The Virginia State Capitol and Capitol Square contain many historic features included in the Virginia Standards of Learning. Organized by the History and Social Science Standards of Learning and utilizing the Virginia Department of Education's Curriculum Framework, 2001, this packet will assist teachers who bring their students to the Capitol or for classroom reference.

Internet Resources
- The Virginia General Assembly
  http://legis.virginia.gov
- The Governor of Virginia
  www.governor.virginia.gov
- Virginia Home Page
  www.state.va.us
- The Library of Congress
  www.loc.gov

For Kids
- U.S. House of Representatives
  http://clerkkids.house.gov
- The White House
  www.whitehousekids.gov
- Kids Portal for US Government
  www.kids.gov
- The Kids Commonwealth
  www.kidscommonwealth.virginia.gov/home
- Ben's Guide
  http://bensguide.gpo.gov/index.html
Virginia’s Capitol and the SOLs

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K.2: National Portrait Gallery, Washington, DC
2.3: Colonial Williamsburg Foundation
2.12: www.vaperforms.virginia.gov/keyFacts.php
VS.3a: Jamestown-Yorktown Foundation
VS.3: Library of Congress
VS.4c, USI.5a, VUS.2: Getty Images
VS.5a: Philadelphia; John Dunlap, July 4, 1776, Manuscript Division, Library of Congress
VS.6a, USI.7b: Prints and Photographs Division, Theodor Horydczak Collection, Library of Congress
VS.6b: VUS.5d: Library of Virginia
USI.6b, GOVT.2c: Prints and Photographs Division, Library of Congress
USI.7b: National Archives, Washington, DC
USI.8a: Associated Press, NAACP
CE.2b: National Archives, Washington, DC
VUS.13a: www.medaloffreedom.com
GOVT.2d: Colonial National Historic Park, National Park Service
GOVT.6e: US Census Bureau
GOVT.10b: By Rembrandt Peale, Collection of the US Supreme Court

Legislative Education and Development (LEAD) Office
House of Delegates, P.O. Box 406 • Richmond, Virginia 23218
(804) 698-1500 or Toll Free 1-877-391-FACT
LEAD@house.virginia.gov • http://legis.virginia.gov
Bruce F. Jamerson, Clerk of the House of Delegates
The student will recognize that history describes events and people of other times and places by:

a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;

b) identifying the people and events honored in the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July).

People to know:
- George Washington: The first President of the United States and often called the “Father of Our Country.”

Terms to know:
- Past: Something that has already happened
- Present: What is happening now
- Information about life in the past is gained through the study of Thanksgiving and the stories of Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.
The student will demonstrate that being a good citizen involves:

a) taking turns and sharing;
b) taking responsibility for certain classroom chores;
c) taking care of personal belongings and respecting what belongs to others;
d) following rules and understanding the consequence of breaking rules;
e) practicing honesty, self-control, and kindness to others.

Terms to know
- Community: A place where people live

Examples of being a good citizen
- Taking turns
- Sharing
- Completing classroom chores
- Taking care of one’s things
- Respecting what belongs to others
- Being honest
- Practicing self-control
- Being kind to others
The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.

**George Washington**
- Born in Virginia; was a farmer; became a brave leader of soldiers; was the first President of the United States; and is known as the “Father of Our Country.”

**Abraham Lincoln**
- Born in a log cabin; taught himself how to read; became a United States President; and was known as “Honest Abe.”

**George Washington Carver**
- An African American who studied science and plants; became a teacher; and developed hundreds of uses for peanuts, sweet potatoes, and soybeans.

**Virginia Capitol**

**Terms to know**
- **Contribution**: The act of giving or doing something

**People to know**
- George Washington was born in Virginia; was a farmer; became a brave leader of soldiers; was the first President of the United States; and is known as the “Father of Our Country.”
- Abraham Lincoln was born in a log cabin; taught himself how to read; became a United States President; and was known as “Honest Abe.”
- George Washington Carver: He was an African American who studied science and plants; became a teacher; and developed hundreds of uses for peanuts, sweet potatoes, and soybeans.
1.4 The student will develop map skills by
a) recognizing basic map symbols, including references to land, water, cities, and roads;
b) using cardinal directions on maps;
c) identifying the physical shape of the United States and Virginia on maps and globes;
d) locating Washington, D.C., and Richmond, the capital of Virginia, on a United States map.

Virginia Capitol

Terms to know
• Map
• Symbol
• Cardinal directions: The directions of north, east, south, west

Map symbols to identify
• Land
• Water
• Cities
• Roads

Virginia and the United States may be located by their physical shapes on maps and globes.
The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.

Zero Milestone (for measuring distances from Richmond) located at Capitol Square.
1.10 The student will apply the traits of a good citizen by:
a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
b) recognizing the purpose of rules and practicing self-control;
c) working hard in school;
d) taking responsibility for one’s own actions;
e) evaluating honesty and truthfulness in oneself and others.

