

*Virginia Pathways: Episode 2*  
*Making the Move*

Study Guide  
to Accompany the Instructional Video

Funded by the Virginia Department of Education  
in cooperation with  
The Virginia History Production Consortium  
and  
Virginia Public Television Stations

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## ABOUT THE VIDEO

In 1998 the Virginia History Production Consortium, consisting of representatives from participating school divisions in Virginia, funded the production of *Virginia Pathways : Episode 1*. Financial assistance from the Virginia Department of Education funded the production of *Virginia Pathways : Episode 2, Making the Move*. Both videos and their associated study guides and website are now available statewide for educational use. Teachers are invited to use this guide to accompany the video. The video series and associated materials are intended for use in grades 4 and 5, to assist with learning key concepts in Virginia history. The learning objectives are based on the History and Social Science Standards of Learning for Grade Four.

Please feel free to duplicate all of the materials in this study guide.

Visit the Virginia Pathways Web site at <http://www.vastudies.org/VApathways/episode2>

## EXPLANATION OF MATERIALS

### 1. **History and Social Science Standards of Learning**

A complete listing of the Grade Four Virginia Standards of Learning covered in the video is included. In addition, the SOL covered in each video segment is indicated at the beginning of the lesson plan for that segment. These can be found on page 5 of the study guide.

### 2. **Lesson Plans**

There is a separate lesson plan for each segment of the video. This will make it easier for the teacher to use the video for interactive instruction. The lesson plan for Migration starts on page 6. Transportation begins on page 25 and Industry begins on page 42 of this study guide.

### 3. **What-I-Know Activity** (Richardson and Morgan, 1997) This is a strategy to help students connect information they already know about a topic with the information learned by watching the video. It also helps them determine the information they still need after watching the video. The teacher can record student responses on a chart or overhead transparency, or have students record their thoughts individually on paper. Before viewing, students fill in the columns labeled “What I Already Know,” and “What I Need to Know as I Watch.” After watching the video, students fill in the columns labeled “What I Know After Watching,” and “What I Still Need to Know.” The blackline master on page 58 of this study guide can be used for all three video segments.

### 4. **Anticipation Guide** An Anticipation or Prediction Guide prepares the

students by having them read and think about statements pertaining to the content of the video. In this way the students focus on the video and attempt to predict what it will be about. It also helps the teacher assess the students' familiarity with the topic. To make maximum use of the anticipation guide, have students complete it before watching the video, then return to it at the conclusion of the video to compare their initial predictions with their knowledge after watching the video. The anticipation guide can be used as an individual, small group, or whole class activity. The Anticipation Guide for Migration is on page 12, for Transportation on page 30, and for Industry on page 46.

5. **Note-Taking Activity Sheets** These can be reproduced and used by the students either as they watch the video or immediately afterward. The completed activity sheets can provide a study guide for testing. You may want to preview the activity sheets with students before beginning the video. An answer key accompanies each activity sheet. A word bank is included on each answer key. If your students may have difficulty finding the answers to the questions as they view the video, put the word bank words on the board to assist them. The Note-Taking Activity Sheet for Migration is on page 15, for Transportation on page 33, for Industry on page 47 of this study guide.
6. **Vocabulary** Key terms from each video segment are included. Each word is defined, and also presented in context using the text from the video. Vocabulary for Migration is on page 13, for Transportation on page 31, for Industry is on page 49 of this study guide.
7. **Maps** A map showing major cities and another map showing major highways are included. These can be reproduced and used by the students. Suggested map activities are included in the lesson plans. Maps begin on page 62.
8. **Time Lines** There is a time line for each of the three video segments. Time lines are presented in both linear and graphic formats. Suggestions for using the timelines are included in the lesson plans. The time line for Migration is on page 17, for Transportation on page 35, and for Industry on page 54 of this study guide.
9. **Tests** There is a twenty question multiple choice test for each for the three video segments. Ten questions center on the content of the video, and ten center on the vocabulary. The test for Migration is on page 22, for Transportation on page 38, and for Industry on page 54 of this study guide. A student answer sheet for each test is included. Answer keys follow the answer sheets.
10. **Instructional Television Lesson Activities** This is a reference chart showing the parts of a lesson and possible activities to do during each part.
11. **Instructional Television Viewing Strategies** This is a reference chart containing explanations for viewing strategies.

## **EXPLANATION OF THE LESSON PLAN FORMAT**

Instructional television is a resource which involves both thinking (Cognitive Domain) and feelings (Affective Domain.) It must be presented in the classroom in a way that incorporates both aspects of learning.

The video is divided into three segments for lesson presentation. The first segment covers the history of migration in Virginia. The second segment covers the history of transportation, and the third segment covers the history of industry in Virginia.

Each of the three video segments has a separate lesson plan. The lessons are approximately 45 minutes long. This time includes pre-viewing activities, watching the video, and post-viewing activities. The entire video can be viewed in 3 segments. Testing and extension activities should be conducted on separate days. Thus, a unit based on the video could take from 4 to 8 days.

The lesson plans follow the format suggested by the National Teacher Training Institute (NTTI). A brief explanation of video viewing techniques is included at the end of this study guide. Additional information about the NTTI is available on the *Virginia Pathways* website.

**Virginia History and Social Science Standards of Learning  
Grade Four Virginia Studies: 1607 to Present**

To the Teacher: The following is a list of the Standards of Learning that are addressed in *Virginia Pathways: Episode 2, Making the Move* and the accompanying study guide.

- 4.2 The student will use the concepts of absolute location and relative location to
  - a locate and identify on maps and globes his/her local city or county, Virginia, the other original states, Western Europe, West Africa;
  - b explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general patterns of economic growth in Virginia;
  - c illustrate how communities in Virginia differ in physical features, such as land use, population density, architecture, services, and transportation;
  - d construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Virginia (Tidewater, Piedmont, Ridge and Valley, Allegheny Plateau) . . .
  
- 4.3 The student will explain the economic, social, and political life of the Virginia colony, with emphasis on
  - a its political and economic relationship to England and other nations;
  - b characteristics and contributions of various groups of people.
  
- 4.5 The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th Century, with emphasis on
  - a the Reconstruction Period and its impact on politics and government, the economy, demographics, and public opinion;
  - c the economic and social transition from a rural, agricultural society to a more urban, industrialized society.
  
- 4.6 The student will trace the history of Virginia in the 20th century, with emphasis on
  - c the impact of advances in transportation and communication on migration, economic development, and the integration for Virginia into the U. S. economy and eastern Virginia into the northeast megalopolis;
  
- 4.7 The student will develop historical analysis skills including
  - a identifying, analyzing, and making generalizations about the life in Virginia history using primary sources including artifacts, diaries, letters, photographs, art,

- documents, and newspapers;
- c summarizing and sequencing major events in Virginia history from 1607 to the present and locating significant places and events on a map.

## LESSON PLAN for MIGRATION SEGMENT

### Video Segment Summary

People have been moving to, from, and around Virginia for thousands of years. The early American Indians created communities along waterways such as the Chesapeake Bay and the York and Rappahannock Rivers. Like the American Indians, the early English settlers used the waterways as highways.

Jamestown, built in 1607, was the first permanent English settlement in America. The first Africans arrived in 1619. Slavery was legalized around forty years later. From the Tidewater region, some of the English settlers migrated to the Piedmont region. Towns were founded on major rivers: Richmond on the James; Fredericksburg on the Rappahannock; Petersburg on the Appomattox; and Alexandria on the Potomac. German miners became the first to mine the iron ore in the central Piedmont region. German and Scots-Irish settlers from Pennsylvania moved to the Valley of Virginia to raise livestock and grow corn and wheat. At the same time, people moved to the Eastern Shore to harvest seafood and grow grains and vegetables.

After the Civil War, the loss of the plantation economy in the Tidewater region and the devastation of the farms in the Piedmont and Ridge and Valley Regions caused people to move from Virginia and find work in other areas of the country. During the 1930s, the population around Washington, D.C. grew because of an increase in government jobs. The shipbuilding industry in Hampton Roads also attracted workers. The population increased again in the 1980s and 1990s as large groups of immigrants moved into the state. Virginia's demographics continue to change due to peoples' continuing search for jobs and resources.

### Length of Lesson

Video segment: 7 minutes

Approximately 45 minutes for Pre-Viewing, Viewing, and Post-Viewing activities

Action Plan and Extension Activity times will vary according to the activity.

### Materials

- TV/VCR
- Overhead projector and transparencies
- *Virginia Pathways* Video 2 and Study Guide
- Copies of the *Anticipation Guide*, *What I Know Activity Sheet*, and *Note-Taking Activity Sheet for the Migration Segment*
- A road and cities map of Virginia
- A physical map of the eastern United States

## Learning Objectives

As part of learning SOL 4.2b, c; 4.3 a; 4.5 a, c; 4.6 c, the student will be able to:

- name and locate the four regions of Virginia;
- identify the various groups of early settlers and tell where they settled;
- identify the towns and major rivers upon which they were founded;
- explain the reasons for the decrease in population after the Civil War;
- explain the reasons for the increase in population in the 1930s;
- explain the reasons for the increase in population in the 1980s and 1990s;
- define the following words in context: *nomads, communities, settlers, migrated, colony, plantations, natural resources, metropolitan, demographics, and immigrants.*

## Pre-Viewing Activities

1. Distribute the Anticipation Guide. Have students work with partners or in small groups to complete the guide.
2. Make an overhead transparency of the What I Know Activity Sheet and work through the first two columns with students.
3. Write the vocabulary words on the board. Write on the board or say aloud the context sentences from the video. Have students use context clues to determine the meanings of the vocabulary words *nomads, communities, settler, migrated, colony, plantation, natural resources, metropolitan, demographics, and immigrants.*
4. Invite students to tell about their ancestors and where they lived. Ask if the students know why their ancestors moved.

## Focus for Viewing

Explain that this video segment describes the settlement of the different regions of Virginia as well as some of the reasons people migrate. Tell students they will be discussing these topics after they watch the video segment. Ask students to watch and listen for the answers to the following questions:

- Who were the first known inhabitants of Virginia? (*American Indians who were hunters and nomads.*)
- What were the first highways used by the early English settlers? (*The waterways, such as the Chesapeake Bay and the York and Rappahannock Rivers.*)
- Why do people migrate? (*They migrate to find better resources and/or jobs.*)

Note to the Teacher: The terms *Allegheny Plateau* and *Appalachian Plateau* refer to the same region and can be used interchangeably. The terms *state* and *commonwealth* are also used interchangeably.

### **Viewing Activities**

Start the tape at the beginning. Stop the video after the narrator says, “. . . just like the early settlers did four hundred years ago,” and the video shows a picture of a gathering of early settlers and American Indians.

