowledge** **Causes of the Civil War**   * Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the relative power of the states and the federal government ~~nature of the Union (states’ rights).~~ * ~~While there were several differences between the North and the South,~~  The issues related to slavery increasingly divided the nation and led to the Civil War. Much of America’s economy revolved around the institution of slavery, which accounted for a large share of America’s exports. * A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act. * Publication of *Uncle Tom’s Cabin* by Harriet Beecher Stowe in response to the Fugitive Slave Act. * United States Supreme Court decision in the Dred Scott case. * The creation of the Republican Party in the mid-1850s, explicitly devoted to stopping the spread of slavery in the territories. * ~~A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act~~ |  |
| VUS.7a | **Major events**   * Juneteenth: was celebrated on June 19, 1865, when enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation.   **Key leaders and their roles**  Robert E. Lee   * After his death, Lee became the leading symbol for the “Lost Cause” movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery. * ~~Opposed secession, but did not believe the Union should be held together by force~~ | This column will be populated with resources and materials  for consideration to support instruction. |
| VUS.7b | **Abraham Lincoln’s leadership**  Initial goal: Preserve the Union, even if that meant leaving slavery in place.  **Emancipation Proclamation**   * Lincoln issued the Emancipation Proclamation as a military necessity. * Freed those enslaved people ~~slaves~~ located in the “rebelling” states (Southern states that had seceded) * Allowed for the enlistment of African American soldiers and sailors in the ~~Union Army~~ United States military. |  |
| VUS.7c | **Essential Knowledge**  **African Americans**   * Nearly two hundred thousand African Americans served in the United States ~~Union~~ Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors. * ~~African Americans served as a part of contraband armies and aboard Union naval ships.~~ * ~~Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers.~~ * African American soldiers and sailors were discriminated against and served in segregated units under the command of white officers. * Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.   **Common soldiers**   * Warfare was costly, but disease killed more men than did bullets. ~~often involved hand-to-hand combat.~~ * The white South lost nearly a quarter of its military-aged white men to death and many more through illness and disability. * After African American soldiers and sailors returned home from the war, they were targeted for violence.   **Women**   * Supported the war effort: Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy. |  |
| VUS.7e | **Essential Knowledge Political effects**   * Reconstruction attempted to create legal equality for people formerly held in slavery. * The Amendments to the Constitution during Reconstruction laid the basis for the eventual equality for all Americans. * Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another.   **Economic impact**   * The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (~~other than the South~~) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. The Southern economy recovered in the 1880s and grew rapidly producing lumber, coal, and cotton. | This column will be populated with resources and materials for consideration to support instruction. |
| VUS.8a | Essential Understandings  This growth, while positive for some, ~~resulted in more displacement for American Indians.~~ destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.  **Essential Knowledge Westward movement**  The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market before the spread of railroads soon thereafter. |  |
| VUS.8b | **Inventions/innovations**   * Filament for light bulb (Lewis Lattimer) * Gas Mask & Traffic Light (Garrett Morgan)   **Economic ~~Industrial~~ leaders**   * “Madame CJ Walker” - Sarah Breedlove (hair products & cosmetics)   **Emergence of leisure activities**  Vaudeville & minstrel shows |  |
| VUS.8d | **Essential Knowledge Discrimination against and segregation of African Americans**   * ~~Laws limited freedoms for African Americans.~~ * ~~Intimidation and crimes were directed against African Americans (lynchings).~~ * During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. African Americans also experienced discrimination and violence in the North and Midwest but had greater opportunities than were available to them in the South. * Mob violence, such as in Danville in 1883. * ~~Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to enforce the separation of the races.~~   **Lynching**   * Was the illegal killing of people by gangs of violent vigilantes. * Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South. * Was meant to intimidate African Americans from asserting themselves in any way, including politically. * Were often conducted publicly and with the cooperation of law enforcement. * Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed. | This column will be populated with resources and materials  for consideration to support instruction. |