Virginia Capitol
Students can demonstrate good citizenship by:
• Playing fairly
• Exhibiting good sportsmanship
• Helping others
• Treating others with respect
• Recognizing the purpose of rules
• Practicing self-control
• Working hard in school
• Taking responsibility for one’s own actions
• Valuing honesty and truthfulness in oneself and others

Reasons for rules
• To protect rights of people
• To suggest good behavior
• To keep people safe

Left: Raising your hand is a respectful way to take turns speaking. Legislators also follow rules on speaking during session.
1.11
The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
a) identifying the American flag, American Bald Eagle, Washington Monument, and Statue of Liberty;
b) demonstrating respect for the American flag by learning the Pledge of Allegiance.

Virginia Capitol

Terms to know
• Symbol: A picture or thing that stands for something else
• Tradition: A custom or belief that happens over a long period of time
• Patriotic: Showing respect for and love of country
• American flag: A flag representing the United States

United States patriotic symbols
• American flag
• American Bald Eagle
• Washington Monument
• Statue of Liberty

Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.
2.3
The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Virginia Capitol

Terms to know
- Community: A place where people live, work, and play
- Population: The number of people living in a community
- Transportation: A way of moving people and things from one place to another

The way people live today is different from the way people lived long ago.

New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.

Left Top: Capitol at Williamsburg, 1700s. Left: Capitol at Richmond, 2007.

Williamsburg was the capital of the Virginia colony from 1699-1780. During the Revolutionary War, the General Assembly moved the capital to Richmond.
2.10 The student will explain the responsibilities of a good citizen, with emphasis on:

a) respecting and protecting the rights and property of others;

b) taking part in the voting process when making classroom decisions;

c) describing actions that can improve the school and community;

d) demonstrating self-discipline and self-reliance;

e) practicing trustworthiness and honesty.

Participating in a House of Delegates Chamber Presentation allows students to learn about the voting process—and you get to vote with the actual buttons!

Virginia Capitol

Responsibilities of a good citizen:

• Respecting and protecting the rights and property of others.

• Taking part in the voting process when making classroom decisions.

• Describing actions that can improve the school and community.

• Demonstrating self-discipline and self-reliance.

• Practicing trustworthiness and honesty.
The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Virginia Capitol
Famous Americans and their contributions
• George Washington: He led the fight for freedom from England and helped establish a new country.
• Abraham Lincoln: He was the President of the United States who helped free African American slaves.
• Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote.
• Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.

Left: Designed by Thomas Crawford, Virginia’s Washington Monument on Capitol Square pays tribute to the Commonwealth’s leaders and the events of the Revolutionary War.
2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Virginia’s population is growing and changing. There were over 7 million people in 2005, the 12th largest state in the country.
3.1
The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.

Terms to know
- Contribution: The act of giving or doing something
- Direct democracy: A government in which people vote to make their own rules and laws
- Representative democracy: A government in which people vote (elect) a smaller group of citizens to make rules and laws for everyone

Architecture
The architects of ancient Greece and Rome used columns and arches in the construction of their buildings.

The Government of the United States is based on the ideas from ancient Greece and Rome.
- Greece: Birthplace of democracy (government by the people); a direct democracy.
- Rome: Republican form of government; a representative democracy.

Virginia Capitol

Above: 1786 plaster model of the Capitol located in the Jefferson Room at the Virginia State Capitol.

Thomas Jefferson designed the Capitol as a Classical Roman temple after Maison Carrée, a Roman temple built in Nîmes, France during the first century, AD.
3.3
The student will study the exploration of the Americas by:
a) describing the accomplishments of Christopher Columbus, Juan Ponce de Léon, Jacques Cartier, and Christopher Newport;
b) identifying reasons for exploring, the information gained, and the results from the travels.

Christopher Newport was the commander of the Susan Constant, Godspeed, and Discovery, the three ships that landed in 1607 on what would become Jamestown.

Right: The Arrival of the First Permanent English Settlers off Jamestown Island, May 13, 1607, painted by Griffith Baily Coale, is located in the Old Senate Chamber at the Virginia State Capitol.

Terms to know:
- Explorer: A person who travels seeking new discoveries
- European: A person from one of the countries in Europe

Christopher Newport arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River.
3.10
The student will recognize why government is necessary in the classroom, school, and community by
a) explaining the purpose of rules and laws;
b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; c) explaining that government protects the rights and property of individuals.

Fyi: The Virginia General Assembly dates from the establishment of the House of Burgesses at Jamestown in 1619.

The General Assembly is responsible for representing citizens when developing rules and laws, approving the budget, electing judges, and confirming appointments made by the Governor.