## Post-Viewing Activities

1. Have students work in small groups to discuss the Focus questions. Then ask a spokesperson from each group to summarize the group's answers for the class.
2. Have students complete the Note Taking Activity Sheet. Either replay the *Migration* video segment and have students complete the activity sheet as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Have students work in small groups to complete the What I Know Activity Sheet. Then have one member of each group present the group's answers to the class. Record group answers on the overhead transparency.
4. Have individuals complete the *After* section of the Anticipation Guide. Discuss the answers as a class. Then have individuals or partners rewrite the incorrect statements as true.
5. Replay the video and freeze the frames to show the maps. Use the Study Guide maps of Virginia to locate the following: the Atlantic Ocean; the Chesapeake Bay; the James, York, Rappahannock, Appomattox, and Potomac Rivers; Richmond, Fredericksburg, Petersburg, Alexandria, Jamestown, Norfolk, Roanoke, Lynchburg, Charlottesville; The Eastern Shore; The Blue Ridge Mountains; the Tidewater, Piedmont, Ridge and Valley, and Allegheny Plateau regions.
6. Use a physical map of the eastern United States to trace the routes of the settlers who migrated to the Valley of Virginia. Have children explain why it was easy for these settlers to reach the Valley from Pennsylvania.
7. Use any or all of these additional questions. You may want to replay the video segment and have students find the answers as they watch and listen.
  - √ When and where was the first permanent English settlement built? (*It was built in 1607 at Jamestown, along the Tidewater coast of Virginia.*)
  - √ When did the first Africans arrive, and where did they live? (*They arrived in 1619. By 1671, 2,000 Africans were living on Tidewater plantations.*)
  - √ Why did the early settlers move throughout Virginia? (*They moved to find new land and natural resources.*)
  - √ Where did the English go from Tidewater when they wanted to farm more of the land? (*They went west to the Piedmont and then to the Blue Ridge Mountains.*)
  - √ Which cities were founded along major rivers in the Piedmont? (*The cities were*

*Richmond on the James, Fredericksburg on the Rappahannock, Petersburg on the Appomattox, and Alexandria on the Potomac.)*

- √ What was special about the group of French Huguenots who settled in the Piedmont region? *(They were the first non-English, non-African settlers in the Piedmont region.)*
  
- √ Where did the German miners settle? Why? *(They settled in the central Piedmont region to mine the iron ore.)*

Additional questions continued

- √ Where did the German and Scots-Irish from Pennsylvania settle? What kind of work did they do? *(They settled in the Valley of Virginia, west of the Blue Ridge Mountains. They were farmers.)*
- √ What was happening on the Eastern Shore of Virginia? *(People were moving there to work on the waters of the Chesapeake Bay and to grow grains and vegetables on the land.)*
- √ Why did Virginia's population decrease after the Civil War? *(The plantation economy in the Tidewater Region had been destroyed, and the farms in the Piedmont and Ridge and Valley Regions had been devastated. People moved out of the state to look for work.)*
- √ Why did the population grow in the 1930s? Where was the most growth? *(The population in Northern Virginia grew due to Federal jobs in Washington DC, and in Hampton Roads due to the shipbuilding industry.)*
- √ Why do the demographics in the state change? *(The demographics change because people continue to migrate to, from, and around the state.)*
- √ Why did Virginia's population change in the 1980s and 1990s? *(Many immigrants moved to Virginia, especially to Northern Virginia.)*

8. Use the timelines to have students discuss the patterns of settlement in Virginia.

9. Use the population graphs to discuss the changes in population from 1607-1990.

### **Assessment**

1. Use the test on page 22 as a formal assessment.

2. Use any of the post-viewing activities or the Note-Taking Activity Sheet as an informal assessment.

### **Action Plan**

1. Invite a member of the local historical society to talk about the history of your area. Prepare questions ahead of time to ask the speaker.

2. Ask students whose families have lived in Virginia for several generations to share information and memorabilia related to the family.
  
3. Take a field trip to a history museum in any of the cities mentioned in the video: Richmond, Fredericksburg, Petersburg, Alexandria, Jamestown, Norfolk, Roanoke, Lynchburg, Charlottesville.
  
4. Write to the Chamber of Commerce of any of the cities mentioned in the video and request information about the history of the city.

## Extensions

### 1. Reading/Literature

Have students read one of the following books or another book dealing with Virginia history and present a short booktalk about it to the class.

- Barrett, Tracy. *Celebrate the States: Virginia*. New York: Benchmark, 1997.
- Fritz, Jean. *The Double Life of Pocahontas*. New York: Putnam, 1983.
- Stapen, Candyce H. *Virginia: Family Adventure Guide*. Old Saybrook, CT: The Globe Pequot Press, 1995.
- Smith, Carter. *Jamestown Colony*. Jacksonville, IL: Perma-Bound, 1991.
- Thompson, Kathleen. *Virginia: Portrait of America*. Milwaukee: Raintree, 1986.

### 2. Writing

- Have students choose one of the items shown in the attic scenes in the video, and write an historical fiction story about the item. They should tell who owned it, where it came from, and how it ended up in the attic.
- Have students take the point of view of one of the early English settlers, and write a letter to friends at home. They should tell about the trip to the new area, and give their reasons for migrating. Also have students describe the geography of the area. Ask them to explain the kind of work they are doing, and why they chose that type of work.

### 3. Math

- Have students make a bar graph or pictograph showing the population of Virginia in 1607, 1700, 1790, 1870, 1930, 1980, and 1990. Use the Timeline for the Migration Segment to find this information.

### 4. Technology

- Have students visit the following Internet sites to learn more about Virginia. Ask them to make a brief report to the class about their findings.

<http://ditl.state.va.us> (Virginia Board of Tourism)

<http://www.thehistorynet.com> (The History Net Homepage)

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANTICIPATION GUIDE for MIGRATION SEGMENT**

**Directions:** These sentences are about the video segment you will watch. Read each sentence before you watch the video. Put a check in the **Before** column next to each sentence you think is true. After you watch the video, put a check in the **After** column next to each sentence you think is true. Which of your ideas stayed the same? Which changed? Why?

<b><u>Before</u></b> <b><u>Viewing</u></b>		<b><u>After</u></b> <b><u>Viewing</u></b>
_____	1. The waterways used by the American Indians became the first highways for the English settlers.	_____
_____	2. The English settlers migrated to other parts of Virginia because the land in the southeast was too rocky to farm.	_____
_____	3. German and Scots-Irish settlers from Pennsylvania moved into the Valley of Virginia.	_____
_____	4. People moved to the Eastern Shore to harvest seafood and grow grains and vegetables.	_____
_____	5. After the Civil War, many people came to Virginia to work on the plantations.	_____
_____	6. Virginia's population began to grow again in the 1930s.	_____
_____	7. Large groups of immigrants moved to southwestern Virginia in the 1980's and 1990s.	_____

**Post-Viewing Activity**

**Directions:** Rewrite the incorrect statements above to make them true.

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## VOCABULARY for MIGRATION SEGMENT

Words are listed in the order in which they appear in the video. Sentences in italics are taken from the script of the video.

### • **nomads**

Sentence: *These Indians were hunters and **nomads**. **Nomads** move around from place to place, in search of food, water, and grazing land.*

Definition: Member of a tribe that wanders around and does not live in one place all of the time.

### • **communities**

Sentence: *These people followed the paths of Virginia's waterways, like the Chesapeake Bay, the York River, and the Rappahannock River, and they created **communities** along them.*

Definition: Groups of people who live near each other or who have something in common.

### • **settlers**

Sentence: *The same waterways that the American Indians used became the highways that English **settlers** would later follow as they migrated throughout Virginia*

Definition: People who make their homes in a new place.

### • **migrated** (migrate)

Sentence: *The same waterways that the American Indians used became the highways that English settlers would later follow as they **migrated** throughout Virginia*

Definition: Moved from one country or region to another.

### • **colony**

Sentence: *The first Africans arrived in the Virginia **colony** in 1619*

Definition: An area that is ruled by another country.

### • **plantations**

Sentence: *By 1671, there were two thousand Africans living as slaves, mostly on **plantations** in the Tidewater region of Virginia.*

Definition: Large farms, located in a warm area, that grow crops such as tobacco, cotton, or coffee.

• **natural resources**

Sentence: *Like the American Indians, the early settlers moved throughout Virginia, searching for new land and other **natural resources**. **Natural resources** are necessary or helpful sources that are found in nature, such as timber, fertile soil, or coal.*

Definition: Things found in nature that are helpful to people.

Vocabulary for Migration Segment continued

• **metropolitan**

Sentence: *Since then, other **metropolitan** areas have developed throughout Virginia-- around Roanoke, Lynchburg, Charlottesville, and Alexandria.*

Definition: Having to do with a city and its surrounding suburbs.

• **demographics**

Sentence: *As people continue to move in, out, and around Virginia, its **demographics** change. Demographics tell the size, growth, and characteristics of a population.*

Definition: Information about the ages, income, size, and growth of the population.

• **immigrants**

Sentence: *Virginia's population increased during the 1980s and 90s as large groups of **immigrants** moved into the state, especially to Northern Virginia.*

Definition: People who move permanently to another country to live.

Name \_\_\_\_\_ Date \_\_\_\_\_

**NOTE-TAKING ACTIVITY SHEET for MIGRATION SEGMENT**

**Directions:** Fill in the word or words from the video to complete each sentence.

1. The early American Indians in Virginia were hunters and \_\_\_\_\_.
2. The American Indians created \_\_\_\_\_ along the waterways.
3. The waterways became the first \_\_\_\_\_ for the English settlers.
4. The English built their first permanent settlement at \_\_\_\_\_.
5. About forty years after the first Africans arrived, \_\_\_\_\_ was made legal.
6. The early settlers moved in search of new land and other \_\_\_\_\_.
7. From Tidewater, the settlers migrated to \_\_\_\_\_ and to \_\_\_\_\_.
8. One of the towns founded on a major river was \_\_\_\_\_.
9. The German miners mined the rich \_\_\_\_\_.
10. The German and Scots-Irish in the Valley became \_\_\_\_\_.
11. People migrated to the \_\_\_\_\_ to harvest seafood and grow grains and vegetables.
12. After the Civil War, some people left Virginia because the war had ended the \_\_\_\_\_ economy in the Tidewater region and devastated the \_\_\_\_\_ in the Piedmont and the Ridge and Valley regions.
13. When the federal government offered jobs in Washington, D. C. in the 1930, the population in the cities in \_\_\_\_\_ Virginia grew.
14. Name one metropolitan area that developed in the 1930s. \_\_\_\_\_.

