

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

As a high school history teacher I think the edits made to the VA/US standards are good and will help foster students understanding of history outside of the white experience. I hope you keep these edits in place.

Regards,

Cara Lundgren-Stowe

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

After reading through the proposed changes to the curriculum that my children will one day be learning in regards to history and social sciences I must say I am absolutely disgusted. Allowing a council appointed by our governor for African American history to decide changes to American history in my opinion is a display of reverse racism against White Americans. I agree that our children should be well aware of African-American history but by overemphasizing this compared to American history is reverse racism. Whether or not you're proud of your history it is still your history. Our children must know where they came from and how America became the greatest nation on the planet. Just like one's family history American history has its fair share of dark moments. The adage that history repeats itself is absolutely true. If our children do not know an accurate depiction of our country's history then it is certainly likely to repeat itself. The first thing that happens in communist countries is that the history is altered and by the third or fourth generation history no longer exist. This happened in Cuba and other communist countries. Tearing down monuments and altering textbooks does not erase our history. Our children should be taught that Abraham Lincoln was the first Republican. They should be taught that Abraham Lincoln thought so much of General Robert E Lee that he wanted him to be the general of his army. Instead we will now teach our children to vilify people like General Lee because he was a racist when in fact historical accounts indicate that he was not. If this committee decides to move forward with the change in our history and social sciences proposed then I will homeschool my children or send them to a private school that is willing to teach accurate American history. Many of my friends and colleagues feel the same way.

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Before this goes into a vote or consideration this needs to be widely publicized on the news, paper and social media. Of the 50 or so co-workers I asked, not one of them has heard of these proposed changes to curriculum. Think of all the rural Virginians that have no internet. I know this is likely a "sweep under the rug" kind of deal but it wouldn't be if more parents knew about this. People are angry that our history is being altered and erased. More people than you could ever imagine. The board would be overrun with angry parents if a memorandum was sent to every parent with a child in the public school system. Why hasn't there been broad communication about this???? I literally heard a 3 second blurb on the morning news about these proposed changes. If a broad scale public awareness is not communicated about these proposed changes to history curriculum, then it is obvious that the board does not care to hear the public opinion.

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To the Virginia Board of Education:

As a clergy member and a former teacher in public schools, I wish to go on record as supporting any change to Virginia public school curricula that will expand students' knowledge of the past and present stories of Black Virginians. Black students need to know that their heritage is being presented honestly and can be a source of pride. Non-Black students need to widen their views of the world and learn how the past informs the present.

Rabbi Ellen Jaffe-Gill

Virginia Beach

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

I strongly opposed implementing these new history standards in Virginia. Virginia should not be in the business of indoctrinating children with anything related to or based on Critical Race Theory, the 1619 Project (which has been debunked by historians) Howard Zinn (who has also been debunked) or the Southern Poverty Law Center (which opposes Christian organizations) or anything similar that is based on presentism.

As a historian, I have read thousands of letters and writings from the early years of the United States. I have written and published 10 books, mostly nonfiction on American history topics. I am a strong supporter of 1776 and patriotic education. Patriotic education uplifts every single American regardless of their skin color, male or female, ethnicity or religion. There is an anti-American sentiment in implementing these new history standards, which is guilty of presentism that takes today's context and falsely applies it to the past. We need to have original, textualist-based history standards that do not victimize people living today. Slavery should be taught but it should be taught in context. No one alive today should be victimized for their skin color because their ancestor was a slave or a slave-owner, which is what the 1619 Project does. These history standards are subpar and do not belong in public school and seek to only victimize children because of their skin color today.

I have removed my youngest child from public school and will not return him to public school if these standards are implemented in Virginia.

Fairfax County Public schools recently cancelled Columbus Day. I have read Christopher Columbus's diary from 1492 and there is nothing in there that justifies cancelling Columbus Day. Teaching about native tribes is appropriate but canceling Columbus is not. This Virginia school district also paid more than \$40,000 to an extremist with a political agenda for training and purchasing his racist books. His quotes attacking a Supreme Court Justice nominee by calling her a colonizer is disgusting and his work does not belong to public schools.

<https://thefederalist.com/2020/09/30/fairfax-va-school-district-spent-24000-on-ibram-kendi-books-for-u-s-history-classes/>

We need to teach and prioritize U.S. citizenship over global citizenship. We are all members of one race, the human race, and all created in the image of God, regardless of our skin color, male or female, ethnicity and religion. That is the philosophy which should undergird history curriculum.

Do not approve these history standards.

These issues have turned me into a supporter of school choice for all.

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TEACH THE TRUTH THAT IS YOUR JOB, do NOT whitewash the TRUE history of the United States.

Sharon Garlena

sharong0722@gmail.com

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Hello, my name is Nautica Washington I am a young African American lady from Kecoughtan High School. I am emailing you about making my education more diverse. I want to learn more about my people and their accomplishments. All we learn about is slavery and some civil rights people my color. Why not more? why not the inventors, the scientists, the little people who made a change? It's 2020 and it's time for an update on black history in schools. On black history month teachers aren't teaching about my people and if they are it's always the same people. Slavery isn't history we made its history white people made for us. Out with the old and in with the new. If America is a "melting pot" then why is 98% of the education being thought is white washed. We need more teachers how know more about my people NOT just slavery. Thank you for your time and I hope you consider my request.

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Dear Board of Education members --

I would like to submit my support for the proposed revisions to Virginia's history standards for K-12, incorporating more African American history into the curriculum. I am a parent of a Virginia public school 6th grader, and also of a 2019 Virginia public high school graduate (currently at Virginia Tech). We are White/Mixed Race (Filipino) in origin and have lived in Virginia since 2004.

As a parent, I want my children to have a much more comprehensive understanding of American and Virginia history than I got as a child. This will help them be better citizens and more critical thinkers, as they will be expected to understand and appreciate our complex history and rich culture from an early age. In addition, children of African American heritage will be inspired as they learn about the critical importance of African Americans to our nation's history.

As a trained (art) historian, I believe that the more we can learn about how complex our history is, the more we can appreciate our nation's achievements and learn what we can do better in the future. Seeing as much of the picture as possible is an incredibly valuable critical thinking skill.

Thank you for considering my comments, and for taking on this very important issue --

Laura M. Hogan

1917 Kentsdale Lane

Vienna, VA 22182

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Hi! I love that you included the number of Black soldiers who served abroad in WWII; however, that number is incredibly misleading as it negates the 1 million+ African Americans who were involved in the military during WWII (many of whom were in the military but were forced into non-combat roles). The nuance of the 125,000 soldiers abroad makes it appear as if fewer people of color participated than they really did. (And the citation most commonly used as the source for the 125,000 Black soldiers is a Wikipedia article with no citations....)

Thank you!

Lindsey Dewey

Lindsey Martin Dewey

Social Studies Teacher

Goochland High School

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Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

My name is TJ Schaefer and I am a high school history teacher at King George High School.

I am in full favor of the changes being proposed to the SOL's specifically the changes to the Virginia and United States History ones that will be taught to our high schoolers.

My only concern is with the SOLs as a whole and not simply the new ones. The amount of Essential Knowledge is only growing and is becoming a burden on teachers. It is simply hard to teach everything you want us to teach in a semester. I think the Virginia Department of Education along with the Board of Education should consider reworking the requirements for high schoolers. The reworking that I propose below would allow for teachers to truly dive into the content and allow us time to develop the skills outlined in Standard 1.

I think Virginia and US History should be broken into two parts. One that starts at colonization and ends at the Civil War. The other that begins with Reconstruction and ends with modern day. I believe these US History classes should have their own EOC assessments and the passing of one of the two assessments should be a graduation requirement. The passing of the courses themselves should also be a graduation requirement.

World History courses should be taken in ninth grade with students being able to select Ancient History or Modern World History.

I wholeheartedly agree with the changes made in Item H but strongly believe that the reworking of the high school courses needs to be considered.

Thank you,

Theodore Schaefer

History/Social Studies Teacher, Leadership Club Sponsor, Boys Soccer Coach

King George High School

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King George, Va. 22485

540-775-3535 Ext. 2124

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Looking through these items, as someone who has worked in education for the last 30 years, I can say but two words to the commission:

Well done!

Karl Loos

President, Lynchburg Education Association

Head of History Dept., Producer The Dunbar Beat, Co-Producer WDMS News

Paul Laurence Dunbar Middle School for Innovation

1200-1208 Polk Street

Lynchburg, Virginia 24504

434-515-5310

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Overall, I don't have major concerns with the additions to the curriculum and believe it to be reasonably factually accurate and provides additional details that are greatly needed. However, much of it seems to be negative and focuses primarily on only the most horrific parts of American history. There seems to be many positive and amazing events and periods of times such as the Industrial Revolution that are utterly ignored. The only statement about the history of the railroad, for example, is immigrant Chinese labor. While an important fact to be taught, there is no mention of Promontory Point, UT, the positive impacts of the railroad on the economy and overall transportation, etc. This is very one-sided history.

While it did take James Lafayette approximately 6 years to be a free man, tell his whole story. For example, living off his annual pension fee, Armistead moved to his own 40-acre farm in Virginia, where he married, raised a family, and lived out the rest of his life as a freeman. Armistead added Lafayette to his name as a token of gratitude and a testament to the bond the former slave and French general shared.

It is important that a more robust understanding be provided for indentured servants and slaves to help better understand the beginning of slavery in American as the overall history of African slaves is very complicated. Very few people of any age understand that slavery in America started with a court ruling. A reasonable summary is provided by The Smithsonian:

People who survived their period of indenture (many didn't) went on to live free lives in the colonies, often after receiving some kind of small compensation like clothes, land or tools to help set them up, writes Ariana Kyl for Today I Found Out.

