

Virginia Pathways Episode 4
Civil Rights in Early Virginia

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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ABOUT THE VIDEO

VIRGINIA PATHWAYS EPISODE 4: CIVIL RIGHTS

The video and associated materials are intended for use in grades 4 and/or 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/episode4>

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 page five. 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 multiple choice test for each of the video segments. Questions center on the content of the video as well as 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**

Suggestions for using the graphic organizers 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 explains the structure of the government and individual rights in Colonial Virginia. The second segment deals with slaves, indentured servants, and immigrants. The third segment traces the development of civil rights from the American Revolution to the start of the Civil War.

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 three to nine lessons.

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 4: Civil Rights* and the accompanying Study Guide.

- 4.1** The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on

 - a** the location of various European settlers and African slaves.

- 4.2** The student will use the concepts of absolute location and relative location to

 - b** explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general patterns of economic growth in Virginia.

- 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;
 - d** reasons for, and Virginia's role in, the American Revolution;
 - f** the significance of the Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statue of 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

 - a** the contributions of Virginians to the establishment of the U. S. Constitution and Bill of Rights, and the success of the new national government;
 - b** conflicts between northern and southern states and within Virginia, including Nat Turner's Rebellion, and events leading to secession.

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 4

SEGMENT 1: THE THREE CHARTERS OF VIRGINIA

Video Segment Summary

Running Time: 4 minutes

Opening

The video opens with a shot of an American flag followed by a montage of images related to civil rights. These include the Lincoln Memorial, the Capitol, the Washington Monument, Mount Rushmore, protestors, and the Reverend Martin Luther King, Jr. The narrator explains that although people come to America looking for personal and civil rights, Americans have not always had those rights. We have gradually acquired them over hundreds of years and the process continues today. In order to understand how civil rights in America began, it is necessary to look at the birth of Virginia.

Text and Description of Video Scenes

Manuscripts of the three charters of Virginia are shown as the narrator explains them:

In 1606, the Virginia Company of London allowed investors to begin colonies in the New World. This was known as the First Charter of Virginia. In 1609, the Second Charter of Virginia allowed for the first representative form of government in the New World. In 1612, a Third Charter of Virginia gave English rights to the colonists. This meant the colonists had the same rights as people in England.

Mrs. Miller, her daughter, Kelly, and Kelly's friend, Robert, are shown with a costumed interpreter at Jamestown. The interpreter explains:

At first the Indians gave English colonists food and taught them how to survive in the wilderness. Life in Virginia was hard and very different than the life the colonists were used to in England. Most of the original colonists were men looking for gold and a trade route to Asia. When no gold was found, the plan for the colony changed. About twelve years after the first men arrived, ninety unmarried women came from England. They married the colonists and started families. The first Africans arrived about the same time as the women. The Africans were brought either as slaves or as indentured servants.

The scene fades to illustrations of life in early Virginia with the following narration:

In the early years settlers and Indians lived together much of the time, thanks to Captain John Smith. Captain Smith provided leadership and worked together with the Powhatan Indians to provide corn for the starving settlers. The Powhatans also gave colonists advice on how to grow tobacco. But over time as more settlers came to Virginia, problems developed. After several years of fighting between settlers and Indians, a prominent English colonist named John

Rolfe married Pocahontas, the daughter of a powerful Powhatan Indian chief.
This again brought peace to the area.

Segment 1: The Three Charters of Virginia

As more settlers came to Virginia they moved farther into Powhatan territory, forcing the Indians from their homeland. The settlers didn't respect the rights of Indians to live the way they wanted. This later led to conflict. The settlers kept moving farther inland in search of more farmland for growing their tobacco. Growing tobacco and exporting it to England was the key to the survival of Jamestown as the first permanent English colony in America. As more tobacco fields were planted, more cheap labor was needed.

The segment ends here with a photo of a tobacco field and small house.

Learning Objectives

As part of learning SOL 4.1 a, 4.3 a, and 4.3f the student will be able to:

- give the dates and reasons for the first permanent English settlement at Jamestown;
- explain the significance and purposes of the three charters of Virginia;
- explain the reasons for the shift in focus from the original purpose of the colony at Jamestown;
- describe the reasons for conflict between the settlers and the Powhatan Indians;
- describe the efforts and achievements of John Rolfe and Captain John Smith;
- define the following words in context: *civil rights, colonies, exporting, indentured servant, individual, investors, New World, representative government, settlers, and trade route.*

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. Invite students who have moved to your area to tell what it was like when they first arrived and how their present location is different from their previous home. Ask students what they think it was like for the first English settlers when they came to Jamestown.
4. Explain to students that the term "Africans" is used in the video because it is the term used today. In the 18th century, the words "Negroes" or "blacks" would have been considered correct.

Segment 1: The Three Charters of Virginia

Focus for Viewing

Explain that this video segment describes the start of the Jamestown colony and its relationship to civil rights in modern America. Ask students to watch and listen for the answers to the following questions:

- What did each of the three charters of Virginia provide for the colonists?
- What was life like for the early settlers at Jamestown? How did they survive?
- What caused the conflicts between the colonists and the Powhatan Indians?

Viewing Activities

1. Tell students the opening montage shows scenes related to civil rights in America. Ask them to watch and identify some of the scenes. Begin playing the video.
2. **Pause Point:** Stop the video after the opening montage. Replay it and ask students to identify the scenes. (American flag, Statue of Liberty, Lincoln Monument, Reflecting Pool between Washington Monument and Lincoln Memorial, U. S. Capitol, Abraham Lincoln, Mount Rushmore, Civil Rights protestors, Dr. Martin Luther King, Jr.). Briefly discuss the importance of these images. Then tell students the next part of the video gives information and shows images of the three charters of Virginia.

Resume playing the video.

3. **Pause Point:** Stop the video after the image of the third charter when the narrator says, "This meant the colonists had the same rights as people in England." Discuss the importance of these charters.

Then tell students the next part of the video shows Kelly, Robert, and Mrs. Miller visiting the reconstructed settlement at Jamestown.

Resume playing the video.

4. **Pause Point:** Stop the video as Kelly and Robert are talking to the costumed interpreter. He says, "It appears Africans were brought here as workers. Some as slaves and some as indentured servants." Briefly review the order in which settlers arrived (English men first, then English women and Africans.) Tell students the next section of the video shows illustrations

from early Jamestown. Ask them to listen for information about the problems between the settlers and the Powhatan Indians.

5. **Pause Point:** Stop the video after the narrator says, “As more tobacco fields were planted, more cheap labor was needed.” The video scene shows a tobacco field and small wooden house. 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.

Segment 1: The Three Charters of Virginia

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 video 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.
 - Why do many people from other countries come to America? (They are looking for personal and civil rights.)
 - Have Americans always had personal and civil rights? (No, these rights have been acquired over many years.)
 - Why is it necessary to look at the birth of Virginia in order to understand the development of civil rights in America? (Answers will vary but should include that Virginia was the first colony and the three charters gave rights to some, but not all, of the settlers.)
 - What might have happened to the colonists if the Indians had not helped them? (They might have died or gone back to England.)

- What were the first settlers looking for? (They were looking for gold and a trade route to Asia.)
- How did the plans for the colony change after the gold and trade route were not found? (Women were brought from England so the settlers could start families. Africans were also brought as slaves or indentured servants.)
- How did John Rolfe's marriage help the colony? (He married Pocahontas, the daughter of a Powhatan Indian chief. This brought peace to the area.)
- How did Captain John Smith help the colonists? (He helped the colonists get food and keep the peace with the Powhatan Indians.)

Segment 1: The Three Charters of Virginia

- What problems developed as more settlers arrived? (The settlers moved farther into Powhatan territory and forced the Indians from their lands. The settlers did not respect the way of life or the rights of the Indians.)
- Why was there a need for more cheap labor? (Tobacco was a successful crop and its export to England was necessary to keep the colony going. The farmers needed more labor to help in the fields.)
- Would you have enjoyed living in colonial Jamestown? Why or why not?

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 in this Study Guide as informal assessments.

Action Plan

1. Have students construct a timeline showing the arrival of each group of settlers and the creation of each of the charters.
2. Turn off the sound on the video. Use the photographs, illustrations, and video clips to summarize the important information in the video.
3. Conduct a *Carousel Brainstorming Activity*. Write the topics *Charters of Virginia, Conditions in Jamestown*, and *Prominent People* 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.

Extensions

1. Reading/Literature

Read one of the books from the reading list in this Study Guide. Make an illustrated poster giving the title, author, genre, and a summary of the book.

Tell why you would or would not recommend the book to another reader.

2. Reading/Technology

Read one of the following biographies of Pocahontas. Make a poster that shows the most important events in her life.

<http://www.incwell.com/Biographies/Pocahontas.html>

<http://www.apva.org/history/pocahont.html>

2. Technology

Use an online encyclopedia or one of the other sources listed here to find out more about the early settlement at Jamestown or the three charters of Virginia. Give an oral report to the class.

<http://jefferson.village.virginia.edu/vcdh/jamestown/> (A virtual tour of Jamestown.)

<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm> (Complete text of the First Charter.)

