

Virginia Pathways Episode 3
Virginia Government

Study Guide
to Accompany the Instructional Video

A Cooperative Effort by
The Virginia Department of Education
The Virginia History Production Consortium
Virginia Public Television Stations

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TABLE OF CONTENTS

About the Video	3
Explanation of Materials	3
Explanation of Lesson Plan Format	4
Standards of Learning	5
Lesson Plan for Segment 1: Colonial Government	7
Lesson Plan for Segment 2: Civil War, Reconstruction, 20 th Century	28
Lesson Plan for Segment 3: Branches of Government	48
Biographical Sketches of Famous Virginians	66
Reading List	70
Instructional Television Viewing Strategies	85
Instructional Television Lesson Activities	86
<i>Virginia Pathways</i> Episode 3 Content Committee Members	87
Virginia History Production Consortium Members	88
Graphic Organizers, Timelines, and Maps	89

ABOUT THE VIDEO
VIRGINIA PATHWAYS EPISODE 3: VIRGINIA GOVERNMENT

The video 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 Virginia Department of Education's History and Social Science Standards of Learning for Grade Four.

Teachers may duplicate the graphic organizers, vocabulary lists, tests, and other materials in this Study Guide for classroom use.

Visit the Virginia Pathways Web site at: <http://www.vastudies.org/VApathways/episode3>

EXPLANATION OF MATERIALS

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

A complete listing of the Virginia Department of Education's History and Social Studies Standards of Learning (SOL) taught in the video can be found on pages 5-6. In addition, the SOL taught in each video segment is indicated at the beginning of the lesson plan for that segment.

2. **Lesson Plans**

There is a separate lesson plan for each segment of the video. Each plan contains script information, pre and post viewing activities, pause points, vocabulary, assessment, and extension activities.

3. **K-W-L**

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 Know," and "What I Want to Find Out." After watching the video, students fill in the column labeled "What I Learned." The blackline master in this Study Guide can be used for all three video segments.

4. **Anticipation Guide**

An Anticipation or Prediction Guide prepares 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 its content or subject matter. Also, the guide helps the teacher assess students' familiarity with the topic. An example of usage would be to have students return to the guide to compare initial predictions to post viewing knowledge. The Anticipation Guide serves as an activity for an individual student as well as a small group or entire class.

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.

6. **Vocabulary**

Key terms from each video segment are included. Each word is defined and presented in context using either the text from the video or a related sentence.

7. **Tests**

There is a twenty question multiple choice test for each of the three video segments. Ten questions center on the content of the video and ten questions center on the vocabulary.

8. **Instructional Television Lesson Activities**

This is a reference chart showing the parts of a lesson and possible activities to do for each part.

9. **Instructional Television Viewing Strategies**

This is a reference chart containing explanations for viewing strategies.

10. **Graphic Organizers, Timelines, and Maps**

Suggestions for using the graphic organizers, timelines, and maps are included in the lesson plan for each segment of the video.

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 focuses on government in Colonial Virginia. The second segment deals with Civil War, Reconstruction, and Virginia in the 20th Century. The third segment presents the Branches of Government.

There is a separate lesson plan for each video segment. The lessons along with the video 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 three 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 History and Social Science Standards of Learning that are addressed in *Virginia Pathways Episode 3: Virginia Government* and the accompanying Study Guide.

- 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;
 - c.** the role of money, banking, saving, and credit in colonial Virginia;
 - d.** reasons for, and Virginia's role in, the American Revolution;
 - e.** the backgrounds, motivations, and contributions of George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry, and other prominent Virginians in the Revolutionary era; and
 - f.** the significance of the Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statute for Religious Freedom and the Declaration of Independence.
- 4.4** The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on:
- b.** conflicts between northern and southern states and within Virginia, including Nat Turner's Rebellion, and events leading to secession; and
 - c.** Virginia's role in the Civil War, including major battles and leaders in the Confederate army, including Robert E. Lee, J. E. B. Stuart, and Thomas "Stonewall" Jackson.
- 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;
 - b.** the impact of segregation and Jim Crow laws; and
 - c.** the economic and social transition from a rural, agricultural society to a more urban, industrialized society.

**VIRGINIA HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
GRADE FOUR VIRGINIA STUDIES: 1607 TO PRESENT, CONTINUED**

- 4.6** The student will trace the history of Virginia in the 20th century, with emphasis on:
- a.** the accomplishments of prominent Virginians, including Woodrow Wilson, Harry F. Byrd, Sr., and L .Douglas Wilder; and
 - e.** the types of taxes collected and the types of services provided by each level of government.

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 3 SEGMENT 1: COLONIAL GOVERNMENT

Video Segment Summary

Running Time: 8 minutes

Opening

The video opens in a family home with Kelly operating a computer as her friend, Robert, watches. Kelly tells Robert her homework assignment is to write a short paragraph on a desired career, and that she might want to be Governor of Virginia some day. Robert tells Kelly the Governor of Virginia lives in Richmond. Mrs. Miller, Kelly's mother, enters and asks the children what they are doing. Kelly answers. Mrs. Miller suggests going to the state web site at www.state.va.us to learn about Virginia's government. She offers to take the children on a trip to Richmond the following Saturday.

The next scene shows the three characters traveling. Robert asks about the distance. Mrs. Miller suggests using the map. (At this point the video shows a map of Virginia with Interstate 81 and Interstate 64 highlighted. The children determine the distance at 200 miles. They estimate the time at 4 hours, based on driving at 50 miles per hour.) Kelly asks if Richmond was always the capital of Virginia, and the video fades to the first insert.

Insert

The first permanent English settlement in North America was founded at Jamestown on May 4, 1607. The Virginia Company of London established this English colony as an economic venture. The colonists exported raw materials such as tobacco and imported manufactured goods from England.

With the population rising and economic success spreading, the survival of the colony depended on the introduction of English law. With the arrival of Virginia's first governor, Sir Thomas Dale, the settlers gradually began incorporating the English model of government into their colony. The colony had the same legal rights and privileges as those who lived in England. The House of Burgesses was introduced as the first representative government in the colony, and the first in North and South America. Today it is called the General Assembly, and is the oldest elected legislative body in the Western Hemisphere.

Virginians organized the Committees of Correspondence. The English king and Parliament often overturned laws passed by the General Assembly and declared them illegal. Alarmed by the colonists' discontent, Virginia's governor Dunmore, who was appointed by the King of England, dissolved the General Assembly and placed Virginia under the governor's rule.

The colonists ignored this order and met at Raleigh Tavern in Williamsburg to discuss how to protest the King's actions. Virginians also organized the Virginia Convention. They joined with other colonies to meet in Philadelphia. This was called the Continental Congress, a meeting of representatives from each colony. They were to act on behalf of the people in their colony.

Segment 1: Colonial Government

In the First Continental Congress, delegates came from every colony except Georgia. They met in Philadelphia to oppose the passage of the Intolerable Acts. These Acts were laws passed by the British Parliament that closed Boston Harbor, prevented people from protesting in large groups, and forced colonists to house British soldiers.

The Second Continental Congress met one year later in Philadelphia with delegates from all thirteen colonies. They established a colonial army and declared American independence. During this time, a second Virginia Convention met at Saint John's Church in Richmond where Patrick Henry gave his famous "Give me liberty or give me death" speech. Patrick Henry later served as the first elected governor of an independent Virginia. After the delegates to the Continental Congress voted for independence, they asked George Washington to serve as commander of the Continental Army. George Washington was such a successful and respected leader by people in all the colonies that he was asked to be chairman of the Constitutional Convention, which wrote the Constitution of the United States. Once the Constitution was approved, George Washington was elected our first president in 1789. Because of his leadership and achievements, he is known as the Father of Our Country.

Virginia's leaders played an important role in the founding of the United States.

George Mason wrote the Virginia Declaration of Rights, which said, "All men are by nature equally free and independent and have certain inherent rights." This Declaration of Rights was the basis for the United States Bill of Rights. George Mason is known as "The Father of the Bill of Rights."

James Madison served as our country's fourth president. He was the primary writer of the Constitution, helping people with different ideas reach a compromise. He is called the "Father of the Constitution."

James Monroe served as the fifth President of the United States. One of his important actions was to establish a foreign policy for the new government. It said for Europe to stay out of the Western Hemisphere. It was called the Monroe Doctrine.

George Wythe, a law professor, was a delegate to the Continental Congress, and signed the Declaration of Independence. He, along with Thomas Jefferson and George Mason, revised the laws of Virginia. He was a member of the Constitutional Convention and of the Virginia Convention that ratified the federal Constitution.

Thomas Jefferson contributed to Virginia and the new country in many ways. The First Amendment to the Constitution of the United States, which guarantees freedom of religion, was based on the Virginia Statute for Religious Freedom, which Jefferson wrote. Jefferson served as the third President of the United States.

Segment 1: Colonial Government

Jefferson also wrote the Declaration of Independence. The Continental Congress approved this document on July 4, 1776, and it declared independence of the thirteen North American British colonies from Great Britain. In this document Jefferson listed the reasons why the Congress determined that “these United Colonies were, and of right ought to be, Free and Independent States.” Jefferson served as the third President of the United States.

The insert ends here with a camera shot of the Declaration of Independence.

Learning Objectives

As part of learning SOL 4.3 *a, b, c, d, e* and *f*, the student will be able to:

- identify the reasons for the development of the Virginia colony;
- describe the type of government used in the Virginia colony;
- explain the roles of prominent Virginians in the American Revolution;
- describe the contributions of Patrick Henry, George Washington, George Mason, James Madison, James Monroe, George Wythe, and Thomas Jefferson;
- discuss the early documents that established basic freedoms of Virginians and Americans: Virginia Declaration of Rights, Virginia Statute for Religious Freedom, Declaration of Independence; and
- define the following words in context: *colony, economic venture, exported, imported, representative government, legislature, Continental Congress, delegates, Intolerable Acts, compromise, and foreign policy.*

Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the *KWL Activity Sheet*.
2. Use the *Word Meaning Prediction Chart* to introduce some of the vocabulary words.
3. Ask students what they think it would be like to live in Virginia during colonial times. .

Focus for Viewing

Explain that this video segment describes the colonial government of Virginia. Ask students to watch and listen for the answers to the following questions:

- When and where was the first permanent English settlement in North America established?
- What government did the Virginia colony have at first, and how did it change?
- What kind of relationship did the colonies have with England? How did it change?
- Who were some important Virginians? What were their achievements?

Viewing Activities

1. Begin playing the video.
2. **Pause Point:** Stop the video after Mrs. Miller, the mother, comes into the room and says, “Hey, what is going on here?... Well, I know a place where we can learn all about Virginia’s government.” Explain that Mrs. Miller had probably discussed careers with her daughter at an earlier time, and knew that Kelly wanted to be the governor some day. Since Kelly was working on a school project about careers, Mrs. Miller assumed her daughter’s report would focus on the office of the governor.

Resume playing the video.

3. **Pause Point:** Stop the video during the insert, after the narrator says, “Today it is called the General Assembly, and is the oldest elected legislative body in the Western Hemisphere.” The video shows the modern General Assembly. Explain the history of the General Assembly. As the Jamestown colony grew, the Virginia Company gave the colonists more of a say in their government. This new form of government was called the General Assembly, and was composed of two branches or groups. One group, called the House of Burgesses, had members who were elected by a vote from the colonists who were allowed to vote. There were eleven settlements in the colony, and each of the settlements had two burgesses, giving the House of Burgesses twenty-two members. The burgesses made the laws and also made plans for the growth of the colony. The other branch of the government, called the Virginia Council, was a council of rich and influential planters chosen by the Virginia Company to serve as advisors to the governor.

Resume playing the video.

Segment 1: Colonial Government

4. **Pause Point:** Stop the video after the narrator says, “In this document Jefferson listed the reasons why the congress determined that ‘these United Colonies were, and of right ought to be, Free and Independent States.’ ” The video shows the Declaration of Independence. This is the end of the first segment of the video. Use the Post-Viewing Activities, Assessment, Action Plan, and Extension Activities for Segment One before showing the next segment of the video.

Post-Viewing Activities and Questions

1. Discuss the Focus for Viewing questions in small groups. Report the groups’ answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the Colonial Government segment of the video and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.
4. Use the *Words in Context Graphic Organizer* to review vocabulary.
5. 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.
 - Who established the colony at Jamestown, and why? (The Virginia Company of London established it as an economic venture.)
 - What crop made a profit? (tobacco)
 - What was exported from the Virginia colony, and what was imported from England? (Raw materials were exported, and manufactured goods were imported.)
 - What was the House of Burgesses? (It was the representative government in the colony. It is now called the General Assembly.)
 - Why did Governor Dunmore dissolve the General Assembly? (He was worried because the colonists became upset when the King overturned laws passed by the General Assembly.)
 - Why did the Continental Congress meet? (The representatives wanted to find a way to protest the passage of the Intolerable Acts.)

Segment 1: Colonial Government

- What were the Intolerable Acts? (They were laws passed by the British Parliament. They closed Boston Harbor, prevented people from protesting in large groups, and forced colonists to house British soldiers.)
- What were some of Patrick Henry's accomplishments? (He gave the famous "give me liberty or give me death" speech. He was the first elected Governor of Virginia.)
- Who is known as "The Father of Our Country" and why was he called that? (George Washington was given that name because he was commander-in-chief of the Continental Army, was the chairman of the Constitutional Convention, and was elected the first President of the United States.)
- What is George Mason known for and why? (He is called "The Father of the Bill of Rights" because he wrote the Virginia Declaration of Rights, which was the basis for the United States Bill of Rights. The Bill of Rights is the first ten amendments to the United States Constitution.)
- What is James Madison known for and why? (He is called "The Father of the Constitution" because he was its primary writer. He was also the fourth President of the United States.)
- How did James Monroe serve the country? (He was the fifth President, and established the Monroe Doctrine. This document stated that the countries in Europe should stay out of the Western Hemisphere.)
- How did George Wythe serve the country? (He was a delegate to the Continental Congress, signed the Declaration of Independence, revised the laws of Virginia, and helped ratify the United States Constitution.)
- What were some of Thomas Jefferson's contributions? (He wrote the Virginia Statute for Religious Freedom, which was the basis for the First Amendment to the Constitution. He wrote the Declaration of Independence. He served as the third President of the United States.)