That was the incentive that caused many poor whites to indenture themselves and their families and move to the so-called New World. But Africans who were indentured were often captured and brought over against their will. That's what happened to the holder of Casor's indenture, Anthony Johnson. Johnson served out his contract and went on to run his own tobacco farm and hold his own indentured servants, among them Casor. At this time, the colony of Virginia had very few black people in it: Johnson was one of the original 20.

After a disagreement about whether or not Casor's contract was lapsed, a court ruled in favor of Johnson and Casor saw the status of his indenture turn into slavery, where he—not his contract—was considered property. Casor claimed that he had served his indenture of “seven or Eight years” and seven more years on top of that. The court sided with Johnson, who claimed that Casor was his slave for life.

So Casor became the first person to be arbitrarily declared a slave for life in the U.S. (An earlier case had ended with a man named John Punch being declared a slave for life as a punishment for trying to escape his indentured servitude. His fellow escapees, who were white, were not punished in this way.) Of course, as Wesleyan University notes, “the Transatlantic slave trade from Africa to the Americas had been around for over a century already, originating around 1500.” Slaves, usually captured and sold by other African tribes, were transported across the Atlantic to the Americas, the university's blog notes. Around 11 million people were transported from 1500 to 1850, mostly to Brazil and the Caribbean islands. If they arrived in America, originally they became indentured servants; if they arrived elsewhere, they became slaves.

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Given today's discussions and ideologies pushing a narrative that working hard, perseverance, etc are actually bad traits as they are 'white culture', I am very relieved to see following:

- 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.

Every culture in existence views these traits in a very positive light.

Provide a stronger understanding of the history of Jim Crow laws and the politics/social issues behind them.

Provide a full understanding of Cesar Chavez. He isn't someone who should be discussed in elementary school. He was complicated. For example, he was vehemently opposed to undocumented immigrant workers.

Thank you,

Ann

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

I support adding more African-American history to the frameworks. However, I think balance is required, to avoid it becoming “Black History”.

I offer my comments on some of the edits suggested by the CAAHE in Attachment B:

1.10a-f: I do not support the addition “even until today”. This is extremist rhetoric.

US1.6b: I do not support the statement that natural rights “only applied to white men”

US 1.7b: The three-fifths compromise DID NOT “perpetuate slavery”...it was only a political compromise to get the states into the Constitution

US 1.9a slavery was NOT growing stronger in each decade after 1800...it was abolished in the North in the early 1800s

Economic issues- white people did not grow wealthy from slavery....it was just a way to support themselves.....slavery does not create wealth

US II.3a: the exception for felonies in the 13th Amendment applies to involuntary servitude, not slavery. Slavery was abolished by this Amendment.

VUS.4e: The Declaration DOES NOT blame the English for slavery....many of the founding fathers knew slavery was wrong and took responsibility for it.

Lenny Wolfe

Herndon VA

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

I support the recommendations made by the Commission on African American History Education.

It is time for Virginia to ensure that the history taught in schools is accurate and inclusive of the experience of African Americans.

I would like to see the recommended new history standards adopted in schools across Virginia by 2022. There is no reason why this should not be done.

Thank you for the opportunity to comment.

Glenna Tinney

6487 Waterfield Rd.

Alexandria, VA 22315

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Hello,

I see that comments submitted by 10/13 at 5 pm will be published online. Is that also the deadline for submitting public comment? Can you please provide some more information regarding how the public comment process will work for this?

Thank you,

Alison Miller

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

October 11, 2020

Dear members of the Virginia Board of Education:

We are writing concerning your public email notice that the “Virginia Board of Education Seeks Public Comment on Changes to History and Social Science Standards and Curriculum Frameworks”.

The notice also noted the Board’s “first step — which is on the board’s October 15 agenda for consideration — is a series of proposed edits to the current curriculum frameworks. This letter is proposing an edit to the current curriculum which can be summarized as follows:

AMERICA’S FIRST CIVIL RIGHTS ACTION FOR THE RIGHT TO VOTE OCCURRED IN JAMESTOWN COLONY ON JULY 21, 1619 WHEN THE COLONY’S COURT ENFRANCHISED THE COLONY’S POLISH CRAFTSMEN WHEN THEY CAUSED A CIVIL RIGHTS ACTION IN THE FORM OF A WORK STOPPAGE DEMANDING SUFFRAGE. THEY ALSO ESTABLISHED AMERICA’S FIRST APPRENTICE PROGRAM WHEN THEY AGREED TO TEACH YOUNG MEN THEIR SKILL & KNOWLEDGE.

This information is detailed in the attached leaflet which was placed in six Virginia Welcome Centers and over 8,000 were taken by visitors. We believe the timeliness and importance of the issue contributed to the exceptional interest of the visitors. This leaflet was also distributed at the National Council for Social Studies at their annual convention. Educators responded very favorably to the leaflet and we had many requests for bulk shipments to schools. Also Governor Ralph S. Northam, issued a Certificate of recognition on July 21, 2019, commemorating the 400th ANNIVERSARY OF THE ENFRANCHISEMENT OF THE POLISH CRAFTSMEN IN JAMESTOWN which is also attached.

Below is the leaflet information which may assist the Board to review the presentation.

**AMERICA’S FIRST
CIVIL RIGHTS ACTION
FOR THE RIGHT TO
VOTE**

**JAMESTOWN COLONY
JULY 21,1619**



**POLISH CRAFTSMEN’S
WORK STOPPAGE
CAUSES
JAMESTOWN COLONY
TO GRANT THEM
FULL VOTING RIGHTS.
THEY ALSO
ESTABLISHED
AMERICAS
FIRST APPRENTICE
PROGRAM**

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John Smith was a British soldier who was a founder of the American colony of Jamestown in the early 1600s. He was born in England and decided on a life of combat and served with the English Army abroad. He was captured and enslaved by the Turks but escaped traveling through Poland. In the book he later wrote, titled “*The True Travels*”, he describes how he crossed Poland, aided by people, he described as having, "Respect, Mirth, Content and Entertainment."



In addition to the hospitality John Smith observed their personal industriousness and skill at various trades which would be useful in a pioneering environment. When Smith was made part of a multi-person council that would govern the new colony he invited the Polish craftsmen to establish profitable industries for the colony. On October 1, 1608 the second supply ship from London the “*Mary&Margaret*” arrived in Jamestown. On the ship were the first non-English craftsmen and industry specialists.



These artisans soon began making soap-ash, glass and lumber milling such as wainscot, clapboard and pine planks. They also produced the pitch, turpentine and tar that were essential for naval enterprises, and they explored for mining locations. The original colony investors were expecting to mine gold to make the Colony profitable, but as A.C. Chandler, who served as president of the College of William & Mary from 1919 to 1934 remarked, “the colony’s only profitable industries were those operated by Polish settlers.”

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Sir George Yeardley, the Virginia Colony's governor, returned from England in 1619 with instructions to form the first elected legislative body in Colonial America. Yeardley led the first representative Virginia General Assembly, the legislative House of Burgesses, to meet on American soil on July 30, 1619. This assembly would give "free liberty" to all men through "freely elected" representatives charged with making laws for the land. Suffrage, however, was only extended to Englishmen.



When the Polish craftsmen learned they would not have the right to vote, they caused a civil rights action in the form of a work stoppage demanding suffrage. The Virginia Company court records dated 21 July 1619 state: "Upon some dispute of the Polonians resident in Virginia, it was now agreed (notwithstanding any former order to the contrary) that they **shall be enfranchized**, and made as free as any inhabitant there whatsoever". And because their skill in making pitch & tarr and soap-ashes shall not dye with them, it is agreed that some young men, shall be put unto them **to learne their skill & knowledge** therein for the benefitt of the Country hereafter."

Members of the Board.

The above information is supported by historical records and confirms an event which is fundamental to our society – the Right To Vote. This event confirms to students that the Right To Vote was demanded and granted to some of the first "Americans" who were willing to give up their income and work to be entitled to vote.

The example the Polish craftsmen showed by their industrious work ethic and their efforts to gain their own individual freedom provided a model for generations of colonists and Americans.

We thank you for this opportunity to present this event and we hope you will come to the conclusion, as we have, that it is an important fact that will teach students the Right To Vote was difficult to win in our past and is worthy of our effort in 2020.

Sincerely,

Raymond and Cecilia Glembocki

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Raymond and Cecilia Glembocki

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McLean, VA 22102-1317

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

I fully support the Commission's recommended edits.

Debra E. Shaw

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Dear Members of the Virginia Board of Education,

On behalf of the Virginia Coalition for Human Rights (VCHR), a group of 17 organizations with over 10,000 Virginians, we write to suggest edits to the VDOE projected timeline (Attachment E). Our edits are based on an Attachment E that was included in the AAHEC Recommendation to the History Standards Review Process, p. 78, in the final AAHEC report. We, then, incorporated some of these edits into VDOE's Item H-Attachment E that is posted on their website.

Our comments concern three areas: the selection of educator groups, the inclusion of diverse members of the public in public commentary by a more robust publicizing of public commentary time periods, and the vetting of public commentary.

Selection of Educator Groups

Under November 2020

Bullet # 2: Select and meet with the Practitioner Committee

AAHEC recommendations:

- Expand Group.
- Educators are convened to review and revise the Standards based on content knowledge, expertise, experience, and geographic location.
- Groups should include but not limited to: at least one regional representative for each grade/course and recommendations from division superintendent.
- Expand group beyond 30 members to make sure range of expertise is represented.

