

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 States 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.

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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.

Segment 3: American Revolution to Civil War

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. **

Vocabulary for Segment 3: American Revolution to Civil War, continued

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.***

Vocabulary for Segment 3: American Revolution to Civil War, continued

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
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

D Attack on Pearl Harbor

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
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

D Battle of Normandy

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 |