Virginia Capitol

Terms to know
- Community: A place where people live, work, and play
- Rules: What people must or must not do
- Laws: Rules people live by
- Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken

The purpose of rules is to let people know how they should act or behave.

Governments are necessary because they develop the laws and protect the rights and property of individuals.
3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by
a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms.

Virginia Capitol

Basic principles
• Life, liberty, and the pursuit of happiness are privileges that people are born with and cannot be taken away.
• Equality under the law means that all people are treated fairly.

Defenders of basic principles
• George Washington: The first President of the new nation. He worked under the new republican form of government and helped put the basic principles into practice for the new nation.
• Thomas Jefferson: The third President of the United States. He wrote the Declaration of Independence.
3.11 (con’t)
The student will explain the importance of the basic principles that form the foundation of a republican form of government by a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.

A full-length portrait of Thomas Jefferson by George Catlin hangs in the Jefferson Room at the Virginia State Capitol.

Virginia Capitol

- Abraham Lincoln: The United States President when the country was divided over the issue of equality for all people. He helped free African American slaves.
- Rosa Parks: An African American woman who refused to give up her seat on a public bus, as was required by law many years ago. She helped bring about changes in laws and worked so that all people would have equal rights.
- Thurgood Marshall: A lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.
- Martin Luther King, Jr.: An African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means.
3.12
The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Virginia Capitol

Terms to know
• Republican form of government: A representative democracy

The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.

Left: George Mason, a Virginian, wrote the Virginia Declaration of Rights and is known as the “Father of the Bill of Rights”. He believed in specific individual rights.

You can see his statue at Capitol Square.
Virginia Studies

VS.2c
The student will demonstrate knowledge of the geography and early inhabitants of Virginia by c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River).

Virginia Capitol
Terms to know
• Peninsula: A piece of land bordered by water on three sides

Water features
• Atlantic Ocean: Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean).
• Chesapeake Bay: Provided a safe harbor and was a source of food and transportation.
• James River: Flows into the Chesapeake Bay. Richmond and Jamestown are located along the James River.
• York River: Flows into the Chesapeake Bay. Yorktown is located along the York River.
• Potomac River: Flows into the Chesapeake Bay. Alexandria is located along the Potomac River.
• Rappahannock River: Flows into the Chesapeake Bay. Fredericksburg is located on the Rappahannock River.

The Virginia State Capitol is located closest to the James River.

FYI: The James River is 410 miles long and is the eleventh longest river in the United States that remains entirely in a single state.
The student will demonstrate knowledge of the first permanent English settlement in America by a) explaining the reasons for English colonization.

Reasons for English colonization in America
- England wanted to establish an American colony to increase its wealth and power.
- England hoped to find silver and gold in America.
- An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade.

Jamestown
- Jamestown was primarily an economic venture.
- The stockholders of the Virginia Company of London financed the settlement of Jamestown.
- Jamestown became the first permanent English settlement in North America in 1607.
The student will demonstrate knowledge of the first permanent English settlement in America by:

b) describing how geography influenced the decision to settle at Jamestown.

When the settlers arrived in 1607, Jamestown was located on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.

The King of England granted charters to the Virginia Company of London.

- The charters gave the Virginia Company the right to establish a settlement in North America.
- The charters of the Virginia Company of London established companies to begin colonies in the New World.
- The charters extended English rights to the colonists.

Left: “Charter for the Virginia Company of London, 1606.”
The student will demonstrate knowledge of the first permanent English settlement in America by d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America.

Virginia Capitol

In 1619, the Governor of Virginia called a meeting of the Virginia Assembly. The Assembly included two citizen representatives (called “burgesses”) from each of the divisions of Virginia, the Governor’s council, and the Governor. (Only adult men were considered citizens).

By the 1640s, the burgesses became a separate legislative body, called the Virginia House of Burgesses.

Virginia House of Burgesses

- The Virginia House of Burgesses was the first elected legislative body in America giving settlers the opportunity to control their own government.
- It became the General Assembly of Virginia, which continues to this day.
Virginia Studies

VS.4c
The student will demonstrate knowledge of life in the Virginia colony by

c) explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.

Virginia Capitol

Factors related to move from Jamestown to Williamsburg
• Drinking water was contaminated by seepage of salt water.
• Dirty living conditions caused diseases.
• Williamsburg was situated at a higher elevation than Jamestown.
• Fire destroyed wooden buildings at Jamestown.

Factors related to move from Williamsburg to Richmond
• Population was moving westward.
• Richmond was a more central location.
• Richmond's location was better for trade.
• Moving to Richmond increased the distance from attack by the English.

Top left: Jamestown was the capital until 1699.
Middle left: Williamsburg was the capital until 1780.
Bottom left: Richmond is the present day capital.
The colonists and the English Parliament disagreed over how the colonies should be governed.
• Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.
• Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since they had no representation in Parliament.