15. The population increased in the 1980s and 1990s because large groups of \_\_\_\_\_ moved to the state.

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY NOTE-TAKING ACTIVITY SHEET  
for MIGRATION SEGMENT**

**Directions:** Fill in the word or words from the video to complete each sentence.

1. The early American Indians in Virginia were hunters and *nomads*.
2. The American Indians created *communities* along the waterways.
3. The waterways became the first *highways* for the English settlers.
4. The English built their first permanent settlement at *Jamestown*.
5. About forty years after the first Africans arrived, *slavery* was made legal.
6. The early settlers moved in search of new land and other *natural resources*.
7. From Tidewater, the settlers migrated to *the Piedmont* and to *the Blue Ridge Mts.*
8. One of the towns founded on a major river was (accept any of the following)  
*Richmond on the James; Fredericksburg on the Rappahannock, Petersburg on the Appomattox, or Alexandria on the Potomac.*
9. The German miners mined the rich *iron ore*.
10. The German and Scots-Irish in the Valley became *farmers*.
11. People migrated to the *Eastern Shore* to harvest seafood and grow grains and vegetables.
12. After the Civil War, some people left Virginia because the war had ended the *plantation* economy in the Tidewater region and devastated the *farms* in the Piedmont and the Ridge and Valley regions.
13. When the federal government offered jobs in Washington, D. C. in the 1930s, the population in the cities in *northern* Virginia grew.
14. Name one metropolitan area that developed in the 1930s. *Northern Virginia or Hampton Roads*
15. The population increased in the 1980s and 1990s because large groups of *immigrants* moved to the state.

To the Teacher: If your students have difficulty finding the answers as they view the video, put the following Word Bank on the board to assist them.

**WORD BANK**

natural resources	slavery	nomads	communities
iron ore	farmers	Jamestown	highways
plantation, farms		immigrants.	
Northern Virginia or Hampton Roads		northern	

Eastern Shore

### **TIMELINE for MIGRATION SEGMENT**

- 9500 B. C. Nomadic hunters arrive in Virginia.
- 1500 A. D. American Indians live in permanent villages along Virginia's coast.
- 1585 England establishes its first colony at Roanoke Island.
- 1607 England establishes its first permanent settlement at Jamestown.
- 1611 Thomas Dale establishes the Henrico settlement near modern Richmond.
- 1614-1622 Colonists establish plantations along the James River near Jamestown.
- 1618 There are 11 settlements along the James River.
- 1619 The first Africans arrive in Virginia.  
The first English women arrive in Jamestown.
- 1643 Four forts are built on the Fall Line: Fort Royal on the Pamunkey, Fort James on the Chickahominy, Fort Charles on the James, and Fort Henry on the Appomattox River. Colonists travel to unsettled parts of Virginia from these forts.
- mid 1600s Settlers migrate to the Piedmont Region.
- 1671 2,000 Africans live in Virginia.  
The first recorded discovery of the Allegheny region is made.
- late 1600s The Tidewater and Piedmont Regions are settled.
- 1716 Governor Spotswood crosses the Blue Ridge Mountains.
- 1725-1745 German and Scots-Irish settlers establish farms in the Valley of Virginia.
- 1730s Settlers from eastern Virginia migrate to western Virginia.  
Settlers moved to the Eastern Shore to farm and harvest seafood.
- mid 1700s Alexandria, Fredericksburg, Richmond, and Petersburg are established.  
Settlements reached all the way to Roanoke.
- 1743 The first settlers move to the New River area.

- after 1763      Virginians crossed the Allegheny Mountains to settle along the Ohio River.
- 1865            People leave Virginia after the Civil War to look for jobs in other states.
- 1930            Virginia has 2,421, 851 inhabitants and ranks 20th. The population begins to grow due to jobs in shipbuilding and with the government.
- 1980-1990      Large groups of immigrants arrive, especially in Northern Virginia.

**TEST for MIGRATION SEGMENT Part 1: Content**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** On your answer sheet, fill in the oval under the letter that stands for the correct answer to the question.

1. The earliest known people to live in Virginia were \_\_\_\_.  
A Spanish settlers  
B American Indians  
C English settlers  
D African slaves
2. The early settlers used the \_\_\_\_\_ to get from place to place.  
F waterways  
G railroads  
H Interstate Highways  
J airports
3. The early English settlers migrated in search of \_\_\_\_\_.  
A gold and silver  
B oil  
C land and natural resources  
D peace
4. \_\_\_\_\_ is on the James River.  
F Fredericksburg  
G Richmond  
H Norfolk  
J Alexandria
5. \_\_\_\_\_ is a major Virginia city.  
A Roanoke  
B Charlottesville  
C Norfolk  
D Philadelphia
6. Scots-Irish and Germans moved from Pennsylvania to the Valley of Virginia to \_\_\_\_\_.  
F escape religious persecution  
G build roads  
H open stores  
J farm
7. People moved to the \_\_\_\_\_ to harvest seafood and grow crops.  
A Piedmont Region  
B Valley of Virginia  
C Allegheny Plateau  
D Eastern Shore
8. The \_\_\_\_\_ destroyed the plantation economy and ruined many farms.  
F Civil War  
G Great Depression  
H Revolutionary War  
J Great Flood
9. \_\_\_\_\_ is not a major Virginia city.  
A Roanoke  
B Charlottesville  
C Norfolk  
D Philadelphia

5. Germans came to the Piedmont region to \_\_\_\_.

- A mine iron ore
- B start schools
- C open lumber mills
- D hunt and trap

10. In the 1930s, there were many \_\_\_\_ and \_\_\_\_ jobs available.

- F teaching, factory
- G farming, manufacturing
- H government, shipbuilding
- J banking, medical

**TEST for MIGRATION SEGMENT**  
**Part 2: Vocabulary**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Read each definition. Look at the four words under the definition. On your answer sheet, fill in the oval under the letter that stands for the correct definition.

- |   |  |
|---|--|
| 11. People who move permanently to another country to live.               | 16. An area that is ruled by another country.  |
| A decades   | F state  |
| B immigrants  | G neighborhood   |
| C producers   | H city   |
| D tourists  | J colony   |
| 12. Information about the ages, income, size, and growth of a population. | 17. Members of a tribe that wanders around and does not live in one place all of the time. |
| F demographics  | A  |
| G treasury  | B nomads   |
| H industry  | C  |
| J taxes   | D  |
| 13. Having to do with a city and its surrounding areas.                   | 18. Large farms, located in a warm area, that grow tobacco, cotton, or coffee.             |
| A rural   | F factories  |
| B metropolitan  | G settlements  |
| C interstate  | H regions  |
| D industrial  | J plantations  |
| 14. People who make a home in a new place.                                | 19. Groups of people who live near each other or have something in common.                 |
| F consumers   | A countries  |
| G settlers  | B enemies  |
| H explorers   | C communities  |
| J wanderers   | D producers  |

15. Things found in nature that are helpful to people.

- A contributions
- B technology
- C natural resources
- D cargo

20. Moved from one country or region to another.

- F visited
- G migrated
- H explored
- J hunted

**STUDENT ANSWER SHEET      VIRGINIA PATHWAYS Migration Segment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Fill in the oval under the letter that stands for the correct answer.

1.    A    B    C    D  
      0    0    0    0

11.   A    B    C    D  
      0    0    0    0

2.    F    G    H    J  
      0    0    0    0

12.   F    G    H    J  
      0    0    0    0

3.    A    B    C    D  
      0    0    0    0

13.   A    B    C    D  
      0    0    0    0

4.    F    G    H    J  
      0    0    0    0

14.   F    G    H    J  
      0    0    0    0

5.    A    B    C    D  
      0    0    0    0

15.   A    B    C    D  
      0    0    0    0

6.    F    G    H    J  
      0    0    0    0

16.   F    G    H    J  
      0    0    0    0

7.    A    B    C    D  
      0    0    0    0

17.   A    B    C    D  
      0    0    0    0

8.    F    G    H    J  
      0    0    0    0

18.   F    G    H    J  
      0    0    0    0

9.    A    B    C    D  
      0    0    0    0

19.   A    B    C    D  
      0    0    0    0

10.   F    G    H    J  
      0    0    0    0

20.   F    G    H    J  
      0    0    0    0

**ANSWER KEY      VIRGINIA PATHWAYS Migration Segment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**To the Teacher:** The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | A | B | C | D | 11. | A | B | C | D |
|     | 0 | X | 0 | 0 |     | 0 | X | 0 | 0 |
| 2.  | F | G | H | J | 12. | F | G | H | J |
|     | X | 0 | 0 | 0 |     | X | 0 | 0 | 0 |
| 3.  | A | B | C | D | 13. | A | B | C | D |
|     | 0 | 0 | X | 0 |     | 0 | X | 0 | 0 |
| 4.  | F | G | H | J | 14. | F | G | H | J |
|     | 0 | X | 0 | 0 |     | 0 | X | 0 | 0 |
| 5.  | A | B | C | D | 15. | A | B | C | D |
|     | X | 0 | 0 | 0 |     | 0 | 0 | X | 0 |
| 6.  | F | G | H | J | 16. | F | G | H | J |
|     | 0 | 0 | 0 | X |     | 0 | 0 | 0 | X |
| 7.  | A | B | C | D | 17. | A | B | C | D |
|     | 0 | 0 | 0 | X |     | 0 | X | 0 | 0 |
| 8.  | F | G | H | J | 18. | F | G | H | J |
|     | X | 0 | 0 | 0 |     | 0 | 0 | 0 | X |
| 9.  | A | B | C | D | 19. | A | B | C | D |
|     | 0 | 0 | 0 | X |     | 0 | 0 | X | 0 |
| 10. | F | G | H | J | 20. | F | G | H | J |
|     | 0 | 0 | X | 0 |     | 0 | X | 0 | 0 |

## LESSON PLAN for TRANSPORTATION SEGMENT

### Video Segment Summary

By the 1840s, the railroads were connecting cities and towns all over Virginia. Human, capital, and natural resources were brought together and moved from one region to another. This network became the transportation system that moved goods and people from other eastern states to any area in Virginia.

The town of Roanoke grew from 400 inhabitants in 1881 to 25,000 in 1892 because the Norfolk and Western Railroad shipped its coal through the town on the way from the southwestern coal fields to Norfolk. The shipyard in Newport News became one of the largest in the world, due largely to the Chesapeake and Ohio Railroad line that ran from Newport News, through Richmond and Charlottesville, to the coal regions in the west. Danville became a large textile industrial center because of the presence of the Southern Railroad, which ran to Washington, DC. The Eastern Shore and northern cities were linked by the New York, Philadelphia, and Norfolk Railroad. Lynchburg, Charlottesville, and Norton grew into large cities because they were used as fuel stops for the trains. As more people traveled to the train stations, the need for more and better roads increased. Automobiles were becoming more popular, but road conditions needed to be improved.

During this time, Governor Harry Byrd established the “pay-as-you-go” policy for road construction. He also established automobile license fees and other taxes such as the gasoline tax to pay for road repairs. The development of the Interstate Highway System in the 1950s by President Eisenhower resulted in more jobs and industries in the . The transportation system also increased tourism. The Chesapeake Bay Bridge Tunnel, built in 1964, connected the Eastern Shore and Hampton Roads. By the 1960s, Virginia had large airports in Northern Virginia, Richmond, Roanoke, and Hampton Roads.

Transportation and industry have an interdependent relationship. The various methods of transportation link the different areas of the state, allowing easy movement of goods and providing many jobs. The NASA rocket launch site on Wallops Island assures Virginia a place in the space age.