Assessment

1. Use the test as a formal assessment.

2. Use the *Note Taking Activity Sheet*, *3-2-1 Graphic Organizer*, *The Important Thing Graphic Organizer*, or any of the post-viewing or extension activities located in this Study Guide as an informal assessment.

Action Plan

1. In the video as the characters are traveling to Richmond, Kelly asks, "Mom, was Richmond always the state capital?" This question is not fully answered in the video. Provide the following information to students:

The first capital of Virginia began in Jamestown. In 1698 a fire destroyed much of Jamestown. After the fire the burgesses began meeting at the recently established College of William and Mary, at Middle Plantation. In 1699 they decided to move the capital rather than rebuild at Jamestown. Other reasons for moving the capital included: the land at Jamestown was swampy; Middle Plantation was about 7 miles further inland, so the government officials thought it would be safer if the colony were attacked by way of the sea or by gunfire from ships. Soon the name of the settlement was changed to Williamsburg, to honor William, the English king. Williamsburg was the capital from 1699-1780. Richmond became the capital in 1780. Although the population was only about seven hundred people, Richmond was becoming an important village. Its location on the James River made it an ideal place for trading with settlers going into the wilderness beyond. The second Virginia Convention was held in Richmond so that Lord Dunmore and his followers, who were in Williamsburg, could not interrupt the meeting. In 1779, soon after Patrick Henry was elected the first governor, the government decided to move the capital to Richmond. Richmond was a more central location in the growing colony, and it was believed the village would be easier to defend from invasion by British troops.

When Virginia joined the Confederacy in 1861, Richmond became the capital of the Confederate states. After the Civil War ended, and Virginia was readmitted to the Union as a state, Richmond was still the state capital.

2. Have students locate the three Virginia capitals on a map.
3. Conduct a *Carousel Brainstorming Activity* by writing topics from the video, such as Jamestown, Continental Congress, George Washington, and others on chart paper, one topic per page. Place chart paper around the room. Have students rotate from one piece to the next, adding key words or illustrations to each piece of paper. Words and phrases cannot be repeated. Discuss completed pages with the class. Stretch students' thinking to have them group words on each piece of chart paper into categories. This helps students think critically and increase vocabulary.
4. Use the *Timeline for Segment 1* to review important dates.

Segment 1: Colonial Government

5. In the video reference is made to the fact that colonists adopted the methods of English law and had some of the same rights and privileges as those who lived in England. Explain that the Charters of the Virginia Company of London authorized the establishment of colonies in the New World. The settlement of Virginia was an enterprise undertaken by the London Company whose motive was to profit from the natural resources that were found in the colony. There were three charters in 1606, 1609, and 1612. Provisions of the charters included allowing for a representative form of government, granting trading privileges to the company, and giving settlers the same rights and privileges as Englishmen. The Third Charter remained in force until 1624 when Virginia became a royal colony.

Extensions

Have individuals or small groups complete any of the following activities.

1. **Viewing**
Show students one or more of the following Instructional Television videos. See the Program Guide of the local PBS station for broadcast times.
 - *Colonial Williamsburg Live Electronic Field Trips* (Teachers must register and pay a fee for the use of this program.)
 - *Impressions of America, Videos 1-6*
 - *Colonial Life*
2. **Reading/ Literature**
Have students read one of the books from the Reading List located in this Study Guide and give an oral report about it.
3. **Writing**
Have students create a newspaper with articles relevant to colonial times. Partners or small groups can choose a topic, write an article, and create an illustration. One group of students can be the editorial team and assemble the paper.
4. **Writing**
Have students work in pairs. One student takes the point of view of a colonist and writes to King George, trying to convince him to repeal the Intolerable Acts. The partner writes back from the point of view of King George.
5. **Technology**
Have students use an online encyclopedia to research one of the famous Virginians mentioned in the video. Students may also conduct web searches using the name of the person as the key word.
6. **Art**
Have students draw a scene from the video that was interesting to them, and write a caption to go with the drawing. Display the drawings on a bulletin board.

Name _____ Date _____

**ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS: EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

Directions: Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

Before Viewing		After Viewing
___	1. The Jamestown colony was established because England was too crowded.	___
___	2. The colonists were against the passage of the Intolerable Acts.	___
___	3. George Washington was Commander-in-Chief of the Continental Army.	___
___	4. The Virginia Declaration of Rights was the basis for the Declaration of Independence.	___
___	5. Thomas Jefferson was the first President of the United States.	___
___	6. The First Amendment to the United States Constitution was based on the Virginia Statute for Religious Freedom.	___

Post-Viewing Activity

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

**VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

Vocabulary terms are listed in alphabetical order. A list of terms in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (*) provide context for the vocabulary term but do not refer to the script of the video.

Vocabulary terms in order of their appearance in the video:

colony	Committees of Correspondence
economic venture	Continental Congress
profit	British Parliament
cultivation	Virginia Convention
raw material	delegates
exported	oppose
Imported	Intolerable Acts
manufactured	Virginia Declaration of Rights
rights	compromise
privileges	foreign policy
representative government	Monroe Doctrine
legislative body	ratified

Vocabulary terms in alphabetical order:

British Parliament

Definition: the group of people in England who made the laws for that country and its colonies

Sentence: *These acts were laws passed by the **British Parliament** .*

colony

Definition: land that is ruled by another country

Sentence: *The Virginia Company of London established this **colony** as an economic venture.*

Committees of Correspondence

Definition: groups of people in each colony who sent letters to people in other colonies for the purpose of sharing news and ideas

Sentence: *Virginia organized the **Committees of Correspondence** .*

compromise

Definition: an agreement where both parties give up something to obtain or get something

Sentence: *He was the primary writer of the Constitution, helping people with different ideas reach a **compromise** .*

Segment 1: Colonial Government

Continental Congress

Definition: representatives from the colonies, except Georgia, who met for the first time in May, 1776, in Philadelphia to discuss ideas and make plans

Sentence: This was called the **Continental Congress**, a meeting of representatives from each colony.

cultivation

Definition: the process of preparing land and growing crops

Sentence: *After five years of struggling to make a profit, the colonists found success in the **cultivation** of tobacco.*

delegates

Definition: representatives

Sentence: *In the First Continental Congress, **delegates** came from every colony except Georgia.*

economic venture

Definition: a business project seeking to earn money

Sentence: *The Virginia Company of London established this colony as an **economic venture**.*

exported

Definition: sent out of a region or country for sale in another region or country

Sentence: *England depended on the raw materials **exported** from the Virginia colony, much like the colony depended on imported manufactured goods from England.*

foreign policy

Definition: a government plan of action related to other countries

Sentence: *One of his important actions was to establish a **foreign policy** for the new government.*

imported

Definition: brought in from another region or country for sale or use

Sentence: *The early Virginia colonists imported cloth from England. **

Segment 1: Colonial Government

Intolerable Acts

Definition: Five acts, or bills, passed by the British Parliament in the spring of 1774. These acts closed the port of Boston until Boston paid for the tea lost during the Boston Tea Party. They took away the right of the people of Massachusetts to govern themselves and to protest in large groups. A person accused of a murder connected to law enforcement would be sent to England for a trial. British soldiers, called Redcoats, enforced the laws. General Gage, the British general, became the governor of the Massachusetts colony.

Sentence: *They (delegates) met in Philadelphia to oppose the passage of the **Intolerable Acts**.*

legislative body

Definition: a group of people who make the laws

Sentence: *Today it is called the General Assembly, and is the oldest elected **legislative body** in the Western Hemisphere.*

manufactured

Definition: goods or products made by machine

Sentence: *The colonists purchased **manufacture** d goods, such as dishes and furniture, from England. **

Monroe Doctrine

Definition: The Monroe Doctrine was part of President James Monroe's address to Congress on December 2, 1823. The Doctrine stated that European powers would no longer be permitted to establish colonies in North or South America. It also said the United States would not interfere with already existing European colonies, or in the affairs of countries in Europe.

Sentence: *It (the document) was called the **Monroe Doctrine**.*

oppose

Definition: be against something and try to keep it from happening

Sentence: *One reason the delegates met was to **oppose** the closing of Boston Harbor. **

privileges

Definition: special advantages given to people or groups

Sentence: *The colony had the same legal rights and **privileges** as those who lived in England.*

Study Guide for *Virginia Pathways Episode 3: Virginia Government*

Segment 1: Colonial Government

profit

Definition: money left after the costs have been subtracted from the money earned

Sentence: *After five years of struggling to make a **profit**, the colonists found success in the cultivation of tobacco.*

ratified

Definition: officially agreed to or approved

Sentence: *He was a member of the Constitutional Convention and of the Virginia Convention that **ratified** the federal Constitution.*

raw material

Definition: a natural resource that can be made into another product; wood and crude oil

Sentence: *Lumber was a **raw material** the colonists used to build homes and ships. **

representative government

Definition: individuals chosen to speak for or represent the people's wishes

Sentence: *The House of Burgesses was introduced as the first **representative government** in the colony, and the first in North and South America.*

rights

Definition: something you have because it is granted by nature or tradition

Sentence: *Women and indentured servants did not have the **right** to vote in the early Virginia colony.*

Virginia Convention

Definition: a meeting of the leaders of Virginia, held in Williamsburg starting on May 6, 1776, whose members wanted the Continental Congress to declare independence from England

Sentence: *Virginians also organized the **Virginia Convention** .*

Virginia Declaration of Rights

Definition: This is the introductory part of the Virginia Constitution, written by George Mason. It included the rights of freedom of religion, the press, and a fair trial. The Virginia Declaration of Rights was later used as a model for the Bill of Rights of the United States Constitution.

Sentence: *George Mason wrote the **Virginia Declaration of Rights** .*

Study Guide for *Virginia Pathways Episode 3: Virginia Government*

Segment 1: Colonial Government

The following terms are not in the video, but should be explained to clarify the meaning of other words in the video. The sentences are samples and do not directly refer to the script of the video.

export

Definition: a good or service produced in one region or country and sold in another region or country

Sentence: *Tobacco was the main **export** of the Virginia colony for many years.*

import

Definition: a good or service brought from another region or country

Sentence: *Tea was one **import** that came to the Virginia colony from England.*

legislature

Definition: a group of people who have the power to make or change the laws

Sentence: *The Virginia **legislature** meets in Richmond.*

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. The Virginia colony exported raw _____ and _____ and imported _____ goods from _____.

2. Governor Dunmore dissolved the General Assembly because he was alarmed by the _____ of the _____.

3. The Continental Congress met to protest the passage of the _____ . These laws closed _____ , prevented people from _____ in large groups, and forced colonists to _____ British _____.

4. George Washington is called “The Father of Our _____.” He was the _____ in _____ of the Continental Army, and was elected the first _____ of the United States.

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT, continued**

5. _____ is called “The Father of the Bill of Rights.” He wrote the Virginia Declaration of _____, which was the basis for the _____ Bill of Rights.

6. Thomas Jefferson wrote the Virginia Statute for _____, which was the basis for the First _____ to the United States _____. He also wrote the _____ of _____.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

Amendment	Independence
Boston Harbor	Intolerable Acts
Chief	manufactured
colonists	materials
Commander	President
Constitution	protesting
Country	Religious Freedom
Declaration	rights
discontent	soldiers
England	tobacco
George Mason	United States
house	

Name _____ Date _____

**ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 3
NOTE TAKING ACTIVITY SHEET
SEGMENT 1: COLONIAL GOVERNMENT**

Directions: Use words or phrases from the video to complete each sentence.

1. The Virginia colony exported raw **materials** and **tobacco** and imported **manufactured** goods from **England**.

2. Governor Dunmore dissolved the General Assembly because he was alarmed by the **discontent** of the **colonists**.

3. The Continental Congress met to protest the passage of the **Intolerable Acts**. These laws closed **Boston Harbor**, prevented people from **protesting** in large groups, and forced colonists to **house** British **soldiers**.

4. George Washington is called “The Father of Our **Country**.” He was the **Commander** in **Chief** of the Continental Army, and was elected the first **president** of the United States.

5. **George Mason** is called “The Father of the Bill of Rights.” He wrote the Virginia Declaration of **Rights**, which was the basis for the **United States** Bill of Rights.

6. Thomas Jefferson wrote the Virginia Statute for **Religious Freedom**, which was the basis for the First **Amendment** to the United States **Constitution**. He also wrote the **Declaration** of **Independence**.

**TEST FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

Name _____ Date _____

Directions : On your answer sheet, shade in the circle directly under the letter that stands for the correct word or phrase that completes each statement.

1. The colony at Jamestown was established as a/an ___ venture.
A religious
B economic
C educational
D mechanical
2. The colonists adopted the methods of _____.
F English law
G Spanish law
H French law
J German law
3. Thomas Jefferson wrote the _____.
A Declaration of Independence
B Bill of Rights
C Letter of Correspondence
D Virginia Gazette
4. The Virginia ___ is the oldest elected legislative body in the Western Hemisphere.
F Governor
G Duke
H Parliament
J General Assembly
5. The English king and Parliament often ___ laws passed by the colonists.
A overturned
B fined
C encouraged
D supported
6. The First Continental Congress opposed the passage of the _____.
F Income Tax
G Intolerable Acts
H Constitution
J Bill of Rights
7. The leader of the Continental Army was _____.
A George Washington
B Thomas Jefferson
C Patrick Henry
D Lord Dunmore
8. James Madison was known as the "Father of the ____."
F Bill of Rights
G New Country
H U. S. Constitution
J Old Dominion
9. The first representative government was called the _____.
A King's Rule
B Senate
C House of Burgesses
D Capitol
10. The basis for the First Amendment to the U. S. Constitution is the Virginia Statute for _____.
F the Monroe Doctrine
G States' Rights
H Liberty and Toleration
J Religious Freedom

**VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

Name _____ Date _____

Directions: Read each sentence. Look at the four words under the sentence. On your answer sheet, shade in the circle directly under the letter that stands for the missing word.