<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart02.htm> (Complete text of the Second Charter.)

<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart03.htm> (Complete text of the Third Charter.)

<http://www.yale.edu/lawweb/avalon/states/va01.htm> (Complete text of the First Charter.)

<http://www.yale.edu/lawweb/avalon/states/va02.htm> (Complete text of the Second Charter.)

<http://www.yale.edu/lawweb/avalon/states/va03.htm> (Complete text of the Third Charter.)

<http://members.tripod.com/~AlanCheshire/index-15.html> (Pocahontas, John Rolfe, Jamestown, and Virginia.)

3. Writing

Take the point of view of one of the first colonists, an indentured servant, or a slave. Write a journal entry describing the living conditions, problems, and events of your life.

4. **Research**

Research topics related to the first English settlement at Jamestown, the life of Pocahontas, or early civil rights. Share your findings with the class.

Name _____ Date _____

ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 1: THE THREE CHARTERS OF VIRGINIA

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 first English settlers in Virginia were families who wanted to start large farms.	___
___	2. The three charters of Virginia described the government and rights of the colonists in Jamestown.	___
___	3. At first, the Powhatan Indians and the colonists lived peacefully most of the time.	___
___	4. Cotton was the most important crop in the Jamestown colony.	___
___	5. Captain John Smith married Pocahontas and started a war between the colonists and the Powhatan Indians.	___
___	6. English women and African slaves came to Jamestown at about the same time.	___

Post-Viewing Activity

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

VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 1: THE THREE CHARTERS OF VIRGINIA

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:

individual	Third Charter of Virginia
civil rights	settlers
investors	trade route
colonies	slave
New World	indentured servants
First Charter of Virginia	prominent
Second Charter of Virginia	exporting
representative government	

Vocabulary terms in alphabetical order:

civil rights

Definition: a person's equal rights to freedom and equal treatment as defined by law

Sentence: *For hundreds of years, people have come to America looking for the **civil rights** that we enjoy today.*

colonies

Definition: lands that are ruled by another country

Sentence: *In 1606, the Virginia Company of London started **colonies** in North America.*

exporting

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

Sentence: *Growing tobacco and **exporting** it to England was the key to the survival of Jamestown.*

Vocabulary for Segment 1: The Three Charters of Virginia, continued

individual

Definition: referring to one person; single

Sentence: *People think of **individual** rights when they think of America. **

investors

Definition: people who give or lend money because they think they will get more money back in the future

Sentence: *The **investors** in the first English colonies hoped to find gold and other things in America to sell in England.*

New World

Definition: the name given to North and South America by the Europeans

Sentence: *In 1606 the Virginia Company of London allowed investors to begin colonies in the **New World**.*

prominent

Definition: famous or important

Sentence: *John Rolfe was a **prominent** English colonist.*

representative government

Definition: individuals chosen to speak for the peoples' wishes

Sentence: *The Virginia colony had the first **representative** form of **government** in the New World.*

settlers

Definition: people who make their homes in a new place

Sentence: *The early English **settlers** in Virginia had a difficult life. **

slave

Definition: A person who is owned by another and thought of as property.

Sentence: *Many Africans were brought to Virginia as **slaves**.*

trade route

Definition: a path or way along which merchants buy or sell goods

Sentence: *The early settlers were looking for a **trade route** to Asia.*

Extended Definitions

First Charter of Virginia

Definition: The First Charter of Virginia was established on April 10, 1606. King James of England gave the members of the Virginia Company permission to begin colonies in America. The members listed in the original document are: Sir Thomas Gates, Sir George Summers, Knights; Richard Hacklitt, Edward Maria Wingfield, Thomas Hannam and Raleigh Gilbert, Esquires; and William Parker and George Popham, Gentlemen.

The King encouraged the men to bring the Christian religion to the people who were already living in America.

The charter allowed Thomas Hannam, Raleigh Gilbert, William Parker, and George Popham to establish a second colony. It specified the latitudes for the colony.

The original charters are owned by England and kept in storage there.

Excerpt from the original charter, with the original spelling:

“And doe, therefore, for us, our heires and succesors, grannte and agree that the saide Sir Thomas Gates, Sir George Summers, Richard Hacklitt and Edward Maria Wingfield, adventurers of and for our cittie of London, and all suche others are as or shalbe joined unto them of that Colonie, shalbe called the First Colonie, and they shall and may beginne their saide firste plantacion and seate of their firste abode and habitacion at anie place upon the saide coaste of Virginia or America where they shall thinkcke fitt and conveniente betweene the saide fower and thirtie and one and fortie degrees of the saide latitude; and that they shall have all the landes, woods, soile, groundes, havens, ports, rivers, mines, mineralls, marrishes [marshes], waters, fishinges, commodities and hereditamentes whatsoever, from the saide place of their firste plantacion and habitacion for the space of fiftie Englishe miles, all alongst the saide coaste of Virginia and America towards the weste and southe weste as the coast lieth, with all the islandes within one hundred miles. . . and . . . for the space of fiftie like Englishe miles, all alongst the saide coaste of Virginia and America towards the easte and northeaste; . . . and shall and may alsoe builde and fortifie within anie the same for their better safegarde and defence, according to their best discrecions and the direction of the Counsell of that Colonie.”

indentured servants

Definition: Indentured servants were part of the lower class. Most signed contracts to work for an employer for several years. In return, the employer paid the cost of transportation to the colonies. Most indentured servants were young men, between 15 and 24 years old, but there were some women and children.

Sentence: *Most **indentured servants** could work and get their freedom after a number of years.*

Second Charter of Virginia

Definition: The Second Charter of Virginia was established on May 23, 1609. It lists the names of the men whom King James approved to either go to the colonies in person or to invest their money in the colonies. The charter allowed for a council which became the first representative government in the New World. The colonists were given the right to defend themselves and their land from attack by other countries. They were encouraged to search for and mine any minerals they found. The size of the Virginia colony was established as two hundred miles north and two hundred miles south of Cape Comfort, and from “sea to sea, west and northwest,” including any islands within one hundred miles of either sea coast.

Excerpt from the original charter, with the original spelling: “And also to make, ordaine and establishe all manner of orders, lawes, directions, instructions, formes and ceremonies of government and magistracie, fitt and necessarie, for and concerninge the government of the said Colonie and plantacion; and the same att all tymes hereafter to abrogate, revoke or change, not onely within the precincts of the saide Colonie but also upon the seas in goeing and cominge to and from the saide Collonie, as they in their good discrecions shall thinke to be fittest for [the] good of the adventures and inhabiters there.”

Third Charter of Virginia

Definition: The Third Charter of Virginia was established on March 12, 1612. It increased the territory to include any islands within three hundred leagues of the coast. The charter also gave the colonists the same rights as people in England.

Excerpt from the original charter, with the original spelling: “. . . and that all such persons soe elected, chosen and admitted to be of the said Companie and shall have, hold and enjoie all and singuler freedoms, liberties, franchises, priviledges, immunities, benefitts, profitts and commodities, whatsoever, to the said Companie in anie sort belonging or appertaining as fully, freely [and] amplie as anie other adventurer or adventurers now being, or which hereafter att anie time shalbe, of the said Companie, hath, have, shall, maie, might or ought to

have or enjoy the same to all intents and purposes whatsoever.”

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 4
SEGMENT 1: THE THREE CHARTERS OF VIRGINIA**

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

1. The _____ Charter of Virginia allowed investors to begin colonies in the New World.
2. The _____ Charter of Virginia allowed for the first representative form of government in the New World.
3. The _____ Charter of Virginia gave English rights to the colonists.
4. The original English colonists were men looking for gold and a _____
_____ to Asia.
5. The first _____ arrived about the same time as the first women.
6. Captain _____ provided leadership and worked for peace with the Powhatan Indians.
7. _____ married Pocahontas and brought peace to the area.
8. The English settlers did not _____ the rights and way of life of the Powhatan Indians.

Note Taking Activity Sheet for Segment 1, continued

9. The settlers needed more and more land to grow their _____.
10. The settlers needed more and more cheap _____ for work in their fields.

WORD BANK

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

Africans	John Rolfe
First	John Smith
labor	Third
respect	tobacco
Second	trade route

Writing Activity

Use the words from the Word Bank to write a summary of the video segment.

ANSWER KEY FOR NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 1: THE THREE CHARTERS OF VIRGINIA

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

1. The **First** Charter of Virginia allowed investors to begin colonies in the New World.
2. The **Second** Charter of Virginia allowed for the first representative form of government in the New World.
3. The **Third** Charter of Virginia gave English rights to the colonists.
4. The original English colonists were men looking for gold and a **trade route** to Asia.
5. The first **Africans** arrived about the same time as the first women.
6. Captain **John Smith** provided leadership and worked for peace with the Powhatan Indians.
7. **John Rolfe** married Pocahontas and brought peace to the area.
8. The English settlers did not **respect** the rights and way of life of the Powhatan Indians.
9. The settlers needed more and more land to grow their **tobacco**.
10. The settlers needed more and more cheap **labor** for work in their fields.