### Length of Lesson

Video segment: Approximately 7 minutes

Total Lesson: approximately 45 minutes

Action Plan and Extension Activity times will vary according to the activity.

### Materials

- TV/VCR
- Overhead projector and transparencies

*Virginia Pathways : Episode 2, Making the Move Study Guide*

- *Virginia Pathways* Video 2 and study guide
- Copies of the Anticipation Guide, What I Know Activity Sheet, and Note-Taking Activity Sheet for Transportation
- Copies of a cities and road map of Virginia
- Copies of a map of the eastern United States

## Learning Objectives

- As part of learning SOL 4.2 b, c; 4.6 c, the student will be also be able to:
- locate the various railroad lines and cities on a map;
  - explain how the construction of the railroads contributed to the development of the state;
  - describe the contributions to transportation of the Harry Byrd administration;
  - explain how the Interstate Highway System, Chesapeake Bay Bridge Tunnel, and airports contribute to the development of the state;
  - define the following vocabulary words in context: *human resources, capital resources, textile, shipyard, network, transportation system, treasury, taxes, license fees, interstate, tourism, cargo, urban, interdependent.*

## Pre-Viewing Activities

1. Distribute the Anticipation Guide for Transportation. Have students work with partners or in small groups to complete the guide.
2. Make an overhead transparency of the What I Know Activity Sheet to use with this segment of the video.
3. Have students use context clues to determine the meanings of the vocabulary words *human resources, capital resources, textile, shipyard, network, transportation system, treasury, taxes, license fees, interstate, tourism, cargo, urban, interdependent*

## Focus for Viewing

Help students create a word web with the word *transportation* in the center. Ask students to generate any words they can think of that relate to transportation, and write them on the web. Tell students the next segment of the video tells about the history of transportation in Virginia. Ask students to listen and watch for the answers to these questions:

- How did the railroads influence people and products in Virginia by the 1840s? (*The railroads connected the cities and towns and brought resources to the different areas.*)
- How has transportation in Virginia changed over the years? (*The main method of transportation has changed. At first it was boat and foot travel. Railroads provided the main method of travel for many years. During the 20th century the automobile and airplane became the main methods of transportation.*)

## Viewing Activities

**Start** the video when Marcus says, “Well, Tony,” and the video shows the children walking around in the attic.

**Stop** the video at the end of the segment when the voice-over says, “. . .and are essential to a strong, growing economy for Virginia,” and the video shows an aerial view of the Hampton Roads waterfront..

### **Post-Viewing Activities**

1. Have students complete the Note Taking Activity Sheet for Transportation now. Either replay the Transportation video segment and have students complete the activity sheet as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
2. Have students work with partners to complete the What I Know Activity Sheet. Then discuss the answers with the class. Record responses on the overhead transparency.
3. Have individuals complete the *After* section of the Anticipation Guide. Discuss the answers as a class. Have individuals or partners rewrite the incorrect statements as true.
4. Discuss the answers to the following questions.
  - √ How did the Norfolk and Western Railroad help the town of Roanoke? (*The railroad brought coal from the southwestern coalfields through Roanoke. This made Roanoke an important railroad center.*)
  - √ What happened to Newport News when the Chesapeake and Ohio Railroad was completed? (*Newport News was transformed into the home of one of the largest shipyards in the world.*)
  - √ How did the Southern Railway help Danville? (*It made Danville a large textile industrial center.*)
  - √ How did the New York, Philadelphia, and Norfolk Railroad help the Eastern Shore? (*The railroad linked the Eastern Shore with the large cities in the Northeast.*)
  - √ Name some of the towns that were created due to the railroads. (*Lynchburg, Charlottesville, Norton were created.*)
  - √ What were Harry Byrd’s contributions to the transportation system? (*He began the “pay as you go” system for road repairs. He also supported automobile taxes and licensing fees to pay for road repairs.*)
  - √ When was the interstate highway system created? How does it help Virginia? (*It was created in the 1950s by President Eisenhower. The network of roads made*

*it easier for people to get from one state to another, which made more jobs available. It also made Virginia a popular vacation spot.)*

- √ What happened in Virginia as a result of the network of paved roads? *(Many new businesses and industries started up, making more jobs available. Tourism also became a big business.)*
- √ How does the Chesapeake Bay Bridge Tunnel help transportation in the state? *(It allows people to travel between the Eastern Shore and Hampton Roads.)*
- √ How do the airports influence transportation and industry? *(They carry people and goods to and from Virginia.)*
- √ How are transportation and industry interdependent? *(Roads, railways, and airports boost the economy by linking different parts of the state, and providing jobs for many people.)*

5. Have students use the maps to locate the railroads and airports.

## Assessment

1. Use the test for the Transportation Segment on pages 38 and 39 for a formal assessment.
2. Use the Action Plan or Extension Activities for informal assessment.

## Action Plan

1. Use the timelines for migration and transportation to compare trends such as the influence of good transportation and roads on migration.
2. Review the video to look at the maps of the railroads. Then mark the railroad routes on a map of Virginia.
3. Make a poster showing the various means of transportation used in the state since the 1600s.
4. Invite someone who works for one of the railroads, an airport, or the Department of Transportation to talk to the class about the importance of that means of transportation.

## Extensions

### 1. Reading/Literature

Have students read one of the following books or another book about transportation in Virginia and write a short report to present to the class.

- Sirvatis, Karen. *Virginia*. Minneapolis: Lerner, 1991.
- Stevenson, Augusta. *Daniel Boone: Young Hunter and Tracker*. Jacksonville, IL: Perma-Bound, 1979.
- Wirkner, Linda. *Norfolk: A Port City*. Minneapolis: Lerner, 1998.

### 2. Math

- Have students compare the time it takes to drive from one city to another with the time it would take to go by train.
- Have students calculate the amount of tax on gasoline purchases.

### 3. Writing

- Have students write to one of the cities mentioned in the video and ask for information about their transportation systems.

•

### 4. History and Social Science

- Have partners use a road map to find out which Interstate Highways are close to your city. Plan a trip to another city in Virginia using the Interstate Highways.

- Have small groups of students plan a trip from your area to another area in Virginia by train or by airplane.

### **5. Technology**

- Have students access the following Internet sources and download maps and other information about roads, taxes, and the railroads.

<http://www.vdotinfo@vdot.state.va.us> (Virginia state map, Dept. of Transportation)

<http://www.vdotinfo@vdot.state.va.us/maps/cityinset.html> (Virginia cities maps)

<http://www.scholar2lib.vt.edu/spec/railroad/rrintro.htm> (Railroad history)

<http://www.mariner.org/library.html> (Mariner's Museum, Roads to the Future: Articles and Pictures about Transportation in Virginia)

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANTICIPATION GUIDE for TRANSPORTATION SEGMENT**

**Directions:** These sentences are about the video segment you will watch. Read each sentence before you watch the video. Put a check in the “Before” column next to each sentence you think is true. After you watch the video, put a check in the “After” column next to each sentence you think is true. Which of your ideas stayed the same? Which changed? Why?

<b><u>Before</u></b> <b><u>Viewing</u></b>		<b><u>After</u></b> <b><u>Viewing</u></b>
_____	1. By the 1840s, cities in Virginia were connected by airports.	_____
_____	2. Cities like Roanoke grew because of the railroad.	_____
_____	3. The railroad lines did not run to other states.	_____
_____	4. Harry Byrd said it was okay for the state to borrow money to build roads.	_____
_____	5. Harry Byrd supported using taxes and automobile license fees to pay for road repairs.	_____
_____	6. The interstate highway system allowed new businesses to start all over Virginia.	_____
_____	7. The roles of transportation and industry have nothing to do with one another.	_____

**Post- Viewing Activity**

**Directions:** Rewrite the incorrect statements above to make them true.

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## VOCABULARY for TRANSPORTATION SEGMENT

Words are listed in the order in which they appear in the video. The sentences in italics are taken from the script of the video.

### • **human resources**

Sentence: *They brought together **human resources**, capital resources, and natural resources.*

Definition: People.

### • **capital resources**

Sentence: *They brought together human resources, **capital resources**, and natural resources*

Definition: Money or property.

### • **shipyards** (shipyard)

Sentence: *The completion of this railway transformed Newport News into the home of one of the largest **shipyards** in the world.*

Definition: A place where ships are built and fixed.

### • **textile**

Sentence: *The Southern Railway ran all the way from Washington DC to Danville, making Danville a large **textile** industrial center.*

Definition: Woven fabric or cloth.

### • **network**

Sentence: *This **network** of railroads gave Virginia a transportation system that could move people and products from places in the eastern United States to any part of the commonwealth.*

Definition: A system of connected things.

### • **transportation system**

Sentence: *This network of railroads gave Virginia a **transportation system** that could move people and products from places in the eastern United States to any part of the commonwealth.*

Definition: An organized method for moving things from place to place.

### • **treasury**

Sentence: *The work would be done only when the state had enough money in its **treasury** to pay for it.*

Definition: The department of the government that takes care of the money; the government's money.

• **taxes** (tax)

Sentence: *The Byrd administration also supported taxes and automobile license fees to pay for Virginia's road repairs.*

Definition: Money the people pay to support the government.

• **license fees**

Sentence: *The Byrd administration also supported taxes and automobile **license fees** to pay for Virginia's road repairs.*

Definition: Money charged by the state to people getting their driver's license.

• **interstate highway system**

Sentence: *In the 1950s, President Eisenhower pushed Congress to authorize the construction of the **Interstate Highway System**.*

Definition: A series of divided highways that go between two or more states.

• **cargo**

Sentence: *By the late 1960s, large airports became a major part of the transportation network and jet airplanes began to carry people and **cargo** on a regular basis.*

Definition: Goods transported by ship or train.

• **tourism**

Sentence: *It was the transportation system that helped make Virginia a popular vacation spot. With new roads leading to different recreational areas and points of interest, **tourism** became a big business within the state.*

Definition: Traveling and visiting places for fun.

• **urban**

Sentence: *In Virginia, these airports are located around major **urban** centers: Northern Virginia, Richmond, Roanoke, and Hampton Roads.*

Definition: Having to do with a city.

• **interdependent**

Sentence: *The role of transportation on industry in Virginia has been an **interdependent** one. Roads, railways and airports have boosted the economy by linking different parts of the state, and providing jobs for many people.*

Definition: Relying on each other.