11. A business project seeking to earn money is ____.

- A a component
- B a conflict
- C an economic venture
- D an experiment

16. A legal system that speaks for the people is called a ____.

- F monarchy
- G representative government
- H dictatorship
- J rural

12. Something that is sent or shipped out of a place is ____.

- F imported
- G regulated
- H improved
- J exported

17. A group of people who make the laws is called a ____.

- A settlement
- B committee
- C legislative body
- D delegation

13. Goods or products made by machine are ____.

- A manufactured
- B cultivated
- C existed
- D regulated

18. Something that is officially agreed to or approved is ____.

- F amended
- G ratified
- H included
- J resisted

14. Special advantages given to certain people are ____.

- F privileges
- G laws
- H responsibilities
- J provisions

19. Land that is ruled by another country is ____.

- A a colony
- B an island
- C a suburb
- D a peninsula

15. To be against something and try to keep it from happening is to ____ it.

- A approve
- B support
- C preserve
- D oppose

20. The money left after the costs have been subtracted from the money earned is the ____.

- F provisions
- G contract
- H profit
- J wages

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

Name _____

Date _____

Directions: Shade in the circle directly under the letter that stands for the correct answer.

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

**ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 1: COLONIAL GOVERNMENT**

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

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 3

Segment 2: Civil War, Reconstruction, 20th Century

Video Segment Summary

Running time: 5 minutes

Opening

Mrs. Miller, Kelly, and Robert are still in the car. Kelly says, “Wait. I don’t understand. If Congress voted that we should have free and independent states, how did West Virginia become independent of Virginia?” The insert starts here.

Insert

After the American Revolution, the people in the northern states wanted the new states not to have slavery and be free states. The southern states wanted to keep the right to own slaves and to allow slavery in new states entering the United States.

President Abraham Lincoln was opposed to the spread of slavery. He called for troops to preserve the union of the states. South Carolina, Mississippi, Alabama, Florida, Georgia, Louisiana, and Texas, however, left the Union and created the Confederate States of America. They met in Montgomery, Alabama, and elected Jefferson Davis as the president. After the start of the Civil War, Virginia joined the Confederacy and Richmond became the capital of the new nation, the Confederate States of America.

The people who lived in the western mountains of Virginia did not depend on slaves. They formed a new state, West Virginia, and stayed with the Union. They were admitted to the Union as the thirty-fifth state.

The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his Confederate army to Union General Ulysses S. Grant.

After the war, Virginia went through a period of Reconstruction, or building back from the war’s damage. Virginia tried to solve its political, social, and economic problems.

During Reconstruction, African Americans were able to hold public office, go to school, and vote. After Virginia was readmitted as a state, many of these advances were reversed by laws, such as the Poll Tax and Literacy Tests. In addition, women were not allowed to vote.

After Reconstruction, and through the 20th century, Virginia changed from a rural, agricultural society to a more urban, industrial society. It became more difficult for small farmers to make a profit, and old ways of farming were no longer effective. People had to find new ways to make a living.

Segment 2: Civil War, Reconstruction, 20th Century

Virginia changed as exciting technological advancements such as railroads, roads, streetcars, and airplanes became part of the landscape. Coal mining, fishing, shipbuilding, lumber, and the cultivation of tobacco products became major commercial industries and spurred the growth of towns and cities as people moved from rural areas to find jobs.

With this change came prominent Virginians who influenced the history of Virginia and the United States in the 20th century.

Woodrow Wilson was born in Staunton, Virginia, and was the 28th president of the United States. He reorganized the school system with a program called “The New Freedom.” He won the Nobel Peace Prize in 1919.

Harry F. Byrd was born in Winchester, Virginia. He was a governor of Virginia and then a United States Senator. When he was governor, he kept the state free of debt by only building roads and schools as the state had money. This was known as the “Pay As You Go” policy. In the 1950’s he led the Massive Resistance movement against the integration of the public schools.

Lawrence Douglas Wilder was born in Richmond and was the grandson of slaves. He was the first African American senator in the Virginia legislature after Reconstruction, and served in the General Assembly for ten years. He became Lieutenant Governor of Virginia in 1985. In 1990 he became the first elected African American Governor in the United States.

This segment of the video ends with video footage of Wilder’s inauguration.

Learning Objectives

As part of learning SOL 4.4 b, c; 4.5 a, b, c; 4.6a the student will be able to:

- explain the main reasons for the Civil War;
- describe life in Virginia during Reconstruction;
- describe the change from a rural, agricultural society to an urban, industrialized society;
- name prominent Virginians and their accomplishments;
- define the following words in context: *conflicts, coexist, Confederacy, Union, Reconstruction, political, social, economic, Poll Tax, Literacy Tests, rural, agricultural, urban, industrial, Massive Resistance, and integration.*

Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the *KWL Activity Sheet*.
2. Use the *Word Questioning Graphic Organizer* or the *Word Meaning Prediction Chart* included in this Study Guide to introduce some of the vocabulary words.
3. Ask students how they think Virginia has changed since the Civil War.

Focus for Viewing

Explain that the video segment describes the basic reasons for the Civil War, the period of Reconstruction following the war, and changes in life in Virginia from Reconstruction to the present time. Ask students to watch and listen for the answers to the following questions:

- What caused the conflicts between the northern and southern states?
- What events happened during Reconstruction?
- How has life in Virginia changed since Reconstruction?

Viewing Activities

1. Start the video with the scene of the car driving on the highway. Kelly says, "Wait, I don't understand. If Congress voted we should have free and independent states, how did West Virginia become independent of Virginia?"
2. **Pause Point:** Stop the video during the insert, after the narrator says, "In turn, South Carolina, Mississippi, Alabama, Florida, Georgia, Louisiana, and Texas decided to leave the Union and created the Confederate States of America." The video shows a map of the United States, with the Confederate States being highlighted. After the highlighting has been completed on the video, stop the tape. Distribute the *Civil War Map* included in this Study Guide. Have students use one color to shade in the original seven Confederate states, then compare their maps with the one on the video. (Note: The map on the video shows the boundaries of the states as they are today, while the map in the Study Guide shows the states and territories as they were in 1860. Explain this difference to students.)

Resume the video.

Segment 2: Civil War, Reconstruction, 20th Century

3. **Pause Point:** Stop the video during the insert, after the narrator says, “After the start of the Civil War, Virginia, Tennessee, and North Carolina joined the Confederacy.” The video shows the previous map of the United States, now with the additional three states highlighted. Have students use the same color to shade in the additional three states on their maps. Then have students compare their maps with the one on the video.

Resume the video.

4. **Pause Point:** Stop the video during the insert, after the narrator says, “They were admitted to the Union as the 35th state.” The video shows a map of Virginia and West Virginia. Have students trace the outlines of Virginia and West Virginia on their maps.

Resume the video.

5. **Pause Point:** Stop the tape after the narrator says, “He was the first elected African American Governor in the United States.” The video shows Governor Wilder speaking at a podium. This is the end of the second segment of the video. Use the Post-Viewing Activities, Assessment, Action Plan, and Extension Activities for Segment Two before showing the next segment of the video.

Post-Viewing Activities and Questions

1. Discuss the *Focus for Viewing* questions in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the *Civil War, Reconstruction, and 20th Century* segment and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.
4. Use the *Words in Context Graphic Organizer* to study important vocabulary words.

5. 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.
- How did President Lincoln feel about the expansion of slavery? What did he do to support his opinion? (He was opposed to the spread of slavery. He called for troops to preserve the union of the states.)
 - Which states formed the Confederate States of America? (South Carolina, Mississippi, Alabama, Florida, Georgia, Louisiana, and Texas were the original states that formed the Confederacy. Later, Virginia North Carolina, and Arkansas entered the Confederacy. Missouri and Kentucky had representatives, but were not Confederate States.)
 - Who was the president of the Confederate States? (Jefferson Davis)
 - Where was the capital of the Confederate States? (The first capital was Montgomery, Alabama. After Virginia joined the Confederacy, the capital was moved to Richmond, Virginia)
 - How did the Civil War end? (General Robert E. Lee surrendered the Confederate Army to General Ulysses S. Grant and the Northern Army at Appomattox Courthouse, Virginia.)
 - What happened during Reconstruction? (Virginia tried to rebuild the damage from the war, and solve its political, social, and economic problems.)
 - What rights did African Americans have during Reconstruction? What happened to these rights after Virginia was readmitted as a state? (African Americans were able to vote, hold public office, and go to school. After Virginia was readmitted, new laws took away these rights.)
 - Name some technological advances in Virginia during the 20th century. (railroads, roads, streetcars, airplanes)
 - Name some major commercial industries in Virginia. (coal mining, fishing, shipbuilding, lumber, and tobacco cultivation)
 - What were the contributions of Woodrow Wilson? (He was the 28th President of the United States. He reorganized the school system, calling his program “the New Freedom”. He won the Nobel Peace Prize in 1919.)

Segment 2: Civil War, Reconstruction, 20th Century

- What were the contributions of Harry F. Byrd? (He was a Governor of Virginia and then a United States Senator. As Governor, he only built roads and schools when the state had the money to do so. He led the Massive Resistance movement against the integration of public schools.)
- Why is Lawrence Douglas Wilder important? (He was the first African American senator elected to the Virginia legislature after Reconstruction. In 1990 he became the first elected African American Governor in the United States.)

Assessment

1. Use the test as a formal assessment.
2. Use the *Note Taking Activity Sheet*, *3-2-1 Graphic Organizer*, *The Important Thing Graphic Organizer*, or any of the Post-Viewing or Extension Activities in this Study Guide as an informal assessment.

Action Plan

1. Invite a Civil War re-enactor to talk to the class about the war and its effects on the state.
2. Divide a piece of paper in thirds and draw pictures of Virginia to illustrate the state before, during, and after the Civil War.
3. Use a map of Virginia to locate the birthplaces of Wilson, Byrd, and Wilder.
4. Use the *Timeline for Segment 2* to review important dates.

Extensions

Have individuals or small groups complete any of the following activities.

1. **Reading/ Literature**
Read one of the books from the reading list located in this Study Guide. Make a poster giving the title, author, genre, and a summary. State an opinion about the book. Illustrate the poster.
2. **Technology**
Use an online encyclopedia to find out more about Reconstruction, the Civil War, or other topics mentioned in the video. Give an oral report to the class.

Extensions, continued

3. **Writing**
Take the point of view of a person living in Virginia at the time of the Civil War. Write journal entries describing the living conditions, problems, and events.
4. **Research**
Woodrow Wilson's presidential campaign theme was "The New Freedom. This became the theme for the changes he worked toward during his administration. Use reference sources to find out more about Wilson's programs. Also find out more about Wilson's term as Governor of New Jersey.
5. **Research**
Do research on what happened to your country, city, or town during the Civil War. Share your findings with the class.

Name _____ Date _____

ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY

Directions: Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

Before Viewing		After Viewing
___	1. The conflicts between the northern and southern states were over states' rights and slavery.	___
___	2. The original 13 colonies became the Confederate States of America.	___
___	3. Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant, ending the Civil War.	___
___	4. After Virginia was readmitted as a state, African Americans were able to vote and go to school.	___
___	5. After Reconstruction and through the 20th Century Virginia changed from a farming to an industrial society.	___
___	6. Lawrence Douglas Wilder was the first African American Governor in the United States.	___

Post-Viewing Activity

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

VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 3

SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY

Vocabulary terms are listed in alphabetical order. A list of terms in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (*) provide context for the vocabulary term but do not refer to the script of the video.

Vocabulary terms in order of their appearance in the video:

agricultural	massive resistance
coexist	political
confederacy	poll tax
conflicts	preserve
economic	public office
industrial	rural
integration	social
literacy tests	urban

Vocabulary terms in alphabetical order:

agricultural

Definition: having to do with farming and growing crops

Sentence: *Before the Civil War, Virginia depended on **agricultural** products such as tobacco, cotton, and corn.*

coexist

Definition: live or exist in the same place at the same time

Sentence: *Many Americans had come to the conclusion that slavery and freedom could no longer **coexist** in the United States.*

confederacy

Definition: a group of states, towns, or people with a common goal or purpose

Sentence: *After the start of the Civil War, Virginia, Tennessee, and North Carolina joined the **confederacy**.*

conflicts

Definition: disagreements

Sentence: *In the years following the American Revolution, **conflicts** arose between the northern and southern states and within Virginia over states' rights and slavery.*

economic

Definition: of or having to do with money, goods, and services

Sentence: *One of Virginia's **economic** problems after the Civil War was a lack of jobs. **

industrial

Definition: to do with business and factories

Sentence: *After Reconstruction, and throughout the 20th century, Virginia slowly changed from a rural, agricultural society to a more urban, **industrial** one.*

integration

Definition: the ending of segregation; having people of different ethnic or religious backgrounds work together and live as neighbors

Sentence: *Many people did not believe in the **integration** of the public schools, because they believed the African-American and white children should go to separate schools. **

literacy tests

Definition: Tests given to determine if people could read and write. An African-American person would have to pass a literacy test to allow them to vote.