WORD BANK

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

Africans	John Rolfe
First	John Smith
labor	Third
respect	tobacco

Second

trade route

TEST FOR VIRGINIA PATHWAYS EPISODE 4
SEGMENT 1: THE THREE CHARTERS OF VIRGINIA

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 Third Charter gave English ____ to the colonists in America.
A tea
B money
C rights
D names
2. The First Charter allowed investors to ____.
F sell crops
G begin colonies
H plant trees
J open schools
3. The Second Charter created the first ____ form of government.
A representative
B legal
C expensive
D presidential
4. The first colonists wanted ____.
F rice and new homes
G oranges and spices
H land and religious freedom
J gold and a trade route
5. The first Africans were either slaves or indentured ____.
A servants
B merchants
C bankers
D explorers
6. Captain ____ led the colonists and kept peace with the Indians.
F George Sumers
G Randolph Peyton
H John Smith
J Thomas Gates
7. The key to survival in Jamestown was the ____ crop.
A corn
B tobacco
C bean
D cotton
8. The English settlers forced the Indians to ____.
F wear different clothes
G leave their homelands
H change their religion
J speak English
9. John Rolfe married ____.
A Sacagawea
B Powhatan
C Nokomis
D Pocahontas
10. The settlers needed more and more cheap ____ for their fields.
F dirt
G fertilizer
H labor
J water

**VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 4, SEGMENT 1:
THE THREE CHARTERS OF VIRGINIA**

Name _____ Date _____

Directions: On your answer sheet, shade in the circle directly under the letter that stands for the missing word.

- | | |
|--|--|
| 11. Sending goods out of a region for sale in another area is called ____.
A banking
B exporting
C taxing
D purchasing | 16. A ____ is someone who is thought of as property by another.
F relative
G beggar
H partner
J slave |
| 12. A ____ is a path along which merchants buy or sell goods.
F turnpike
G current
H trade route
J wagon trail | 17. The word ____ refers to one person or a single thing.
A dependent
B individual
C multitude
D double |
| 13. ____ give or lend money to get more back in the future.
A Legislators
B Instructors
C Bookkeepers
D Investors | 18. People who make their homes in a new place are called ____.
F conquerors
G settlers
H citizens
J explorers |
| 14. ____ rights are defined by law.

F Civil
G Practical
H Simple
J Independent | 19. In a ____ government, individuals are chosen to speak for the people.
A representative
B direct
C positive
D cooperative |
| 15. Lands that are ruled by another country are called ____.
A islands
B territories
C colonies
D districts | 20. A ____ person is famous or important.
F wealthy
G generous
H selfish
J prominent |

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS EPISODE 4
SEGMENT 1: THE THREE CHARTERS OF VIRGINIA**

Name _____

Date _____

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

1. A B C D
 0 0 0 0

2. F G H J
 0 0 0 0

3. A B C D
 0 0 0 0

4. F G H J
 0 0 0 0

5. A B C D
 0 0 0 0

6. F G H J
 0 0 0 0

7. A B C D
 0 0 0 0

8. F G H J
 0 0 0 0

9. A B C D
 0 0 0 0

10. F G H J
 0 0 0 0

11. A B C D
 0 0 0 0

12. F G H J
 0 0 0 0

13. A B C D
 0 0 0 0

14. F G H J
 0 0 0 0

15. A B C D
 0 0 0 0

16. F G H J
 0 0 0 0

17. A B C D
 0 0 0 0

18. F G H J
 0 0 0 0

19. A B C D
 0 0 0 0

20. F G H J
 0 0 0 0

**ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 4
SEGMENT 1: THE THREE CHARTERS OF VIRGINIA**

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

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Video Segment Summary

Running time: 4 minutes

Opening

Mrs. Miller, Kelly, and Robert are talking to a costumed interpreter in front of the slave quarters at Carter's Grove Plantation. Through questions and answers, the interpreter and Mrs. Miller explain the following concepts to the children:

Running a large plantation required a lot of physical labor, so most of the people who lived on plantations were either indentured servants or slaves. Many of the servants were Africans. Englishmen with little or no money came to America as indentured servants. They wanted jobs and a better way of life. The indentured servant contracts ran from four to seven years, but sometimes the contracts were extended. Some of the indentured servants worked in the fields, but others worked as bricklayers, cooks, and clerks. Unlike slaves, indentured servants could earn money to buy their freedom. The women indentured servants worked in the fields and did household chores. Some children worked as servants.

At this point the characters walk toward the plantation home as the scene fades into illustrations of field workers.

Text and Description of Video Scenes

As the illustrations of field workers are shown, the narrator explains:

At first, large numbers of indentured servants came from Europe to work the fields. Then more workers were brought from Africa; some as indentured servants and some as slaves. The demand for cheap labor was so great that three out of four settlers in 17th century Virginia were servants or agricultural workers. These workers did not have the same rights as the wealthy landowners.

The scene fades back to Mrs. Miller, Kelly, and Robert standing in front of the main house at Carter's Grove Plantation, talking to another guide. The guide explains that Carter's Grove was one of the largest and most elegant homes in Virginia when it was built. Mrs. Miller comments that the right to vote was even more valuable to the landowners than their homes were. When Robert replies that all adults have the right to vote, Mrs. Miller explains that in colonial Virginia only landowners could vote or run for political office.

The scene fades to an image of the Third Charter of Virginia with the following narration:

The Third Charter of Virginia granted some white male landowners the right to vote. When the Burgesses met in Jamestown in 1619, it was the first representative government in the New World. It gave colonists some control over

how they were governed, and it gave them some of the same rights as the people in England. But not everyone was treated equally. By the 18th century, European immigrants brought new industries to Virginia including iron working, shipbuilding, and home building to support people in the growing tobacco trade. Many of the new settlers came to Virginia from places other than England. Some came from Scotland, Ireland, Germany, and France-- even from other colonies. Some people came to America to practice their religion freely. Many immigrants wanted land, opportunity, and freedom.

Segment 2: Slaves, Indentured Servants, Immigrants

Since most of the good land was already being used in the Tidewater area, many newer immigrants moved farther inland to set up their farms and businesses. Craftsmen like silversmiths and shoemakers began to move to Virginia. These new merchants also wanted a voice in government. When the Capital moved from Jamestown to Williamsburg in 1698, Williamsburg began to thrive. Famous Virginians like George Washington, George Mason, Patrick Henry, and Thomas Jefferson were frequently seen walking the streets of colonial Williamsburg.

This segment of the video ends with a portrait of Thomas Jefferson.

Learning Objectives

As part of learning SOL 4.1 a and 4.3a, the student will be able to:

- identify the various groups of settlers and explain why the immigrants came to Virginia;
- describe the roles of slaves, indentured servants, and women in colonial Virginia;
- compare and contrast the differences among the landowners, indentured servants, and slaves;
- explain the necessity of having a large work force on the plantations;
- describe the results of the Third Charter of Virginia;
- define the following words in context: *agricultural, Burgesses, contracts, immigrants, industries, legislature, merchants, plantation, thrive, and vote.*

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. Divide the class into three groups and distribute slips of colored paper (yellow, green, blue) to each group, one color per group. Tell the students to imagine the following scene: Those students holding the green papers can assign work for the students with yellow and blue papers; those holding yellow papers have to do the assignments for another five days but then they can stop; those holding blue papers have to do all of the assignments until someone with a green paper lets them stop. Invite students to discuss the fairness or unfairness of the situation. Tell them this is similar to the situation of the landowners,

indentured servants, and slaves in early Virginia.

Segment 2: Slaves, Indentured Servants, Immigrants

Focus for Viewing

Tell students the video segment describes life on a colonial plantation. Ask students to watch and listen for the answers to the following question:

- Why were so many workers needed?
- From which countries did most of the indentured servants and slaves come?
- Why was the Third Charter of Virginia important?

Viewing Activities

1. Start the video with the scene of Mrs. Miller, Kelly, and Robert talking with a costumed interpreter at Carter's Grove Plantation.
2. **Pause Point:** Stop the video after Kelly and her mother start walking away from the slave quarters. Kelly says, "I don't want to. Not without cable TV." Remind students that the landowners' homes did not have running water, cable TV, or Internet browsers. Briefly review the reasons so many workers were needed on the plantations. Tell students the next part of the video will show illustrations of slaves and indentured servants explain more about their roles.

Resume the video.

3. **Pause Point:** Stop the video as the scene shows the main house at the plantation. Ask students to describe the illustrations of the indentured servants and slaves. Then tell students the next part of the video shows more of the plantation and explains more about plantation life.

Resume the video.

4. **Pause Point:** Stop the video after Mrs. Miller says, "Only landowners could vote or run for political office." Explain that only white men could own land. Ask students how they think the women, indentured servants, and slaves might have felt about not being able to vote or hold office.

Resume the video.

5. **Pause Point:** Stop the video at the population distribution map. Have students fill in individual copies of the map (included in this study guide) and compare them with the map on the video.

Resume the video.

6. **Pause Point:** Stop the video after the portrait of Thomas Jefferson. This is the last part of this segment. Use the *Post-Viewing Activities*, *Assessment*, *Action Plan*, and *Extension Activities* for Segment Two before showing the next segment of the video.