Name \_\_\_\_\_ Date \_\_\_\_\_

**NOTE-TAKING ACTIVITY SHEET for TRANSPORTATION SEGMENT**

**Directions:** Fill in the word or words from the video to complete each sentence.

1. By the 1840s, \_\_\_\_\_ were connecting cities and towns in Virginia.
2. The town of \_\_\_\_\_ grew because of coal shipments from southwestern Virginia to Norfolk on the Norfolk and Western Railroad.
3. When the Chesapeake and Ohio Railroad was finished, the city of \_\_\_\_\_ became the home of one of the largest shipyards in the world.
4. The Southern Railway made \_\_\_\_\_ a large textile industrial center.
5. The New York, Philadelphia, and Norfolk Railroad linked the northern cities with the \_\_\_\_\_ of Virginia.
6. Virginia had a \_\_\_\_\_ that moved people and products from any part of the commonwealth to the eastern United States.
7. The cities of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ grew because the trains stopped there for fuel.
8. Governor \_\_\_\_\_ said that work on the roads would be done when the state had enough money to pay for it.
9. This governor also supported collecting \_\_\_\_\_ and automobile \_\_\_\_\_ to pay for road repairs.
10. In the 1950s, President Eisenhower created the \_\_\_\_\_ system for safer, easier driving.
11. One result of this system was that new \_\_\_\_\_ and \_\_\_\_\_ started in Virginia, creating more jobs.
12. The transportation system made \_\_\_\_\_ a big business in Virginia.
13. Virginia has large airports in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

14. Transportation and industry in Virginia have an \_\_\_\_\_ role.
15. Virginia will be a part of the \_\_\_\_\_ because of the NASA rocket launch site on Wallops Island.

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY for NOTE-TAKING ACTIVITY SHEET  
for TRANSPORTATION SEGMENT**

**Directions:** Fill in the word or words from the video to complete each sentence.

1. By the 1840s, railroads were connecting cities and towns in Virginia.
2. The town of Roanoke grew because of coal shipments going from southwestern Virginia to Norfolk on the Norfolk and Western Railroad.
3. When the Chesapeake and Ohio Railroad was finished, the city of Newport News became the home of one of the largest shipyards in the world.
4. The Southern Railway made Danville a large textile industrial center.
5. The New York, Philadelphia, and Norfolk Railroad linked the northern cities with the Eastern Shore of Virginia.
6. Virginia had a transportation system that moved people and products from any part of the commonwealth to the eastern United States.
7. The cities of Lynchburg, Charlottesville and Norton grew because the trains stopped there for fuel.
8. Governor Harry F. Byrd said that work on the roads would be done when the state had enough money to pay for it.
9. This governor also supported collecting taxes and automobile license fees to pay for road repairs
10. In the 1950s, President Eisenhower created the interstate highway system for safer, easier driving.
11. One result of this system was that new businesses and industries started in Virginia, creating more jobs.
12. The transportation system made tourism a big business in Virginia.
13. Virginia has large airports in Northern Virginia, Richmond, Roanoke, and Hampton Roads.
14. Transportation and industry in Virginia have an interdependent role.
15. Virginia will be a part of the space age because of the NASA rocket launch site on Wallops Island.

To the Teacher: If your students have difficulty finding the answers as they view the video, put the following Word Bank on the board to assist them.

**WORD BANK**

Danville	railroads	tourism	interdependent
Newport News	Harry F. Byrd	Eastern Shore	Roanoke
space age	taxes, license fees	interstate highway	
transportation system		businesses and industries	

Lynchburg, Charlottesville and Norton  
Northern Virginia, Richmond, Roanoke, and Hampton Roads

### TIMELINE for TRANSPORTATION SEGMENT

early 1600s	Settlers use the rivers and the Chesapeake Bay for travel.
1608	The Greate Road is Jamestown’s main street. It is eventually extended to Middle Plantation (now Williamsburg.)
by 1610	Settlers use a former American Indian path called the “Rhoad along the River Bank” to take supplies from the ships to the Jamestown Fort.
after 1614	Plantation owners follow old American Indian paths to roll barrels of tobacco to the wharves. These paths become known as “tobacco rolling roads.” (A wharf is a dock, or a platform along the shore where ships can load and unload cargo.)
1632	The House of Burgesses passes the first highway legislation in the Virginia colony, and in American history. Each man in the colony has to work on road construction for a set number of days, or pay another man to work for him. This law stays in effect for over 250 years.
1657	The Virginia colony’s law requires each county to hire a surveyor to make sure bridges and highways are in working order. By law, individual counties build, maintain, and pay for the roads they need.
late 1600s	Many roads extend throughout Virginia. Most people travel by horse, but carts, carriages, and coaches are used more frequently.
1705	The Virginia Colony legislature institutes a new road act requiring that roads be kept clear and repaired. It also says that if a bridge is built across a county line, the cost of building will be shared by both counties.
early 1700s	Public ferries are established by the Virginia legislature. Mill dam and iron furnace owners have to provide roads to and from their businesses.
1716	Governor Alexander Spotswood and the Knights of the Golden Horseshoe arrive at the Blue Ridge Mountains and see the Shenandoah Valley.
mid 1700s	The Great Wagon Road is built on an Indian path called the Appalachian Warriors’ Path or the Shenandoah Hunting Path. It leads from Philadelphia, Pennsylvania through the Shenandoah Valley and south to Augusta, Georgia.
1750	Thomas Walker, a Virginian, becomes the first settler to use an old American Indian pass through the mountains in southwestern Virginia. He names the pass the Cumberland Gap, after the Duke of Cumberland, son of King George II of England.
1772	The first toll road in America extends from Jennings’s Gap to Warm Springs.
1775	Daniel Boone and his explorers clear a trail through the Cumberland Gap into Kentucky. The trail is named the Great Wilderness Road. It becomes the main road for migration west of Virginia.
1811	The Little River Turnpike Company, chartered by the state, opened a

- toll road from Alexandria to Little River in Loudon County. The road was in use for almost one hundred years.
- 1820s The James River and Kanawah Canal connects eastern and western Virginia.
- 1831 The Northwestern Turnpike starts at Winchester and ends at the Ohio River. U. S. Route 50 now follows the same route.
- 1833 The first railroad in Virginia connects Richmond and Weldon, North Carolina.
- 1834-1840 The Valley Turnpike connects Winchester and Harrisonburg. It is built along the old Great Wagon Road.

**TIMELINE for TRANSPORTATION SEGMENT continued**

- 1840s Railroads connect cities and town all over Virginia.
- mid 1800s Railroads take over most of the long-distance transportation. Road conditions deteriorate because improvements are not considered necessary.
- 1861-1865 Road conditions become even worse during the Civil War.
- 1880s The Chesapeake and Ohio Railroad brings coal from the western part of Virginia through Charlottesville and Richmond to Newport News. Newport News becomes an important shipping center and the home of one of the largest shipyards in the world.
- 1881 The Norfolk and Western Railroad joins its east-west line and north-south line at Big Lick. The town, which has 400 inhabitants, changes its name to Roanoke. By 1892, Roanoke’s population grows to 25,000.
- 1883 The Norfolk and Western Railroad begins hauling coal from the western mines to the ports in Norfolk.
- 1884 The New York, Philadelphia, and Norfolk Railroad extends to the Eastern Shore. It combines with steamboat service and a farmer’s cooperative to bring prosperity to the area.
- 1888 The streetcar system in Richmond begins to operate.
- 1899 The first automobile operated in Virginia is driven in Norfolk.
- 1910 Virginia begins registering and licensing motor vehicles. The fees are used to improve main roads.  
Virginia has eight working railroad lines.
- 1918 The General Assembly establishes the first state highway system.
- 1923 Senator Harry Byrd’s proposal to impose a three-cents-a-gallon gasoline tax is approved. Revenue is to be used for road repairs and construction.
- 1926 Governor Harry Byrd’s proposal to impose a 4 1/2 cent per gallon gasoline tax is approved.
- 1926-1930 Harry Byrd institutes his “pay-as-you-go” concept for funding road construction and repairs.
- 1940s Main highways throughout the state are marked with traffic lines.
- 1946-1947 The General Assembly approves funding to build bridges over the York River at Yorktown and the Rappahannock River at Grey’s Point. These bridges eventually replace the ferries.
- 1950s President Eisenhower and Congress authorize the development of the Interstate Highway System. Virginia receives over 1,000 miles of the Interstate Highway system.
- 1964 The Chesapeake Bay Bridge Tunnel connecting the Eastern Shore and Hampton Roads is built.  
The General Assembly authorizes development of an network of four lane, divided highways within the state.

- late 1960s Northern Virginia, Hampton Roads, Richmond, and Roanoke all have airports.
- 1990s The NASA rocket launch site on Wallops Island brings Virginia into the space age.

**TEST for TRANSPORTATION SEGMENT**  
**Part 1: Content**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** On your answer sheet, fill in the oval under the letter that stands for the correct answer to the question.

1. By the \_\_\_\_ railroads connected cities and towns in Virginia.  
A 1990s  
B 1700s  
C 1840s  
D 1780s
2. Roanoke grew because of the \_\_\_\_ being shipped through it.  
F lumber  
G coal  
H paper  
J farm goods
3. The Southern Railway made Danville a large \_\_\_\_ center.  
A textile  
B dairy  
C medical supply  
D computer
4. A railroad linked the Eastern Shore with \_\_\_\_.  
F Tidewater  
G Northeastern cities  
H West Virginia  
J Ohio
5. New towns sprang up where the
6. As people traveled to the train stations, the need for better \_\_\_\_ increased.  
F roads  
G tickets  
H stations  
J train schedules
7. Harry Byrd believed in a system called \_\_\_\_.  
A "Borrow a Lot"  
B "No New Roads"  
C "Pay As You Go"  
D "Tolls For All"
8. The network of roads in Virginia created more \_\_\_\_.  
F potholes  
G jobs  
H cars  
J train tracks
9. \_\_\_\_ became a big business because of the transportation system.  
A Movie making  
B Sports teams  
C Tourism  
D Map drawing
10. The role of transportation on

trains stopped for \_\_\_\_.

- A lunch
- B cattle crossings
- C fuel
- D repairs

industry has been \_\_\_\_.

- F interdependent
- G not important
- H very expensive
- J ignored

**TEST for TRANSPORTATION SEGMENT**  
**Part 2: Vocabulary**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Read each definition. Look at the four words under the definition. On your answer sheet, fill in the oval under the letter that stands for the correct definition.

- |   |   |
|---|---|
| <p>11. Money people pay to support the government.</p> <p>A     paychecks<br/>B     profit<br/>C     taxes<br/>D     salaries</p>                                     | <p>16. Having to do with a city.</p> <p>F     rural<br/>G     interstate<br/>H     nomadic<br/>J     urban</p>  |
| <p>12. People.</p> <p>F     natural resources<br/>G     human resources<br/>H     capital resources<br/>J     manufactured resources</p>                              | <p>17. Relying on each other.</p> <p>A     interdependent<br/>B     self-sufficient<br/>C     separate<br/>D     individual</p>                             |
| <p>13. The department of the government that takes care of the money.</p> <p>A     legislature<br/>B     agriculture<br/>C     treasury<br/>D     social services</p> | <p>18. Money charged by the state to people getting their driver's license.</p> <p>F     fines<br/>G     bonuses<br/>H     tolls<br/>J     license fees</p> |
| <p>14. Places where ships are built and fixed.</p> <p>F     shipyards<br/>G     construction sites<br/>H     canals<br/>J     riverbeds</p>                           | <p>19. Money or property.</p> <p>A     human resources<br/>B     manufactured resources<br/>C     capital resources<br/>D     natural resources</p>         |
| <p>15. Woven fabric or cloth.</p> <p>A     plastic<br/>B     textile<br/>C     paper<br/>D     elastic</p>  | <p>20. Goods transported by ship or train.</p> <p>F     crops<br/>G     cargo<br/>H     manufacturing<br/>J     packages</p>                                |

Use each of the following terms in a sentence.