VCHR recommendations:

- While VCHR has no argument in bringing in representatives from each region, we think there needs to be more specificity about what expertise the educator committees are looking for, i.e., will they specifically look for African American teachers, Asian American teachers, Muslim American teachers, Palestinian American teachers, Latinx teachers. You may select White teachers from every region in the state and still get a biased and inaccurate product.
- The above VCHR recommendation applies to all instances in the VDOE projected timeline document where references are made to practitioner, instructional leads, and educator committees. References to those committees are made under the following dates: November 2020; January 2021; Spring 2021; and July 2021.

Ensuring inclusivity/diversity of public commentators/Publicizing of Public Commentary

Under January 2021

Bullet #3: Communicate timeline and process for submitting HSS SOL and CR public comment

- AAHEC recommendations:

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Outreach

In addition to the regular channels of communications, provide outreach to specific groups to collect regional feedback from divisions, family and students, educators, community groups, and regional educator representatives.

- VCHR recommendations:
- While we agree with outreach to specific groups to collect regional feedback, we question how VDOE will ensure they receive feedback from the variety of people who have a stake in providing comments. Again, without specificity in the mandate regarding who VDOE is reaching out to, it becomes possible to adhere to the letter to the mandate by reaching out to White members in each region, while ignoring members from other groups. We believe this could be used as a subtle way to manipulate the process and keep it from being inclusive and transparent.
- We also believe that the VDOE must do a more robust job of providing publicity about its review processes to the general public. VCHR has had to invest a lot of time and energy in order to understand a process that greatly impacts the education of our young people and the knowledge upon which they will base critical decisions as adults, that people hardly know exists. It needs to be publicized in a way that gives more people the opportunity to know about it and respond in a timely fashion.
- The above VCHR recommendation applies to all instances in the document where references are made to communicating with the public regarding public commentary. Dates involved include the following: January 2021; Spring 2021; July 2022; and August 2022.

Vetting of Public Commentary

Under July 2021

Bullet #2 Conduct Educator Committee meetings/Review public comment and recent report

- VCHR recommendations:
- Under no circumstances should anyone other than a member from the historian/external committee review/analyze/vet public comments. There simply must be a group of experts in place who are shielded from political pressure and who can prevent comments and requests for revisions from being inserted in the process that could upend the accuracy of this work. We strongly recommend designing a process that mandates that any public comments made at any point in the process be vetted and signed off on by an independent group with wide-ranging historical expertise. This step in the process must specify who reviews the public comments.
- The above VCHR recommendation applies to all instances in the document where references are made to reviewing public comments. Dates involved include the following: Spring 2021; July 2021; and August-October 2022.

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Thank you for your efforts in this matter.

Sincerely yours,

Jeanne Trabulsi

Co-chair, Education Committee

Virginia Coalition for Human Rights

Kathy Drinkard

Co-Chair, Education Committee

Virginia Coalition for Human Rights

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Dear Board of Supervisors,

On behalf of the Virginia Coalition for Human Rights (VCHR), a coalition of 17 organizations and over 10,000 Virginians, we write to submit our comments to Appendix E (pp. 78-79) of the Final Report of the Virginia Commission on African American History Education in the Commonwealth.

The review process is vastly improved, but we have concerns. These concerns are highlighted in blue in the attached document.

The one that tops our list is # 9. In our view, without specificity as to who will review and incorporate public comments and hearing feedback, the door is left open for white supremacist groups, Israeli affinity groups, people with all kinds of biased agendas to insert their will without anyone being the wiser. That's what VCHR was dealing with regarding the textbook review process.

Please do your utmost to close this loophole that may lead to opportunities for biased and inaccurate content.

With thanks, we are,

Sincerely yours,

Jeanne Trabulsi

Co-Chair, Education Committee

Kathy Drinkard

Co-Chair, Education Committee

Virginia Coalition for Human Rights (VCHR) **Comments to SOL Review Process—October 12, 2020**

Appendix E: Recommended Revision to the Standards Review Process **African American History Commission (AAHEC):** **Committee Recommendation to the History Standards Review Process**

*Items in orange signify new addition to the process

1. Timeline

Timeline of the review process is presented to the Virginia State Board of Education (VBOE)

2. Public Comment

***Outreach**

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

- In addition to the regular channels of communication, provide outreach to specific groups to collect regional feedback from divisions, family and students, educators, community groups, and regional educator representatives.
- Create a survey to collect feedback.

3. Educator Committees

*Expand Group

- Educators are convened to review and revise the Standards based on content knowledge, expertise, experience, and geographic location.
- Groups should include but not limited to: at least one regional representative for each grade/course and recommendations from division superintendent.
- Expand group **from beyond 30 members** to make sure range of expertise is represented.

While we have no argument in bringing in representatives from each region, we think there needs to be more specificity about what expertise the educator committees are looking for, i.e., will they specifically look for African American teachers, Asian American teachers, Muslim American teachers, Palestinian American teachers, Latinx teachers, etc. You may select white teachers from every region in the state and still get a biased and inaccurate product.

4. External Committees

*Expand Group

- Expand members of the External Group to include members from various backgrounds, experiences, expertise, and geographic location.
- Expand group **from beyond 40 members** to make sure range of expertise is represented.
- Group should include but is not limited to: Institutions of higher education (IHE) for pedagogy, IHE and historians for accuracy, museums for cultural needs.

Institutions for Higher Learning seem to be listed twice. Was that intentional? Or, was one group omitted?

5. Steering Committee

- Create a Steering Committee made up of members from the Educator and External Committees to review all of the feedback.
- Steering Committee includes all regions and various backgrounds and expertise.

6. VDOE Review

Virginia Department of Education (VDOE) leadership reviews and provides feedback on the proposed revisions.

7. Virginia State Board of Education Review

The proposed revised Standards are taken to the VBOE for first review.

8. Public Comments and Hearings

*Outreach

- In addition to the regular channels of communication, provide outreach to specific groups to collect regional feedback from divisions, family and students, educators, community groups, and regional educator representatives.

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

While we agree with outreach to specific groups to collect regional feedback, we question how VDOE will ensure they receive feedback from the variety of people who have a stake in providing comments. Again, without specificity in the mandate regarding who VDOE is reaching out to, it becomes possible to adhere to the letter of the mandate by reaching out to White members in each region, while ignoring members from other groups. We believe, this could be used as a subtle way to manipulate the process and keep it from being inclusive and transparent.

We also believe that the department must do a more robust job of providing publicity about its review processes to the general public. VCHR has had to invest a lot of time and energy in order to understand a process that greatly impacts the education of our young people and the knowledge upon which they will base critical decisions as adults, that people hardly know exists. It needs to be publicized in a way that gives more people the opportunity to know about it and respond in a timely fashion.

9. Standards Review

Standards are reviewed and revised again based on public comments and feedback from hearings.

This is the step about which we have much concern, and I see the potential here for mischief. Who reviews these comments? There simply must be a group of experts in place who are shielded from political pressure and who can prevent comments and requests for revisions from being inserted at the end of the process that could be used to upend the accuracy of the work. **We strongly recommend designing a process that mandates that any public comments made at any point in the process be vetted and signed off on by an independent group with wide-ranging historical expertise. This step in the process must specify who reviews the public comments and feedback from hearings.**

10. Final Review

- The proposed revised Standards are taken to the VBOE for final review.
- The Board approves Standards or postpones for additional review and/or revisions.

11. Curriculum Framework

- Repeat process for the *Curriculum Framework*.
- Gear *Curriculum Framework* towards deeper thinking to support performance tasks and assessments.

Spell out the process for the curriculum framework, just as it has been for the standards.

12. Resources

*Expand

- After the *Curriculum Framework* is completed, bring together the steering committee to brainstorm resources including an enhanced scope and sequence document.
- As the resources are revised, the African American History elective course will be reviewed & updated.

13. Textbooks

- VDOE Leadership and VBOE determine next steps for textbooks.
- Since history continually changes and evolves, explore if there is an alternative way to deliver current content to support more robust instruction.

According to our experience and investigations over the past two years, VCHR has discovered that Virginia textbooks contain problematic material. There needs to be a robust process that vets the accuracy of textbooks and doesn't just take the word of the

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

textbook publishers. According to the current VDOE review process, textbook publishers are allowed to **self-certify** that content is accurate, unbiased, and up-to-date.

The textbook process should incorporate many of the steps outlined here, including the engagement of historians with specific subject matter expertise to review textbook content. VCHR recommends a revised textbook review process based on the steps used in the newly revised standards review.

14. Ongoing

- Include members from the steering committee, educators, and division equity coordinators to support on-going resources and professional development including: cultural proficiency, resources and elective course.

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I offer two additions to the current standards/edits put forward by the Commission on African American History Education:

1. The Great Dismal Swamp: The standards make mention of American Indian, indigenous, history in the swamp. In addition, please include mention of the African American history in the Great Dismal Swamp. It was used as a place of refuge and resistance for enslaved African Americans. It was a known stop on the Underground Railroad. Historical records show that African Americans escaped to and lived in the Great Dismal Swamp from the 1700s until the Civil War. There is even evidence of resistance communities, maroon communities, in areas of the swamp. Please check the following sites for confirmation. Please include African Americans in this important history. Research on the African American maroon communities of the Great Dismal Swamp is currently being done by American University Archaeologist, Daniel Sayers. He has written a book entitled: *A Desolate Place for a Defiant People: The Archaeology of Maroons, Indigenous Americans, and Enslaved Laborers in the Great Dismal Swamp*. Website: https://www.amazon.com/Desolate-Place-Defiant-People-Co-published/dp/081306192X/ref=sr_1_1?crid=2QU04SYSKTYXI&dchild=1&keywords=daniel+sayers&qid=1602599313&sprefix=Daniel+Sayer%2Caps%2C131&sr=8-1

Learn more about African American History and the Great Dismal Swamp:

[U.S. Fish and Wildlife Service](#) pamphlet: The Great Dismal Swamp and the Underground Railroad.