Segment 2: Slaves, Indentured Servants, Immigrants

Post-Viewing Activities and Questions

1. Discuss the *Focus for Viewing* question in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the video 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. Invite students who have been to Carter's Grove to describe their visit.
6. Draw a picture of Carter's Grove Plantation that shows the differences between the slave quarters and the Big House.
7. Take the role of a costumed interpreter. Explain the plantation system to a group of tourists.
8. Write a letter from an indentured servant to family members at home. Describe life on a Virginia plantation.
9. Make a list of the types of chores the children might have performed. Compare it to the kinds of chores children today perform.
10. Work with a partner. Take the roles of an indentured servant who wants his/her freedom and a landowner who wants to extend the contract. Rehearse the dialogue and then perform it for the class.

Segment 2: Slaves, Indentured Servants, Immigrants

11. 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.
- Why was the demand for labor so great in colonial Virginia? (The large plantations needed many workers to keep them running.)
 - From where did most of the indentured servants come? (They came from mostly Europe. Some came from Africa.)
 - From where did the slaves come? (They came from Africa.)
 - What, according to Mrs. Miller, was even more valuable to landowners than their land and homes? (The right to vote was more valuable.)
 - Why did some of the immigrants move farther inland in Virginia? (The farmland in the Tidewater area was already used up.)
 - What did the Third Charter of Virginia create? (It created the first representative form of government in the New World.)
 - What did most of the immigrants want? (Some wanted religious freedom. Others wanted land, opportunity, and freedom.)
 - What did some of the new merchants want? (They wanted a voice in government.)

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 in this Study Guide as informal assessments.

Action Plan

1. Re-enact a day on a plantation. Students assume the various roles and perform their duties for about thirty minutes. At the end of the time, hold a group discussion about the types of tasks, the difficulty, and students' thoughts and feelings as they worked.

2. Turn off the sound on the video. Use the photographs, illustrations, and video clips to summarize the important information in the video.

Extensions

1. **Math**

Set a price for transportation from England to Virginia as well as a rate of pay for an indentured servant. Then calculate the number of days and years an indentured servant would have to work to pay for a contract.

2. **Technology/Writing**

Go to the *Virtual Jamestown* Web site and read the original contract of an indentured servant. Then create a similar contract.

<http://jefferson.village.virginia.edu/vcdh/jamestown/wbindl.html>

3. **Technology/Research**

There are many web sites related to early Virginia plantations. Visit a few of the web sites to find out more about life on the plantations. Create a poster, a series of postcards, or a travel brochure to display your findings.

<http://www.jamesriverplantations.org/> (Virtual tours of Sherwood Forest, Westover, Shirley, Evelynton, and Berkeley Plantations)

<http://www.williamsburg.com/plant/carter.html> (Virtual tour of Carter's Grove Plantation)

<http://www.history.org/places/hb/hbcgrove.htm> (Virtual tour of Carter's Grove Plantation)

<http://www.resnet.wm.edu/~jacave/CartersGrove.htm> (Virtual tour of the reconstructed slave quarters at Carter's Grove Plantation)

<http://www.stratfordhall.org/ed-servants.htm> (Description of the life and duties of an indentured servant)

4. **Research**

Find out about the non-agricultural jobs on plantations and in colonial Virginia. Work with a group and make up a page of job descriptions to appear in a colonial newspaper.

Name _____ Date _____

ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

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. Most of the indentured servants came from Africa.	_____
_____	2. The plantations were small and only needed a few workers.	_____
_____	3. The Third Charter of Virginia established the first representative form of government in the New World.	_____
_____	4. All people in colonial Virginia had the right to vote.	_____
_____	5. Immigrants moved farther west in Virginia after the Tidewater land was taken.	_____
_____	6. Indentured servant contracts usually ran from four to seven years.	_____
_____	7. Only men were indentured servants.	_____
_____	8. Some immigrants came to America to practice their religion freely.	_____

Post-Viewing Activity

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

VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

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:

plantations	immigrants
contracts	industries
agricultural	merchants
Burgesses	thrive
legislature	vote

Vocabulary terms in alphabetical order:

agricultural

Definition: farming

Sentence: *The plantations needed many **agricultural** workers to keep the fields productive.*

Burgesses

Definition: men who met to make laws for the colony

Sentence: *When the **Burgesses** met in Jamestown in 1619, it was the first representative legislature in the New World.*

contracts

Definition: legal agreements between people, telling the terms by which one will work for the other

Sentence: *Indentured servant **contracts** ran from 4 to 7 years.*

immigrants

Definition: people who move permanently to another country to live

Sentence: *In the 18th century, many **immigrants** from Europe came to Virginia.*

Vocabulary for Segment 2: Slaves, Indentured Servants, Immigrants, continued

industries

Definition: manufacturing and other businesses

Sentence: ***Industries** like iron working and shipbuilding came to Virginia in the 18th century.*

legislature

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

Sentence: *The Virginia Colony had the first representative **legislature** in America.*

merchants

Definition: people who sell goods for profit

Sentence: *In the late 1600s, many **merchants** opened shops in Virginia.*

plantations

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

Sentence: *Tobacco was grown on large **plantations** in the eastern part of Virginia.*

thrive

Definition: to do well; to be successful

Sentence: *When the Capital moved from Jamestown to Williamsburg in 1698, Williamsburg began to **thrive**.*

vote

Definition: to make a choice in an election

Sentence: *In colonial Virginia, only the wealthy male landowners had the right to **vote**.*

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS
EPISODE 4
SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

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. Running a large plantation required a lot of physical labor, so most of the _____ people who lived on the plantations were either indentured servants or _____.
2. _____ with little or no money came to Virginia as indentured servants.
3. _____ were brought to Virginia as slaves.
4. The workers did not have the same _____ as the landowners.
5. In colonial Virginia, only the wealthy landowners could _____ or run for political office.
6. The _____ government in Jamestown gave the colonists some of the same rights as the people in England.
7. By the 18th century, immigrants from Europe brought new _____ to Virginia to support the growing tobacco trade.

Note Taking Sheet for Segment 2: Slaves, Indentured Servants, Immigrants, continued

8. Many of the new immigrants wanted _____ freedom.
9. Since most of the Tidewater land was taken, the new settlers moved
father
_____ to set up their homes and businesses.
10. The new merchants wanted a voice in the _____ of Virginia.

WORD BANK

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

Africans	religious
Englishmen	representative
industries	rights
inland	slaves
government	vote

Name _____ Date _____

**ANSWER KEY FOR NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 4
SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

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. Running a large plantation required a lot of physical labor, so most of the people who lived on the plantations were either indentured servants or **slaves**.
2. **Englishmen** with little or no money came to Virginia as indentured servants.
3. **Africans** were brought to Virginia as slaves.
4. The workers did not have the same **rights** as the landowners.
5. In colonial Virginia, only the wealthy landowners could **vote** or run for political office.
6. The **representative** government in Jamestown gave the colonists some of the same rights as the people in England.
7. By the 18th century, immigrants from Europe brought new **industries** to Virginia to support the growing tobacco trade.
8. Many of the new immigrants wanted **religious** freedom.
9. Since most of the Tidewater land was taken, the new settlers moved father **inland** to set up their homes and businesses.
10. The new merchants wanted a voice in the **government** of Virginia.

WORD BANK

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

Africans	religious
Englishmen	representative
industries	rights

inland
government

slaves
vote

TEST FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

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. Most of the slaves in Virginia were brought from ____ .
A Africa
B England
C Australia
D Europe
2. Virginia had the first ____ form of government in the New World.
F popular
G representative
H legal
J presidential
3. The cheap labor was needed to work in the ____ .
A cotton mills
B candle factories
C cities and towns
D tobacco fields
4. The Third Charter of Virginia gave some landowners the right to ____ .
F vote
G read
H immigrate
J expand
5. The 18th century immigrants brought ____ to Virginia.
A farming
B shipbuilding
C baking
D reading
6. Some of the new immigrants wanted ____ .
F gold and silver
G a good education
H religious freedom
J free trips from their homes
7. The newer immigrants moved ____ to set up their farms and businesses.
A farther inland
B to Tidewater
C to the southern states
D back to England
8. In 1698 the capital moved from Jamestown to ____ .
F Richmond
G Norfolk
H Williamsburg
J Roanoke
9. Many of the merchants wanted a voice in the ____ .
A newspaper
B church
C school
D government
10. Indentured servants were able to ____ .
F buy their freedom
G run for political office
H go to college
J take long trips

VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Name _____ Date _____

Directions: On your answer sheet, shade in the circle under the letter that stands for the missing word.