- **network**
- **transportation system**
- **interstate highway system**
- **tourism**

**STUDENT ANSWER SHEET      VIRGINIA PATHWAYS**  
**Transportation Segment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Fill in the oval under the letter that stands for the correct answer.

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | A | B | C | D | 11. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 2.  | F | G | H | J | 12. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 3.  | A | B | C | D | 13. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 4.  | F | G | H | J | 14. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 5.  | A | B | C | D | 15. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 6.  | F | G | H | J | 16. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 7.  | A | B | C | D | 17. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 8.  | F | G | H | J | 18. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 9.  | A | B | C | D | 19. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 10. | F | G | H | J | 20. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |

Use each of the following terms in a sentence.

21. **network** \_\_\_\_\_

22. **transportation system** \_\_\_\_\_

23. **interstate highway system** \_\_\_\_\_

24. **tourism** \_\_\_\_\_

**ANSWER KEY      VIRGINIA PATHWAYS Transportation Segment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**To the Teacher:** The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- |     |          |          |          |   |     |          |          |          |          |
|-----|----------|----------|----------|---|-----|----------|----------|----------|----------|
| 1.  | A        | B        | C        | D | 11. | A        | B        | C        | D        |
|     | 0        | 0        | <b>X</b> | 0 |     | 0        | 0        | <b>X</b> | 0        |
| 2.  | F        | G        | H        | J | 12. | F        | G        | H        | J        |
|     | 0        | <b>X</b> | 0        | 0 |     | 0        | <b>X</b> | 0        | 0        |
| 3.  | A        | B        | C        | D | 13. | A        | B        | C        | D        |
|     | <b>X</b> | 0        | 0        | 0 |     | 0        | 0        | <b>X</b> | 0        |
| 4.  | F        | G        | H        | J | 14. | F        | G        | H        | J        |
|     | 0        | <b>X</b> | 0        | 0 |     | <b>X</b> | 0        | 0        | 0        |
| 5.  | A        | B        | C        | D | 15. | A        | B        | C        | D        |
|     | 0        | 0        | <b>X</b> | 0 |     | 0        | 0        | <b>X</b> | 0        |
| 6.  | F        | G        | H        | J | 16. | F        | G        | H        | J        |
|     | <b>X</b> | 0        | 0        | 0 |     | 0        | 0        | 0        | <b>X</b> |
| 7.  | A        | B        | C        | D | 17. | A        | B        | C        | D        |
|     | 0        | 0        | <b>X</b> | 0 |     | <b>X</b> | 0        | 0        | 0        |
| 8.  | F        | G        | H        | J | 18. | F        | G        | H        | J        |
|     | 0        | <b>X</b> | 0        | 0 |     | 0        | 0        | 0        | <b>X</b> |
| 9.  | A        | B        | C        | D | 19. | A        | B        | C        | D        |
|     | 0        | 0        | <b>X</b> | 0 |     | 0        | 0        | <b>X</b> | 0        |
| 10. | F        | G        | H        | J | 20. | F        | G        | H        | J        |
|     | <b>X</b> | 0        | 0        | 0 |     | 0        | <b>X</b> | 0        | 0        |

Accept reasonable answers for the sentences for the terms *network*, *transportation system*, *interstate highway system*, and *tourism*.

## LESSON PLAN for INDUSTRY SEGMENT

### Video Segment Summary

The natural resources in the state provide many job choices. The state's fishing/seafood harvesting industries provide jobs for about 3,000 people. Most of these jobs are located in the Tidewater Region, along the Chesapeake Bay and the Atlantic Ocean. The shipbuilding industry is also located in this area. The Piedmont Region has fruit orchards, cattle, horses, and tobacco fields. Tobacco is one of the main products in the state. The Ridge and Valley Regions and the Allegheny Plateau support coal, lumber, and agricultural industries. Virginia is one of the country's largest coal producers.

During the early 1900s, economic specialization, along with the development of the railroads and highways resulted in a shift from a rural to an urban, industrial-based economy.

Newport News and Norfolk benefited from World Wars I and II because of the expansion in both military bases and shipyard work. The economy in Virginia was stable enough during the Great Depression that Virginians did not suffer as much as did people in other areas of the United States. Virginia still maintains a leading role in providing bases for the Armed Forces.

Tourism is now one of the state's largest industries. The largest airplane tire plant is in Danville. Aircraft carriers are built in Hampton Roads. Medicines are made in Lynchburg, Elkton, Hopewell, and Richmond. Textiles are made in Danville, South Boston, and Martinsville. The free enterprise system keeps the economy stable.

Note to the teacher: The terms "Allegheny Plateau" and "Appalachian Plateau" are used interchangeably. The terms "free enterprise system" and "free market economy" are also used interchangeably.

### Length of Lesson

Video segment: Approximately 7 minutes

Total Lesson: Approximately 45 minutes

Action Plan and Extension Activities will vary according to the activity.

### Materials

- TV/VCR
- Overhead projector and transparencies
- *Virginia Pathways* Video 2 and Study Guide
- Copies of the Anticipation Guide, What I Know Activity Sheet, and the Note-Taking Activity Sheet for Transportation

### Learning Objectives

As part of learning SOL 4.2 b, c; 4.5 c; 4.6 c, the student will be able to:

- describe the ways that Virginia's natural resources provide jobs;
- identify Virginia products and industries and their locations;
- explain the economic conditions in Virginia during the World Wars and Depression;
- locate the areas mentioned in the video on a map;
- use context clues to identify the meaning of the following words: *harvesting, industry, producer, consumer, manufactures, raw materials, contributions, agriculture, decades, economic specialization, rural, Great Depression, technology, bartering, free enterprise system.*

### Pre-Viewing Activities

1. Distribute the **Anticipation Guide for Industry**. Have students work with partners or in small groups to complete the guide.
2. Make an overhead transparency of the **What I Know Activity Sheet** to use with this segment of the video.
3. Have students use context clues to determine the meanings of the vocabulary words *harvesting, industry, producer, consumer, manufactures, raw materials, contributions, agriculture, decades, economic specialization, rural, Great Depression, technology, bartering, free enterprise system*.
4. Invite students to talk about the kinds of jobs their parents have and the jobs they think they might like to have.

### Focus for Viewing

Help students create a word web with the word *industry* in the center. Ask students to generate any words they can think of that relate to industry, and write them on the web. Tell students the next segment of the video tells about the history of industry in the state. Ask them to watch and listen for the answer to the following questions:

- How do industries give people the opportunity to be producers and consumers? (*The producers make or grow the products, and the consumers buy them.*)
- What are some of the main industries in Virginia? (*Shipbuilding, coal mining, and tobacco production are some of the main industries.*)

### Viewing Activities

**Start** the video as the mother says, “Well, I see,” and she walks upstairs to the attic.  
**Stop** the video at the end.

### Post-Viewing Activities

1. Have students work independently to answer the Focus questions. Then discuss the answers with the class.
2. Have students complete the Note Taking Activity Sheet for Industry now. Either replay the Industry video segment and have students complete the activity sheet as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.

3. Have students work in small groups to complete the What I Know Activity Sheet. Then have one member of each group present the group's answers to the class. Record group answers on the overhead transparency.
4. Have individuals complete the *After* section of the Anticipation Guide. Discuss the answers as a class. Then have individuals or partners rewrite the false statements as true.
5. Use a map of Virginia to locate the various industries and cities shown in the video.

6. Replay the Industry segment and freeze the frames to identify the various industries.

7. Use any or all of the following questions for discussion. You may want to replay the video segment and have students find the answers as they watch and listen.

- √ How did Virginia's industry change during the first two decades of the 20th century? *(It turned to economic specialization.)*
- √ How did World War I boost the economy? *(It created jobs in shipbuilding and government, bringing people to Virginia.)*
- √ What were the effects of the Great Depression in Virginia compared with the rest of the country? *(They were not as serious as in other areas of the state because the economy was stable.)*
- √ How did World War II affect Virginia? *(The population and economy grew because of the military bases and shipbuilding.)*
- √ What industries can be found in the Tidewater Region? *(The Tidewater Region has fishing, seafood harvesting, shipbuilding, and vegetable farming.)*
- √ What industries can be found in the Piedmont Region? *(The Piedmont Region is known for fruit orchards, cattle, horses, and tobacco fields.)*
- √ What industries can be found in the Ridge and Valley Region and the Allegheny Plateau? *(These areas have coal, lumber, and agriculture.)*
- √ What are some of Virginia's largest industries? *(Coal mining, tourism, technology, manufacturing.)*
- √ Name other products and tell where they are made. *(Medicines are made in Lynchburg, Elkton, Hopewell, and Richmond. Fabrics are made in Danville, South Boston, and Martinsville.)*

### **Assessment**

1. Use the test for the Industry segment on pages 54 and 55 of the study guide as a formal assessment.
2. Use any of the post-viewing activities or the Note-Taking Activity Sheet as an informal assessment.

## Action Plan

1. Invite someone who works in one of the industries described in the video to talk to the class.
2. Draw a large map of Virginia. Paste pictures representing the various industries in the appropriate places on the map.
3. Role play gaining admittance to the Barter Theater by trading food or other goods for tickets. The Barter Theater is in Abington. People used to pay for theater tickets with food or other goods. The theater got its name from this practice.
4. Interview someone who lived through the Great Depression. Report to the class about the interview.
5. Keep a list for one week of the Virginia-made products you use and where they were grown or made.

## Extensions

### 1. Reading/Literature

- Have students read one of the following or another book about industry in Virginia. Then have them make a poster illustrating some of the main points in the book.
  - Fradin, Dennis. *From Sea to Shining Sea: Virginia*. Chicago: Childrens Press, 1992.
  - Fremon, David K. *The Great Depression in American History*. New York: Enslow, 1997.
  - McNair, Sylvia. *America the Beautiful: Virginia*. Chicago: Childrens Press, 1989.
  - *Virginia*. Capstone Press, 1997.

### 2. Math

- Help students set up a classroom store to explore the concepts of supply and demand and free enterprise. Suggest that they take turns being consumers and producers. Encourage them to charge a tax on goods, and then decide on ways to use the tax money.

### 3. Technology

Have students search the following Web sites to find more information about Virginia history.

- <http://www.esva.net/~esvatourism> (Eastern Shore tourism)
- <http://leo.vsla.edu.lva.lva.html> (Library of Virginia)
- <http://dit1state.va.us/> (Virginia Official Web page)
- <http://www.virginia.org> (Virginia tourism page)

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANTICIPATION GUIDE for INDUSTRY**

Directions: These sentences are about the video segment you will watch. Read each sentence before you watch the video. Put a check in the “Before” column next to each sentence you think is true. After you watch the video, put a check in the “After” column next to each sentence you think is true. Which of your ideas stayed the same? Which changed? Why?

