

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?

<u>Before</u> <u>Viewing</u>		<u>After</u> <u>Viewing</u>
_____	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.

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 not 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

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.

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

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 |