11. Legal agreements telling the terms by which one person will work for the other are called ____.
- A bills
 - B amendments
 - C contracts
 - D constitutions
12. When you ____, you make a choice in an election.
- F register
 - G vote
 - H debate
 - J quarrel
13. The men who made laws for the Virginia colony were called ____.
- A Forefathers
 - B Presidents
 - C Senators
 - D Burgesses
14. When you ____, you do well, or are successful.
- F protect
 - G accept
 - H balance
 - J thrive
15. Large farms that grow cotton, tobacco, or coffee are called ____.
- A plantations
 - B cooperatives
 - C ranches
 - D dairies
16. ____ are people who move permanently to another country to live.
- F Immigrants
 - G Tailors
 - H Shepherds
 - J Passengers
17. The ____ is a group of people who make or change laws.
- A community
 - B crew
 - C legislature
 - D jury
18. ____ are people who sell goods for profit.
- F Accountants
 - G Merchants
 - H Professors
 - J Explorers
19. The word ____ relates to farming.
- A festive
 - B agricultural
 - C gradual
 - D impatient
20. Manufacturing and other businesses are also called ____.
- F industries
 - G ancestors
 - H citizens
 - J examinations

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS
EPISODE 4
SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

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 |
| | 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 VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Name _____

Date _____

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

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

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR

Video Segment Summary

Running Time: 7 minutes

Opening

The segment opens with an aerial view of Monticello.

Text and Description of Video Scenes

As they stand on the grounds at Monticello, Mrs. Miller, Kelly, and Robert discuss some of Thomas Jefferson's accomplishments: serving as the third president of the United States, writing the Declaration of Independence, founding the University of Virginia, and writing the Virginia Statute for Religious Freedom. Mrs. Miller explains the Statute for Religious Freedom:

The Statute for Religious Freedom gave all the residents of Virginia the right to worship in whatever religion they wanted. Many historians believe this document also inspired the first amendment to the U. S. Constitution.

The scene fades to a portrait of Thomas Jefferson as the narration begins:

Thomas Jefferson was born into a wealthy family and was educated at the College of William and Mary. Only wealthy people in colonial Virginia could afford to send their children away to school and girls rarely got a chance to go. Many families wanted their children to read, but books were expensive. Some families got together and hired teachers to educate the children in small schools. Girls often didn't get the same education as boys. Many girls were taught at home rather than in school. There were some special schools started for American Indian and African children, but few children were able to attend. Some people didn't want Africans to be educated, and slave owners wanted them to work in the fields. Many people wanted the right to attend school, but no one was guaranteed this right at the time.

The scene fades to a portrait of George Mason as the narration continues:

In 1776 George Mason drafted The Virginia Declaration of Rights. This declaration listed many of the civil rights that we have today, like freedom of the press, freedom of religion, and the right to life, liberty, and the pursuit of happiness. The Virginia Declaration of Rights also inspired Thomas Jefferson when he wrote the Declaration of Independence. The Declaration of Independence established a new nation by declaring that we as a people would protect and defend our rights. It was our statement to the world explaining why we were fighting the American Revolution. The American Revolution was a war fought by the colonists against the English for the right to govern themselves and be free and independent. The Constitution of the United States includes the Bill of Rights, which guarantees our individual rights.

The scene fades to an illustration of a map and a parchment copy of the Bill of Rights. The narration continues:

After the American Revolution, thousands of people with the desire to live free decided to come to America. The spirit of freedom swept through America, encouraging some slave owners to free their slaves. Other slaves in northern Virginia earned money of their own and bought their freedom. By 1810 over a third of the Africans in Alexandria, Virginia were free. In this community free Africans were living in their own homes, working their own farms, and worshiping in their own churches.

Video Segment Summary for Segment 3: American Revolution to Civil War, continued

However, this freedom did not extend to all Africans. The number of slaves continued to grow rapidly. During the next fifty years, the slave population in the United State more than tripled, from 1.2 million to almost 4 million in 1860. Slave owners provided their slaves with food, clothing, and some medical attention. But the fact remained that slaves did not have their freedom and did not enjoy the civil rights that we enjoy today. They lived as families, but no laws recognized slave marriages, and slave owners decided who could and who could not marry. They could also break up a family by selling off one slave and not other members of the family.

The scene fades to an illustration of Nat Turner as the narration continues: In 1831 Nat Turner, a preacher and African slave, led a rebellion against slave owners. Dozens of slaves took up arms to fight for the right to live free and dozens of innocent people, both black and white, died in the revolt. After the rebellion failed, the Virginia legislature considered abolishing slavery, but in a close vote decided to keep slavery and be very strict with slaves and free Africans. John Brown, from Kansas, was a man so angry about the practice of slavery he came to Virginia and tried to stage a slave revolt. In 1859, John Brown led a band of raiders into Harper's Ferry, Virginia, and took control of a United States arsenal. The revolt lasted less than two days. John Brown was captured and put on trial. Although he was found guilty, he was able to speak his mind to the people and the press. He spoke against the evils of slavery and swore that the issue would not be resolved without bloodshed. While there were many reasons for the start of the civil war, none was as emotional as the issue of slavery and the right of Africans to live free.

The setting changes to the exterior of the old Virginia State house. The camera then pans the interior of the room where delegates debated and voted on secession from the Union. Several voices depicting delegates from various areas in Virginia are heard:

Voice #1: We Virginians in the western mountains find the practice of slavery to be both cruel and wrong. We have been running our small farms and businesses for a long time without the use of slaves. Slavery is an unnecessary evil that we need to abolish now.

Voice #2: Dear Sir, in Tidewater region of Virginia, we cannot survive without slavery. Our plantations, our homes, our way of life would be destroyed if slaves were allowed to go free.

Voice #3: It is not a question of whether we are to become a free state or a slave state. We Virginians can decide the issue for ourselves. The problem now is that the federal government is telling us how to run our lives.

Voice #1: It is a question of rights, yes. But not of states' rights, but of the individual's own civil rights. Let's not forget the words of our own Declaration of Independence. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."

The video ends here.

Segment 3: American Revolution to Civil War

Learning Objectives

As part of learning SOL 4.3*d*, 4.3*f*, 4.4*a*, and 4.4*b* the student will be able to:

- describe the contributions of George Mason and the main points in the Virginia Declaration of Rights and its influence in the writing of the Declaration of Independence;
- describe the contributions of Thomas Jefferson and the main points in the Virginia Statute for Religious Freedom and its influence in the writing of the first amendment to the U. S. Constitution;
- explain the purpose of the Declaration of Independence and the role of Thomas Jefferson in creating the document;
- explain the reasons for the American Revolution;
- describe the slavery-related conflicts that lead to secession;
- describe Nat Turner's Rebellion and John Brown's raid on Harper's Ferry;
- define the following words or terms in context: *abolishing, arsenal, guaranteed, revolt, American Revolution, Bill of Rights, Declaration of Independence, first amendment to the U. S. Constitution, freedom of the press, freedom of religion, United States Constitution, Virginia Declaration of Rights, and Virginia Statute for Religious Freedom.*

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. Give every student a different colored M&M candy or slip of paper. Then tell students only those with red (example only) candies or papers can sit up front and vote concerning class rules. Discuss how everyone feels. Students can write about their reactions and feelings in a letter or essay.

Segment 3: American Revolution to Civil War

Focus for Viewing

Tell students the video segment explains the importance of some historical documents and some of the reasons for the Civil War. Ask students to watch and listen for the answers to the following questions:

- Why were the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom important?
- What was the condition of the slaves from the time period after the Revolutionary War to the start of the Civil War?
- Who were Nat Turner and John Brown? What did they do?

Viewing Activities

1. Start the video with the aerial shot of Monticello.
2. **Pause Point:** Stop the video just after Mrs. Miller says, “Many historians believe this document also inspired the first amendment to the U. S. Constitution.” Ask students to list the accomplishments of Thomas Jefferson that were mentioned. Tell students the next section of the video will describe education in Virginia after the Revolutionary War.

Resume the video.

3. **Pause Point:** Stop the video after the narrator says, “Many people wanted the right to attend school, but no one was guaranteed this right at the time. The video shows a picture of African children in school. Ask students to describe education in colonial Virginia. Then tell them the next section of the video will describe several important historical documents.

Resume the video.

4. **Pause Point:** Stop the video after the narrator says, “The Constitution of the United States includes the Bill of Rights, which guarantees our individual rights.” The video shows a parchment copy of the Bill of Rights. Ask students to summarize the information about the various documents. Tell them the next section of the video tells about the life of slaves after the American Revolution.

Resume the video.

5. **Pause Point:** Stop the video after the narrator says, “In this community, free Africans were living in their own homes, working their own farms, and worshipping in their own churches.” The video shows a photo of free Africans

on their farm. Explain to students that the photos are from the free African community of Hayti, near Alexandria.

Resume the video.

Segment 3: American Revolution to Civil War

6. **Pause Point:** Stop the video after the narrator says, “While there were many reasons for the start of the Civil War, none was as emotional as the issue of slavery and the right of Africans to live free.” The video shows an illustration of John Brown’s trial. Invite students to summarize the key points from this section of the video. Tell students the last section of the video shows the interior of the old Virginia State House. The voices are saying parts of a debate among the Virginia representatives as they consider seceding from the Union.

Resume the video.

7. **Pause Point:** Stop the video at the end. Ask students to summarize the various points of view they heard during the debate. Then use the *Post-Viewing Activities, Assessment, Action Plan, and Extension Activities* for Segment Three.