Website: https://www.fws.gov/uploadedFiles/Region_5/NWRS/South_Zone/Great_Dismal_Swamp_Complex/Great_Dismal_Swamp/UGRR2.pdf

[Landscape of Power: Freedom and Slavery in the Great Dismal Swamp](#).

Website: <https://vimeo.com/134317981>

[National Monument to Resistance: The Great Dismal Swamp](#).

Website: <https://afropunk.com/2017/07/natural-monument-resistance-great-dismal-swamp-refuge-escaping-slavery/>

[Slaves in the Great Dismal Swamp](#). Website: <https://www.wvtf.org/post/slaves-great-dismal-swamp#stream/0>

[The Smithsonian Channel](#) Runaway Slaves Built This Fort to Defend Their Freedom.

Website: <https://www.smithsonianchannel.com/video/show/escape-to-the-great-dismal-swamp/60209>

[Deep in the Great Dismal Swamp archeologists unearth refuge for escaped slaves](#).

Website: https://www.13newsnow.com/article/news/local/virginia/deep-in-great-dismal-swamp-archaeologists-unearth-refuge-for-escaped-slaves/291-3a5844b5-4279-418a-82d6-5961eb5d288c?fbclid=IwAR0eSph5IC5ER_YE2L31c_RBMifj5RTyTRBOApa-dwxqgJmwsMmWITNEvJ4

[Escape through the swamp: The link between the Great Dismal Swamp and the](#)

[Underground Railroad](#). Website: <https://www.wtkr.com/2017/11/15/escape-through-the-swamp-the-link-between-the-great-dismal-swamp-and-the-underground-railroad/>

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks



P.O. Box 1183, Waynesboro, VA 22980

www.riseorg2018.com

“400 Years Since the First African Touched American Soil in 1619”

October 13, 2020

To the Virginia Board of Education:

We are responding to your request for public comment as you all consider a series of edits to the Commonwealth’s history standards recommended by the [Commission on African American History Education](#). Before sharing our recommendations, we would like to give you some background on our organization because our work aligns very closely with intended changes the board is endeavoring to make to the Virginia Public-School Systems’ History curriculum.

RISE (headquartered in Waynesboro, Virginia) was founded by two Black women, Sharon Fitz, CEO & Chanda McGuffin, CFO with a mission of giving voice and hope back to the Black community. In all that we do, Education is paramount. We invest heavily in educating people from all walks of life - young people, Black and white, rich and poor on Black history in America, making sure to highlight Black excellence as the volume of the contributions and inventions of Black Americans is nearly always excluded. It needs to be understood by and large that there is no American history without the full inclusion of Black history beyond slavery.

On August 15, 2020, we opened our new headquarters in Waynesboro (<https://youtu.be/RbTalM14KwQ>) to provide the community locally and throughout Virginia a library filled with books that are written by Black authors covering all literary genres and categories. The search for books that cater to the literary needs of Black children, teenagers and adults has been widened and made easier. Black children will open books with characters that look like them, as they learn about Black History through text that promotes pride, ambition, self-love and appreciation. From reading an array of books written by Black authors Black children discover that they do indeed come from greatness. The library is one of its kind. Currently, we have 600 books in the library for all ages to checkout and/or read while visiting. During our weekly tutoring sessions, each student reads a book aloud with their tutor.

Now that we have shared some brief history about us, we will begin to share some of our thoughts about implementing the changes to the curriculum. Let us commend the Department of Education and Governor Northam for acknowledging the need for change and being diligent in making the necessary and long overdue changes to the Virginia history curriculum. All eyes in

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this country are on Virginia. What we do with this curriculum will impact how history is taught all over the country. It makes us proud to be a part of this work.

We will break our comments into 3 sections: Professional Development, Curriculum, the Commission.

Professional Development:

- Current history teachers *Shall* be carefully screened for implicit and explicit bias as it relates to Black people and Black History.
- Current history teachers *Shall* be required to take anti-racism training and they can't be grandfathered in due to

longevity of teaching.

- History teachers *Shall* read Bettina Love's book We Want To Do More Than To Survive and Jason Reynolds and

Ibram Kendi's book Stamped: Racism, Antiracism & You.

- Implement request into college curriculum to ensure teachers are graduating with this skill set to be recruited to teach in Virginia schools.

Curriculum Development:

- African American history *Shall* be taught within teaching Virginia history and Virginia Studies.
- Black professionals i.e. doctors, lawyers, architects, teachers, etc *Shall* be brought in from the community to mentor students and teach on the subject of "Black excellence".
- The entire history must be told to understand that African American are not just descendants of slaves brought to America through the port of Jamestown.
- If decision is made to continue with SOL's in Virginia, there needs to be equal inclusion of historical representation of successful African Americans, other than Martin Luther King, Jr., Rosa Parks, and Sojourner Truth. As the curriculum is built other African Americans will be added even ones that traditionally are left out because they are seen as radical thinkers such as Malcolm X, Marcus Garvey, Shirley Chisholm, Madam CJ Walker Barbara Johns Massive Resistance and many others.
- Black history prevalent to parts of Virginia should be allowed in that school district with approval by the VDOE prior to implementing within the curriculum.
- Also, with SOL's, the reading subject matters need to be altered so that content and characterization is culturally responsive to Black students. Inspiring them to identify and stay interested in the reading and writing tests.

Commission Formation:

- The Commission needs to establish minimum standards for professional development programs to ensure school districts aren't requiring the bare minimum to appear as though the programs are being effective.
- The Commission needs to provide evaluation documents to be used during classroom observations of teacher's

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culturally responsive efficiency which will hold teachers accountable.

- There need to be anti-racism facilitators as part of the Commission.
- The commission should represent **ALL** areas of Virginia. Waynesboro, Staunton and Augusta County, Roanoke, Lexington, Harrisonburg and Winchester are often left out of discussions and decision making. The state focuses on Hampton Rhodes, Richmond, NOVA and Charlottesville (since August 12, 2017). Rural Black Americans' voices aren't at the table.
- Sharon Fitz and/or Chanda McGuffin would like to sit on this commission.

In conclusion, the Final Report provides an exciting path to revising Virginia History education in the Commonwealth to be truly inclusive of the contributions and culture of African Americans beyond slavery. WE pray that the report is a written promise, not just a working document with no foreseeable date of fulfillment. African American history IS American history!

Thank you for taking our feedback into consideration.

Best regards,

Sharon Fitz C. E. McGuffin

Sharon Fitz, CEO Chanda E. McGuffin, CFO

Signed by RISE Education Team Members:

Alison Miller, Jen Lucas, Lori Mier, Ida Oetgen and Emily Mathon

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Please accept my comments on the VA Social Studies Curriculum Framework:

Tue, Oct 13 at 2:23 PM

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

What does that mean, "**even until today**"? Do you mean people who have not gone through the process of becoming a naturalized citizen? This is out of scope for first grade and the statement lacks clarity. There are legal parameters for citizenship under the rule of law in every country.

When did this idea of "Being inclusive of others despite differences" become part of good citizenship? Reference please? Sounds like someone threw this in to see if it would stick. I reject this idea because a citizen has freedom of association and can freely choose friends. In the context of first graders, a good citizen follows the rules and treats others with respect. Students cannot vote or pay taxes at age 6 or 7 so the suggestion of voting and paying taxes sounds very out of place.

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

Where did the committee source this definition of patriotic?

Patriotic: [showing love](#) for [your country](#) and being [proud](#) of it (Cambridge Dictionary)

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: having or showing love that a person feels for his or her country (Merriam-Webster Kids' Definition)

I think the revisions to the curriculum framework focus heavily on race and I have concerns that defining a country based on race relations is not going to end up with a positive outcome. It would be better to focus on the principles of the founding and then show how reality didn't measure up to the goal. Will the children even be able to pull out the founding principles from this framework as presented? A better expenditure of resources would be to ground the studies in the ideas, the context, and the realities.

Have you considered the possibility that the public schools might become entrenched in Evergreen College-type meltdowns? No one has a crystal ball, but be sure that you watch the three part documentary. <https://www.youtube.com/watch?v=FH2WeWgcSMk> to see how a school self-destructed through its racist focus.

I think that a young child does not have the context or sufficient background to understand the global history of slavery and its horrible breadth and depth within the story of mankind. Without some reference to the origins of slavery in conquest, in Arabia, in Egypt, in ancient Greece and Rome, Africa, and China, the news that slaves arrived in Jamestown in 1619 has no continuity or linkage to the past. In a child's mind, the colonists become outliers rather than the norm at the time. History is about continuity and change. As ugly as it is, civilizations have conquered and enslaved people for profit. Slave traders, including tribal leaders, benefited from the the trade in human beings. To study history is to see the bigger picture as well as the details. Give the children a little background to situate themselves in a timeline of human progress. We are far away from 1619. I have a problem with the way social studies are presented in such a hodgepodge manner. Chronology is the best teacher to show human civilization's progress. The American Experiment still remains the greatest hope for human freedom and I don't think that comes out clearly in the curriculum framework.