The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.

Thomas Jefferson was a busy man...not only did he write the Declaration of Independence but he also designed the Virginia State Capitol, which you can visit.
The student will demonstrate knowledge of the role of Virginia in the American Revolution by b) identifying the various roles played by Virginians in the Revolutionary War Era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry.

Virginia Capitol

Contributions of Virginians during the Revolutionary War Era

- George Washington provided military leadership by serving as commander-in-chief of the Continental Army.
- Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from England in the Declaration of Independence.
- Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, “...give me liberty or give me death.”

Left: Patrick Henry’s statue is one of six bronze statues of Virginians surrounding the mounted figure of George Washington located at Capitol Square.
The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”

George Washington, a Virginian, was elected as the first President of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of Our Country.”

James Madison believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States. This earned him the title “Father of the Constitution.”
The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

The Virginia Declaration of Rights, written by George Mason, states that all Virginians should have certain rights, including freedom of religion and freedom of the press. The document became the basis for the Bill of Rights of the Constitution of the United States of America.

The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. This document was the basis for the First Amendment to the Constitution of the United States of America, the amendment that protects religious freedom.

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by:

b) describing Virginia's role in the war, including identifying major battles that took place in Virginia.

Major Civil War battles fought in Virginia:

- The first Battle of Bull Run (Manassas) was the first major clash of the Civil War. Confederate General Thomas "Stonewall" Jackson played a major role in this battle.
- General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union General Ulysses S. Grant and was burned near the end of the war.
- Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to General Ulysses S. Grant in April, 1865.

Virginia Capitol

The bronze statue of Robert E. Lee is believed to stand on the spot in the Old Hall of the House of Delegates at the Virginia State Capitol where Lee accepted command of the military forces of the Commonwealth of Virginia in April, 1861.
The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by b) identifying the effects of segregation and “Jim Crow” on life in Virginia.

For over 50 years, the states of the American South enforced a policy of separate accommodations for blacks and whites on buses, trains, hotels, theaters, and schools. On May 18, 1896, the Supreme Court ruled in the Plessy v. Ferguson law case that “separate but equal” facilities on trains were constitutional.

Terms to know

- Segregation: The separation of people, usually based on race or religion
- Discrimination: An unfair difference in the treatment of people

During Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.

After Reconstruction, “Jim Crow” Laws were passed by southern states, which established race segregation and reinforced prejudices by whites.

- Unfair poll taxes and voting tests were established to keep African Americans from voting.
- African Americans found it very difficult to vote or hold public office.
- African Americans were forced to use separate drinking fountains.
- African American and white children attended separate schools.
The student will demonstrate knowledge of twentieth century Virginia by b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

Desegregation and Massive Resistance in Virginia
- The U.S. Supreme Court ruled in 1954 (Brown v. Board of Education) that “separate but equal” public schools were unconstitutional.
- Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools.
- The policy of Massive Resistance failed, and Virginia’s public schools were integrated.
- Harry F. Byrd, Sr., led a Massive Resistance Movement against the integration of public schools.

Terms to know
- Desegregation: Abolishment of racial segregation
- Integration: Full equality of all races in the use of public facilities

Bronze statue of Harry F. Byrd, Sr., Governor of Virginia and former U.S. Senator is located at Capitol Square at the Virginia State Capitol.
The student will demonstrate knowledge of twentieth century Virginia by:

1. identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.

**Virginia Capitol**

Maggie L. Walker was the first woman (and African American woman) in the United States to charter and serve as president of a bank.

Harry F. Byrd, Sr., as Governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.

Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change.

L. Douglas Wilder, former Governor of Virginia, was the first African American to be elected a State Governor in the United States.

*Left: L. Douglas Wilder (1931- ) Governor of Virginia (1990-1994), the first African American to be elected a United States Governor. You can see this portrait at the Virginia State Capitol.*
The student will demonstrate knowledge of government, geography, and economics by a) identifying the three branches of Virginia government and the function of each.

**Executive**
- Those officials are elected in November for 4 year terms.

**Legislative**
- The Senate and House of Delegates (General Assembly)

**Judicial**
- Justices and judges are appointed by the General Assembly.

The government of Virginia is divided into three branches.

- The General Assembly is the legislative branch of the Virginia government that makes Commonwealth laws. It is divided into two parts—the Senate and the House of Delegates.
- The Governor heads the executive branch of the government. The executive branch makes sure that Commonwealth laws are carried out.
- The judicial branch is the Commonwealth's court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with the Constitution of Virginia.
US History I and II

USI.5a
The student will demonstrate knowledge of the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America.

Virginia Capitol
Colonies and the reasons they were established
• Roanoke Island (Lost Colony) was established as an economic venture.
• The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company of London.