Sentence: *After Virginia was readmitted as a state, many of these advances were reversed by laws, such as the Poll Tax and **Literacy Tests** .*

massive resistance

Definition: many people working against an act or belief

Sentence: *However, in the 1950's he (Harry F. Byrd) led the **Massive Resistance** movement against the integration of public schools.*

political

Definition: of or having to do with citizens or government

Sentence: *Attempts were made to solve the **political** , social, and economic problems Virginians encountered.*

poll tax

Definition: money a person had to pay to be allowed to vote

Sentence: *Most African-Americans could not afford to pay the \$6.00 **poll tax**. **

preserve

Definition: protect something so it stays the same

Sentence: *He called for troops to **preserve** the "Union" of states that is the United States of America.*

public office

Definition: a job that serves the community or the people

Sentence: *During this period of Reconstruction, African Americans were able to hold **public office**, go to school, and vote.*

Study Guide for *Virginia Pathways Episode 3: Virginia Government*

Segment 2: Civil War, Reconstruction, 20th Century

rural

Definition: in or of the country, as opposed to the city

Sentence: *The railroads helped connect many of the **rural** areas of the state. **

social

Definition: pertaining to the way people live together as a group or society

Sentence: *Attempts were made to solve the political, **social**, and economic problems Virginians encountered.*

urban

Definition: having to do with the city

Sentence: *Most Virginians live in the urban areas such as Norfolk, Roanoke, and Alexandria. **

**EXTENDED EXPLANATIONS OF TERMS
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY**

The Confederate States of America

Definition: The Confederate States of America was a group of states that left, or withdrew from the United States to form a separate government. In the time from December 20, 1860, and February 1, 1861, the states of South Carolina, Mississippi, Florida, Alabama, Georgia, and Louisiana withdrew from the United States. On February 4, in Montgomery, Alabama, these states agreed to call their new government The Confederate States of America. They elected Jefferson Davis, from Mississippi, as president, and Alexander H. Stephens, of Georgia, as vice president. On March 2, 1861, Texas joined the Confederate States. Virginia joined the Confederate States on April 17, 1861. Soon after, Arkansas and North Carolina joined, and Tennessee became a member of the Confederate States on June 24, 1861. Kentucky and Missouri did not leave the United States, but they sent representatives to the Confederate congress. Virginia invited the Confederate States to locate the capital in Richmond; this was completed in June 1861.

Sentence: *In turn, South Carolina, Mississippi, Alabama, Florida, Georgia, Louisiana, and Texas decided to leave the Union and created the Confederate States of America.*

Massive Resistance

Definition: In Virginia, during the late 1950s, many people were against the idea of having white and African American children go to school together. In many areas of Virginia, the schools closed rather than integrate. The General Assembly finally ruled that the state could not close the schools. Most of the public schools in Virginia were integrated by the mid 1960s.

Sentence: *However, in the 1950's he (Harry F. Byrd) led the **Massive Resistance** movement against the integration of public schools.*

Nobel Peace Prize

Definition: The Nobel Peace Prize was created by Alfred Nobel, a Swedish chemist. It is awarded every year to a person or group who does something great peace. Nobel Prizes for physics, chemistry, physiology or medicine, literature, and economics were also created. The first prizes were awarded in 1901. The actual prize is a medal and a sum of money. President Woodrow Wilson received the Nobel Peace Prize in 1919 for his efforts to end World War I and create the League of Nations.

Sentence: *He was also awarded **the Nobel Peace Prize** in 1919.*

Reconstruction

Definition: Reconstruction was the period from 1865 until 1870, after the Civil War ended, when the Southern States rebuilt and re-joined the Union. Congress created programs to help the freed slaves get land and education. In Virginia, railroads, roads, farms, and homes had been destroyed during the war, and had to be rebuilt. For a while, most residents lived on food given out by the Union Army.

Sentence: *With the war over, Virginia faced the enormous task of **reconstruction**, or building back from the war's massive damage*

Union

Definition: During the Civil War, the states that remained loyal to the United States government.

Sentence: *Therefore, they chose to remain within the **Union** and form a new state, West Virginia.*

Name _____ Date _____

NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. Northern and southern states disagreed about _____
_____ and _____.

2. The states of South Carolina, _____,
Alabama, _____, Georgia, _____,
and _____ formed the Confederate States of America.
Later the states of _____, _____,
and North Carolina joined the Confederacy.

3. The Civil War ended when _____ General
_____ surrendered to _____
General _____ at _____
Court House, Virginia.

4. During _____ Virginia tried to build back from
the war's damage.

5. Woodrow Wilson was the 28th _____ of the United States.
He won the _____ Prize in 1919.

**NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY, continued**

6. Harry F. Byrd was the _____ of Virginia. He used the “_____ As You _____” plan to build roads and schools in Virginia. He led the Massive Resistance movement against the _____ of public schools.
7. Lawrence Douglas Wilder was the first elected _____ governor in the United States.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

African American	President
Appomattox	Reconstruction
Confederate	Robert E. Lee
Florida	slavery
Go	states' rights
Governor	Tennessee
Integration	Texas
Louisiana	Ulysses S. Grant
Mississippi	Union
Nobel Peace	Virginia
Pay	

Name _____ Date _____

**ANSWER KEY for NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 3**

SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank.

1. Northern and southern states disagreed about **states' rights** and **slavery**.
2. The states of South Carolina, **Mississippi**, Alabama, **Florida**, Georgia, **Louisiana**, and **Texas** formed the Confederate States of America. Later the states of **Virginia**, **Tennessee**, and North Carolina joined the Confederacy.
3. The Civil War ended when **Confederate** General **Robert E. Lee** surrendered to **Union** General **Ulysses S. Grant** at **Appomattox** Court House, Virginia.
4. During **Reconstruction**, Virginia tried to build back from the war's damage.
5. Woodrow Wilson was the 28th **President** of the United States. He won the **Nobel Peace** Prize in 1919.
6. Harry F. Byrd was the **Governor** of Virginia. He used the "**Pay As You Go**" plan to build roads and schools in Virginia. He led the Massive Resistance movement against the **integration** of public schools.
7. Lawrence Douglas Wilder was the first elected **African American** governor in the United States.

TEST FOR VIRGINIA PATHWAYS EPISODE 3

SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY

Name _____ Date _____

Directions : On your answer sheet, shade in the circle under directly under the letter that stands for the correct word or phrase that completes each statement.

1. People in the northern states did not want new states to have ____.
A income taxes
B boundaries
C slavery
D representatives
2. President ____ called for troops to preserve the union of the states.
F Johnson
G Jefferson
H Lincoln
J Madison
3. ____ was **not** a Confederate state.
A Texas
B South Carolina
C Georgia
D Pennsylvania
4. The people in the western part of ____ formed a new state.
F Virginia
G Maryland
H Kentucky
J Texas
5. The Civil War ended at ____ Court House, Virginia.
A Gettysburg
B Appomattox
C Manassas
D Richmond
6. General ____ was in charge of the Confederate Army at the time of surrender.
F Ulysses S. Grant
G Robert E. Lee
H Stonewall Jackson
J Jefferson Davis
7. After the war, Virginia and other southern states went through a period of ____.
A revision
B economic growth
C good times
D reconstruction
8. Much of Virginia has changed from a rural to an ____ society.
F farming
G independent
H urban
J social
9. ____ received the Nobel Peace Prize in 1919.
A Harry Byrd
B Woodrow Wilson
C James Monroe
D George Wythe
10. L. Douglas Wilder was the first African American ____ in the United States.
F vice president
G judge
H attorney general
J governor

**VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY**

Name _____ Date _____

Directions: Read each sentence. Look at the four words under the sentence. On your answer sheet, shade in the circle directly under the letter that stands for the missing word.

11. Another word for disagreements is ____.
- A provisions
 - B arrangements
 - C conflicts
 - D components
12. To protect something so it stays the same is to ____ it.
- F preserve
 - G prepare
 - H demolish
 - J reorganize
13. The word ____ means having to do with farming and growing crops.
- A manufactured
 - B developed
 - C agricultural
 - D suburban
14. The word ____ has to do with money, goods, and services.
- F legal
 - G economic
 - H developed
 - J expensive
15. Money an African American had to pay to vote was called a / an ____.
- A poll tax
 - B income tax
 - C payroll
 - D refund
16. When many people work against an act or belief they are using ____.
- F loyal support
 - G peaceful acceptance
 - H legal assistance
 - J massive resistance
17. If something has to do with government it is ____.
- A rural
 - B urban
 - C industrial
 - D political
18. ____ occurs when people of different ethnic or religious backgrounds work together and live as neighbors.
- F Segregation
 - G Integration
 - H Exploration
 - J Settlement
19. A job that serves the community or the people is called a ____ office.
- A public
 - B legal
 - C medical
 - D real estate
20. The word ____ means to live or exist in the same place at the same time.
- F export
 - G colonize
 - H immigrate
 - J coexist

**STUDENT ANSWER SHEET FOR THE TEST
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY**

Name _____

Date _____

- | | | | | | | | | | |
|-----|---|---|---|---|-----|---|---|---|---|
| 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 |

**ANSWER KEY FOR THE TEST
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 2: CIVIL WAR, RECONSTRUCTION, 20TH CENTURY**

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

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 3 SEGMENT 3: BRANCHES OF GOVERNMENT

Video Segment Summary

Running Time: 5 minutes

Opening

Mrs. Miller, Kelly, and Robert walk toward the capitol, where a tour guide named Michelle greets them. She explains that Thomas Jefferson designed the capitol building. Michelle points out the Senate chamber in the left wing, and the House of Delegates building to the right. Then all four walk up the steps and enter the building. (Next is an aerial shot of the capital complex.)

Insert

Virginia's Capitol is the second oldest working capitol in the United States. Thomas Jefferson designed the middle part of the capitol complex in 1788. The center rotunda area contains a life size statue of George Washington and portrait busts of seven other Virginia born presidents. The west wing is the Senate chamber, and the east wing is the House of Delegates. The Governor's office is on the third floor.

The Constitution of Virginia is the legal base for Virginia's state and local governments. Two major components of the Constitution are provisions for three separate and distinct branches of government, and the election process.

The legislative branch is called the General Assembly. It is made up of two branches, the House of Delegates and the Senate. The people of Virginia elect the members. The legislative branch makes and changes the laws.

The judicial branch consists of the Supreme Court, the Virginia Court of Appeals, the Circuit Court, and the General District Courts. The judicial branch decides legal disputes and determines if laws have been broken.

The executive branch carries out the laws passed by the state. The Governor heads this branch and sees that the laws are obeyed. The Lt. Governor and Attorney General work closely with the Governor. The Governor has specific departments to help him in the organization of about two hundred agencies. These departments oversee the following agencies: Administration, Commerce and Trade, Education, Finance, Health and Human Resources, Natural Resources, Public Safety and Transportation, and Technology.

Final Scene

The scene returns to the outside of the complex. Mrs. Miller, Kelly, Robert, and Michelle walk up to the gate surrounding the Governor's Mansion. Kelly says she wants to live there one day. Michelle tells Kelly there is no reason she can't. Mrs. Miller, Kelly, and Robert thank Michelle and leave.

Learning Objectives

As part of learning SOL 4.6 e the student will be able to:

- identify each of the three branches of government in Virginia;
- describe the functions of each branch of government; and
- define the following words in context: *capitol, capital, rotunda, portrait busts, Senate, House of Delegates, legislative branch, judicial branch, executive branch, Supreme Court, Virginia Court of Appeals, Circuit Court, and General District Court.*

Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the *KWL Activity Sheet*.
2. Use the *Word Questioning Graphic Organizer* or the *Word Meaning Prediction Chart* to introduce some of the vocabulary words.
3. Ask students what they think it would be like to be the Governor of Virginia or a member of the General Assembly. Encourage them to think about decisions they would make, and who might help them.

Focus for Viewing

Explain that this video segment describes the three branches of government in Virginia and shows several of the government buildings in Richmond. Ask students to watch and listen for the answers to the following questions:

- Which government offices are in the Capitol?
- What are the three branches of the government? What are their functions?

Viewing Activities

1. Before beginning the tape, explain that Michelle, the tour guide, meets Mrs. Miller and the children outside the capitol. Since tour guides usually meet the tourists inside and guide larger groups, Mrs. Miller probably called ahead of time and requested a private tour.
2. Start the video where Michelle meets Mrs. Miller, Kelly, and Robert at the Capitol.

Segment 3: Branches of Government

3. **Pause Point:** Stop the video after the narrator says, “This center rotunda area displays a life size statue of George Washington and portrait busts of seven other Virginia born presidents.” The video shows the portrait busts of James Madison, James Monroe, and Thomas Jefferson. Ask students to identify the Presidents shown in the portrait busts in the video, and to name the remaining Virginia-born presidents. (They are Zachary Taylor, William Henry Harrison, John Tyler, and Woodrow Wilson.) Tell students a portrait bust of the Marquis de Lafayette, a French general who assisted the Americans during the Revolutionary War, is also displayed.

Resume the video.

4. **Pause Point :** Stop the video after the narrator says, “The west wing is the Senate chamber, and the east wing is home of the House of Delegates.” The video frame shows Douglas Wilder speaking to the members of the House of Delegates. Ask students to identify the speaker.

Resume the video.

5. **Pause Point :** Stop the video after the frame that shows the list of departments in the executive branch. The text of the video refers to the “departments” in the executive branch. Explain that the head of each of these departments is called a secretary. The word “secretary” here means the person in charge of the department. The nine secretaries make up the governor’s cabinet.

Resume the video.

Post-Viewing Activities and Questions

1. Discuss the *Focus for Viewing* questions in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the Branches of Government segment and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.