<b><u>Before</u></b> <b><u>Viewing</u></b>		<b><u>After</u></b> <b><u>Viewing</u></b>
_____	1. Western Virginia has fishing and shipbuilding industries.	_____
_____	2. The Piedmont region is known for fruit orchards, cattle, horses, and tobacco.	_____
_____	3. The Tidewater region has coal, lumber, and agriculture industries.	_____
_____	4. Virginia shifted from an urban, industrial-based economy to a rural, farm-based economy in the early 1900s.	_____
_____	5. Many people in Virginia still had jobs during the Great Depression.	_____
_____	6. Virginia has many Armed Forces bases.	_____
_____	7. Virginia only has a few tourists every year.	_____

**Post- Viewing Activity**

Directions: Rewrite the incorrect statements above to make them true.

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Name \_\_\_\_\_ Date \_\_\_\_\_

### NOTE-TAKING ACTIVITY SHEET for INDUSTRY

**Directions:** Fill in the word or words from the video to complete each sentence.

1. Virginia's \_\_\_\_\_ provide jobs in many different industries.
2. A \_\_\_\_\_ is someone who grows or raises a product.
3. A \_\_\_\_\_ is someone who buys products and services.
4. The Chesapeake Bay and Atlantic Ocean of the Tidewater region contribute to the industries of \_\_\_\_\_,  
\_\_\_\_\_,  
and \_\_\_\_\_.
5. The Piedmont region is known for fruit \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_ fields.
6. The Ridge and Valley Region and the Allegheny Plateau in the western part of the state are home to the \_\_\_\_\_,  
\_\_\_\_\_,  
and \_\_\_\_\_ industries.
7. Virginia is one of the country's leading \_\_\_\_\_ producers.
8. Economic specialization and a new transportation system helped Virginia change from a \_\_\_\_\_, farm-based community to an \_\_\_\_\_, industrial-based one.
9. During World War I, more people in Newport News and Norfolk got jobs at the Naval \_\_\_\_\_ and \_\_\_\_\_.
10. People in Northern Virginia got new \_\_\_\_\_ jobs.
11. During World War II, Virginia provided bases for the \_\_\_\_\_

12. The \_\_\_\_\_ industry provides for people who are on vacation in Virginia.
13. The largest airplane tire plant in the country is in \_\_\_\_\_.
14. Name one city that makes medicines. \_\_\_\_\_
15. The \_\_\_\_\_ system of buying and selling products and services keeps Virginia's economy stable.

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY for NOTE-TAKING ACTIVITY SHEET for INDUSTRY**

**Directions:** Fill in the word or words from the video to complete each sentence.

1. Virginia's ***natural resources*** provide jobs in many different industries.
2. A ***producer*** is someone who grows or raises a product.
3. A ***consumer*** is someone who buys products and services.
4. The Chesapeake Bay and Atlantic Ocean of the Tidewater region contribute to the industries of ***fishing, shipbuilding, and vegetable farming***.
5. The Piedmont region is known for fruit ***orchards, cattle, horses, and tobacco*** fields.
6. The Ridge and Valley Region and the Allegheny Plateau in the western part of the state are home to the ***coal, lumber, and agriculture*** industries.
7. Virginia is one of the country's leading ***coal*** producers.
8. Economic specialization and a new transportation system helped Virginia change from a ***rural***, farm-based community to an ***urban***, industrial-based one.
9. During World War I, more people in Newport News and Norfolk got jobs at the Naval ***shipyards and bases***.
10. People in Northern Virginia got new ***government*** jobs.
11. During World War II, Virginia provided bases for the ***armed forces***.
12. The ***tourism*** industry provides for people who are on vacation in Virginia.
13. The largest airplane tire plant in the country is in ***Danville***.
14. Name one city that makes medicines. ***Lynchburg, Elkton, Hopewell, Richmond***.
15. The ***free enterprise*** system of buying and selling products and services keeps Virginia's economy stable.

To the Teacher: If your students have difficulty finding the answers as they view the video, put the following Word Bank on the board to assist them.

**WORD BANK**

Danville	rural, urban	producer	free enterprise
coal	consumer	natural resources	government
shipyards and bases		armed forces	
fishing, shipbuilding, vegetable farming		Lynchburg, Hopewell, Elkton, Richmond	
coal, lumber, agriculture		orchards, cattle, horses, tobacco	

## VOCABULARY

Words are listed in the order in which they appear in the video. The sentences in italics are taken from the script of the video.

### • **harvesting**

Sentence: *From **harvesting** seafood on the Eastern Shore to coal mining in the southwest, Virginia's natural resources provide its citizens with many choices for jobs in different industries.*

Definition: Gathering crops or seafood.

### • **industry**

Sentence: *Fishing is just one type of **industry** that is important to Virginia's economy*

Definition: Manufacturing and other businesses.

### • **producers** (producer)

Sentence: *It is industries, like seafood harvesting, that give people the opportunity to be **producers** and consumers. A **producer** is someone who grows or raises a product, like tobacco, or manufactures raw materials, like coal or lumber, or provides a service*

Definition: A person who makes something.

### • **consumers** (consumer)

Sentence: *It is industries, like seafood harvesting, that give people the opportunity to be producers and **consumers**. A producer is someone who grows or raises a product, like tobacco, or manufactures raw materials, like coal or lumber, or provides a service. A **consumer** is someone who buys those products and services.*

Definition: A person who buys and uses products and services.

### • **manufactures**

Sentence: *A producer is someone who grows or raises a product, like tobacco, or **manufactures** raw materials, like coal or lumber, or provides a service*

Definition: Makes, especially with machines.

### • **raw materials**

Sentence: *A producer is someone who grows or raises a product, like tobacco, or*

*manufactures **raw materials**, like coal or lumber, or provides a service.*  
Definition: Something that is processed and made into a product.

• **contributions** (contribution)

Sentence: *Tobacco products make one of the biggest **contributions** to Virginia's economy, with warehouses located in Richmond, Danville, and Petersburg.*

Definition: Something given for a common purpose.

Vocabulary for Industry Segment continued

• **agriculture**

Sentence: *The western part of the commonwealth--the Ridges and Valley Regions and the Allegheny Plateau-- is home to the coal, lumber, and **agriculture** industries.*

Definition: Farming.

• **decades**

Sentence: *During the first two **decades** of the 20th century, Virginia's industry changed rapidly, as it turned to economic specialization.*

Definition: Ten year spans. Specific for this use: The years from 1900-1910 and 1911-1920.

• **economic specialization**

Sentence: *During the first two decades of the 20th century, Virginia's industry changed rapidly, as it turned to **economic specialization**.*

Definition: Focusing on certain ways to make money, such as producing specific goods.

• **rural**

Sentence: *This started the Old Dominion on a long shift from a **rural**, farm-based community to an urban, industrial-based one.*

Definition: Having to do with country areas that have few people, but may have farms.

• **Great Depression**

Sentence: The period in the 1930 when many businesses failed and people lost jobs and money

Definition: *In 1931, when the **Great Depression** occurred, many people lost their savings and investments.*

• **Armed Forces**

Sentence: *Virginia soon took a leading role in providing places for the country's **Armed Forces**.*

Definition: The branches of the military: Army, Navy, Air Force, Marines, and Coast Guard.

• **technology**

Sentence: The use of science and engineering to make businesses and factories run better.

Definition: *Virginia is also home to the **technology** and manufacturing industries!*

• **bartering**

Sentence: *Sometimes, instead of paying for a product, people will barter. **Bartering** is a trade, exchanging one thing for another*

Definition: Trading or exchanging goods instead of using money.

• **free enterprise system**

Sentence: *It is this **free enterprise system**, the buying and selling of products and services, that keeps Virginia's economy stable*

Definition: The freedom of private businesses to work for profit without a lot of regulation from the government.

### TIMELINE FOR INDUSTRY SEGMENT

1500s	The American Indians in Virginia are the first watermen of the Chesapeake Bay.
1612	John Rolfe send the first tobacco crop to England.
1630	The settlers make a profit on the tobacco crops sent to England.
around 1700	The new capital, Williamsburg, has merchants, tavern owners, and services such as bakers and barbers.
1730s	Scots-Irish and German immigrants begin farming in the Shenandoah Valley.
around 1730	Pioneers trade or barter beaver and fox skins for other items.
1750	The first coal beds are discovered in Chesterfield County.
1830-1840	Interest in machinery, science, and technology resulted in the development of schools and colleges.
1830-1850	Many mills and factories are built. The largest tobacco factories in the country are in Richmond. Furniture factories and flour mills are built.
1831	Cyrus McCormick, a Virginian, invents the reaper. The harvesting of wheat is changed forever.
1836	The first cotton mill in Virginia is built. William McGuffey, at the University of Virginia, writes a series of reading books for school-aged children.
1861-1865	Much industry is directed to support the Confederate Army during the Civil War.
1866-1880	Virginia rebuilds after the Civil War. The cities of Norfolk, Newport News Richmond, Petersburg, Roanoke, Alexandria, and Lynchburg become business centers. Many of them have factories that attract workers.
1876	Coal deposits are found near the town of Pocahontas, in Tazewell County. The coal is mined and shipped to Norfolk.
1880	Collis P. Huntington builds the Newport News Shipbuilding and Dry Dock Company.
early 1900s	Fishing and seafood harvesting along the Eastern Shore and Tidewater region become more important. Farmers in the Shenandoah Valley and other parts of the state begin growing many crops besides tobacco. They also begin raising cattle and sheep and establishing dairy farms.
1917-1918 World War I	Jobs in Norfolk and Newport News increase because of the work being done at the shipyards and bases. The ports at Norfolk and Portsmouth are busy sending coal and other supplies to the troops and allies. The Atlantic Fleet sets up headquarters at the Norfolk Naval Base.

Quantico, on the Potomac River, becomes the Marines Corps headquarters.

**TIMELINE FOR INDUSTRY SEGMENT continued**

- 1929-1939 Virginians who work for the government and military are not as affected by the Great Depression as some others are. Many farmers, coal miners, and factory workers lose their jobs.
- 1940-1950 The shift from a rural to an urban population begins.  
Factories are built in the cities.
- 1941-1945 The population and economy in Virginia grow because of World War II.  
(World War II) Factories produced goods for the military.  
Military bases and naval ports were needed to train armed forces.  
Submarines and ships were built.  
Virginia has about 50 military bases, more than any other state.
- 1945-1950 Returning soldiers enter the job market.  
Virginia makes peace-time products.  
Virginia is the leading exporter of coal.  
Westinghouse, American Telephone and Telegraph, General Electric, and Reynolds Metal open plants in Virginia.
- 1965 Governor Mills Godwin passes the first state sales tax.
- 1970s Counties begin charging local sales taxes.
- 1990s Industries such as shipbuilding, coal mining, technology, manufacturing, and textile production thrive in Virginia.