Left: Jamestown Settlement.

USI.6b
The student will demonstrate knowledge of the causes and results of the American Revolution by b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.

Ideas of John Locke
• People have natural rights to life, liberty, and property.
• Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it.

Ideas of the Declaration of Independence
• People have “certain unalienable rights.”
• People establish government to protect those rights and have a right and duty to change a government that violates their rights.
• Government derives power from the people.
USI.6c
The student will demonstrate knowledge of the causes and results of the American Revolution by c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine.

Virginia Capitol
Key individuals
- King George III: British king during the Revolutionary Era.
- Lord Cornwallis: British general who surrendered at Yorktown.
- John Adams: Championed the cause of independence.
- George Washington: Commander of the Continental Army.
- Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech.
- Benjamin Franklin: Prominent member of Continental Congress; helped “frame” the Declaration of Independence.
- Thomas Paine: Journalist, author of “Common Sense.”

Storming of a British Redoubt by American Troops at Yorktown, painted by Eugène Louis Lami, 1840, is located in the Old Senate Chamber at the Virginia State Capitol. The painting represents the October 14, 1781 battle that caused the British surrender and the end of the Revolutionary War.
USI.7b
The student will demonstrate knowledge of the challenges faced by the new nation by b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights.

Virginia Capitol

Terms to know
Federal system of government: A system that divides governmental powers between national government and the governments of the states

Separation of powers
• The structure of the new national government was based on James Madison’s “Virginia Plan,” which called for three separate branches of government.

Bill of Rights
• James Madison was the author of the Bill of Rights.
• The first ten amendments to the Constitution of the United States provide a written guarantee of individual rights.

James Madison, a Virginian and the fourth President of the United States (1809-1817), is recognized as the “Father of the Constitution.” He helped create the United States Constitution and co-wrote the Federalist Papers, which helped get the Constitution approved by the states.

Left: James Madison’s bust is located in the Capitol Rotunda along with the busts of other Virginia-born Presidents.
US History I and II

USI.7d
The student will demonstrate knowledge of the challenges faced by the new nation by
d) describing the major accomplishments of the first five Presidents of the United States.

Virginia Capitol
All of the first five presidents were Virginians except John Adams.

George Washington
• Federal court system was established.
• Political parties grew out of the disagreements between Hamilton and Jefferson over the proper role of the national government.
• The Bill of Rights was added to the US Constitution.
• Plans were initiated for development of the national capital in Washington, DC. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.

John Adams
• A two-party system emerged during his administration.

Thomas Jefferson
• He bought Louisiana from France (Louisiana Purchase).
USI.7d (con’t)

James Madison
• The War of 1812 caused European nations to gain respect for the United States.

James Monroe
• He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.

You can learn more about the Virginia-born Presidents by visiting www.virginia.org/site/features.asp?FeatureID=74

USI.9d
The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Virginia Capitol

Roles of Civil War leaders
Abraham Lincoln
• President of the United States.
• Opposed the spread of slavery.
• Emancipation Proclamation.
• Believed the United States was one nation.
• Wrote the Gettysburg Address.

Jefferson Davis
• President of the Confederate States of America
US History I and II

USI.9d (con’t)

Virginia Capitol

Ulysses S. Grant
• General of the Union army that defeated Lee.

Robert E. Lee
• Leader of the Army of Northern Virginia.
• Offered command of the Union forces at the beginning of the war but chose not to fight against Virginia.
• Opposed secession, but did not believe the union should be held together by force.
• Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on.

Thomas “Stonewall” Jackson
• A skilled Confederate General from Virginia.

Frederick Douglass
• A former slave who escaped to the North and became an abolitionist.

Major General Thomas “Stonewall” Jackson statue located at Capitol Square.
### US History I and II

#### USII.2c
The student will use maps, globes, photographs, pictures, and tables for
c) locating the 50 states and the cities most significant to the historical development of the United States.

#### USII.4b
The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
b) explaining the reasons for the United States’ involvement in World War I and its leadership role at the conclusion of the war.

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#### Virginia Capitol

**States grouped by region**

**Southeast:**
Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas

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#### Right: Woodrow Wilson was born in Staunton, Virginia. You can see his bust in the Capitol Rotunda along with the busts of other Virginia-born Presidents.

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#### Virginia Capitol

**U.S. leadership as the war ended**
- At the end of World War I, President Woodrow Wilson prepared a peace plan that called for the formation of the League of Nations, a peace-keeping organization.
US History I and II

USII.8a
The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by a) examining the Civil Rights Movement and the changing role of women.

In 1954, Thurgood Marshall and a team of NAACP attorneys, including Oliver Hill (born in Richmond, Virginia), won Brown v. Board of Education of Topeka, Kansas. The Supreme Court held that segregation in public education violated the Equal Protection Clause of the Fourteenth Amendment. Brown consisted of six separate cases in five jurisdictions; Kansas, South Carolina, Virginia, the District of Columbia, and Delaware.

