



On behalf of Splash! Publications, we would like to welcome you to *Virginia*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

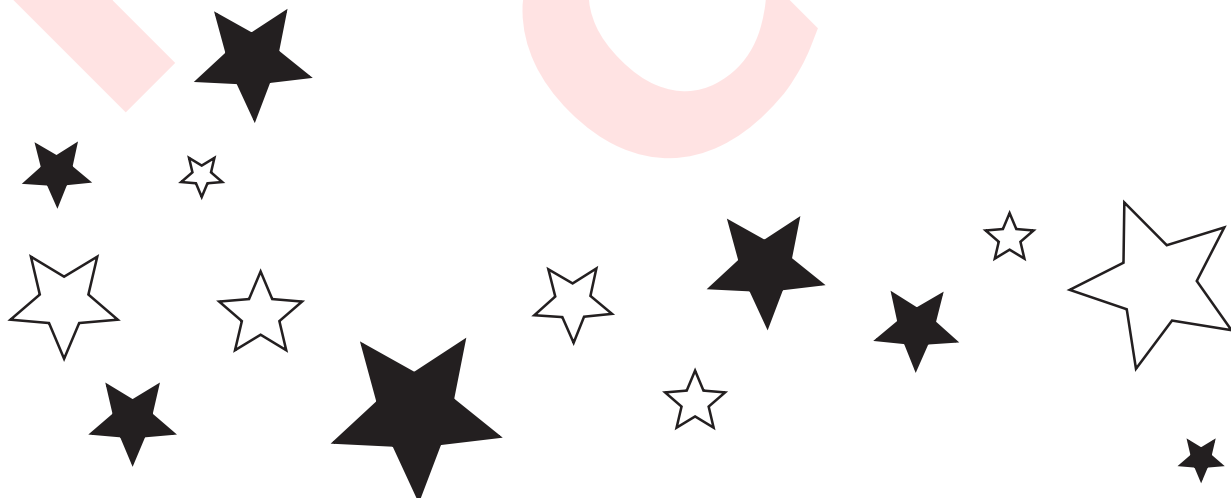
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for three Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Virginia history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Virginia* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Virginia*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading *Virginia*, students will:

- follow directions to create a Vocabulary Organizer to glue into their *Virginia* history notebooks for ***assault, canals, cultivate, decline, estate, fungus, negotiate, pirates, recreate, superintendent, timber, tyrants.***

After reading *Virginia*, students will:

- answer *Virginia* Reading Comprehension Questions.
- complete *Virginia* Language Skills.
- answer questions about *Virginia* and then follow directions to create a History Flip Book to glue into their *Virginia* history notebooks.
- participate in a Research Project to create a Fact Card with two activities that someone else could do to learn more about a famous Confederate Leader.
- follow directions to create an Interactive Time Line to glue into their History notebooks that includes facts and opinions about *Virginia*.
- take a Vocabulary Quiz for *Virginia*.

THE VIRGINIA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

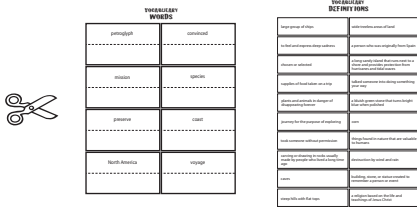
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ONE-POCKET VOCABULARY ORGANIZER

There are a few new vocabulary words to learn before beginning your study of Virginia. Your Virginia history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

Part I

Directions: Using the Glossary provided by your teacher and the Vocabulary Word and Definition patterns, follow the directions below to create 12 Vocabulary Cards.



1. Cut out each Vocabulary Word pattern and Vocabulary Definition pattern along all bold lines.

2. Using the Glossary as your guide, glue the correct Vocabulary Definition in the blank space under its matching Vocabulary Word.



3. Fold each completed Vocabulary Card along the dotted lines so that the Vocabulary Words and Definitions are on the outside. Glue the blank sides together.