Segment 3: Branches of Government

4. 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.
- Who designed the middle section of the capitol building and when? (Thomas Jefferson in 1788)
 - What is displayed in the Rotunda? (a life size statue of George Washington and portrait busts of seven other Virginia born presidents)
 - Which buildings are included in Capitol Square? (The Capitol Building, General Assembly Building, Financial Building, Old City Hall, Old State Library, and Governor's Mansion)
 - What are the two major components of the constitution? (Provisions for three separate and distinct branches of government and the election process)
 - Describe the legislative branch. (It is called the General Assembly. It includes the House of Delegates and the Senate. The legislative branch makes laws.)
 - Describe the judicial branch. (It has four courts: the Supreme Court, the Court of Appeals, the Circuit Courts, and the General District Court. The Judicial Branch decides legal disputes and determines if laws have been broken.)
 - Describe the executive branch. (It carries out the laws. The Governor is the head of the executive branch. It also includes the Lieutenant Governor, Attorney General, and eight Secretaries who run the departments that help him organize the government agencies.)
 - Name the eight departments of the executive branch. (Administration, Commerce and Trade, Education, Finance, Health and Human Services, Natural Resources, Public Safety, Transportation, and Technology)

Assessment

1. Use the test included in this Study Guide as a formal assessment.
2. Use the *Note Taking Activity Sheet*, *3-2-1 Graphic Organizer*, *The Important Thing Graphic Organizer*, or any of the Post-Viewing or Extension Activities located in this Study Guide as an informal assessment.
3. Have students design a graphic organizer to depict the three branches of government.

Action Plan

1. Use the *Carousel Brainstorming Activity* with topics from Segment 3, such as government buildings, legislative branch, and departments. Or, use the *Carousel Brainstorming Activity* to review key topics from the entire video. Write topics from the video, such as Jamestown, the Confederacy, or the judicial branch on chart paper, one topic per piece of paper. Place chart paper around the room. Have students rotate from one piece of paper to the next, adding key words or illustrations to each piece of paper. Words and phrases cannot be repeated. Discuss completed pages with the class. Stretch students' thinking to have them group words on each piece of chart paper into categories. This helps students think critically and increase vocabulary.
2. Conduct a role play activity. Divide students into three groups to represent the three branches of the government. Give the groups a problem, such as changing the curfew time, wearing uniforms in school, or raising taxes. Have each group react to the problem in a manner representing their group, then discuss their reactions with the class.
3. Use the *Timeline for Segment 3* to review important dates.
4. Have students complete the *Virginia Government Graphic Organizer*.

Extensions

Have individuals or small groups complete any of the following activities.

- 1. Art**
Have groups of students make models of the Capitol Square buildings. Encourage students to watch the third segment of the video again to find out the kind of information Michelle, the tour guide, gave the visitors. Have students create a short talk to give to visitors, and include key information about the buildings. Then hold tours of the building models, having class members take turns being tourists and tour guides.
- 2. Art**
Make a collage using news articles about the government in Virginia. Display the collages on a bulletin board.
- 3. Technology**
Search one of the following Web sites to find out more about Richmond and the state government. Students can prepare short written reports based on their findings.
 - <http://senate.state.va.us/s1.htm> (Senate of Virginia)
 - <http://legis.state.va.us/vaonline/kk1.htm> (Virginia Legislature, includes a Kid's Korner with information on how a bill becomes a law.)
 - <http://legis.state.va.us/vaonline/vc6.htm> (Virtual tour of the Capitol Square)
 - <http://legis.state.va.us/vaonline/fq1.htm#Q2> (Frequently Asked Questions)
 - <http://www.50states.com/virginia.htm> (Commonwealth of Virginia information)
- 4. Writing**
Write to the Chamber of Commerce or the Legislative Office to request information about the government of Virginia.
Senate Information and Constituent Services Office
Box 396
Richmond, VA 23218
- 5. Research**
The video refers to the departments the governor oversees. Explain that each department is headed by a person whose title is "Secretary." Present the information below that deals with the various departments in the executive branch, or have students conduct research to find similar information.

Extensions, continued

5.
 - The Secretary of Administration oversees the State Board of Elections, the commission on Local Government, the Department of Personnel and Training, the Retirement System, and the Council on Human Rights.
 - The Secretary of Commerce and Trade oversees the Departments of Agriculture and Consumer Services, Mines, Minerals and Energy, Forestry, Housing and Community Development, the Virginia Economic Development Partnership, and others.
 - The Secretary of Education oversees the Department of Education, the Jamestown-Yorktown Foundation, the Library of Virginia, the Virginia Museum of Fine Arts, the Virginia Community College System, the Science Museum of Virginia, and the state universities and colleges.
 - The Secretary of Finance oversees the Departments of Taxation, the Treasury, Planning and Budget, and Accounts.
 - The Secretary of Health and Human Resources oversees the Departments of Social Services and Rehabilitative Services; the Departments for the Aging, the Visually Handicapped, Virginians with Disabilities, and the Deaf and Hard of Hearing; and the Department of Mental Health, Mental Retardation and Substance Abuse.
 - The Secretary of Natural Resources oversees the Departments of Environmental Quality, Game and Inland Fisheries, Conservation and Recreation, and Historic Resources.
 - The Secretary of Public Safety oversees the Departments of Juvenile Justice, State Police, Corrections, Criminal Justice Services, and Fire Programs.
 - The Secretary of Transportation oversees the Departments of Transportation, Aviation, Public Transportation, Motor Vehicles, and the Virginia Port Authority.
 - The Secretary of Technology oversees the Department of Information Technology, The Center for Innovative Technology, and the Council on Information Management.
6. **Math/Art**

Have students make graphic organizers showing the branches of government, including the various departments.

**VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Vocabulary terms are listed in alphabetical order. A list of words in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (*) provide context for the vocabulary word but do not refer to the script of the video.

Vocabulary terms in order of their appearance in the video:

capital	distinct
capitol	portrait busts
components	provision
disputes	rotunda

Vocabulary terms in alphabetical order:

capital

Definition: the city in a state that is the headquarters of the government

Sentence: *Richmond is the capital of Virginia. **

capitol

Definition: the building where the state government meets

Sentence: *Virginia's **Capitol** is the second oldest working capitol in the country.*

components

Definition: parts or sections

Sentence: *Two major **components** of the constitution are the provisions for the three separate and distinct branches of state government, and the election process.*

disputes

Definition: disagreements

Sentence: *The judicial branch decides legal **disputes**, and determines if laws have been broken.*

distinct

Definition: different

Sentence: *The three branches of the Virginia government are **distinct** from one another. **

Segment 3: Branches of Government

portrait busts

Definition: a realistic statue that shows the head and shoulders of a person

Sentence: *The **portrait busts** of the seven other Virginia born presidents are made of marble, and were done by several different sculptors.*

provision

Definition: something that is named as a condition in a document

Sentence: *Two major components of the constitution are the **provisions** for the three separate and distinct branches of state government, and the election process.*

rotunda

Definition: a circular building or part of a building, usually with a dome on the top

Sentence: *This center **rotunda** area displays a life size statue of George Washington and portrait busts of seven other Virginia born presidents.*

**EXTENDED EXPLANATIONS OF TERMS
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Circuit Court

Definition: Civil and criminal trials go through the Circuit Court. The judges are elected by the General Assembly and work for eight years. A civil trial deals with things such as contracts, ownership of property, or payment for personal injury. A criminal trial deals with an act that is against criminal law, such as robbery. The government prosecutes the accused in a criminal trial.

Sentence: *You can appeal a traffic ticket to the **Circuit Court** .*

Executive Branch

Definition: The branch of government responsible for carrying out plans, orders, or laws. The Governor is the head of the executive branch. The Lieutenant Governor and Attorney General are also members of the executive branch. The Governor, Lieutenant Governor, and Attorney General each serve for four years.

Sentence: *The **executive branch** carries out the laws passed by the state.*

General Assembly

Definition: This is the legislative branch of the Virginia government. It has two houses or chambers: the Senate and the House of Delegates. This branch of the government makes the laws.

Sentence: *One power of the **General Assembly** is to require the payment of taxes.*

General District Court

Definition: Each section, or district, of the state has a court that deals with cases such as traffic tickets, family problems, and crimes against children. The General Assembly elects the judges, who work for terms of six years.

Sentence: *Judges in the **General District Court** hear cases involving traffic violations. **

House of Delegates

Definition: In Virginia, the House of Delegates is one of the two groups of officials who make laws. Each member is called a delegate. There are 100 members in the Virginia House of Delegates. Each serves for two years.

Sentence: *Members of the **House of Delegates** are elected by the voters in their districts. **

Segment 3: Branches of Government

Judicial Branch

Definition: The court system of the state. The judicial branch makes sure the citizens keep their rights. It interprets, or explains, the meaning of the laws and the constitution.

Sentence: *The **judicial branch** consists of four levels of courts.*

Legislative Branch

Definition: The branch of government that makes the laws.

Sentence: *The **legislative branch** is called the General Assembly.*

Senate

Definition: One part of the General Assembly that makes laws. Each member is called a senator. There are 40 senators in Virginia. They serve for 4 years.

Sentence: *The **legislative branch** is made up of two branches, the House of Delegates and the **Senate**.*

Supreme Court

Definition: The Supreme Court is the highest court in Virginia. The Supreme Court decides if laws are constitutional and if the law is being applied and understood correctly. There are seven judges, called justices. The justices are elected by the General Assembly. They serve for twelve years.

Sentence: *The **Supreme Court** has a clerk and an executive secretary to keep track of all the cases. **

Virginia Court of Appeals

Definition: The Court of Appeals was created by the General Assembly and began its work on January 1, 1985. An appeal is a request for a court to make a decision. The Court of Appeals handles requests from the Circuit Courts. There are ten judges. Each judge works on the court for eight years. The General Assembly elects them.

Sentence: *The chief judge decides where to hold the **Virginia Court of Appeals** .*

Name _____ Date _____

ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 3 SEGMENT 3: BRANCHES OF GOVERNMENT

Directions: Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

Before Viewing		After Viewing
___	1. Virginia's capitol is the newest working capitol in the United States.	___
___	2. George Washington designed the middle part of the capitol complex.	___
___	3. Virginia has five branches of government.	___
___	4. The legislative branch of the government sees that the laws are obeyed.	___
___	5. The judicial branch of the government decides if laws have been broken.	___
___	6. The Governor, Lt. Governor, and Attorney General are part of the executive branch of the government.	___

Post-Viewing Activity

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

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank below.

1. The capital of Virginia is in _____.
2. _____ designed the middle part of the Capitol complex in 1788.
3. The two major components of the State Constitution are the provisions for three _____ and distinct branches of state government and the _____ process.
4. The _____ branch makes the laws.
5. The _____ branch decides legal disputes and determines if laws have been broken.
6. The four courts are the _____ Court, the Virginia Court of Appeals, the _____ Court and the General _____ Court.
7. The _____ branch carries out the laws. The _____ is the head of this branch.
8. The governor has nine _____ to help him in the organization of the many agencies in the state.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

- | | | |
|---------------------|----------------------|------------------|
| Circuit departments | executive Governor | Richmond |
| District election | judicial legislative | separate Supreme |
| | | Thomas Jefferson |

Name _____ Date _____

**ANSWER KEY FOR NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank below.

1. The capital of Virginia is in **Richmond** .

2. **Thomas Jefferson** designed the middle part of the Capitol complex in 1788.

3. The two major components of the State Constitution are the provisions for three **separate** and distinct branches of state government and the **election** process.

4. The **legislative** branch makes the laws.

5. The **judicial** branch decides legal disputes and determines if laws have been broken.

6. The four courts are the **Supreme** Court, the Virginia Court of Appeals, the **Circuit** Court, and the General **District** Court.

7. The **executive** branch carries out the laws. The **Governor** is the head of this branch.

8. The governor has nine **departments** to help him in the organization of the many agencies in the state.

**TEST FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Name _____ Date _____

Directions : On your answer sheet, shade in the circle under directly under the letter that stands for the correct word or phrase that completes each statement.

1. Virginia's capitol is the ___ working capitol in the United States.
A newest
B most expensive
C second oldest
D largest
2. ___ designed the middle part of the capitol complex.
F George Wythe
G L. Douglas Wilder
H Thomas Jefferson
J Harry Byrd
3. Which city was **not** a capital of Virginia?
A Richmond
B Jamestown
C Williamsburg
D Roanoke
4. The Virginia government has ___ branches.
F three
G seven
H five
J nine
5. The General Assembly is made up of the House of Delegates and the _____.
A Judges
B Attorneys
C Burgesses
D Senate
6. Which is **not** one of the departments that the Governor oversees?
F Education
G Finance
H Foreign Affairs
J Public Safety
7. The judicial branch has four levels of _____.
A laws
B chambers
C senators
D courts
8. The executive branch _____ the laws.
F carries out
G explains
H makes
J amends
9. The ___ branch has the power to make laws.
A general
B legislative
C resources
D appellate
10. The legal basis for Virginia's government is the _____ of Virginia.
F Declaration
G Document
H Bill of Rights
J Constitution

**VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Name _____ Date _____

Directions: Read each sentence. Look at the four words under the sentence. On your answer sheet, shade in the circle directly under the letter that stands for the missing word.

11. A circular part of a building, usually with a dome on top, is a ____.
16. The word ____ means having to do with the court system.

A vestibule
B rotunda
C cellar
D foyer

F royal
G majestic
H regal
J judicial

12. The court that deals with civil and criminal trials is the ____ court.
17. People who serve in the General Assembly are called ____.

F Circuit
G Small Claims
H Legal
J General

A jurors and governors
B senators and delegates
C delegates and jurors
D judges and senators

13. Another word for *different* is ____.
18. The parts or sections of something are its ____.

A distinct
B similar
C average
D regular

F digits
G systems
H products
J components

14. Another word for *disagreements* is ____.
19. The state government meets in the ____.

F arrangements
G contracts
H festivals
J disputes

A assembly hall
B executive mansion
C city hall
D capitol

15. A ____ is a realistic statue that shows the head and shoulders of a person.
20. The city in a state that is the headquarters of the government is the ____.

A hologram
B carving
C portrait bust
D photograph

F megalopolis
G urban center
H capital
J residence

**STUDENT ANSWER SHEET FOR THE TEST
VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

Name _____

Date _____

Directions: Shade in the circle directly under the letter that stands for the correct answer.