Virginia Capitol
Some Effects of Segregation
• Separate educational facilities and resources for white and African American students.
• Separate public facilities (e.g., rest rooms, restaurants, and drinking fountains).
• Social isolation of races.

Civil Rights Movement
• Opposition to Plessy v. Ferguson — “Separate but equal.”
• Brown v. Board of Education, desegregation of schools.
• Martin Luther King, Jr. — Passive resistance against segregated facilities; “I have a dream…” speech
• Rosa Parks — Montgomery bus boycott.
• Organized protests, Freedom Riders, sit-ins, marches.
• Expansion of the National Association for the Advancement of Colored People (NAACP).
• Civil Rights Act of 1964.
• Voting Rights Act of 1965.
CE.2b
The student will demonstrate knowledge of the foundations of American constitutional government by b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States of America, including the Bill of Rights.

Virginia Capitol

Charters of the Virginia Company of London
• Rights of Englishmen guaranteed to colonists.

The Virginia Declaration of Rights
• Served as a model for the United States Constitution Bill of Rights.

Declaration of Independence
• Stated grievances and declared the colonies’ independence from Great Britain and the King.
• Affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness).
• Established the idea that all people are equal under the law.

Articles of Confederation
• Established the first form of national government for the independent states.
• Maintained that major powers resided with individual states.
• Weakness of central government led to the writing of the Constitution of the United States of America.

Virginia Statute for Religious Freedom
• Freedom of religious beliefs and opinions.

George Mason’s statue is one of six bronze statues of Virginians surrounding the mounted figure of George Washington located at Capitol Square. He was responsible for creating the “Bill of Rights.”
CE.2b (con’t)

*United States Constitution, which was signed on September 17, 1787.*

CE.3d

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by:

d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.

Virginia Capitol

Responsibilities of citizens

- Register and vote.
- Hold elective office.
- Influence government by communicating with government officials.
- Serve in voluntary, appointed positions.
- Participate in political campaigns.
- Keep informed regarding current issues.
- Respect others’ rights to an equal voice in government.
Civics and Economics

CE.4a, b, c, d, e
The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by practicing
a) trustworthiness and honesty;
b) courtesy and respect for the rights of others;
c) responsibility, accountability, and self-reliance;
d) respect for the law;
e) patriotism.

Virginia Capitol
Personal traits of good citizens
• Trustworthiness and honesty.
• Courtesy and respect for the rights of others.
• Responsibility, accountability, and self-reliance.
• Respect for the law and patriotism.

FYI: The Virginia House of Delegates and the Senate each publish manuals explaining effective participation and rules for their members.

CE.5e
The student will demonstrate knowledge of the political process at the local, state, and national levels of government by e) describing voter registration and participation.

Virginia Capitol
Only citizens who register can participate in primary and general elections.

Qualifications to register to vote in Virginia
• Citizen of the United States.
• Resident of Virginia and district.
• 18 years of age by day of general election.

How to register in Virginia
• In person at the registrar’s office, at the Division of Motor Vehicles, or at other designated sites.
• By mail application.

Registration is closed 29 days before elections.

Every vote counts!!
CE.6b
The student will demonstrate knowledge of the American constitutional government by b) describing the structure and powers of local, state, and national governments.

Executive
- Governor
- Lieutenant Governor
- Attorney General

Legislative
Senate Leadership
- Lieutenant Governor and President of the Senate
- President pro tempore
- Majority Leader
- Minority Leader
- Democratic Caucus Leader

House Leadership
- Speaker of the House
- Majority Leader
- Minority Leader

Judicial
- Supreme Court
- Court of Appeals of Virginia
- Circuit Courts
- Other Courts

Virginia Capitol

Branches of Virginia Government

Legislative
- Makes laws for Virginia; approves biennial (two-year) budget; exercises power under the 10th amendment.

Executive
- Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers Commonwealth bureaucracy; grants pardons.

Judicial
- Supreme Court — Has power of judicial review over Commonwealth laws.
- Circuit courts — Try civil and criminal cases.

Left: Branches of Virginia Government.
CE.7a
The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by a) explaining the lawmaking process.

Virginia Capitol
Terms to know
• Bicameral: Having two houses (e.g., the Senate and the House of Delegates for the Virginia General Assembly and the Senate and the House of Representatives for the United States Congress)

Legislative powers
• Expressed (specifically listed).
• Implied (used to carry out expressed powers).

The lawmaking process in national and state legislatures
• Working in committees.
• Debating on the floor.
• Voting on a bill by both houses.
• Signing the bill into law by the President or Governor.