VOCABULARY WORDS

pirates	assault
recreate	timber
tyrants	canals



VOCABULARY DEFINITIONS

to prepare the soil for growing plants	large country house on a big piece of land
a disease that destroys plants	discuss in order to settle something
a violent attack	rulers who demand complete power and enforce strict laws
a person who is in charge	man-made waterways for boats or for watering crops
wood used for making something	to make again
thieves who steal at sea	a downward slide

4. After you have glued the tabs to the back, turn your One-Pocket Vocabulary Organizer back around.

5. Cut out the Pocket Label.

6. Glue the Pocket Label onto the front of the One-Pocket Vocabulary Organizer as shown.

7. Place your finished Vocabulary Cards in the front pocket.

8. Glue the One-Pocket Vocabulary Organizer onto the next blank page of your notebook.





VIRGINIA

Virginia, the Old Dominion state, is one of 12 states in the Southeast region of the United States. King Charles II chose this nickname for Virginia because of Virginia's loyalty to England.

The first of the 13 original colonies, Virginia is also called the Mother of Presidents. This is because eight early United States presidents were born in Virginia.

Richmond is the third largest city in Virginia and also the state's capital.

During the Civil War, the Confederate capital was moved from Montgomery, Alabama to the city of Richmond.

The state bird of Virginia is the Cardinal. The state flower and state tree is the Flowering Dogwood. Virginia's motto is "Thus Always to Tyrants." This motto showed how much the colonists of 1776 disliked Great Britain's control over them.



VIRGINIA'S POINTS OF INTEREST

For anyone interested in American history, Virginia is a great place to visit. Markers along the highways point visitors to historical landmarks of Revolutionary and Civil War battlefields. The homes of presidents and other famous people who made a difference in our nation's history are also marked along Virginia's highways.

Colonial National Historic Park features Jamestown. Jamestown was the first permanent English settlement in North America. Colonial National Historic Park invites visitors to tour Yorktown. Yorktown marked the end of the Revolutionary War and the beginning of the United States of America.

Williamsburg features the restored colonial capital of Virginia. In Williamsburg, guests are greeted by actors in colonial costumes who **recreate** historical events. Visitors learn about Williamsburg's history by making colonial crafts, riding in carriages through the streets, and touring the city's museums.

THE POWHATAN CONFEDERACY

John Smith found that Jamestown was already inhabited by Native Americans. The Woodland people, led by Chief Powhatan, were part of the Powhatan Confederacy.

The Powhatan Confederacy was made up of at least 30 tribes that spoke the Algonquian (al•GONG•kee•in) language. These tribes lived in wigwam villages near the coast. John Smith wrote that there were about 100 families in each village. Each village was led by a chief.

In the beginning, the Jamestown colonists had a difficult time surviving and getting along with the Native Americans.

Not only were the colonists unable to find gold, but a **fungus** destroyed the mulberry trees. All of the silkworms died.

The colonists did not know how to hunt, where to fish, how to make the water pure so they could drink it, or how to protect themselves from disease-carrying mosquitoes. They were constantly at war with the Native Americans.

In 1608, a supply ship arrived from England. Less than 50 settlers were still alive. In 1609, John Smith left Virginia to explore other areas of the New World.

THE FIRST GOVERNMENT IN AMERICA

In 1614, Jamestown colonist John Rolfe married Pocahontas. Pocahontas was the daughter of Chief Powhatan. This brought some peace between the Jamestown settlers and the Native Americans. The Native Americans taught the settlers how to grow tobacco. In 1619, things began to change for the colonists. Colonists Sir Thomas Dale and Sir George Yeardley became the leaders of the colony. The Jamestown Colony began to prosper.

The Virginia Company saw the positive changes in the colony. Women were sent to Jamestown to marry the men. Each settler was given a piece of land on which to grow tobacco. The colonists elected representatives and began making laws for the colony. This group of lawmakers was called the House of Burgesses (BUR•jis•iz). It was the first type of government formed in the New World.



CHIEF POWHATAN

ROBERT E. LEE

Robert Edward Lee was born in Virginia on January 19, 1807. His father, Henry Lee, was known as "Light Horse Henry" during the Revolutionary War. Robert grew up on his family's plantation in Virginia. He entered West Point Military Academy at the age of 18. His classmates admired him for his intelligence and leadership. In 1829, he graduated with honors and became a second lieutenant in the United States Army.