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

**ANSWER KEY FOR THE TEST
VIRGINIA PATHWAYS EPISODE 3
SEGMENT 3: BRANCHES OF GOVERNMENT**

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

BIOGRAPHICAL SKETCHES OF FAMOUS VIRGINIANS

as mentioned in the *Virginia Pathways Episode 3* video

Biographical sketches are taken from *Virginia: The History and Culture of a Commonwealth*. Reprinted with permission from the Library of Virginia, John Kneebone, Publications Director.

Note to the Teacher : Explain to students that there are two different ways to indicate dates. One way is to put the month first, followed by the day and then the year. When this form is used, there are commas between the day and the year. For example: July 4, 1776. Another way to show dates is to put the day first followed by the month and the year. There are no commas when this form is used. For example: 4 July 1776.

Harry Flood Byrd, Sr. (1887-1966) of Winchester, Virginia, was one of the most influential political leaders in twentieth century Virginia. He also engaged in farming and specialized in the cultivation of apples. A member of the Democratic Party, he served in the Senate of Virginia (1915-1925) before serving as governor (1926-1930). Appointed to the U. S. Senate in 1933 to fill a vacancy, he remained a senator until his retirement in 1965, serving for ten years in the influential post of chairman of the finance committee. Byrd introduced greater efficiency in state government while he was governor. In the 1950s he devised the Massive Resistance strategy to block desegregation of the public schools after the U. S. Supreme Court ruled that racial segregation of public schools was unconstitutional. (See *Virginia Pathways 3*, Segment 2)

Patrick Henry (1736-1799) of Hanover County, was one of the most important Virginia leaders of the American Revolution. A great orator and statesman, he led the opposition to the Stamp Act in 1765. In 1775, he made the most famous speech of his career in support of a resolution to put Virginia into a state of defense. He concluded with these words: "I know not what course others may take, but as for me, give me liberty or give me death." He was elected the first governor of the Commonwealth of Virginia in June 1776. He served for three years and was elected again in 1784 for two more years. In 1788 he led the Virginians who opposed ratification of the Constitution because they feared that the government it created would be too powerful and would endanger the liberties for which they had fought during the Revolutionary War. (See *Virginia Pathways 3*, Segment 1)

Thomas Jefferson (1743-1826) of Albemarle County, was author of the Declaration of Independence, governor of Virginia, and third president of the United States. Jefferson's writings on behalf of individual liberty are among the most famous and powerful of any of the Revolutionary founders of the United States. He was the second governor of the Commonwealth of Virginia (from 1779 to 1781), member of the Continental Congress, and minister to France from 1784 to 1789. He served as secretary of state in the cabinet of President George Washington, was the second vice president of the United States, and served as president from 1801 to 1809. Among the great achievements of Jefferson's administration was the purchase of the Louisiana Territory from France in 1803. In retirement, Jefferson lived at Monticello, which he designed, and spent the final years of his life founding the

University of Virginia. Thomas Jefferson died at Monticello on 4 July 1826, the fiftieth anniversary of the adoption of the Declaration of Independence. (See *Virginia Pathways 3*, Segment 1)

Robert Edward Lee (1807-1870) was born at Stratford Hall in Westmoreland County, graduated from the United States Military Academy at West Point, and became a career officer in the United States Army. During the Mexican War he won a reputation as one of the best officers in the army, and after the war he served as superintendent of the United States Military Academy (1852-1855). Although opposed to secession in 1861, Lee resigned from the U. S. Army after Virginia seceded. He served as commander of the Army of Northern Virginia from 1862 until he surrendered his army to General Ulysses S. Grant at Appomattox Court House on 9 April 1865. Lee's campaigns are studied in military schools as models of strategy and tactics. After the war, Lee advised former Confederates to submit to the verdict of the battlefield. He served as president of Washington College (now Washington and Lee University) from the autumn of 1865 until he died on 12 October 1870. His antebellum home, Arlington House, is a national memorial and the site of the nation's best-known military cemetery. (See *Virginia Pathways 3*, Segment 2)

James Madison (1751-1836), of Orange County, was the fourth president of the United States (1809-1817) and is known as the Father of the Constitution because of his central role in the Constitutional Convention of 1787. Madison was one of the most creative legislators of the Revolutionary generation and persuaded the Virginia General Assembly to adopt the Virginia Statute for Religious Freedom drafted by Thomas Jefferson. Madison served in the Virginia Constitutional Conventions of 1776 and 1829-1830, the Virginia Ratification Convention of 1788, the Virginia House of Delegates, the Continental Congress, and the U. S. House of Representatives. He was secretary of state during the eight years of Thomas Jefferson's administration, and he was elected president in 1808 for the first of two terms. The War of 1812 took place during Madison's presidency. (See *Virginia Pathways 3*, Segment 1)

George Mason (1725-1792), a native of Northern Virginia, was a planter who lived at Gunston Hall in Fairfax County. He served in the House of Burgesses before the American Revolution and in the House of Delegates during and after the Revolution. In 1776 he was a member of the convention that voted to make Virginia independent of Great Britain, and he was the principal author of the Virginia Declaration of Rights and of the first Constitution of Virginia. He also served as a delegate to the Constitutional Convention in Philadelphia in 1787, but he refused to sign the Constitution, in part because it did not contain a Bill of Rights. As a member of the Virginia Ratification Convention of 1788 Mason unsuccessfully tried to have the Constitution amended before it went into effect. His arguments on behalf of a Bill of Rights contributed to the adoption of the first ten amendments to the Constitution of the United States in 1791. (See *Virginia Pathways 3*, Segment 1)

James Monroe (1758-1831) was born in Westmoreland County and lived in Albemarle County, and Loudon County. He was the fifth president of the United States (1817-1825). Monroe served in the Continental Army during the American Revolution and in Congress afterward and was one of the founders of the Jeffersonian Republican Party. He served as governor of Virginia twice, from 1799 to 1802 and again in 1811. He was also an experienced diplomat who served as minister to France and to Great Britain, was one of the Americans who negotiated with Napoleon for the purchase of the Louisiana Territory in 1803, and was Secretary of State and Secretary of War under President James Madison. Monroe served two terms as president of the United States and is most remembered for the Monroe Doctrine. He died on 4 July 1831. (See *Virginia Pathways 3*, Segment 1)

George Washington (1732-1799) was born in Westmoreland County and lived at Mount Vernon in Fairfax County. He gained fame as a militia officer during the French and Indian War and served in the House of Burgesses and in the Continental Congress. Washington was the commander in chief of the Continental Army during the American Revolution, was president of the Constitutional Convention of 1787, and was the first president of the United States (1789-1797). Known as the Father of His Country, Washington died at Mount Vernon on 14 December 1799. Washington's will provided for his slaves to be set free. (See *Virginia Pathways 3*, Segment 1)

Lawrence Douglas Wilder (1931-), a native of Richmond, was governor of Virginia from 1990 to 1994. Wilder became a successful attorney and in 1969 was the first African American since the nineteenth century to be elected to the Senate of Virginia. He served sixteen years in the state senate, where he advocated fair housing legislation and increased minority hiring. In 1985 he was elected lieutenant governor of Virginia, and in 1989 he was elected governor. Wilder was the first African American to be elected governor of a state. (See *Virginia Pathways 3*, Segment 2)

Woodrow Wilson (1856-1924), a Staunton native, was the twenty-eighth president of the United States (1913-1921). He grew up in Georgia and in South Carolina and became an educator by profession. He was president of Princeton University and governor of New Jersey before being elected to the presidency in 1912, the first southerner elected president since Zachary Taylor. During his first term as president, Wilson supported the enactment of many significant reforms at the height of the Progressive Period. He became a world leader after the United States entered World War I in 1917 and was one of the founders of the League of Nations. Wilson suffered a stroke in 1919 while on a speaking tour to try to convince the American public to support the League of Nations. He lived in Washington until his death there in 1924. Woodrow Wilson is the only president of the United States to be buried in Washington, D. C. (See *Virginia Pathways 3*, Segment 2)

George Wythe (1726-1806) lived in Williamsburg and James City County before the American Revolution and was one of the most influential Virginians of his time. He served in the House of Burgesses before the Revolution and was one of the signers of the Declaration of Independence. He was the first law professor at the College of William and Mary and often taught law lessons in his home or office. Among his most famous law students were Thomas Jefferson and Henry Clay. Wythe was one of the ablest judges of his time and also an opponent of slavery. He freed his slaves and provided for them by the terms of his will. (See *Virginia Pathways 3, Segment 1*)

READING LIST FOR VIRGINIA PATHWAYS EPISODE 3 VIRGINIA GOVERNMENT

This is a list of reading material that complements the Virginia Standards of Learning and subject matter covered in Episode Three of the Virginia Pathways Series. The non-fiction, picture books, and chapter books focus on Virginia and deal with events occurring in Virginia during its Colonial Period, the Revolutionary War, the Constitutional Convention, the Civil War, and Reconstruction. Books that outline the functions of the United States government and its levels are also included. Biographies that deal with personalities in Virginia for the Revolutionary Period, the Civil War, and Reconstruction are listed. This reading list is geared to fourth graders, and it attempts to include material that students at several different reading levels could enjoy. The reading level is indicated as **RL**, and the interest level is indicated as **IL**. Reading and interest levels are given whenever the information was available from the publisher.

The reading list was compiled by Catherine Martin, Media Specialist, Albemarle County Schools. Additional titles were contributed by Anne Barnes, Media Specialist, Occohannock Elementary School, and Dr. Katherine T. Bucher, Department of Curriculum and Instruction, Old Dominion University.

COLONIAL VIRGINIA

NON FICTION – Colonial Virginia

Bulla, Clyde Robert. *A Lion to Guard Us*. HarperCollins, 1981. 117 p. RL 3.6, IL 3-6.

This is the story of three children who, after their mother dies, make their way to the Virginia Colony in search of their father.

Carlson, Laurie M. *Colonial Kids: an activity guide to life in the New World*. Chicago: Chicago Review Press, 1997. 142 p. RL 3.5, IL 3-6.

Describes such daily events as how colonists made their food and clothes.

Coleman, Brooke. *The Colony of Virginia*. New York: Powerkids Press, 2000.

Part of a series, "The library of the thirteen colonies and the Lost Colony", this book discusses important people and events of the Virginia Colony.

Fradin, Dennis. *The Virginia Colony*. Chicago: Children's Press, 1986. RL 6.1, IL 5-8.

A series that covers the history, economy, culture, and people of the Virginia colony from the Indian settlements to the Revolution. Also included are brief biographies of prominent personalities of the colony. Recommended for grades 4-6. Individual book titles follow.

The Georgia Colony; The Connecticut Colony; The Maryland Colony; The Massachusetts Colony; The New Hampshire Colony; The New Jersey Colony; The New York Colony; The North Carolina Colony; The Pennsylvania Colony; The Rhode Island Colony; The Virginia Colony; The Delaware Colony; The South Carolina Colony.

Hawke, Sharryl and James E. Davis. *Seed of Change: the Story of Cultural Exchange after 1492*. Addison-Wesley, 1992. IL 4-6.

Isaacs, Sally. *America in the Time of Pocahontas 1590 - 1754*. Des Plaines, IL: Heinemann Library, 1998. 48 p. RL 5.5, IL 5-8.
The early history of the United States from 1590-1754 is investigated by using the life of Pocahontas as a reference point.

Kalman, Bobbie. *Colonial Life*. NY: Crabtree Publishers, 1992. 32 p. RL 5.5, IL 3-6.
Describes the first colonists, colonial homes, colonial families, children at school and at play, travel and transportation, and stories and songs from Africa.

Knight, James E. *Journey to Monticello: Traveling in Colonial Times*. Mahwah: NJ, Troll Associates, 1982. RL 5.3, IL5.8.
From the series, "Adventures in Colonial America", a young man uses different modes of transportation as he travels from Massachusetts to Virginia in 1775.

McGovern, Ann. *If You Lived in Colonial Times*. NY: Scholastic, 1992. 80 p., RL 3.5, IL K-3.
Information about Colonial American is provided through a question and answer format.

CHAPTER BOOKS, HISTORICAL FICTION – Colonial Virginia

Anderson, Joan. *A Williamsburg Household*. New York: Clarion, 1998. RL 5.1, IL 3.6.
A story that retells the events of a white family in Williamsburg in the 1700's.

Bulla, Clyde Robert. *A Lion to Guard Us*. HarperCollins, 1981. 117 p. RL 3.6, IL 3-6.

Harrah, Madge. *My Brother, My Enemy*. New York: Simon and Schuster Books for Young Readers, 1997. RL 4.8, IL 5.8.
Fourteen-year-old Robert Bradford joins Nathaniel Bacon's rebel army in revenge for the massacre of his family by the Susquehannock Indians.

Hermes, Patricia. *Our Strange New Land: Elizabeth's Diary*. New York: Scholastic, 2000.
A nine-year-old girl, Elizabeth, keeps a record in her diary of her adventures including encounters with Indians, hunger and the death of friends, and helping her family build their first home.

Holmes, Mary. *Two Chimneys: 1628*. Austin, TX: 1992.

Katherine has lived on her parent's tobacco farm for six years and does not want to leave after she is betrothed to an English heir.

PICTURE BOOKS – Colonial Virginia

Fritz, Jean. *Who's That Stepping on Plymouth Rock?* NY: Putnam, 1975. 30 p.
RL 4.2, IL 3-6.

PERSONALITIES OF COLONIAL AMERICA & REVOLUTIONARY WAR

Benjamin Franklin

Adler, David. *A Picture Book Biography of Benjamin Franklin*. New York: Holiday House, 1990. 32 p., RL 2.4, IL K -3.

An account of the life of Franklin that includes his work as a statesman and as an inventor.

Fritz, Jean. *What's the Big Idea, Ben Franklin?* New York: PaperStar, 1996. 46 p. RL 4.6, IL 3-6.

A biography of Benjamin Franklin.

Kelly, Jack. *Benjamin Franklin*. New York: Baronet Books, 1996. 240 p. RL 4. 8, IL 3-6.