I don't have enough time to go through the extent of the revisions but suffice to say, I think that you need more time to get additional public input and you need a very good editor from outside the system to look with fresh eyes at the specific language you have chosen to represent our history.

Joanne Girard

Fairfax County



Thomas Jefferson Institute
for Public Policy
President
Christian N. Braunlich

October 13, 2020

Members,
Virginia State Board of Education
Monroe Building
Richmond, Virginia

To the Members of the Board,

I'd like to commend the Board for considering a better balance to the instruction of history in Virginia. My only regret is that none of these suggestions came to the Board during the time I served as President during the last full revision of the History and Social Science Standards, and it is why such revisions are better served when the opportunity to offer public comment is thrown open to the widest audience for the longest period of time.

Although these were described as “technical corrections,” these go far beyond being “technical” – although I believe the vast majority are necessary, needed and worthy of approval.

I am not a trained historian, merely someone who loves a full and complete history, with all the nuances that aren't usually captured. Academic instruction is the one time those nuances can and should be captured, and I wanted to make a number of suggestions and point out what I believe might be errors (leaving it up to the professionals to decide if I am right) –

VA.3e: “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 Angolan region of West Central Africa.”

The statement seems overly broad. Working backwards, the Africans were brought to the colonies by English privateers, who captured them from a Portuguese slave ship. The Portuguese, in turn, had bought them from African mercenaries (the Imbangala) they had allied with in conquering the Kingdom of Ndongo -- part of a Portuguese plan to establish a colony by force.

The statement as written leaves the impression that the Africans were brought to the US by the Portuguese and, by leaving unstated the nationality, the impression that they were initially enslaved by white Europeans. These Africans, in particular, were likely considered “spoils of war” and slavery in that area had existed since the late 15th century.

It is equally significant to note that while inter-African slavery had existed (indeed, slavery was world-wide going back to Biblical times), it was not until the Europeans began a slave trade that slavery was race-based, a distinction of value. But on a subject as vital as the arrival in 1619, it seems to me important that students receive a full understanding.

VS.7a – References to the differences between northern and southern states are deleted.

Why? Is it not the case that the North was more industrialized and less reliant on plantation agriculture and the adaption to industrialization was a factor not only in its superior forces during the Civil War but also a reason why Northern states broke from slavery sooner than the agrarian south? (this contrast is again removed at US1.9a). Is it not the case that the southern states

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wanted the new states to be “slave states” (a reality referred to later in the document)? Why is this now deemed not important? My understanding is that, somewhere in the process, the authors wanted to eliminate the suggestion that there was no farming in the North, but it seems to me that it now leads the impression in another direction. This deletion is one that seems to be more than merely “technical.”

VS.8b: John Mercer Langston:

I cannot help but mention that he also served as the first dean of the Howard University Law School, was Minister to Haiti (equivalent of Ambassador), and that while he was the first African American elected to Congress from Virginia, he was also the last for another 100 years-- all of which reinforces both the quality of his intellect and the racism he and others faced.

US1.6c: Crispus Attucks: Fugitive enslaved African American who was the first ...”

My understanding is that Crispus Attucks was multiracial, with an African American father who was enslaved and a mother who was a member of the Wampanoag tribe. If that is the case, the correct background should be incorporated in deference to indigenous peoples.

US1.9a: Removed references to North/South economies (manufacturing/plantation agriculture). Asserts that most people in North and South were farmer, inaccurately implying this was the source of the respective regions’ wealth.

I would again assert this is vital information and the differences also informs many modern-day conflicts (i.e., tariffs). While the South had almost 25% of the country's free population, it had only 10% of the nation’s capital in 1860. The North had five times the number of factories as the South, and over ten times the number of factory workers. Ninety percent of the nation's skilled workers were in the North, and the Southern economy was built on the backs of African Americans, oppressed into slavery. To ignore the economic differences is to ignore reality. I would argue again that this is more than a “technical correction.”

USH.4a: Immigration of workers from China who build much of the Transcontinental Railroad.

This ignores the Irish, which made up 10,000 workers on the railroad (Chinese made up 15,000), and both were a contributor to westward expansion (the meeting point was in Utah). I would suggest simply adding the word “Irish.”

USH.4c: “The settlement houses were established to assist women and children ...”

While the Houses cited were largely started *by* women, did they not -- and the multitude of other such Houses -- serve men? This makes it sound as if men were not allowed, which I do not believe is the case -- but which, again, I’ll leave up to the professionals.

VUS.2b: Explanation of 1619.

I would make many of the same points as in VA.3e.

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VUS.4c: “The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies.”

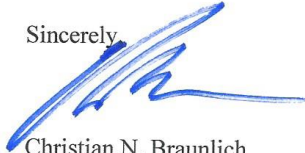
Where? Is this a reference to the clauses that begin “He has waged cruel war ...” I believe those clauses were *excluded* from the final Declaration. To treat them as if they were now part of it would be like treating defeated language in the General Assembly as if it were part of Code.

Or is it a reference to the clause that begins “He has excited domestic insurrections amongst us ...” which is a claim of inciting Native American insurrections (although some also have suggested it was a reference slave insurrections)?

Regardless – unless the Board reads something in the Declaration I don’t see – the assertion in VUS.4c is simply not true. There is, in fact, a lesson worth telling as to *why* it was removed, and Jefferson suggested it himself years later: “The clause ... reprobating the enslaving the inhabitants of Africa, was struck out in compliance to South Carolina and Georgia, who had never attempted to restrain the importation of slave, and who on the contrary still wished to continue it. Our Northern brethren also I believe felt a little tender under these censures; for tho’ their people have very few slaves themselves, yet they had been considerable carriers of them to others.”

Thank you for your consideration of my views.

Sincerely,



Christian N. Braunlich
President

Public Comments on Changes to History and Social Science Standards and Curriculum Frameworks

Virginia Board of Education,

On behalf of the Virginia Coalition for Human Rights (VCHR), I am submitting the attached comments to Item H Attachment B. We appreciate the efforts by the many professionals and educators reviewing the History SOLs.

One major concern is the consistent use of white versus black. The historical narrative involves many more actors, including Native Americans, Africans, Mexicans, Europeans, Asians, Pacific Islanders, and multi-ethnic immigrants. The use of terms to reflect the diverse population of the United States throughout its history will result in a more precise historical narrative.

With appreciation for the efforts of the Virginia Board of Education, I am,

Sincerely,

Rosemarie M. Esber, Ph.D.

VCHR Education Committee

DRAFT Communication Chart
Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Course: Kindergarten

Standard	Approved Change	Resources and Materials for Consideration
K.1c	<ul style="list-style-type: none"> Listen to community members, of diverse backgrounds, discuss events, stories, and narratives legends to learn about the community. 	
K.2ab	<p>Each local community has a unique history that includes stories and narratives legends that have developed over time.</p> <p>Localities recognize people who contributed to the development of the community over time.</p> <p>Local schools and divisions may determine community-related events, stories, narratives legends, and people to be studied.</p>	
K.3	<p>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).</p>	
K.11	<p><u>Teachers are encouraged to explore and recognize holidays representing Virginia's diverse populations and cultures.</u></p> <p><u>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.</u></p>	

DRAFT Communication Chart
Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Course: Grade One

Standard	Approved Change	Resources and Materials for Consideration
1.1d	Experiences may include but are not limited to the following: <ul style="list-style-type: none"> ● Create interview questions to ask the early English settlers, Virginia Indians, and Africans of Virginia. 	
1.1g	Experiences may include but are not limited to the following: <ul style="list-style-type: none"> ● 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 people and events helped shape Virginia’s history.	
1.3f,g	<u>Teachers are encouraged to explore and recognize Virginia’s diverse people and cultures.</u> <ul style="list-style-type: none"> ● 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	<u>Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.</u> 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 <ul style="list-style-type: none"> ● being inclusive of others despite differences ● exercising civic duties like voting and paying taxes 	
1.12a, b	Essential Knowledge Terms to know <ul style="list-style-type: none"> ● 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 	

DRAFT Communication ChartSummary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Course: Grade Two

Standard	Approved Change	Resources and Materials for Consideration
2.4j	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<p><u>Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.</u></p> <p><u>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.</u></p>	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Course: Virginia Studies

Standard	Approved Change	
VS.1d	<p>Experiences may include but are not limited to the following:</p> <ul style="list-style-type: none"> 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.	Virginia Indian tribes lived on most of the land of the commonwealth. The tribes helped the settlers survive the initial years. Europeans expelled the native tribes from vast tracts of their lands. (The tribes should be named).
VS.3e	<p>Essential Understandings</p> <p>This is the first time that Africans were introduced to the Virginia colony and became a permanent part of Virginia's population.</p> <p>Virginia became a more diverse colony by 1620.</p>	
VS.3e	<p>Essential Knowledge</p> <p>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.</p> <p>Africans arrived in Virginia against their will in 1619.</p> <p>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.</p> <p>With the forced arrival of these Africans, Virginia would create a system of people treated as property based on their skin color.</p> <p>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.</p> <p>In these early years, Virginia would create a disparity between English colonists and Africans.</p> <p>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.</p>	The settlers considered the Virginia tribes savages. American Indians were also enslaved and denied rights.
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,	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	
	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.	...and this dependence lasted until after the Civil War.
VS.4e	Most 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 <ul style="list-style-type: none"> 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. 	Instead of always categorizing between white and black throughout, perhaps use contemporary term, e.g., Anglo Americans, settlers, colonialists, new immigrants, Mexicans, etc.
VS.6c	<ul style="list-style-type: none"> 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, 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	...they had a right to enslave people or own slaves.
VS.7b	Major Civil War Events battles fought in Virginia <ul style="list-style-type: none"> 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.	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	
VS.7c	<p>Varied experiences roles of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War</p> <ul style="list-style-type: none"> 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. 	American Indians were also enslaved and were slave holders; free African Americans also held slaves. Varied experiences of Northerners and Southerners, new immigrants.
VS.8a	<p>Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> African Americans faced injustice, increased violence, and discrimination immediately after the end of slavery. <p>Measures taken to resolve problems</p> <ul style="list-style-type: none"> 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. 	African Americans continued to face injustice, violence, and discrimination after emancipation.
VS.8b	<p>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.</p> <p>-John Mercer Langston was an important African American leader before, during, and after the Civil War</p> <ul style="list-style-type: none"> 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 	Could Native American men also vote?
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.	