ROBERT E. LEE

By the time the Civil War broke out in 1861, Robert E. Lee had already served the United States in many ways. He had been a leader in the Mexican War, the **superintendent** of West Point, and a lieutenant colonel in charge of protecting the settlers in Texas from Apache and Comanche raids.

Although Lee was raised in Virginia, he was not in favor of slavery or separation from the United States. When Virginia seceded from the Union, he stayed loyal to his state and withdrew from the Union Army. He volunteered his services to the Confederacy. Robert E. Lee served first as an advisor to Confederate President Jefferson Davis. Later, he was appointed the commander of the Confederate troops.

THE UNION'S ADVANTAGES

At the beginning of the Civil War, the Confederate capital was located in Montgomery, Alabama. A month later, it was moved to Richmond, Virginia. Many historians feel that this move was a mistake. It placed the capital too near to the enemy.

More than half of the 4,000 battles fought during the Civil War were fought on Virginia's soil. Many of these battles were fought in an effort to capture the Confederate capital.

The Confederacy faced many disadvantages during the Civil War. The Union had almost twice as many states in it with a population of 22 million people. There were only 11 Confederate states with a total population of nine million. With all of its people and wealth, the Union built a bigger and stronger army than the Confederacy. The North also had most of the factories. Those factories made weapons for the Union armies. The farms in the North grew mostly food, while the huge plantations in the South grew a lot of cotton. The North was better prepared to feed its army. The North also had the advantage of the **canals** and **railroads**. These were used to move soldiers and supplies from one battle to another.

THE BATTLE OF BULL RUN

On July 21, 1861, the first major battle of the Civil War was fought on Virginia's soil. The Union's goal was to capture the Confederate capital in Richmond, Virginia. With 35,000 troops, the Union thought that the war would be over shortly. The well-trained Confederate soldiers met the Union troops at a small Virginia stream named Bull Run.

In the beginning of the battle, it looked as though General McDowell's Union soldiers would easily defeat Thomas Jackson's Confederate troops. By the end of the day, the Confederate soldiers had stood "like a stone wall." The Confederate troops pushed the Union back. From that day forward, Thomas Jackson was known as Thomas "Stonewall" Jackson.

In the spring of 1862, Union troops again tried to take over the Confederate capital in Virginia. General George McClellan and his Union troops were beaten back by General Robert E. Lee's Confederate troops.

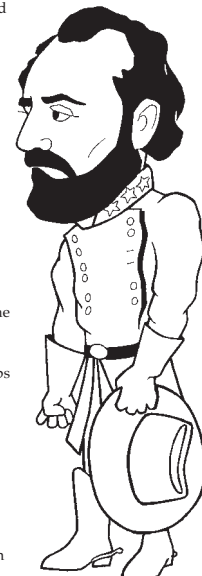
THE BATTLE OF CHANCELLORSVILLE

In May 1863, the Union made its third attempt to capture the Confederate capital. This time Union troops were led by General Joseph Hooker. Thomas "Stonewall" Jackson of the Confederacy was ordered by General Lee to meet up with Hooker's Union troops in the wilderness of Virginia and attack them from behind.

After a successful attack, Jackson rode through the wilderness on horseback. He was shot by one of his own soldiers who thought he was a member of the Union Army. Stonewall Jackson died eight days later.

The Union soldiers marched on to Chancellorsville, Virginia to complete their mission and capture the Confederate capital. Confederate troops were waiting for them. They had mounted 50 cannons on Hazel Grove, a hill near Chancellorsville. As the Union troops neared the hill, the Confederate troops fired upon them, killing many.

More Union soldiers were lost in battle during the next three days. General Hooker decided to withdraw his Union troops from Chancellorsville. The Confederate troops claimed victory for the Battle of Chancellorsville. Once again, the Union was unable to capture and control the Confederate capital.



THOMAS "STONEWALL" JACKSON

FAST FACTS

★ Thomas Jackson believed that one side of his body weighed more than the other side. He often walked or rode a horse with one arm raised to keep his balance.