A biography of the writer, printer, and inventor who played a crucial role in America's history.

Patrick Henry

Adler, David. *A Picture Book Biography of Patrick Henry*. New York: Holiday House, 1995. RL 4.5, IL K-3.

Fritz, Jean. *Where Was Patrick Henry on the 29th of May?* NY: Putnam, 1982. RL 4.2, IL 3-6.

Provides a brief biography of the famous orator.

Thomas Jefferson

Adler, David. *Thomas Jefferson: Father of Our Democracy*. New York: Holiday House, 1987. IL 3-6.

PERSONALITIES OF COLONIAL AMERICA & REVOLUTIONARY WAR

Thomas Jefferson, continued

Adler, David. *A Picture Book Biography of Thomas Jefferson*. New York: Holiday House, 1990. RL 2.5, IL K-3.

A picture book that traces the life and achievements of the architect, bibliophile, president, and author of the Declaration of Independence.

Barrett, Marvin. *Meet Thomas Jefferson*. New York: Random House, 1989. 72 p. RL 3.3, IL 3-6.

A biography of Thomas Jefferson that is easy to read with an emphasis placed on the writing of the Declaration of Independence.

Giblin, James. *Thomas Jefferson: A Picture Book Biography*. New York: Scholastic, 1994. 48 p. RL 5.6, IL 3-6.

The life story of Thomas Jefferson is retold from his childhood to his prominent roles as United States ambassador to France, secretary of state, vice president, third president of the United States, and author of the Declaration of Independence.

Quakenbush, Robert M. *Pass the Quill, I'll Write a Draft: A Story of Thomas Jefferson*. New York: Pippin Press, 1989. 36 p. RL 5.3, IL 3-6.

Covers the life and accomplishments of Thomas Jefferson from his birth to his retirement at Monticello.

James Madison

Quakenbush, Robert M. *James and Dolley Madison and Their Times*. New York: Pippin Press, 1992. 36 p. RL 5.5, IL 3-6.

Covers the role that James Madison had in the early history of America.

James Monroe

Welbasher, Anne. *James Monroe*. Edina, Minn.: Abdo, 1999. 32p. RL 4, IL 3-6.

Part of the series, "United States presidents", which profiles the early life, careers, family, and contributions of American presidents.

PERSONALITIES OF COLONIAL AMERICA & REVOLUTIONARY WAR

John Smith

Mello, Tara. *John Smith*. Philadelphia, PA: Chelsea House Publishers, 1999. IL 3-6.

George Washington

Adler, David. *A Picture Book of George Washington*. New York: Holiday House, 1989. 32 p. RL 2.9, IL K-3.
An account of the life of George Washington.

Giblin, James. *George Washington: A Picture Book Biography*. New York: Scholastic, 1992. 48 p. RL 4.6, IL 3-6.
Investigates the life and roles that George Washington played in the history of the United States, also included are myths and legends.

REVOLUTIONARY WAR

NON-FICTION – Revolutionary Period

Bliven, Bruce. *The American Revolution*. NY: Random House, 1986. 153 p.
RL 5, IL 5-8.
An account of events leading up to and occurring during the American Revolution.

Dalgliesh, Alice. *The Fourth of July Story*. New York: Aladdin Books, 1956. RL 3.5, IL K -3.
Among the representatives of the 13 colonies, Thomas Jefferson is selected to write the Declaration of Independence.

Fritz, Jean. *Can't You Make Them Behave, King George?* New York: Putnam, 1982. RL 4.6, IL 3-6.
A biography of King George, the British Monarch during the time of the American Revolution. Provides an account of the Revolution from the British point of view.

Fritz, Jean. *Why Don't You Get a Horse Sam Adams?* NY: Putnam, 1996. 47 p., RL 4.6, IL 3-6.
A biography of Sam Adams that outlines his involvement and instigation of activities against the British. Also relates how he was finely persuaded to ride a horse.

REVOLUTIONARY WAR

Gross, Ruth Belov. *If You Grew Up with George Washington*. NY: Scholastic, 1993. 64 p. RL 4.1, IL K-3.

Describes what you would have seen if you had lived during the same time as George Washington.

Issacs, Sally Senzell. *America in the Time of George Washington, 1747 to 1803*. Des Plaines, IL: Heinemann Library, 1998. 48 p. RL 5.3, IL 5-8.

George Washington is used as the focal point to examine the history of the United States during the French and Indian War, the Revolutionary War, the time of the Continental Congress, and the early years of the new nation.

Kallen, Stuart. *The Declaration of Independence*. Edina, Minn: Abdo & Daughters, 1994. 30 p. RL 5.3, IL 3-6.

Describes how a committee was chosen to write the document and the purpose the document served.

Meltzer, Milton. *The American Revolutionaries, a History in Their own Words, 1750-1800*. HarperTrophy, 1993. IL 4-6.

Murphy, Jim. *A Young Patriot: The American Revolution as Experienced by One Boy*. Clarion Books, 1996. IL 4-8.

Quiri, Patricia Ryon. *The Declaration of Independence*. New York: Children's Press, 1998. 47 p. RL 4.5, IL K-3.

The climate before and after the writing of the Declaration of Independence is covered. Also included is how it was written, the approval process and its announcement.

PICTURE BOOKS – Revolutionary Period

Benchley, Nathaniel. *George the Drummer Boy*. NY: Harper & Row, 1987. 61 p. RL 2.6, IL K-3.

A British drummer boy describes the events at Lexington and Concord.

Gauch, Patricia Lee. *This Time, Tempe Wick?* Putnam, 1974.

Based on legend, this is the story of a young girl who hid her horse from the Continental army by hiding it in her bedroom for three days.

Penner, Lucille Recht. *The Liberty Tree : The Beginning of the American Revolution*. NY: Random House, 1998. 39 p., RL 4.8, IL K-3.

An illustrated history of the events that led to the American Revolution.

PICTURE BOOKS – Revolutionary Period

Turner, Ann. *Katie's Trunk*. Illustrated by Ron Himler. Macmillan, 1992. RL 4.9, IL K-3.

Katie's loyalist family lives in fear of attacks from the patriots. A group of rebels comes to Katie's home, intent on robbing and trashing. Katie must hide in a trunk to save herself. She is eventually saved by a rebel neighbor.

CHAPTER BOOKS, HISTORICAL FICTION – Revolutionary Period

Collier, James Lincoln and Collier, Christopher. *My Brother Sam Is Dead*. Four Winds, 1974. RL 5.8, IL 5-8.

Sam is the only member of his family who is not a Tory. He joins the Rebel army but is falsely accused of stealing cattle. His family's sympathies work against him, and he is tried and executed.

Collier, James Lincoln. *War Comes to Willy Freeman*. NY: Dell, 1987. RL 4.8, IL 5-8.

A thirteen-year-old free black girl is in danger of being returned to slavery when her patriot father is killed.

Denenber, Barry. *Journal of William Thomas Emerson*, 156 p. RL 4.8, IL 5-8.

This is the journal of Will, a revolutionary war patriot and his experiences in Boston during the time of the American Revolution.

Forbes, Esther. *Johnny Tremain*. Houghton, 1943. RL 5.3, IL 5-8.

Johnny Tremain is a silversmith's apprentice in Boston. After Johnny burns his hand he must find other work and becomes a messenger for the Sons of Liberty. He also participates in the Boston Tea Party and other revolutionary acts.

Krensky, Stephen. *Printer's Apprentice*. Delacourte Press, 1995.

In 1735, in New York City, a young printer's apprentice learns about the importance of freedom of speech when the printer Peter Zenger is arrested and tried for writing articles criticizing the government.

Monjo, F. N. *Poor Richard in France*. Dell, 1973.

This story covers the years from 1776 to 1778. Told by Benjamin Franklin's grandson as he accompanied his grandfather in France while Franklin was trying to gain help from the French.

Moss, Marissa. *Emma's Journal: The Story of a Colonial Girl*. San Diego: Harcourt Brace, 1999. 52 p., RL 4.6, IL 3-6.

In her journal, Emma describes the events unfolding around her in Boston, including the British blockade.

CHAPTER BOOKS, HISTORICAL FICTION – Revolutionary Period

Pryor, Bonnie. *Thomas*. 150 p. RL 4.8, IL 3-6.

Thomas' father joins General Washington's army in the war for independence. Thomas and his family are forced to flee when the British come and this forces Thomas and a friend become involved in dangerous activities against the Tories.

Pryor, Bonnie. *Thomas in Danger*. NY: Morrow Junior Books, 1999. 170 p. RL 3.7, IL 3-6.

A sequel to *Thomas*, Thomas and his family try to start a new life by running an inn in Philadelphia during the Revolutionary War.

Roops, Peter. *Buttons for General Washington*. Minneapolis, Minn: Carolrhoda Books, 1986. RL 3.5, IL K-3.

A fourteen-year-old spy carries messages to George Washington in the buttons of his coat during the Revolutionary War.

St. George, Judith. *Turncoat Winter*, Rebel Spring 165 p. IL 3-6.

Two friends, who live in New Jersey, during the Revolutionary War, find themselves caught up in the events surrounding George Washington's army during the winter of 1779-1780.

CONSTITUTIONAL CONVENTION

NON-FICTION – Constitutional Convention

Fritz, Jean. *Shh! We're Writing the Constitution*. NY: Putnam, 1998. 64 p. RL 4.7, IL 3-6.

Describes how the Constitution was written and finally ratified.

Johnson, Linda Carlson. *Our Constitution*. Brookfield, CT: Millbrook Press, 1992. 48 p., RL 5.5, IL 3-6.

Relays the creation of the document and the rules of government that it sets out

Krull, Kathleen. *A Kid's Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant*. New York: Avon Books, 1999. RL 6, IL 5-8. The 10 amendments to the United States Constitution are covered, including how they have been applied.

Meisner, James. *American Revolutionaries and Founders of the Nation*.

Springfield, NJ: Enslow, 1999. RL 6.9, IL 5-8.

A very advanced reading level for fourth graders but it covers the lives of 10 of the 55 delegates to the National Convention of 1787: John Adams, John Jay, Thomas Jefferson, Alexander Hamilton, James Madison, George Mason, William Paterson, Roger Sherman, Governor Morris, and Richard Henry Lee.

Stein, Conrad. *The Bill of Rights*. Chicago: Children's Press, 1992. 30 p.

RL 6.9, IL 3-6.

The first 10 amendments to the Constitution are introduced as well as the rights that they protect.

Quiri, Patricia Ryon. *The Constitution*. New York: Children's Press, 1998.

47 p. RL 4.5, IL K-3.

Included are descriptions of the convention in Philadelphia in 1787, the different plans, the Great Compromise, the process of ratification and why a constitution was needed.

CHAPTER BOOKS, HISTORICAL FICTION

Constitutional Convention

Anderson, Joan. *1787*, San Diego: Harcourt Brace Jovanovich, 1987.

200p. IL 4-6.

Jared Mifflin spends his summer in at the Constitutional Convention in Philadelphia as an aide to James Madison. Major characters such as Washington, Madison, Hamilton, Franklin and others are introduced. Adding to the drama is Jared's interest in Hetty Morris.

CIVIL WAR

NON-FICTION – Civil War

Carey, Charles. *Emancipation Proclamation*. Child's World, 2000. 39 p.

RL 5, IL 3-6.

The reasons for Lincoln's Emancipation Proclamation are discussed as well as the impacts it had on slavery and the Civil War.

Chang, Ina. *A Separate Battle: Women and the Civil War*. Lodestar, 1991. IL 4-8.

CIVIL WAR

Ransom, Candice. *Children of the Civil War*. Minneapolis, Minn: Carolrhoda Books, 1998. 48 p., RL 4.1, IL 3-6.

The lives of children during the Civil War are investigated including those that joined armies, stayed at home, and those that suffered the effects of the war.

Hakim, Joy. *Liberty for All?* NY: Oxford University Press, 1994. 192 p. RL 4.8, IL 5-8.

The period of growth prior to the American Civil War is described by looking at the lives of people from various backgrounds.

Kalman, Bobbie. *Life on a Plantation*. NY: Crabtree Publishers, 1997. 32 p. RL 4.8, IL 3-6.

Plantation life as experienced by the plantation owners, their families and the slave families that lived and worked on them is described.

McGovern, Ann. *If You Grew Up with Abraham Lincoln*. NY: Scholastic, 1992. 79 p. RL 3.5, IL K-3.

Examines everyday life in America during the time of Abraham Lincoln.

Slavery Time When I Was Chillun. NY: Putnam, 1997. 96 p., RL 4.8, IL 5-8.

Oral histories of 12 former slaves have been selected from the 200 interviewed Slave Narratives of the Library of Congress.

PICTURE BOOKS– Civil War

Bunting, Eve. *The Blue and the Gray*. NY: Scholastic, 1996. 32 p., RL 3.5, IL K-3.

In the present day, two young boys are playing on their grandfather's farm, which is on the site of a Civil War battlefield. The illustrations portray what happened on the site in the past as the two children play.

Lyon, George Ella. *Cecil's Story*. NY: Orchard Books, 1991. 32 p., RL 1.9, IL K-3.

A young boy ponders his options at home if his father goes off to fight the Civil War.

Polacco, Patricia. *Pink and Say*. G. P. Putnam's Sons, 1994. RL 2, IL 3-6.

PICTURE BOOKS– Civil War

Ransom, Candice. *The Promise Quilt*. NY: Walker House, 1999. 28 p.
Addie's father leaves the family to become a guide for General Lee in Virginia. Addie finds ways to remember him even when he does not return after the war.

Seymour, Tres. *We Played Marbles*. NY: Orchard books, 1998. 32 p., RL 2.8, IL K-3.
Two friends re-enact what happened on a Civil War battlefield.

CHAPTER BOOKS – HISTORICAL FICTION – Civil War

Alphin, Elaine Marie. *The Ghost Cadet*. Holt, 1991. IL 4-6.