Elected officials write laws and take action in response to problems or issues.

Individuals and interest groups help shape legislation.

The Lieutenant Governor presides over the Senate in the west wing and the Speaker of the House of Delegates presides in the east wing. Joint sessions of the Assembly meet in the east wing. In May 2007, Her Majesty Queen Elizabeth II of Great Britain addressed the Virginia General Assembly in the east wing.

House of Delegates Chamber at the Virginia State Capitol.

Senate Chamber at the Virginia State Capitol.
CE.7b
The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by b) describing the roles and powers of the executive branch.

Virginia Capitol

The powers of the executive branch are defined in the Constitution of the United States of America and the Constitution of Virginia.

The executive branch at the state and national levels carries out the law.

Ways the executive branch influences policy making
• Proposing legislation in an annual speech to the legislature (State of the Commonwealth or State of the Union Address).
• Appealing directly to the people.
• Approving or vetoing legislation.
• Appointing officials who carry out the laws.


Learn more about the roles and powers of the Governor by researching the Virginia Constitution at http://legis.virginia.gov/Laws/search/ConstitutionTOC.htm

FYI: Virginia is the only state in the nation where the Governor cannot serve more than one consecutive term.

Tim Kaine was inaugurated as the 70th Governor of the Commonwealth of Virginia on January 14, 2006.
The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by a) describing the organization and jurisdiction of federal and state courts.

Virginia Capitol

Virginia has its own court system whose organization and jurisdiction are derived from the Virginia Constitution and Commonwealth laws.

Magistrates issue search warrants, subpoenas, arrest warrants, and summons and set bail.

Virginia Supreme Court
(Justices/no jury)
- Court of final appeal (Appellate jurisdiction)
- Limited original jurisdiction

Court of Appeals of Virginia
(Judges/no jury)
- Appellate jurisdiction from circuit courts

Circuit Court
(Judge and jury)
- Original jurisdiction for felony criminal cases and for certain civil cases
- Appellate jurisdiction from district courts

General District Court
(Judge)
- Original jurisdiction of misdemeanors
- Civil cases generally involving lower dollar amounts

Juvenile and Domestic Relations District Court
(Judge/no jury)
- Juvenile and family cases
CE.8b
The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by b) describing the exercise of judicial review.

Virginia Capitol

The Supreme Courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government. This power is called judicial review.

Marbury v. Madison established the principle of judicial review at the national level.

The Constitution of the United States of America is the supreme law of the land.

Commonwealth laws must conform to the Virginia and United States Constitutions.

*The Marshall court established the principle of judicial review, in which the court ruled that the Supreme Court had the power to declare invalid any act of Congress that was in conflict with the U.S. Constitution.*

*Left: Supreme Court Chief Justice John Marshall's statue is one of six bronze statues of Virginians surrounding the mounted figure of George Washington located at Capitol Square.*
Virginia/US History and Government

VUS.2
The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

Virginia Capitol
Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses was the first elected assembly in the New World. It still operates today and is known as the Virginia General Assembly.

VUS.4a
The student will demonstrate knowledge of events and issues of the Revolutionary Period by a) analyzing how the political ideas of John Locke and those expressed in Common Sense helped shape the Declaration of Independence.

Virginia Capitol
The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine.

VUS.5b
The student will demonstrate knowledge of the issues involved in the creation and ratification of the United States Constitution and how the principles of limited government, consent of the governed, and the social contract are embodied in it by b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington.

Virginia Capitol
• George Washington, Chairman of the Convention: He presided at the Convention.
• James Madison, “Father of the Constitution”: A Virginian and political philosopher, often led the debate and kept copious proceeding notes. At the Convention, he authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the government structure. He later authored much of the Bill of Rights.
Virginia/US History and Government

VUS.5d
The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by d) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

VUS.7a
The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by a) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

Virginia Capitol
- Virginia Declaration of Rights (George Mason): Reiterated the notion that basic human rights should not be violated by governments.


Virginia Capitol
- Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox.
Virginia/US History and Government

VUS.13a
The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by:

- identifying the importance of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded.

Oliver Hill (born in Richmond, Virginia), along with a team of NAACP attorneys won Brown v. Board of Education in 1954, which overturned the “separate but equal” doctrine.

GOVT.2c
The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by:

- examining the writings of Hobbes, Locke, and Montesquieu.

John Locke 1632-1704

Virginia Capitol

Brown v. Board of Education:
- Supreme Court decision that segregated schools are unequal and must desegregate.
- Included Virginia case.

Key people:
- Oliver Hill — NAACP Legal Defense Team in Virginia.

Virginia response:
- Massive Resistance — Closing some schools.
- Establishment of private academies.
- White flight from urban school systems.