VIRGINIA

Directions: Read each question. Darken the circle for the correct answer.

- After reading the first two paragraphs about Virginia you learn that –
 - A Virginia actually has four nicknames
 - B Virginia was the first of the 13 original colonies
 - C Virginia was named by King George
 - D every United States president was born in Virginia
- Who was hired to run the Jamestown Colony?
 - F Pocahontas
 - G King Charles II
 - H Chief Powhatan
 - J John Smith
- All of these facts about Virginia's indentured servants are true except –
 - A they were set free after working for a period of time
 - B they had been captured in Africa by the Spanish
 - C they bought property in Virginia
 - D once they were set free, they enjoyed the same rights as white colonists
- After reading about Robert E. Lee, you get the idea that –
 - F he was a poor leader
 - G he wanted Virginia to separate from the Union and become part of the Confederacy
 - H he was loyal to the South
 - J he was not a very smart man

Directions: Darken the circle for the words that have the same or almost the same meaning as the underlined word.

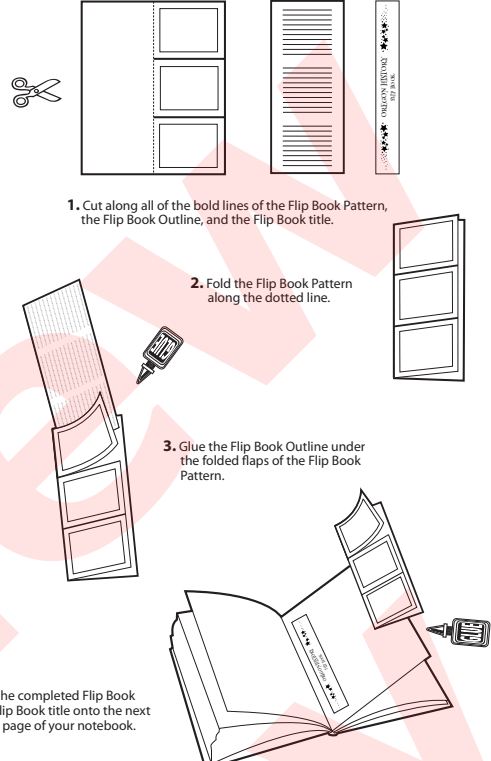
- Advisor means the same as –
 - A helper
 - B enemy
 - C fighter
 - D pioneer
- A superintendent is a –
 - F person at the end of the line
 - G piece of volcanic rock
 - H huge area of open land
 - J person in charge
- To decline means to –
 - A climb up
 - B travel sideways
 - C slide down
 - D pull apart
- To negotiate means to –
 - F stay behind
 - G remove from danger
 - H be angry
 - J discuss
- An assault is a –
 - A type of fruit
 - B secret mission
 - C violent attack
 - D prisoner

READING

Answers	
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J
2 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J
4 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	

HISTORY FLIP BOOK

Part II
Follow the directions below to assemble and glue your History Flip Book onto the next blank page of your Virginia history notebook.



FACT CARD

CONFEDERATE LEADERS

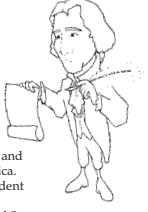
The Civil War was a period of great division in our nation's history. The United States nearly fell apart when 11 Southern states seceded from the Union and formed the Confederate States of America.

In this activity, you will make a Fact Card about Confederate leader Robert E. Lee or Thomas "Stonewall" Jackson. A Fact Card includes a picture, 10 facts, and two activities that someone else could do to learn more about one of these famous men.

- Directions:**
- Your teacher will give you a special piece of paper for making your Confederate Fact Card.
 - Use the information from the Virginia lesson to list five facts about the Confederate leader you have chosen. *Use proper capitalization, spelling, and punctuation in each fact.*
 - Use an encyclopedia, books from the library, the Internet, or other sources to list five new facts you have found about this Confederate leader. *Again, use proper capitalization, spelling, and punctuation in each fact.*
 - Create two activities that someone else could do to learn more about this man.
 - Use coloring pencils to neatly color the picture of your chosen Confederate leader.