Post-Viewing Activities and Questions

1. Discuss the *Focus for Viewing* question in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the video 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. Write a Declaration of Independence for the classroom or school.
6. 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.
 - Where did Thomas Jefferson live? (Monticello)
 - What were some of Jefferson’s accomplishments? (He was the third President of the United States, he founded the University of Virginia, and he wrote the Statute for Religious Freedom and the Declaration of Independence.)

- How did some families manage to get an education for their children?
(They went together and hired teachers to teach the children at home.)

Segment 3: American Revolution to Civil War Post-Viewing Activities and Questions, continued

- Why weren't the African children allowed to go to school? (Most of them were slaves and had to work.)
- Why did so many people come to America after the Revolution? (They wanted to live in freedom.)
- How did some of the slaves in northern Virginia become free? (They earned money and bought their freedom.)
- What happened to the slave population in the United States from 1810 to 1860? (It increased from 1.2 million to 4 million.)
- What did Nat Turner do and why was it important? (Nat Turner was a slave who started a rebellion against slave owners. This caused the landowners to become more strict with their slaves.)
- What did John Brown do and why was it important? (He led a raid on an arsenal to protest slavery. Even though he was hanged he was able to tell many people his views.)

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 in this Study Guide as an informal assessment.

Action Plan

1. Have students engage in a series of mock debates concerning civil rights. Hold the first debate for the time period during the early colonial years, the second debate for the years after the Revolutionary War but before the Civil War, and the third debate at the time of secession. Students can take the roles of landowners, slaves, indentured servants, and women. Then have a fourth debate set in the present, with students taking the roles of government officials, farmers, women, business owners, and the homeless. Students may wish to videotape the debates and review them or play them for other classes.
2. Have small groups of students re-enact the debate presented at the end of the video. Students may wish to tape record their debates and play them at a later time.

Extensions

1. **Reading/Literature**

Read a newspaper or magazine article that deals with civil rights and/or refers to the U. S. Constitution. Write a summary and post it on the class Web site.

2. **Technology**

Use an online encyclopedia or other Internet resources, including the following Web sites, to find out more about Thomas Jefferson, slavery, or secession. Make a class list of helpful Internet resources.

<http://www.monticello.org/jefferson/plantation/dig.html>

<http://www.hirtory.org/people/african/aaintro.html>

<http://www.virginia.com/virginiaonline/history.htm>

3. **Writing**

Write a letter from the point of view of a woman, a slave, or an indentured servant living in colonial Virginia. Tell why you and others like you should be included in the Virginia Declaration of Rights and the Statute for Religious Freedom.

4. **Research**

Research one of the following topics and create a board game to reflect the research.

- changing relationship between the Powhatans and the settlers
- comparison of the life of an indentured servant to an African slave
- educational opportunities for children in the 1700's and 1800's
- comparison of a male landowner's life to a male craftman's life
- comparison of the life of the wife of a landowner and the wife of a craftsman

Work with the media specialist and use one of the following research models:

• Big6™ <http://big6.com/>

• Pathways to Knowledge™ <http://www.pathwaysmodel.com>

Think about and discuss how a game board and game questions can convey information about the chosen topic. Discuss the kinds of tokens that could be used to reflect information. Make a list of positive events that would move the player forward or negative events that would move the player backward.

Research activity contributed by Linda Townsend, WCVE

Name _____ Date _____

ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR

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. All children in colonial Virginia went to public schools.	___
___	2. George Mason wrote the Statute for Religious Freedom and the Declaration of Independence.	___
___	3. The colonists fought the American Revolution against England because they wanted to govern themselves.	___
___	4. The first amendment to the U. S. Constitution was based on the Statute for Religious Freedom.	___
___	5. By 1810 there was a community of free Africans near Alexandria, Virginia.	___
___	6. The number of slaves went down from 1810-1860.	___
___	7. Nat Turner wrote a famous book about slavery.	___
___	8. John Brown was able to abolish slavery.	___

Post-Viewing Activity

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

VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR

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:

Declaration of Independence	freedom of religion
Virginia Statute for Religious Freedom	American Revolution
first amendment to U. S. Constitution	Bill of Rights
U. S. Constitution	abolishing
guaranteed	revolt
Virginia Declaration of Rights	arsenal
freedom of the press	federal

Vocabulary terms in alphabetical order:

abolishing

Definition: officially putting an end to something

Sentence: *The legislature considered **abolishing** slavery, but in a close vote decided to keep it. **

arsenal

Definition: a building where ammunition and weapons are made or stored

Sentence: *John Brown and his men took control of an **arsenal** and the weapons in it. **

federal

Definition: a government where states are united under one central power, but each state also has its own government and can make state laws

Sentence: *Many people did not want the **federal** government to tell the states what to do. **

guaranteed

Definition: promised that something would happen

Sentence: *Many people wanted the right to attend school, but no one was **guaranteed** this right in colonial Virginia.*

revolt

Definition: to rebel against authority or the government

Sentence: *John Brown came to Virginia and tried to get the slaves to **revolt** against the white landowners. **

Extended Definitions

American Revolution

Definition: The American Revolution was a war fought by the colonists in America against the English for the right to govern themselves and be free and independent. It was fought between 1776 and 1781.

Sentence: *Many slaves fought during the **American Revolution**.*

Bill of Rights

Definition: The Bill of Rights gave certain rights and freedoms to all people in the United States. The ten amendments, or additions to the Constitution, include freedom of religion and the press and the right to a fair trial. Patrick Henry and George Mason worked to get the Bill of Rights added to the Constitution. It was added in 1791.

Sentence: *Many of the ideas in the **Bill of Rights** came from the Virginia Declaration of Rights.*

Declaration of Independence

Definition: The Declaration of Independence established a new nation by declaring that we as a people would protect and defend our rights. It explained to the world why the colonies were fighting the American Revolution.

Sentence: *Thomas Jefferson was the main writer of the **Declaration of Independence**.*

first amendment to U. S. Constitution

Definition: The first amendment to the Constitution guarantees freedom of religion, speech, assembly, petition, and freedom of the press.

Sentence: *The **first amendment to the U. S. Constitution** protects our rights to worship, meet, and speak as we choose.*

freedom of the press

Definition: People are allowed to express their opinions in print. They cannot say things about others that are not true.

Sentence: *The **First Amendment** guarantees **freedom of the press**.*

freedom of religion

Definition: There is no one religion that is sponsored by the government. People can choose to worship, or not to worship.

Sentence: *Many of the early colonists came to America seeking **freedom of religion**.*

United States Constitution

Definition: The Constitution is the plan for the United States Government. In 1787 representatives from each state met in Philadelphia to write the Constitution. This was called the Constitutional Convention. George Washington, George Mason, Edmund Randolph, and James Madison represented Virginia. The Constitution was signed on September 17, 1787, and then the states voted it into law.

Sentence: *The **United States Constitution** starts with the words “We, the people of the United States, in order to form a more perfect Union, . . . “*

Virginia Declaration of Rights

Definition: This is the introductory part of the Virginia Constitution, written by George Mason in 1776. 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 in the United States Constitution.

Sentence: *The **Virginia Declaration of Rights** inspired Thomas Jefferson when he wrote the Declaration of Independence.*

Virginia Statute for Religious Freedom

Definition: The Virginia Statute for Religious Freedom gave all residents of Virginia the right to worship in whatever religion they wanted. It was written by Thomas Jefferson in 1786.

Sentence: *Thomas Jefferson wrote the **Virginia Statute for Religious Freedom**.*

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS
EPISODE 4
SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR**

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 _____
gave Virginians the right to worship as they pleased.
2. This document also inspired the _____ to
the United States Constitution.
3. _____ wrote the Declaration of Independence.
4. The Virginia _____ listed many of the
civil rights we have today, such as freedom of the press.
5. This document was written by _____.
6. The colonists fought the American Revolution for the right to
_____ themselves.
7. The _____ guarantees our
individual rights.

Note Taking Activity Sheet for Segment 3, continued

8. By 1810 there was a community of _____ Africans near Alexandria, Virginia.
9. _____ led a rebellion against slave owners in 1831.
10. _____ captured a U. S. arsenal to show his opposition to slavery.

WORD BANK

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

Bill of Rights	govern
John Brown	Thomas Jefferson
Declaration of Rights	George Mason
first amendment	Statute for Religious Freedom
free	Nat Turner

Name _____ Date _____

**ANSWER KEY NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 4
SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR**

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 **Statute for Religious Freedom** gave Virginians the right to worship as they pleased.
2. This document also inspired the **first amendment** to the United States Constitution.
3. **Thomas Jefferson** wrote the Declaration of Independence.
4. The Virginia **Declaration of Rights** listed many of the civil rights we have today, such as freedom of the press.
5. This document was written by **George Mason**.
6. The colonists fought the American Revolution for the right to **govern** themselves.
7. The **Bill of Rights** guarantees our individual rights.
8. By 1810 there was a community of **free** Africans near Alexandria, Virginia.
9. **Nat Turner** led a rebellion against slave owners in 1831.
10. **John Brown** captured a U. S. arsenal to show his opposition to slavery.