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Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Course: United States History to 1865

Standard	Approved Change	Resource and Materials for Consideration
US1.1f	<p>Experiences may include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Examine the decisions by African Americans to support either the Americans or British in the American Revolution. 	
US1.1g	<p>Experiences may include but are not limited to the following:</p> <ul style="list-style-type: none"> ● 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). 	
US1.1j	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ Enslaved African Americans: Emancipation Proclamation 	
US1.5d	<p>White Women</p> <p>Free African Americans</p> <ul style="list-style-type: none"> ● 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) 	Anglo-American white women. Native American women also had fewer rights, new immigrants, Jews, Catholics faced discrimination.
US1.6b	<p>Essential Understandings</p> <p>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.</p>	Property owning or tax-paying white men.
US1.6c	<p>Key individuals</p> <ul style="list-style-type: none"> ● 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. 	
US1.7b	<p>The Constitutional Convention</p> <ul style="list-style-type: none"> ● The Three-fifths Compromise perpetuated slavery in the United States. 	
US1.7c	<ul style="list-style-type: none"> ● Thomas Jefferson <ul style="list-style-type: none"> ○ The Lewis and Clark Expedition, which included enslaved peoples Sacagawea and York, explored new land west of the Mississippi River; 	
US1.8d	<p>New technologies and their impact on society</p> <ul style="list-style-type: none"> ● 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. 	

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Standard	Approved Change	Resource and Materials for Consideration
US1.8e	<p>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.</p>	
US1.9a	<p>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.</p>	
US1.9a	<p>Essential Knowledge Issues that divided the nation</p> <p>Slavery</p> <ul style="list-style-type: none"> ● 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. <p>Cultural issues</p> <ul style="list-style-type: none"> ● 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. <p>Economic issues</p> <ul style="list-style-type: none"> ● 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. 	

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Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	Resource and Materials for Consideration
	<ul style="list-style-type: none"> ● 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. <p>Constitutional issues</p> <ul style="list-style-type: none"> ● A major conflict was states' rights versus strong central government. <p>Political Issues</p> <ul style="list-style-type: none"> ● 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. 	
US1.9b	A stricter fugitive slave law was enacted. The Fugitive Slave Act of 1850 was passed.	
US1.9b	<ul style="list-style-type: none"> ● Most White Southerners believed that the states had freely created and joined the union and could freely leave it. 	
US1.9d	<ul style="list-style-type: none"> ● Frederick Douglass <ul style="list-style-type: none"> ○ Was a former enslaved African American who promoted African American involvement in the Civil War by creating the United States Colored Troops. 	US Colored Troops (USCT) were majority African Americans. Pacific Islanders, Native Americans, and Asian Americans also fought with the USCT.
US1.9f	<ul style="list-style-type: none"> ● 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. 	

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Course: United States History: 1865 to the Present

Standard	Approved Change	Resource and Materials for Consideration
USII.1g	<ul style="list-style-type: none"> ● 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 	<p>These laws also applied to Native Americans and Asians in some states.</p>
USII.2b	<p>Examples of manufacturing areas</p> <ul style="list-style-type: none"> ● Hair Care & Cosmetics industry: St. Louis 	
USII.3a	<p>Basic provisions of the amendments</p> <ul style="list-style-type: none"> ● The 13th Amendment bans slavery, except for felonies, in the United States and all of its territories. 	
USII.3a	<p>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.</p>	
USII.3b	<p>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.</p>	
USII.3b	<p>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.</p> <p>The Amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.</p>	
USII.3b	<p>Reconstruction policies and problems</p> <ul style="list-style-type: none"> ● 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 Confederate 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 <p>Federal troops supervised the South.</p> <ul style="list-style-type: none"> ● 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 	

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Standard	Approved Change	Resource and Materials for Consideration
	<ul style="list-style-type: none"> • 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	<p>End of Reconstruction and its impact</p> <ul style="list-style-type: none"> • 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. 	Segregation also affected Native Americans and Asians.
USII.3c	<p>Abraham Lincoln</p> <ul style="list-style-type: none"> • His plan for Reconstruction was not fully formed at the time of his assassination in April 1865 plan 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 <p>Robert E. Lee</p> <ul style="list-style-type: none"> • 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. <p>Frederick Douglass</p> <ul style="list-style-type: none"> • Was a powerful voice for human rights and civil liberties for all until his death in 1895. 	
USII.4a	<p>Essential Understandings</p> <p>New opportunities, population growth, and technological advances led to westward migration following the Civil War.</p> <p>Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.</p> <p>had an impact on the lifestyle of American Indians.</p>	The genocide of Native Americans and their expulsion from their homelands

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Standard	Approved Change	Resource and Materials for Consideration
		destroyed the tribes culture and economy.
USII.4a	<p>Reasons for increase in westward expansion</p> <ul style="list-style-type: none"> ● 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 	<p>“Any adult who had never taken up arms against the Federal government of the United States could apply. Women and immigrants who had applied for citizenship were eligible. The 1866 Act explicitly included black Americans and encouraged them to participate, but rampant discrimination, systemic barriers and bureaucratic inertia slowed black gains” [Wikipedia]</p> <p>Anti-Chinese prejudice and Chinese Exclusion Act should be included.</p>
USII.4b	Efforts to solve immigration problems challenges	
USII.4b	<p>Challenges faced by cities</p> <ul style="list-style-type: none"> ● Tenements and ghettos ● Political corruption led by political machines 	
USII.4c	<p>Essential Knowledge Racial segregation-discrimination</p> <ul style="list-style-type: none"> ● 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. ● Mexican immigrants sometimes welcomed and sometimes deported, depending on labor needs of white employers. 	Discrimination against various immigrant groups, e.g., Irish, Italians, Jews, Catholics.

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Standard	Approved Change	Resource and Materials for Consideration
USII.4c	<p>Racial Segregation “Jim Crow” laws</p> <ul style="list-style-type: none"> ● 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 <i>Plessy v. Ferguson</i> in 1896. <p>Lynching</p> <ul style="list-style-type: none"> ● 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. <p>African American responses</p> <ul style="list-style-type: none"> ● 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. 	<p>Lynching was used against multi-ethnic immigrants, including Chinese, Italians, Lebanese, and Native Americans also.</p>
USII.4d	<p>Rise of big business led by captains of industry</p> <ul style="list-style-type: none"> ● Also known as “robber barons,” widely criticized at the time for their fights against unions and regulation. <p>Factors that promoted industrial growth in America</p> <ul style="list-style-type: none"> ● Internal migrations of blacks and whites from rural regions to urban centers. <p>Postwar changes in farm and city life</p> <ul style="list-style-type: none"> ● Emergence of labor unions that barred African Americans. ● Formation of the Brotherhood of Sleeping Car Porters and Maids. 	
USII.4e	<p>Women’s suffrage movement</p> <ul style="list-style-type: none"> ● 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	<p>Essential Knowledge Reasons for the Spanish-American War</p> <ul style="list-style-type: none"> ● 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	<p>African Americans in WWI</p> <ul style="list-style-type: none"> ● The 369th Infantry Regiment, formerly known as the 15th New York National Guard Regiment (“Harlem Hellfighters”) distinguished themselves during the war. 	

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Standard	Approved Change	Resource and Materials for Consideration
	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Traffic lights • Refrigerated train cars 	
USII.6b	Great Migration north and west <ul style="list-style-type: none"> • 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. 	African Americans were treated with respect in Europe, fought in various battles and were highly decorated, but returned to segregation and violence in the USA.
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.	
USII.6d	Impact on Americans <ul style="list-style-type: none"> • 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.	Axis = Germany, Italy, and Japan. During WWII 70-85 million people died due to war and war-related disease and famine. The Holocaust era (1933-1945) was a period of genocide and ethnic cleansing.
USII.7b	The Holocaust <ul style="list-style-type: none"> • Imprisonment and killing of millions of Jews and others in concentration camps and death camps 	During the Holocaust, the Nazis killed six million Jews and an estimated 11 million ethnic Poles, Soviet civilians and prisoners of war, the disabled, political and

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Standard	Approved Change	Resource and Materials for Consideration
		religious dissidents, and gay men.
USII.7c	<p>Essential Knowledge</p> <ul style="list-style-type: none"> ● 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. 	<p>Detroit race riots 1943.</p> <p>Japanese Internment 1942-1945 of 127,000 Japanese Americans in concentration camps; US Government apology in 1988 and reparations.</p>
USII.8d	<p>Essential Knowledge Factors leading to changing patterns in United States society</p> <ul style="list-style-type: none"> ● 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	<p>Policies and programs expanding educational and employment opportunities</p> <ul style="list-style-type: none"> ● 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	<p>Essential Knowledge Some effects of segregation</p> <ul style="list-style-type: none"> ● Separate and unequal educational facilities and resources ● Separate and unequal public facilities (e.g., restrooms, drinking fountains, restaurants) 	
USII.9a	<ul style="list-style-type: none"> ● 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	<p>Civil Rights Movement</p> <ul style="list-style-type: none"> ● 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. 	