| VUS.8e | **Growth of cities**  As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions, crowded into tenements and slums. Cities such as Atlanta, Birmingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants.  **Industrialization: Formation of labor unions**  Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens  **Great Migration**  The Great Migration began post Reconstruction and continued through the 1920s.  Created opportunities for African Americans in housing, education, and politics.  By the turn of the 20th century, the vast majority of black Americans lived in the Southern states.   * The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West.   + “Push” factors:     - poor economic conditions in the South— intensified by the limitations of sharecropping, farm failures, and crop damage.     - ongoing racial oppression in the form of Jim Crow laws.   + “Pull” factors:     - encouraging reports of good wages and living conditions that appeared in African American newspapers.     - advertisements for housing and employment and firsthand stories of new found success in the North and western areas such as the *Chicago Defender*. * Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities. | This column will be populated with resources and materials for consideration to support instruction. |
| VUS.8f | **Changes in voting laws in the South disenfranchised African American male voters**   * Every southern state revised their constitutions and voting laws in this period. * Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes. * The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders. * The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people. * Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order. |  |
| VUS.9a | **Racial conflict in the Spanish-American War and the Philippines**   * African American soldiers and sailors eagerly enlisted to fight but were kept in segregated units. * The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders. * The long fight against the Filipinos after the American arrival was often interpreted in the United States as a struggle between white and “colored” peoples. |  |
| VUS.9b | * More than 350,000 African Americans fought for the Allied forces, often restricted to support roles but sometimes on the front lines. * Immigration from Europe stopped and factories in the North needed laborers; |  |
| VUS.10a | **Harlem Renaissance**   * African Americans, following the Great Migration of World War I and the 1920s, created vibrant cultural communities in the North. * One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment. * A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer. * The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide. |  |
| VUS.10d | **New Deal (Franklin Roosevelt)**  Franklin D. Roosevelt was the first president to have an entirely African American advisors who served in a “kitchen cabinet.”  The Social Security Act offered safeguards for workers, except for domestic workers.  African Americans were discriminated against in these government programs. |  |
| VUS.11d | **Essential Knowledge Minority participation**  125,000 African Americans fought overseas in World War II. | This column will be populated with resources and materials  for consideration to support instruction. |
| VUS.12c | **Essential Knowledge**  **American military forces during the Cold War**  In 1948, President Harry S. Truman ordered the desegregation of the armed forces of the United States, which took place during the Korean War.  ~~As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.~~ |  |
| VUS.12d | **The Vietnam War**  African Americans were drafted and sent to the front lines in disproportionate numbers. |  |
| VUS.13c | **Essential Knowledge**  **National Association for the Advancement of Colored People (NAACP)**   * The Lynching of Emmett Till (1955) - Emmett Till’s lynching in Mississippi and the acquittal of his killers gained international media attention and inspired demands for civil rights. * The Southern Christian Leadership Conference (SCLC). * A civil rights organization led by Martin Luther King, Jr. * The SCLC supported the use of nonviolent direct action such as boycotts, sit-ins, marches, and other demonstrations. * African American women represented the majority of the membership despite being denied positions of leadership. African American women were often the major drivers of the civil rights initiatives of the SCLC. * The Student Non-Violent Coordinating Committee (SNCC). * Inspired by the Greensboro sit-in by four black college students in North Carolina. * Initially formed as a student chapter of SCLC, but became an independent civil rights organization for young people.   **Civil Rights Act of 1964**   * The Birmingham Campaign led by Martin Luther King, Jr., and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor’s violent tactics against student demonstrators led to greater national support of the Civil Rights Movement.   **Voting Rights Act of 1965**   * The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality. John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday." | This column will be populated with resources and materials for consideration to support instruction. |
| VUS.13e | **President Barack H. Obama, 2009–2016**  ~~Patient Protection and Affordable Care Act of 2010~~ Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010, popularly known as “Obamacare” that has provided medical care for millions of Americans. |  |