**TEST for INDUSTRY SEGMENT**  
**Part 1 Content**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** On your answer sheet, fill in the oval under the letter that stands for the correct answer to the question.

1. Virginia's \_\_\_\_\_ provide its citizens with many choices for jobs.  
A government  
B natural resources  
C population  
D tourists
2. Which is **not** an industry in the Ridge and Valley and Allegheny Plateau regions?  
F raising horses  
G coal mining  
H lumber  
J agriculture
3. Which is **not** an industry in the Piedmont region?  
A fruit orchards  
B cattle  
C oil production  
D tobacco
4. The \_\_\_\_\_ region is known for fishing, shipbuilding, and vegetable farming.  
F Ridge and Valley  
G Tidewater  
H Piedmont  
J Allegheny Plateau
5. \_\_\_\_\_ benefited from the Naval shipyards and bases during World War I.  
A Roanoke  
B Newport News  
C Alexandria  
D Winchester
6. Virginia shifted from a rural to an \_\_\_\_\_ community.  
F urban  
G independent  
H agricultural  
J undeveloped
7. \_\_\_\_\_ benefited from the Naval shipyards and bases during World War I.  
A Roanoke  
B Newport News  
C Alexandria  
D Winchester
8. During World War II, Virginia's economy \_\_\_\_\_.  
F slowed down  
G stayed the same  
H got much worse  
J grew faster
9. When there is consumer demand for a product, the price may \_\_\_\_\_.  
A increase  
B stay the same  
C go down  
D change quickly

5. Virginia is one of the country's leading \_\_\_\_\_ producers.

- A fruit
- B copper
- C paper
- D coal

10. Buying and selling is called a \_\_\_\_\_ system.

- F barter
- G exchange
- H metropolitan
- J free enterprise

**TEST for INDUSTRY SEGMENT**  
**Part 2 Vocabulary**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Read each definition. Look at the four words under the definition. On your answer sheet, fill in the oval under the letter that stands for the correct definition.

- |   |   |
|---|---|
| <p>11. Makes with machines.</p> <p>A consumes<br/>B develops<br/>C creates<br/>D manufactures</p>   | <p>16. Ten-year spans.</p> <p>F decades<br/>G centuries<br/>H millennium<br/>J eons</p>   |
| <p>12. Things that are processed and made into products.</p> <p>F ingredients<br/>G raw materials<br/>H seeds<br/>J contents</p>                    | <p>17. Something given for a common purpose.</p> <p>A connections<br/>B purchases<br/>C contributions<br/>D rewards</p>                     |
| <p>13. Farming.</p> <p>A agriculture<br/>B production<br/>C development<br/>D environment</p>   | <p>18. Country or farm areas.</p> <p>F urban<br/>G cities<br/>H rural<br/>J metropolitan</p>  |
| <p>14. The period in the 1930s when businesses failed.</p> <p>F World War I<br/>G Great Depression<br/>H Revolutionary War<br/>J Reconstruction</p> | <p>19. Focusing on certain ways to make money.</p> <p>A economic specialization<br/>B taxation<br/>C interdependent<br/>D manufacturing</p> |
| <p>15. Using science and engineering to make businesses run better.</p>   | <p>20. Private business working for profit without a lot of government regulation.</p>  |

A production  
B employment  
C technology  
D capital resources

F free enterprise  
G immigration  
H colonization  
J demographics

**Directions:** Use another sheet of paper to write a sentence for each of the following terms.

• producers • consumers • harvesting • bartering • industry • Armed Forces

**STUDENT ANSWER SHEET      VIRGINIA PATHWAYS Industry Segment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Fill in the oval under the letter that stands for the correct answer.

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | A | B | C | D | 11. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 2.  | F | G | H | J | 12. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 3.  | A | B | C | D | 13. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 4.  | F | G | H | J | 14. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 5.  | A | B | C | D | 15. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 6.  | F | G | H | J | 16. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 7.  | A | B | C | D | 17. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 8.  | F | G | H | J | 18. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 9.  | A | B | C | D | 19. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 10. | F | G | H | J | 20. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |

**Directions:** Use each of the following terms in a sentence.

21. producers \_\_\_\_\_
22. consumers \_\_\_\_\_
23. harvesting \_\_\_\_\_
24. bartering \_\_\_\_\_

25. industry \_\_\_\_\_

26. Armed Forces \_\_\_\_\_

**ANSWER KEY      VIRGINIA PATHWAYS Industry Segment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**To the Teacher:** The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- |     |          |          |          |          |     |          |          |          |          |
|-----|----------|----------|----------|----------|-----|----------|----------|----------|----------|
| 1.  | A        | B        | C        | D        | 11. | A        | B        | C        | D        |
|     | 0        | <b>X</b> | 0        | 0        |     | 0        | 0        | 0        | <b>X</b> |
| 2.  | F        | G        | H        | J        | 12. | F        | G        | H        | J        |
|     | <b>X</b> | 0        | 0        | 0        |     | 0        | <b>X</b> | 0        | 0        |
| 3.  | A        | B        | C        | D        | 13. | A        | B        | C        | D        |
|     | 0        | 0        | <b>X</b> | 0        |     | <b>X</b> | 0        | 0        | 0        |
| 4.  | F        | G        | H        | J        | 14. | F        | G        | H        | J        |
|     | 0        | <b>X</b> | 0        | 0        |     | 0        | <b>X</b> | 0        | 0        |
| 5.  | A        | B        | C        | D        | 15. | A        | B        | C        | D        |
|     | 0        | 0        | 0        | <b>X</b> |     | 0        | 0        | <b>X</b> | 0        |
| 6.  | F        | G        | H        | J        | 16. | F        | G        | H        | J        |
|     | <b>X</b> | 0        | 0        | 0        |     | <b>X</b> | 0        | 0        | 0        |
| 7.  | A        | B        | C        | D        | 17. | A        | B        | C        | D        |
|     | 0        | <b>X</b> | 0        | 0        |     | 0        | 0        | <b>X</b> | 0        |
| 8.  | F        | G        | H        | J        | 18. | F        | G        | H        | J        |
|     | 0        | 0        | 0        | <b>X</b> |     | 0        | 0        | <b>X</b> | 0        |
| 9.  | A        | B        | C        | D        | 19. | A        | B        | C        | D        |
|     | <b>X</b> | 0        | 0        | 0        |     | <b>X</b> | 0        | 0        | 0        |
| 10. | F        | G        | H        | J        | 20. | F        | G        | H        | J        |
|     | 0        | 0        | 0        | <b>X</b> |     | <b>X</b> | 0        | 0        | 0        |

Accept reasonable answers for sentences containing the following terms:

- producers    • consumers    • harvesting    • bartering    • industry    • Armed Forces

Name \_\_\_\_\_

Date

\_\_\_\_\_

**WHAT I KNOW ACTIVITY SHEET**

### INSTRUCTIONAL TELEVISION LESSON ACTIVITIES

<b>Pre-Viewing Activities</b>	<ul style="list-style-type: none"><li>• state learning objectives/SOL</li><li>• introduce the purpose and scope of the lesson</li><li>• activate students' prior knowledge</li><li>• discuss vocabulary</li><li>• form questions</li></ul>
<b>Focus for Viewing</b>	<ul style="list-style-type: none"><li>• set a purpose for viewing</li><li>• create questions to be answered during or after viewing</li></ul>
<b>Segmented Viewing Activities</b>	<ul style="list-style-type: none"><li>• note-taking if appropriate</li><li>• discussions during pause points</li><li>• illustrate specific lesson objectives</li></ul>
<b>Post-Viewing</b>	<ul style="list-style-type: none"><li>• discuss focus questions</li><li>• replay key segments to clarify points</li><li>• perform experiment (as appropriate)</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• formal or informal evaluation of student understanding</li><li>• make sure objectives were met</li></ul>
<b>Action Plan</b>	<ul style="list-style-type: none"><li>• student-centered application of concepts</li><li>• projects, performances, field trips, interviews</li><li>• school or home activities</li></ul>
<b>Extensions</b>	<ul style="list-style-type: none"><li>• interdisciplinary curriculum activities related to the lesson</li><li>• technological applications such as creating websites and using the Internet</li></ul>

Based on information from the National Teacher Training Institute.

### INSTRUCTIONAL TELEVISION STRATEGIES

<b>Lights</b>	Keep the lights on and focus attention on the video.
<b>Segments</b>	Use selected segments of the video for instructional viewing. Segments should be shown in the order needed for your lesson, not necessarily in the sequential order of the video.
<b>Play - Pause - Resume</b>	Use Pause and Resume frequently while viewing to check comprehension, ask and answer questions, have students take notes or make drawings. This will make the viewing more interactive. The number of pauses will depend on the attention span of the students and the amount of content material presented in the video.
<b>Replay - Resume</b>	Use Replay to review information, or to examine a different perspective.
<b>Sound On / Sound Off</b>	This is especially useful when the audio portion of the video is above the listening level of the students. The teacher can show the video portion while providing a verbal description at a level that is appropriate for the students. Use this technique frequently with Students Acquiring English/ESL Learners and students who need extra help. Visual learners can focus on action alone.
<b>Picture / No Picture</b>	This is especially effective as a pre-viewing activity and for students who are auditory learners. Use it when certain sounds/dialog need to be emphasized. For example, play only the audio of a volcanic eruption or a hurricane and ask students to identify the sounds. This technique enhances listening skills.
<b>Fast Forward</b>	You may want to fast-forward through segments that do not apply to your lesson. Remember, you don't have to show a video all the way through!
<b>Still/Freeze Frame</b>	Use this to examine charts, formulas, or images on the screen.

Based on information from the National Teacher Training Institute.

## **Virginia History Production Consortium Members**

Accomack County Schools	Norfolk Public Schools
City of Alexandria Public Schools	Northampton County Public Schools
Bath County Public Schools	Nottoway County Public Schools
Chesapeake Public Schools	Powhatan County Public Schools
Fairfax County Public Schools	Prince George County Public Schools
Falls Church Public Schools	Prince William County Public Schools
Fauquier Public Schools	Richmond Public Schools
Fluvanna County Public Schools	Roanoke County Public Schools
Franklin City Public Schools	Southampton County Public Schools
Fredericksburg Public Schools	Stafford County Public Schools
Giles County Public Schools	Suffolk Public Schools
Gloucester County Public Schools	Virginia Beach Public Schools
Grayson County Schools	Wythe County Public Schools
Greene County Public Schools	York County Public Schools
City of Hampton Public Schools	Virginia Department of Education
Harrisonburg Public Schools	WBRA Public Broadcasting, Roanoke
Henrico County Public Schools	WCVE Public Broadcasting, Richmond
Isle of Wight Public Schools	WHRO Public Broadcasting, Norfolk
Lexington Public Schools	WNVT Public Broadcasting, Falls Church
Loudon County Public Schools	WVPT Public Broadcasting, Harrisonburg

Newport News Public Schools