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Standard	Approved Change	Resource and Materials for Consideration
USH.9d	Immigration <ul style="list-style-type: none">• More people try to immigrate to the United States than are allowed by law although many policies still included racial limitations.	

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Course: Virginia and United States History

Standard	Approved Change	Resources and Materials for Consideration
VUS.1e	<ul style="list-style-type: none"> ○ the impact of internal, external influences (e.g., economy, social concerns). 	
VUS.1h	<p>Use a cost-benefit analysis chart:</p> <ul style="list-style-type: none"> ● 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. 	<p>Multi-ethnic women were also working outside the home pre-WWII, especially immigrants.</p>
VUS.1j	<ul style="list-style-type: none"> ○ Andrew Jackson: Did he promote or hinder democracy? ○ Cotton gin: Good or bad for the United States? 	
VUS.2a	<p>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.</p>	
VUS.2b	<p>Interactions among American Indians, Europeans, and Africans</p> <ul style="list-style-type: none"> ● 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. This 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	<p>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.</p>	

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Standard	Approved Change	Resources and Materials for Consideration
VUS.3a	<p>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.</p>	
VUS.3b	<p>Social characteristics of the colonies</p> <ul style="list-style-type: none"> • 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. 	
VUS.3b	<p>Political life in the colonies</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Essential Knowledge The development of indentured servitude and slavery</p> <ul style="list-style-type: none"> • 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. 	

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Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	Resources and Materials for Consideration
	<ul style="list-style-type: none"> 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	<p>Differences among the colonists</p> <p>Enslaved People</p> <ul style="list-style-type: none"> 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. 	Revolutionary War
VUS.4e	<p>The Declaration of Independence</p> <ul style="list-style-type: none"> The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies. 	
VUS.5a	<p>The Articles of Confederation</p> <p>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</p>	
VUS.5b	<p>Key issues and their resolutions</p> <p>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.</p> <p>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</p>	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	Resources and Materials for Consideration
VUS.6a	<p>Early stages of territorial expansion</p> <ul style="list-style-type: none"> ● 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. <p>Impact on the American Indians</p> <ul style="list-style-type: none"> ● 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. 	<p>European settlers</p> <p>Rapid expansion of European settlers destroyed the economic, social and cultural lives of the indigenous peoples</p>
VUS.6b	<p>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.</p>	<p>European and new immigrant Southerners</p>
VUS.6c	<p>Economic impact of the War of 1812</p> <ul style="list-style-type: none"> ● the rapid expansion of slavery into lands taken from American Indians. 	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	Resources and Materials for Consideration
VUS.6d	<p>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.</p> <p>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</p> <p>The “Age of the Common Man” Universal white manhood suffrage increased the electorate.</p> <p>Emergence of new political parties</p> <ul style="list-style-type: none"> • Whigs <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<p>Indian Removal Act</p> <p>Universal suffrage for white men</p>
VUS.6e	<p>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.</p>	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	Resources and Materials for Consideration
VUS.6e	<p>Sectional tensions caused by competing economic interests</p> <ul style="list-style-type: none"> 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. <p>Sectional tensions caused by debates over the nature of the Union</p> <ul style="list-style-type: none"> 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. <p>Sectional tensions caused by the institution of slavery</p> <ul style="list-style-type: none"> Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner and Gabriel Prosser 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 <i>The Liberator</i>, 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. <p>The women's suffrage movement Seneca Falls Declaration of 1848</p>	
VUS.6f	<p>Essential Understandings America's desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests.</p> <p>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.</p>	
VUS.6g	<p>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.</p> <p>Essential Knowledge Causes of the Civil War</p>	

DRAFT Communication Chart

Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks*

Standard	Approved Change	Resources and Materials for Consideration
	<ul style="list-style-type: none"> • 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 <i>Uncle Tom's Cabin</i> 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	<p>Major events</p> <ul style="list-style-type: none"> • 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. <p>Key leaders and their roles</p> <p>Robert E. Lee</p> <ul style="list-style-type: none"> • 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 	
VUS.7b	<p>Abraham Lincoln's leadership</p> <p>Initial goal: Preserve the Union, even if that meant leaving slavery in place.</p> <p>Emancipation Proclamation</p> <ul style="list-style-type: none"> • 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	<p>Essential Knowledge</p> <p>African Americans</p> <ul style="list-style-type: none"> • 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. 	

DRAFT Communication Chart**Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks***

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	<ul style="list-style-type: none"> • 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. <p>Common soldiers</p> <ul style="list-style-type: none"> • 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. <p>Women</p> <ul style="list-style-type: none"> • 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	<p>Essential Knowledge</p> <p>Political effects</p> <ul style="list-style-type: none"> • 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. <p>Economic impact</p> <ul style="list-style-type: none"> • 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. 	

DRAFT Communication Chart

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Standard	Approved Change	Resources and Materials for Consideration
VUS.8a	<p>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.</p> <p>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.</p>	
VUS.8b	<p>Inventions/innovations</p> <ul style="list-style-type: none"> • Filament for light bulb (Lewis Lattimer) • Gas Mask & Traffic Light (Garrett Morgan) <p>Economic Industrial leaders</p> <ul style="list-style-type: none"> • “Madame CJ Walker” - Sarah Breedlove (hair products & cosmetics) <p>Emergence of leisure activities Vaudeville & minstrel shows</p>	
VUS.8d	<p>Essential Knowledge Discrimination against and segregation of African Americans</p> <ul style="list-style-type: none"> • 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. <p>Lynching</p> <ul style="list-style-type: none"> • 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. 	<p>Multi-ethnic immigrants were also lynched sometimes accused of crimes but usually lynching were racially motivated murders.</p>

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Standard	Approved Change	Resources and Materials for Consideration
	<ul style="list-style-type: none"> 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. 	
VUS.8e	<p>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.</p> <p>Industrialization: Formation of labor unions Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens</p> <p>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.</p> <ul style="list-style-type: none"> The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West. <ul style="list-style-type: none"> “Push” factors: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <i>Chicago Defender</i>. Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities. 	
VUS.8f	<p>Changes in voting laws in the South disenfranchised African American male voters</p> <ul style="list-style-type: none"> 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. 	

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Standard	Approved Change	Resources and Materials for Consideration
	<ul style="list-style-type: none"> Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order. 	
VUS.9a	<p>Racial conflict in the Spanish-American War and the Philippines</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>Harlem Renaissance</p> <ul style="list-style-type: none"> 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	<p>New Deal (Franklin Roosevelt) Franklin D. Roosevelt was the first president to have an entirely African American advisors who served in a “kitchen cabinet.”</p> <p>The Social Security Act offered safeguards for workers, except for domestic workers. African Americans were discriminated against in these government programs.</p>	<p>An entirely African American advisor ? Eleanor Roosevelt advocacy for African American rights.</p>
VUS.11d	<p>Essential Knowledge Minority participation 125,000 African Americans fought overseas in World War II.</p>	
VUS.12c	<p>Essential Knowledge</p> <p>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.</p>	

DRAFT Communication Chart**Summary of Changes, Resources, and Materials for the Updated 2015 *History and Social Science Curriculum Frameworks***

Standard	Approved Change	Resources and Materials for Consideration
VUS.12d	<p>The Vietnam War African Americans were drafted and sent to the front lines in disproportionate numbers.</p>	
VUS.13c	<p>Essential Knowledge National Association for the Advancement of Colored People (NAACP)</p> <ul style="list-style-type: none"> ● 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. <p>Civil Rights Act of 1964</p> <ul style="list-style-type: none"> ● 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. <p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> ● 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." 	<p>Important contributions by Walter White Mary Cloud Bethune Pauli Murray</p>
VUS.13e	<p>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.</p>	

To the members of the Virginia Board of Education,

My comment today is regarding the proposed recommendations by the Governor's Commission on African American History in Education in Virginia. I am supportive of adjusting the curriculum to tell a more complete history of Virginia and our country and believe it is a benefit to do so for all students in the commonwealth, but what is concerning is the focus on the anti-racist work/ perspective and the implication that once teachers are fully engaged and resourced in the anti-racist work, the structural inequities will be broken down and students will be better able to build a brighter future.

I recently had the opportunity to talk with Ian Rowe a senior visiting fellow at the Woodson Center (Washington, DC), founded by Bob Woodson in 1981. Prior to his position at the Woodson Center, he spent a decade as the CEO of a non-profit network of public charter elementary and middle schools in the heart of the South Bronx and Lower East side of Manhattan serving over 2000 students, primarily low-income black and Hispanic children whose parents choose their charter schools as a place where their children would develop the skills and habits to become agents of their own uplift and build a better life. Ian shared how destructive the anti-racism messages can be to these communities. For example Ian shared, "The 1619 Project released by the New York Times claims that "Our democracy's founding ideals were false when they were written," and that "Anti-black racism runs in the very DNA of this country."" As an educator, particularly of students in low-income communities with primarily students of color, he has seen how damaging and disempowering the impact that message can have on children. It was surprising to me to see in the final report of the AAHEC the 1619 Project Curriculum is listed as a partner for collaboration. Ian pointed out and it is important to note that key elements of the 1619 Project have recently been discredited by some of the most well respected historians in the country. And Ian also shared that just recently the authors of the 1619 Project have stated that they don't consider 1619 the true founding of the country, which was a central claim. The AAHEC also indicates the work of Ibram X. Kendi and Robin DiAngelo as influential resources to support implementation of the changes to the history and social science curriculum in Virginia. The messages of these individuals are based in opinion and conjecture, and are not rooted in actual facts or history. This worldview can only result in hopelessness -- instilling the pernicious and unfounded belief that every person and institution is irredeemably racist and in place solely to prevent any chance at achievement.