WORD BANK

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

Bill of Rights	govern
John Brown	Thomas Jefferson
Declaration of Rights	George Mason

first amendment

Statute for Religious Freedom

free

Nat Turner

TEST FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR

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 Virginia Statute for Religious Freedom gave people the right to ____ as they chose.
A dress
B worship
C sing
D marry
2. In colonial Virginia, only ____ had a chance to go away to school.
F poor girls
G Africans
H American Indians
J wealthy boys
3. ____ wrote the Virginia Declaration of Rights.
A Captain John Smith
B King James
C George Mason
D Patrick Henry
4. This declaration included the right to ____, ____, and the pursuit of happiness.
F fair taxes, land
G life, liberty
H education, money
J housing, citizenship
5. The colonists fought the ____ for the right to govern themselves.
A American Revolution
B Mexican-American Battle
C Civil War
D Attack on Pearl Harbor
6. By 1810, over a third of the Africans living in ____, Virginia were free and had their own homes and farms.
F Alexandria
G Portsmouth
H Williamsburg
J Harrisonburg
7. From 1810 to 1850 the number of slaves in America grew from ____.
A 6,000 to 50,000
B 1.2 million to 4 million
C 450,000 to 875,000
D 3 million to 9 million
8. ____ led a rebellion against slave owners in 1831.
F Nat Turner
G William Randolph
H Harriet Tubman
J Henry Johnson
9. The Virginia Declaration of Rights inspired Thomas Jefferson when he wrote the ____.
A U. S. Constitution
B Bill of Rights
C Declaration of Independence
D Third Charter of Virginia
10. In 1859, ____ led a raid to show his opposition to slavery.
F John Rolfe
G James Madison
H John Brown
J Abraham Lincoln

VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR

Name _____

Date _____

Directions: On your answer sheet, shade in the circle under the letter that stands for the missing word.

11. Ammunition and weapons are made and kept in ____.
- A a hospital
 - B an arsenal
 - C a locker
 - D an oven
12. If something is ____, there is a promise that it will happen.
- F corrected
 - G bought
 - H seen
 - J guaranteed
13. ____ means officially putting an end to something
- A Abolishing
 - B Decorating
 - C Collecting
 - D Improving
14. In ____ government, all states have one central power but can also make their own laws.
- F an independent
 - G a total
 - H a federal
 - J an official
15. The ____ was fought because the American colonists wanted freedom from England.
- A Battle of Little Big Horn
 - B War of 1812
 - C American Revolution
 - D Battle of Normandy
16. Freedom of the ____ means you can express your opinions in print.
- F book
 - G press
 - H pen
 - J mind
17. When there is a ____, people rebel against the government or authority.
- A revolt
 - B settlement
 - C funeral
 - D harvest
18. The ____ is the plan for the United States government.
- F American Charter
 - G Gettysburg Address
 - H Washington Review
 - J Constitution
19. The Virginia Declaration of ____ includes freedom of the press and the right to a fair trial.
- A Independence
 - B Citizens
 - C Rights
 - D Voters
20. The Virginia Statute for ____ let Virginians choose their own way to worship.
- F Religious Freedom
 - G Independent Thought
 - H Personal Liberty
 - J Private Life

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS
EPISODE 4
SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR**

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 |
| | 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 VIRGINIA PATHWAYS EPISODE 4 SEGMENT 3: AMERICAN REVOLUTION TO CIVIL WAR

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

BIOGRAPHICAL SKETCHES

as mentioned in the *Virginia Pathways Episode 4* video

Biographical sketches taken from *Virginia: The History and Culture of a Commonwealth* are indicated with an asterisk. 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.

John Brown (1800 – 1859) was born on May 9, 1800, in Torrington, Connecticut. His family moved to Ohio when he was five. Brown learned opposition to slavery from his father, and spent about twenty years involved in the cause of abolition. In 1855, along with five of his sons, he moved to Kansas Territory, which was a center of the struggle between the slavery and antislavery movements. He and his sons became active in the antislavery movement, and he gained a national reputation as an abolitionist. On 16 October 1859, he, his sons, and eighteen other men seized the U. S. Arsenal at Harper’s Ferry, Virginia. On 17 October, Colonel Robert E. Lee and his marines surrounded the arsenal and forced Brown to surrender. He was tried, convicted, and hanged on 2 December 1859 at Charlestown, Virginia. His attempts to end slavery were very influential in increasing the tension between the North and South before the Civil War.

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. *

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

Biographical Sketches, continued

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. *

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. *

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. *

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. *

Biographical Sketches, continued

Pocahontas (ca. 1595 –1617) also known as Matoaka, was a daughter of Powhatan, principal chief of the Algonquian tribe of Native Americans whom the English settlers of Jamestown encountered in 1607. According to Captain John Smith's history of Virginia, published in 1624, Pocahontas saved his life in 1608 when he believed her father's warriors were preparing to kill him. In 1612 the colonists captured Pocahontas and took her to Jamestown, where she became a convert to Christianity, took the name Rebecca, and in 1614 married John Rolfe. In 1616 she traveled to England, but on the eve of her return to Virginia in 1617, she died of smallpox. She was buried in Gravesend, England.

*

John Rolfe (1585 – 1622), an English colonist, lived near Jamestown and in 1614 married Pocahontas. About that same time, he exported to England the first profitable crop of tobacco to be grown in Virginia. Thereafter, tobacco cultivation enabled the colony to prosper. John Rolfe died about the time of the Indians' attack on the English settlements of 22 March 1622. *

Captain John Smith (ca. 1580 – 1631), an English colonist, was one of the seven members of the governing council of Virginia who settled in Jamestown in 1607. At first colonists fared badly, but after Smith became president of the colony in 1608 his strict discipline enabled the colonists to survive. He organized trade with the Native Americans, and on one of his expeditions chief Powhatan captured him. According to Smith's account of the event, first published in 1624, Pocahontas saved his life. After Smith was injured in an explosion in 1609 he returned to England. Smith's books on the founding of the colony are among the most important sources for the story of the first years of Virginia. *

Nat Turner (1800 – 1831) was born in Southampton County, a slave of Benjamin Turner. In 1831 Nat Turner led one of the most important revolts against slavery in American history. Turner was a preacher who became convinced that God had chose him to lead his people to freedom. On 22 August 1831 he and five other slaves killed their master's family. With about sixty other slaves from neighboring plantations, they started a general revolt. The rebellion caused widespread panic in Virginia, and the governor called out the militia to put down the rebellion. Nat Turner and fifteen of his companions were captured and hanged for murder. As a result of Nat Turner's revolt, the General Assembly imposed stricter control over slaves and made it a criminal offense to advocate the abolition of slavery. *

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. *

THE THREE CAPITALS OF VIRGINIA

The first capital of Virginia was 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 were that the land at Jamestown was swampy and 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. Richmond remains the capital today.

READING LIST FOR VIRGINIA PATHWAYS EPISODE 4 Civil Rights, Part 1

This is a list of reading material that complements the Virginia Standards of Learning and subject matter covered in Episode Four 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 and the Revolutionary War, up to the beginning of the Civil War. 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 Barbara Linde, Study Guide author.

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.

Reading List, continued

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.

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.

Reading List, continued

PERSONALITIES OF COLONIAL VIRGINIA & REVOLUTIONARY WAR

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?* New York: 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.

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.

Reading List, continued

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, MN: 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.

Pocahontas

Bulla, Clyde Robert. *Pocahontas and the Strangers*. New York: Scholastic. RL 3. IL 3-5.

A fictionalized account of the relationship between Pocahontas and the Jamestown settlers.

Fritz, Jean. *The Double Life of Pocahontas*. New York: Puffin Books, RL 4, IL 4-5.

The author describes the two lives Pocahontas leads after she meets the Jamestown colonists—as daughter of an Indian chief and friend and then wife of a colonist.

Penner, Lucille. *The True Story of Pocahontas*. New York : Random House, 1994. RL 2, IL 2-4.

An easy to read and historically accurate biography of Pocahontas.

John Rolfe

The Jamestown Foundation, Jamestown, Virginia. *The Story of John Rolfe*.

See also the following Web sites:

<http://www.apva.org/history/jrolfe.html>

<http://www.nps.gov/colo/Jthanout/Rolfe.html>

jefferson.village.virginia.edu/vcdh/jamestown/jrolfe.html

Reading List, continued

John Smith

Foster, Genevieve. *The World of Captain John Smith*. Beautiful Feet Books, 1999. 1999. IL 3-6.

The author provides background information about England and the rest of Europe at the time of the Jamestown settlement. She explains the settling of Jamestown in historical perspective with other major events in England and Europe. The book includes maps, illustrations, and charts drawn by the author.

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

A short biography of John Smith.

Stanley, Melanie Zucker. *John Smith*. Glen Allen, Virginia: Foxhound Publications, 2000. RL 3.0 IL 3-5. The author provides interesting facts and details about the life of John Smith before, during, and after his time as president of the Jamestown colony. The text is in an easy to read format and is supplemented with many photos and illustrations.

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

Kallen, Stuart. *The Declaration of Independence*. Edina, MN: 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.

Reading List, continued

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.