Virginia Capitol

Fundamental political principles:
- Government’s authority coming only from the consent of the governed — John Locke (Declaration of Independence, Constitution of the United States of America).
Virginia/US History and Government

GOVT.2d
The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by
d) explaining the guarantee of the rights of Englishmen set forth in the charters of the Virginia Company of London.

GOVT.6e
The student will demonstrate knowledge of local, state, and national elections by
e) examining the impact of reapportionment and redistricting.

Virginia Capitol
The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.

Virginia Capitol
• The Constitution of Virginia and the Constitution of the United States require reapportionment of national, state, and local legislative bodies following each census.
• Redistricting is a legislative function.
• Redistribution of legislative seats can significantly change the outcome of elections.
• Gerrymandering is the process of redrawing district boundaries to benefit one political party or group of citizens.
• United States Supreme Court cases in the early 1960s established the “one man, one vote” principle — Wesberry v. Sanders (1964).

In the early 1600s, a census was taken in Virginia, and people were counted in nearly all of the British colonies. Following independence, there was a need for a census of the entire nation. The first census was taken in 1790, under the responsibility of Secretary of State Thomas Jefferson. That census, taken by U.S. Marshals on horseback, counted 3.9 million inhabitants.
GOVT.8a
The student will demonstrate knowledge of the organization and powers of the commonwealth and local governments described in the Constitution of Virginia by a) examining the legislative, executive, and judicial branches.

Executive Mansion of Virginia

Virginia Capitol

Branches of Virginia Government

The Executive Branch
- The Governor is the Commonwealth’s chief executive officer and responsible for preparing the budget, overseeing the execution of laws and policies, and proposing legislation. Governors serve a four-year term and may not serve two consecutive terms.
- The Lieutenant Governor’s main duty is to preside over the Senate when it is in Session.
- The Attorney General is the Commonwealth’s highest legal officer, who oversees all law enforcement activity.

The Legislative Branch
- It is the oldest continuous legislative body in the Americas and is a bicameral (two-house) law-making body.
- The Senate consists of 40 members, who serve single-member districts based upon population. Senators are elected to four-year terms.
- The House of Delegates consists of 100 members representing single-member districts based upon population. Members serve two-year terms.

The Judicial Branch
- Consists of four levels of courts.
- Judges are appointed by the legislature for a specific term.
Virginia/US History and Government

**GOVT.8a (con’t)**

The student will demonstrate knowledge of the organization and powers of the Commonwealth and local governments described in the Constitution of Virginia by:

a) examining the legislative, executive, and judicial branches.

FYI: Kentucky, Massachusetts, and Pennsylvania are also known as “Commonwealths.”

**Virginia Capitol**

- Supreme Court: Reviews decisions of lower courts.
- Court of Appeals: Provides a review of lower court decisions and Commonwealth commissions.
- Circuit Courts: Has original and appellate jurisdiction in civil and criminal cases.
- General District Courts: Has original jurisdiction in misdemeanor and traffic cases.

**GOVT.8b**

The student will demonstrate knowledge of the organization and powers of the Commonwealth and local governments described in the Constitution of Virginia by:

b) examining the structure and powers of local governments: county, city, and town.

**Virginia Counties**

- Counties, independent cities, and incorporated towns are the three types of local government in Virginia.
- Cities are separate governmental entities independent of the authority and taxing power of adjoining counties.
- Incorporated towns are governmentally part of the county in which they are located.
- Counties and independent cities, as units of local government, adopt and enforce ordinances and provide services for their residents.
- Regional authorities are created by the General Assembly to serve one or more special functions.
At all levels of government, bureaucracies conduct the day-to-day government operations and carry out public policy. Bureaucracies shape the laws passed by legislatures through rule-making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.

**Levels of bureaucracy**
- **National**
  - Cabinet departments
  - Office of the President
  - Federal agencies
- **Virginia**
  - Cabinet departments
  - Office of the Governor
  - Commonwealth agencies
- **Local**
  - County/city agencies
  - Regional authorities
Virginia/US History and Government

GOVT.17a, b, c, d, e
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by:
- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism.

Characteristics of good citizens:
- Trustworthiness and honesty.
- Courtesy.
- Respect for the rights of others.
- Responsibility.
- Accountability.
- Self-reliance.
- Respect for the law.
- Patriotism.

GOVT.18a, b, c, d, e, f
The student will demonstrate that thoughtful and effective participation in civic life is characterized by:
- a) obeying the law and paying taxes;
- b) serving as a juror;
- c) participating in the political process;
- d) performing public service;
- e) keeping informed about current issues;
- f) respecting differing opinions in a diverse society.

Duties of responsible citizens:
- To obey the law.
- To pay taxes.
- To serve as jurors.
- To register and vote.
- To perform public service.
- To keep informed.
- To respect the opinions of others.

Virginia Capitol

Virginia/US History and Government