Armstrong, Jennifer. *Steal Away*. Orchard, 1992. IL 4-6.

Beatty, Patricia. *Charlie Skedaddle* New York: Morrow Junior Books, 1987. 186 p. RL 6.5, IL 5-8.
In 1864, 12 year old Charlie Quinn belongs to a gang called the Bowery Boys. Charlie runs off to join the Union Army where he serves as a drummer boy. However, during the heat of battle he runs off to the mountains. Several places in Virginia are mentioned: Alexandria, Culpepper, Chancellorsville, the Rapidan River, Stevensburg, the Blue Ridge Mountains, Spottsylvania Courthouse, Petersburg, Richmond.

Beatty, Patricia. *Who Comes With Cannons?* New York: Morrow, 1992. 186 p. RL 5.5, IL 5-8
A twelve-year-old Quaker girl from Indiana is staying with her relatives in North Carolina who run a station of the Underground Railroad. Her world is slowly changed by the beginning of the Civil War.

Brill, Marlene Targ. *Diary of a Drummer Boy*. Brookfield, CT: Millbrook Press, 1998. 48 p., RL 4.8, IL 3-6.
A diary of a twelve-year-old boy drummer boy during the Civil War.

Collier, James Lincoln. *With Every Drop of Blood*. New York: Bantam, 1997. 235 p., RL 5.9, IL 5-8.
Fourteen-year-old Johnny transports food to Richmond, VA during the Civil War. He is captured by an African-American Union soldier.

CHAPTER BOOKS – HISTORICAL FICTION – Civil War, continued

Luttrell, Wanda. *Whispers in Williamsburg*. Colorado Springs, CO: ChariotVictor. 185 p., RL 4, IL 3-6.

Sarah is involved in the anti-slavery movement, which takes her to Williamsburg during the years of 1775-1783.

Reeder, Carolyn. *Shades of Gray*. New York: Macmillan, 1989 152 p.

At the end of the Civil War 12-year-old Virginian Will Page is an orphan who is sent from the Shenandoah Valley to the Piedmont Region of Virginia to live with his Aunt and Uncle. The novel covers the different attitudes held by Southerners towards the Civil War.

Roop, Peter. *Grace's Letter to Lincoln*. NY: Hyperion Books for Children, 1998. 68 p., RL 3.4, IL 3-6.

As the south threatens to secede Grace writes Lincoln a letter advising him to grow a beard if he wants to win the election.

Turner, Ann Warren. *Nettie's Trip South*. NY: Macmillan, 1987. 30 p., RL 3, IL 3-6.

A ten-year-old northern girl visits Richmond, VA where she witnesses a slave auction.

PERSONALITIES OF THE CIVIL WAR AND RECONSTRUCTION

Frederick Douglass

Adler, David. *A Picture Book of Frederick Douglass*. New York: Holiday House, 1993. 32 p. RL 5.1, IL K-3.

A biography that covers Douglass' talents as an orator, writer, and leader in the abolitionist movement.

Miller, William. *Frederick Douglass: The Last Day of Slavery*. NY: Lee & Low Books, 1995. 32 p., RL 4.1, IL K-3.

Looks at the early life of Frederick Douglass and the experiences that provided the foundations for his resolve to end slavery.

McLoone, Margo. *Frederick Douglass: A Photo-Illustrated Biography*.

Mankato, Minn.: Bridgestone Press, 1997. 24 p., RL 3.6, IL 3-6.

A brief biography of the famous abolitionist.

McKissack, Pat. *Frederick Douglass: Leader Against Slavery*. Hillside, NJ:

Enslow Publishers, 1991. 32 p., RL 3.3, IL K-3.

Biography of the famous abolitionist.

PERSONALITIES OF THE CIVIL WAR AND RECONSTRUCTION, continued

Robert E. Lee

Adler, David. *A Picture Book of Robert E. Lee*. New York: Holiday House, 1994.

RL 5.1, IL K-3.

Facts and dates related to Robert E. Lee's life are incorporated into a lively narrative.

Bains, Rae. *Robert E. Lee, Brave Leader*. Mahwah, NJ: Troll Associates,

1986. 43 p. RL 5, IL 3-6.

Covers the life of the Confederate General with special attention given to his early boyhood.

Marrin, Albert. *Virginia's General: Robert E. Lee and the Civil War*. Atheneum.

1994. IL 4-6.

Monsell, Helen. *Robert E. Lee: Young Confederate*. NY: Aladdin

Paperbacks, 1986. 192 p., RL 4, IL 3-6.

A biography of the famous General with a focus on his early boyhood years.

Abraham Lincoln

Adler, David. *A Picture Book of Abraham Lincoln*. New York: Holiday

House, 1989. 32 p. RL 3.2, IL K 3.

The life of Lincoln is covered from his childhood up until his assassination. Reasons why the Southern states seceded are discussed.

Fritz, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg*

Address. NY: Grossett, 1993. 48 p., RL 2.9, IL K-3.

Looks at the circumstances surrounding the brief, memorable speech at the Gettysburg battlefield.

Schaefer, Lola. *Abraham Lincoln*. Mankato, Minn.: 1999. 24 p., RL 3.8, IL K-3.

A biography of America's sixteenth president.

Sojourner Truth

Adler, David. *A Picture Book of Sojourner Truth*. New York: Holiday

House, 1994. 32 p. RL 4.3, IL K-3.

The woman who fought for the rights of African-Americans and an end to slavery is introduced to the reader.

PERSONALITIES OF THE CIVIL WAR AND RECONSTRUCTION, continued

Sojourner Truth, continued

McKissack, Frederick and Patricia. *Sojourner Truth: A Voice for Freedom*. Enslow Press, 1992. RL 3. IL 1-4.
Biography of the abolitionist and woman suffragist.

Mc Kissack, Frederick and Patricia. *Sojourner Truth: Ain't I A Woman?* New York: Scholastic Book Service, RL 5, IL 4-7.
Sojourner, former slave, becomes active in the women's movement.

Schumate, Jane. *Sojourner Truth and the Voice of Freedom*. Millbrook Press. RL 3, IL 2-5
Part of the "Gateway Civil Rights" series.

Harriet Tubman

Adler, David. *A Picture Book of Harriet Tubman*. New York: Holiday House, 1992. 32 p. RL 4.7, IL K- 3.
A biography of Harriet Tubman that covers her life as a slave child up through her role as a conductor on the Underground Railroad, a nurse and spy during the Civil War.

Bains, Rae. *Harriet Tubman: The Road to Freedom*. Troll Publishing, 1982. RL 4, IL 3-6.
Covers Harriet's early life as a slave and her dreams of freedom.

Burns, Bree. *Harriet Tubman*. Chelsea House, 1991. RL 3 IL 2-5.

Smith, Kathie and Bradbury, Pamela. *Harriet Tubman*. Simon and Schuster, Inc. 1989. RL 3, IL 2-5.
Biography for younger readers.

RECONSTRUCTION

Medearis, Angela Shelf. *Treemonisha*. NY: H. Holt, 1995. 37 p., RL 4.1, IL K-3.
The daughter of a free slave, Treemonisha, fights to get an education in the post-Civil War South.

Hakim, Joy. *Reconstruction and Reform*. Oxford University Press, 1993.
Covers the years after the Civil War.

RECONSTRUCTION, continued

Howard, Elizabeth. *Virgie Goes to School With Us Boys*. Simon & Schuster Books, 1999. IL K-3.
A young African-American girl fights to go to school in the post Civil War South.

Mettger, Zak. *Reconstruction: America After the Civil War*. Dutton, 1994.
RL 6, IL 5-9.
Outlines the rebuilding of the country.

Murphy, Richard W. *the Nation Reunited: War's Aftermath*. Time-Life Books, 1987
IL 4-8.

Reconstruction. Greenhaven Press Editors. Greenhaven Press, 1995. RL 8, IL 8+
Primary source documents on the topic of Reconstruction. (Suggested use as teacher resource)

GOVERNMENT: FUNCTIONS AND LEVELS

Chief: *Who Is In Charge?* NY: Swindon, 1993. 32 p., RL 4.5, IL 3-6.
Discusses different types of government, including dictatorships and democracy.

Steins, Richard. *Our Elections*. Brookfield, CT: Millbrook Press, 1994. RL 5.8, IL 3-6.
The election process and different elections are discussed.

Weber, Michael. *Our Congress*. Brookfield, CT: Millbrook Press, 1994. 48 p.
RL 5.9, IL 3-6.
Describes the role played by congress.

Weber, Michael. *Our Supreme Court*. Brookfield, CT: Millbrook Press, 1994. 48 p., RL 5.9, IL 3-6.

INSTRUCTIONAL TELEVISION VIEWING STRATEGIES

Lights	Keep the lights on and focus attention to the video.
Segments	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.
Play - Pause - Resume	Use Pause and Resume frequently. This will help you assess student comprehension of video content. Also, ask and answer questions, or have students take notes or make drawings. Activities like these enhance viewing and create interaction. Remember that the number of pauses made depends upon the attention span of the students as well as the amount and content of material presented in each video.
Replay - Resume	Use Replay to review information or to examine a different perspective.
Sound On / Sound Off	This is especially useful when the audio portion of the video is above the listening comprehension 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.
Picture / No Picture	This is effective as a pre-viewing activity. It is especially effective with students who are auditory learners. Use this technique to emphasize certain sounds or dialogue. For example, play the audio portion of an avalanche or hurricane. Then, ask students to identify the action by the specific sounds made. This method enhances listening skills.
Fast Forward	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!
Still/Freeze Frame	Use this to examine charts, formulas, or images on the screen.

Based on information from the National Teacher Training Institute.

INSTRUCTIONAL TELEVISION LESSON ACTIVITIES

Pre-Viewing Activities	<ul style="list-style-type: none"> • State learning objectives/SOL. • Introduce the purpose and scope of the lesson. • Activate students' prior knowledge. • Discuss vocabulary. • Form questions.
Focus for Viewing	<ul style="list-style-type: none"> • Set a purpose for viewing. • Create questions to be answered during or after viewing.
Segmented Viewing Activities	<ul style="list-style-type: none"> • Assign note taking if appropriate. • Hold discussions during pause points. • Illustrate specific lesson objectives.
Post-Viewing	<ul style="list-style-type: none"> • Discuss focus questions. • Replay key segments to clarify points. • Perform hands-on activities (as appropriate).
Assessment	<ul style="list-style-type: none"> • Evaluate students' understanding. • Ascertain that objectives were met.
Action Plan	<ul style="list-style-type: none"> • Create student-centered application of concepts. • Propose projects, performances, field trips, interviews. • Assign school or home activities.
Extensions	<ul style="list-style-type: none"> • Design interdisciplinary curriculum activities which relate to the lesson. • Plan technological applications such as creating websites and using the Internet.

Based on information from the National Teacher Training Institute.

**Virginia Pathways Episode 3: Virginia Government
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Harrisonburg City Public Schools	WBRA Public Broadcasting, Roanoke
Henrico County Public Schools	WCVE Public Broadcasting, Richmond
Isle of Wight County Public Schools	WHRO Public Broadcasting, Norfolk
Lexington City Public Schools	WNVT Public Broadcasting, Falls Church
Loudon County Public Schools	WVPT Public Broadcasting, Harrisonburg

Name _____ Date _____

KWL ACTIVITY SHEET

Directions: Before viewing the video, think about what you already know about the topic of the video. Write the information in the *K* column. Then think about what you want to find out by watching the video. Write your questions in the *W* column. After you have finished watching the video, fill in the *L* column.

K What I Know	W What I Want to Find Out	L What I Learned

THE IMPORTANT THING GRAPHIC ORGANIZER

Directions: Complete the sentences with information about one topic from the video.

Topic: _____
The important thing about _____ is _____

It _____

and it _____

But the most important thing about _____
is _____

Graphic Organizer used with permission from the Fairfax County Public Schools, *Learning to Read Social Studies*.

3-2-1 SUMMARIZING GRAPHIC ORGANIZER

Directions: Fill in the sections with information from the video.

3 Facts I Saw / Heard in the video :

3. _____

2. _____

1. _____

2 Interesting Ideas:

2. _____

1. _____

1 Statement that tells the most important thing:

Suggestions for Using the Words in Context Graphic Organizer

This activity allows students to extend the meanings of vocabulary words by using them in context. Students create examples from their own experiences to further understand the words (Allen, 1999). This activity begins as a whole-class lesson and then moves to small-group work.

1. Use an overhead transparency of the graphic organizer “Words in Context.” Read the word in context and write how it's used in the video in the top box of the transparency.
2. Write the target word in the center box.
3. Discuss with the students a working definition of the word. Students use their knowledge of structural analysis and context clues to determine meaning. If the class is unable to determine the meaning, use a dictionary.
4. List synonyms of the target word in the boxes on the right.
5. List antonyms of the target word in the ovals on the left.
6. Have students personalize the word by giving examples of what it is in the boxes at the bottom of the page. Have the teacher prompt the students to aid them as necessary in this process.

Adapted from Janet Allen, *Words, Words, Words*. Stenhouse Publisher

Used with permission from the Fairfax County Public Schools, *Learning to Read Social Studies*.

Suggestions for using the Word Questioning Graphic Organizer

In this activity students use a graphic organizer to expand a vocabulary concept using Bloom's Taxonomy of Learning (Allen, 1999).

1. Distribute copies of the Word Questioning Graphic Organizer to the class.
2. Use an overhead transparency of the Word Questioning Graphic Organizer. Write the target word in the center box.
3. Begin a discussion about the target word by using the "Word Parts I Recognize" block to look at word structure; e.g., base word, prefixes, suffixes.
4. Continue modeling how to use this organizer by going clockwise around the center box answering the questions posed on the organizer.
5. Ask the students to work in groups to find a word in their reading and complete this organizer in the same way.
6. Lead a discussion focusing on the various parts of the organizer.

Adapted from Janet Allen, *Words, Words, Words*. Stenhouse Publisher

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