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

UNITED STATES CONSTITUTION

Fritz, Jean. *Shh! We're Writing the Constitution*. New York: Putnam, 1998. 64 pp. 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.

Reading List, continued

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.

CIVIL WAR

Ransom, Candice. *Children of the Civil War*. Minneapolis, MN: 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*. New York: 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.

Slavery Time When I Was Chillun. New York: 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.

INTERNET RESOURCES USED IN MAKING THE VIDEO

<http://jefferson.village.virginia.edu/vcdh/jamestown/indlink.html>

www.history.org/places/hb/hbgrove.htm

www.pbs.org/wgbh/aiaold/part4/4p1550.html

<http://odur.let.rug.nl/~usa/D/1776-1800/constitution/virg1798.htm>

<http://gi.grolier.com/presidents/ea/bios/04pmadi.html>

www.incwell.com/Biographies/Pocahontas.html

www.worldbook.com/fun/aajourny/html/bh031.html

<http://tobacco.org/History/Jamestown.html>

<http://encarta.msn.com/find/print.asp?&pg=8&ti=761580652&sc=5&pt=1>

<http://school.discovery.com/homeworkhelp/worldbook/atozhistory/c/124100.html>

<http://www.history.org/places/hb/hbslave.htm>

<http://www.nps.gov/thje/>

<http://www.monticello.org/jefferson/plantation/dig.html>

<http://www.history.org/people/african/aaintro.htm>

<http://tobacco.org/History/Jamestown.html>

<http://www.apva.org/history/index.html>

<http://www.whc.neu.edu/prototype/06/br2n1.html>

<http://www.stratfordhall.org/ed-servants.htm>

<http://curry.edschool.virginia.edu/curry/>

<http://www.pbs.org/wgbh/aia/part1/1p263.html>

<http://www.virginia.com/virginiaonline/history.htm>

ADDITIONAL INTERNET RESOURCES

Association for the Preservation of Virginia Antiquities
<http://www.apva.org>

Colonial Williamsburg
<http://www.history.org>

Declaration of Independence
<http://www.nara.gov/exhall/charters/declaration/decmain.html>

Historic Documents of Virginia and the United States
<http://www.law.ou.edu/ushis.html>

Jamestown Settlement and Yorktown Victory Center
<http://www.historyisfun.org>

Library of Virginia
<http://www.vsla.edu>

Library of Congress
<http://www.loc.gov>

Museum of the Confederacy
<http://www.moc.org>

Virginia Historical Society
<http://www.vahistorical.org>

RESOURCES FOR THE FREE AFRICAN COMMUNITY OF HAYTI

Alexandria Archeology Center
Dr. Pam Cressy
1.703.838.4399

Black History Resource Center
Mr. Louis Hicks
1.703.838.4356 or 1.703.519.6005

Lloyd House Collection
Alexandria City Library
Mr. George Combs, Reference Librarian and Archivist

1.703.838.4577

Hayti references supplied by Judy McConville, Alexandria City Public Schools.

**VIRGINIA PATHWAYS EPISODE 4: CIVIL RIGHTS IN EARLY VIRGINIA
TECHNOLOGY GUIDE
Developed by Andrea Turner**

This guide suggests various ways to integrate technology into the history, reading, and language arts curriculum. These suggestions should be further developed and enhanced to meet your special teaching style and the learning styles of your students.

Note to Teachers: Due to the nature of the Internet and the World Wide Web, sites listed here may become inactive without notice. Please remember to check all sites before having students use them.

WebQuests

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. Bernie Dodge and Tom March developed the model in early 1995 at San Diego State University.

You can find some WebQuest examples by going to:
<http://edweb.sdsu.edu/webquest/4-5matrix.html>

WebQuests: Designing Online Curriculum Modules That Promote Engaged Learning.

<http://www.biopoint.com/WebQuests/>

MiniQuests

<http://www.biopoint.com/wq2/Welcome.html>

Using the Internet to Promote Inquiry-Based Learning

<http://www.biopoint.com/ibr/gallery.html>

Curriculum Quest

<http://www.geocities.com/SiliconValley/Mouse/8059/CurriculumQuest.html>

Encourage students to synthesize, analyze, and use their SOL information to create their own Internet Treasure Hunts or Quests. For more information go to the following sites:

WebQuest Taskonomy: A Taxonomy of Tasks

<http://edweb.sdsu.edu/webquest/taskonomy.html>

How to Make Online Scavenger Hunts

<http://k-6educators.about.com/education/k-6educators/library/howto/htscav.htm>

How To Make a Classroom Web Site

<http://k-6educators.about.com/education/k-6educators/library/howto/htwsite.htm>

Technology Guide, continued

Creating Internet Projects

<http://educ.queensu.ca/resources/learning%5Ftogether/ten%5Fsteps.html>

LESSON PLAN: Internet Scavenger Hunt

Create a Scavenger Hunt Based on information in the *Virginia Pathways* videos.

TITLE

Internet Scavenger Hunt

SUBJECTS

Computer Skills, History

GRADE LEVELS

Various

OBJECTIVES

1. To practice searching skills on the World Wide Web.
2. To practice multitasking and switching between two open programs.
3. To practice copying and pasting skills.
4. To practice using a word processing program.
5. To become more familiar with computer history and terminology.

RESOURCES/MATERIALS

A computer for each student or group, connected to the World Wide Web. The computer should provide access to a word processing package and be connected to a printer.

ACTIVITIES

Students use various search engines on the web to locate as many of the following items as they can in the allotted time. To ensure students' safety in accessing appropriate site, the teacher can, previous to the Hunt, go to appropriate sites and bookmark them for the students.

Students may work in pairs or individually. When the students find a requested item or picture on the Web, they will copy it and paste it into a word-processing document, and type a brief description above the item in the document. Other extensions are possible after the retrieval of information. See Extensions.

Students should save their word processing documents frequently, and print out the documents when through.

FOLLOW-UP

Discuss the keywords students used in performing their searches. Verify in class that they found the correct information. Discuss the various items that the students found, and discuss why they may have found different results. Discuss the advantage of multitasking, and copying and pasting techniques. Provide a list of URLs where answers to the items can be found. Discuss Web Site updates and establishment dates and valid sources.

Technology Guide, continued

EXTENSIONS

Black History Interactive Treasure Hunt

http://www.kn.pacbell.com/wired/BHM/bh_hunt_quiz.html

Black History Hot List-A Collection of Internet Sites

http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html

Women's History

<http://www.geocities.com/Athens/Forum/9061/women.html>

Scholastic

<http://www.scholasticnetwork.com>

(Research tools, Scholastic Web Guide and type in your search name title)

Biographical Dictionary

<http://www.s9.com/biography>

An Outline of American History

<http://odur.let.rug.nl/~usa/H/1990/chap1.htm>

African American Perspectives 1818-1907

<http://lcweb2.loc.gov/ammem/aap/aaphome.html>

CNN

<http://cnn.com/EVENTS/1997/mlk/index.html>

Timeline of the American Civil Rights Movement

<http://www.wmich.edu/politics/mlk>

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.

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.	<hr/> <hr/>
2.	<hr/> <hr/>
1.	<hr/> <hr/>

2 Interesting Ideas:	
2.	<hr/> <hr/>
1.	<hr/> <hr/>

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

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PLACEHOLDER
SAMPLE WORDS IN CONTEXT GRAPHIC ORGANIZER

**PLACEHOLDER
WORDS IN CONTEXT GRAPHIC ORGANIZER**

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, and 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.

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PLACEHOLDER
Sample Word Questioning Graphic Organizer

PLACEHOLDER
Word Questioning Graphic Organizer

DATA GATHERING CHART

Fill in the chart with information you found while doing research.

What I Need to Know	My Source of Information	Where I Found Information in the Source	Information I Found

Chart supplied by Linda Townsend, WCVE

PLACEHOLDER
COMPARISON CHART

**TIMELINE FOR VIRGINIA PATHWAYS EPISODE 4
CIVIL RIGHTS, PART 1**

1606	The First Charter of Virginia allows the Virginia Company of London to begin colonies in the New World.
1607	The first English settlers arrive at Jamestown.
1609	The Second Charter of Virginia allows for the first representative form of government in the New World.
1612	The Third Charter of Virginia gives English rights to the colonists.
1619	The Burgesses meet for the first time in Jamestown. The first Africans arrive in Jamestown.
1620	The first English women arrive in Jamestown.
1698	The capital is moved from Jamestown to Williamsburg.
1776	The colonists declare their independence from England. The Revolutionary War begins. Thomas Jefferson writes the Declaration of Independence. George Mason writes the Virginia Declaration of Rights, the first part of the Virginia Constitution. Virginia adopts its first constitution and the Virginia Declaration of Rights.
1780	Richmond becomes the capital of Virginia.
1781	The Revolutionary War ends.
1786	Thomas Jefferson writes the Virginia Statute for Religious Freedom.
1787	Representatives from the states meet in Philadelphia to write the United States Constitution.
1831	Nat Turner leads a rebellion against Virginia slave owners.
1859	John Brown takes over an arsenal at Harper's Ferry.
1860	The slave population in the United States reaches 4 million.

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