The example below shows what a Fact Card about Thomas Jefferson might look like:

THOMAS JEFFERSON




- Thomas Jefferson was born in 1743.
- He had one brother and six sisters.
- Thomas's father died when Thomas was only 14 years old.
- The Jefferson family owned more than 2,500 acres of land in Virginia and at least 20 slaves.
- Thomas Jefferson attended college when he was just 16 years old.
- He became a lawyer, got married, and had six children.
- In 1776, Thomas Jefferson wrote the Declaration of Independence and helped the 13 original colonies become the United States of America.
- He went on to become the governor of Virginia and the vice president of the United States.
- In 1801, Thomas Jefferson became the third president of the United States.
- Two years later, in 1803, he doubled the size of the United States by purchasing the Louisiana Territory.

ACTIVITIES:

- Research to find out what happened to Thomas Jefferson after his presidency. Make a Fact Card about Thomas Jefferson's later life.
- Write five questions that you would like to know about Thomas Jefferson. Research the answers to those questions and write a paragraph with those answers.

Name _____

ROBERT E. LEE
FACT CARD



INTERACTIVE TIME LINE

In this activity, you will use what you have learned about Virginia's history to make an Interactive Time Line that tucks securely into your History notebook.

Part I

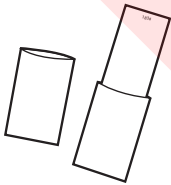
- Directions:**
1. Cut out each of the five Time Line patterns, the Envelope template, and the Time Line title along all bold lines. Put the Envelope template and the Time Line title in a safe place, as you will need them later in the activity.
 2. Read the information about each Time Line event and use the lines provided to answer the questions. Use proper capitalization, spelling, punctuation, and grammar.
 3. Fold each Time Line pattern along the dotted lines so the words are on the outside and the blank sides are on the inside.
 4. Put the Time Line events in order from the earliest date to the most recent date. Set these aside and move on to Part II.



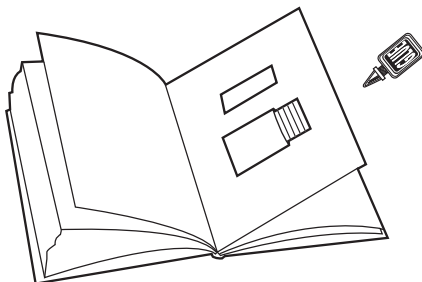
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4. You will need your five completed Time Line patterns to finish assembling your Interactive Time Line. Make sure each pattern has been folded in half along the dotted lines so the words are on the outside.



5. Squeeze the sides of the Envelope. One at a time, slide in each of the five completed Time Line patterns with the dates showing, from the earliest date to the most recent date.



6. Glue the completed Interactive Time Line onto the next blank page of your notebook.
7. Glue the Title above the Time Line.

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INTERACTIVE TIME LINE PATTERNS

In 1607, John Smith and a group of more than 100 men and boys landed near the Chesapeake Bay in Virginia.

Who chose John Smith to lead a group to Virginia? How were the colonists chosen for this journey expected to pay their way to America? What were the colonists directed to do in the New World? Were they successful with either of these things? Explain.

1607

In 1619, the first black men from Africa arrived in Jamestown. They were sold to the Jamestown colonists as indentured servants.

What's the difference between an indentured servant and a slave? What was life like for indentured servants who chose to live in Virginia after they were freed?

1619

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Name _____

VOCABULARY QUIZ VIRGINIA

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. ____ canals

2. ____ pirates

3. ____ timber

4. ____ tyrants

5. ____ negotiate

6. ____ cultivate

7. ____ fungus

8. ____ estate

9. ____ recreate

10. ____ decline

11. ____ assault

12. ____ superintendent

A. man-made waterways for boats or for watering crops.

B. to prepare the soil for growing plants.

C. a downward slide.

D. large country house on a big piece of land.

E. a disease that destroys plants.

F. discuss in order to settle something.

G. thieves who steal at sea.

H. to make again.

I. a person who is in charge.

J. wood used for making something.

K. rulers who demand complete power and enforce strict laws.

L. a violent attack.



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