After also hearing from Bob Woodson last week, the founder of the Woodson Center, I learned there is a better way to teach a full and complete history and empower current and future generations to become agents of their own uplift and transformation by embracing the true founding values of our country. I would like to introduce you to the 1776 Unites (www.1776unites.com) movement that is a non-partisan, intellectually diverse alliance of writers, thinkers and activists led by primarily black scholars. The 1776 Unites movement is focused on solutions to our country's greatest challenges in education, culture and upward mobility aiming to liberate tens of millions of Americans. They have just released their first installment (high school level) of the 1776 Unites curriculum and will be releasing full curriculum for grades K-12 (lesson plans, reading guides, assessments, activities, etc.) over the coming months. The high-quality curriculum (free on their website) includes a Look Back and a Look Forward component. To quote their website, "The 1776 Unites curriculum offers authentic, inspiring stories from American history that show what is best in our national character and what our freedom makes possible even in the most difficult circumstances. 1776 Unites maintains a special focus on stories that celebrate black excellence, reject victimhood culture, and showcase African-Americans who have prospered by embracing America's founding ideals." All of the lessons in the 1776 Unites curriculum are grounded in

one or more of the ten Woodson principles: competence, integrity, transparency, resilience, witness, innovation, inspiration, agency, access and grace. The Woodson Center has used these principles to transform struggling neighborhoods and empower those within them.

Ian Rowe shared with me, "It is important to note that America is not defined solely by its legacy of slavery. We want all children to know of the legacy of excellence alongside the legacy of slavery and these lessons are relevant to all American children. There are innumerable examples of individuals and groups that have gone from persecution to prosperity by embracing America's founding ideals."

Please consider, along with the Governor's Commission on African American History in Education, utilizing this strong curriculum and resources from 1776 Unites going forward to best serve and inspire all children in Virginia to better themselves and our country by embracing the founding ideals of America.

Thank you for your time and consideration,

Nick and Lindsay Sauer

Earlysville, VA

To the BOE Members,

After reviewing the proposed changes to the Virginia State History and Social Studies curriculum and standards, I strongly disagree with the effort as presented. I believe in a balanced presentation of American and Virginia history, but these changes are anything but balanced. Many of the details are one sided and presented in such a way as that most, if not all, American history is one of oppression or unfairness to one group of people or another. Much of the great ideals of freedom, liberty, and opportunity under a blind justice system and basic system of government is not fairly represented. Examples of slanted opinions (not facts) of history are found in everything from Western Expansion to the Civil War studies. Having studied history throughout grade school, college, and post-graduate studies, it should be readily apparent that many aspects of the curriculum are slanted towards a view point of seeing the United States as a balkanized group of individuals instead of a group of people from all regions of the world seeking freedom and opportunity.

To present this type of historical interpretation to our younger generations is a disservice to this country, those people that created this great country, to the educational system, and those who attend it. I strongly recommend a board of noted historians from around the state, and who are third party members without political bias, review these recommendations of the Commission of Africa American History Education to ensure biases are not solidified in the Virginia State History and Social Studies curriculum.

Respectfully Submitted,

Thomas Mains

Manassas, VA

703-647-0434

After reading through the proposed changes to the curriculum that my children will one day be learning in regards to history and social sciences I must say I am absolutely disgusted. Allowing a council appointed by our governor for African American history to decide changes to American history in my opinion is a display of reverse racism against White Americans. I agree that our children should be well aware of African-American history but by overemphasizing this compared to American history is reverse racism. Whether or not you're proud of your history it is still your history. Our children must know where they came from and how America became the greatest nation on the planet. Just like one's family history American history has its fair share of dark moments. The adage that history repeats itself is absolutely true. If our children do not know an accurate depiction of our country's history then it is certainly likely to repeat itself. The first thing that happens in communist countries is that the history is altered and by the third or fourth generation history no longer exist. This happened in Cuba and other communist countries. Tearing down monuments and altering textbooks does not erase our history. Our children should be taught that Abraham Lincoln was the first Republican. They should be taught that Abraham Lincoln thought so much of General Robert E Lee that he wanted him to be the general of his army. Instead we will now teach our children to vilify people like General Lee because he was a racist when in fact historical accounts indicate that he was not. If this committee decides to move forward with the change in our history and social sciences proposed then I will homeschool my children or send them to a private school that is willing to teach accurate American history. Many of my friends and colleagues feel the same way.

Chris Schultz

Committee Members,

My name is Thad Snyder and I am the Department Chair for Social Studies at Salem High School in Salem, Virginia. I would like to address the following regarding the changes in the standards:

Standard 2.5a Striking the “all people would be treated fairly” Why strike that? In my opinion that is an easier concept for a second grader to understand than the replacement “to end racial segregation and promote racial equality” The addendum can be left in but to take out a concept that is easier for the student to comprehend makes little educational sense.

Standard US I 7.c “Enslaved people Sacagawea and York”, Are we putting the category of First Americans in the same position as slaves. York was a slave, Sacagawea was not.

Standard VA/US 5.b Striking “Avoided a too powerful central government” Why are we removing a stated goal of the framers of the Constitution and arguments put forth by Anti-Federalists and arguments used by Federalist supporters of the Constitution as to its necessity.

Standard VA/US 12.c Striking “the US and American ideals of Democracy and Freedom ultimately prevailed in the Cold War struggle against the Soviet Union” Again why remove this, is it inaccurate, is this not something in our history to have pride in?

Contextual references to A) Lee and the Lost Cause, B) Andrew Jackson Promoter or Hinderer of Democracy and C) British North America developing the only slave society that biologically reproduced itself. All fair points that must have a contextual framework in their instruction and roles befitting the times in which each event occurred.

I have no issue, nor do I think the SHS Social Studies Department has issues with reviewing the curriculum. I appreciate many of the additions to the curriculum as a way of showing a more inclusive history. However I would also argue our very competent teachers do an exceptional job of presenting all sides of the history. Our nation is exceptionally polarized and divided at this moment, schools (Social Studies classes in general) at the community level are supposed to be agents of healing and unity, I would hate to see the incorporation of curriculums that further divide the impressions of our students, staffs or stakeholders.

Thad Snyder

Social Studies Department Chair

Salem High School, Salem Virginia



Rivanna Ridge Professional Building
200 Hansen Road, Suite 2
Charlottesville, VA 22911

October 14, 2020

Virginia Board of Education
P.O. Box 2120
Richmond, VA 23218

VIA ELECTRONIC MAIL

Honorable Members of the Virginia Board of Education,

On behalf of the Virginia School Boards Association, we write to express our support for the Proposed Recommendations by the Governor's Commission on African American History Education in Virginia. These recommendations have been made following an extensive review of Virginia's history standards, instructional practices, content, and resources currently used to teach African American history in the Commonwealth, and include recommendations for professional development and instructional supports for educators to provide culturally competent instruction. VSBA was honored when Governor Ralph S. Northam appointed our association President, Rodney A. Jordan, to serve as a member of this commission. VSBA hopes it will be the pleasure of the Virginia Board of Education to approve Final Review of the Proposed Recommendations by the Governor's Commission on African American History Education in Virginia at its October 15, 2020 Business Meeting.

VSBA has long supported instructional practices and curriculum that allow students the opportunity to learn about the history of the Commonwealth. The recommendations brought forth by the Governor's Commission on African American History Education in Virginia will ensure Virginia's complex past and that the countless number of contributions made by African Americans will be taught in classrooms across the state. This inclusive instruction will only help to better educate our students, making Virginia a national leader in portraying a holistic model of history instruction.

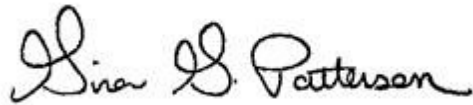
In the recently released [2.0 Report](#) of the VSBA Task Force on Students and Schools in Challenging Environments, the task force recommended the need to include the importance of Black History Education as a best practice for school divisions in Virginia. The task force cited the work of the African American Heritage Education Commission as a reference point for schools as they look to adopt strategies that inform school board members, division staff, students, and the community on the importance of curriculum that reflects the diverse history of Virginia.

Honorable Members of the Virginia Board of Education
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VSBA applauds the work of the Governor's Commission on African American History Education in Virginia. The recommendations of the commission are a progressive step to making public education in the Commonwealth culturally relevant and reflective of the Commonwealth's entire history. VSBA respectfully requests the Virginia Board of Education approve on Final Review the Proposed Recommendations by the Governor's Commission on African American History Education in Virginia.

If there is any additional information we can provide, or questions VSBA can answer, please contact VSBA Government Relations Specialist, J.T. Kessler, jason@vsba.org or (434) 295-8722.

Respectfully,

A handwritten signature in black ink that reads "Gina G. Patterson". The signature is written in a cursive style with a large initial "G".

Gina G. Patterson Executive Director

Cc: Rodney A. Jordan

