

VIRGINIA HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING (2008)

HSS.K.1

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Old Senate Chamber – Pocahontas Portrait

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree

HSS.K.1 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 Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents' Day; and Independence Day (Fourth of July).

HSS.K.2

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Old Senate Chamber – Pocahontas Portrait

HSS.K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

HSS.1.2

Capitol, Second Floor, Rotunda – George Washington Statue

HSS.1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

HSS.1.4

Capitol Grounds (1935 and Present Day Maps), North section – Zero Milestone

HSS.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 shapes of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

HSS.2.11

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree

HSS.2.11 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.

HSS.3.1

Capitol, Second Floor, Jefferson Room – Roman architecture

Capitol, Second Floor, Old Hall of the House of Delegates – Roman architecture

Capitol Grounds (1785, 1835, 1876, 1935, and Present Day Maps), Center section – Capitol Building (Roman architecture; principles of government)

Capitol Grounds (Present Day Map), South section – Visitor Center Entrance

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree

HSS.3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

HSS.3.3

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

HSS.3.3 The student will study the exploration of the Americas by

- describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

HSS.3.5

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

HSS.3.5 The student will develop map skills by

- positioning and labeling the seven continents and five oceans to create a world map;
- using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
- locating the countries of Spain, England, and France;
- locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
- locating specific places, using a simple letter-number grid system.

HSS.3.10

Capitol, Second Floor, House and Senate Chambers – General Assembly

HSS.3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by

- explaining the purpose of rules and laws;
- explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- explaining that government protects the rights and property of individuals.

HSS.3.11

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Painting

Capitol, Second Floor, Jefferson Room – Declaration of Independence

Capitol, Second Floor, Senate Chamber – Signer’s Tablet (Declaration of Independence)

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree

HSS.3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
- recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms;
- describing how people can serve the community, state, and nation.

VS.2

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by

- a) locating Virginia and its bordering states on maps of the United States;
- b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
- d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
- e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;
- g) identifying and locating the current state-recognized tribes.

VS.3

Capitol, Second Floor, Old Senate Chamber – Captain John Smith Portrait

Capitol, Second Floor, Old Senate Chamber – Pocahontas Portrait

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

Capitol, Second Floor, Old Hall of the House of Delegates – House of Burgesses (Mace)

Capitol, Second Floor, House Chamber – House of Burgesses (Mace)

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by

- a) explaining the reasons for English colonization;
- b) describing how geography influenced the decision to settle at Jamestown;
- c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
- d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
- e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
- f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
- g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

VS.4

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

Capitol, Second Floor, Old Hall of the House of Delegates – Williamsburg (Speaker's Chair behind the mace)

Capitol Grounds (1785 Map), Center section – Capitol Building (Richmond as the capital city)

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

- a) explaining the importance of agriculture and its influence on the institution of slavery;
- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
- c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
- d) describing how money, barter, and credit were used;
- e) describing everyday life in colonial Virginia.

VS.5

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Jefferson Room – Declaration of Independence

Capitol, Second Floor, Old Senate Chamber – Redoubt Painting (Yorktown/Cornwallis)

Capitol, Second Floor, Old Hall of the House of Delegates – Patrick Henry Bust
Capitol, Second Floor, Senate Chamber – Signer’s Tablet (Declaration of Independence)
Capitol Grounds (1876, 1935, and Present Day Maps), North section – George Washington Equestrian Monument (Revolutionary War)

- VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
 - identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;
 - identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

VS.6

Capitol, Second Floor, Rotunda – George Washington Statue
Capitol, Second Floor, Rotunda – Thomas Jefferson Bust
Capitol, Second Floor, Rotunda – James Madison Bust
Capitol, Second Floor, Jefferson Room – George Mason Portrait
Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait
Capitol, Second Floor, Old Hall of the House of Delegates – George Mason Bust
Capitol, Second Floor, House Chamber – Virginia Statute of Religious Freedom
Capitol Grounds (1876, 1935, and Present Day Maps), Northwest section – George Washington Equestrian Monument

- VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;
 - identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
 - explaining the influence of geography on the migration of Virginians into western territories.

VS.7

Capitol, Second Floor, Old Hall of the House of Delegates – Stonewall Jackson Bust
Capitol, Second Floor, Old Hall of the House of Delegates – Bocock Plaque
Capitol, Second Floor, Old Hall of the House of Delegates – Room (Secession – met in this room)
Capitol Grounds (1785 Map), Center section – Capitol Building (Capital of the Confederacy)
Capitol Grounds (1835, 1876, 1935, and Present Day Maps), Southwest section – Bell Tower (Richmond Civil War)
Capitol Grounds (1935 and Present Day Maps), North section – Governor William “Extra Billy” Smith (Civil War Battle)
Capitol Grounds (1876, 1935, and Present Day Maps), North section – General Thomas J. “Stonewall” Jackson

- VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
- identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
 - describing Virginia’s role in the war, including identifying major battles that took place in Virginia;
 - describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.

VS.9

Capitol, Second Floor, Rotunda – Woodrow Wilson Bust
Capitol Grounds (Present Day Map), Northeast section – Virginia Civil Rights Memorial
Capitol Grounds (Present Day Map), East section – Oliver Hill, Sr. Building

Capitol Grounds (Present Day Map), North section – Harry Flood Byrd, Sr.

- VS.9 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
 - identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
 - identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
 - identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

VS.10

Capitol, Second Floor, House and Senate Chambers – General Assembly

Capitol Grounds (1785 Map), Center section – Capitol Building (Three branches of government)

- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- identifying the three branches of Virginia government and the function of each;
 - describing the major products and industries of Virginia's five geographic regions;
 - explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

USI.5

Capitol, Second Floor – Old Senate Chamber – Jamestown Painting

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - identifying the political and economic relationships between the colonies and Great Britain.

USI.6

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Rotunda – Marquis de Lafayette Bust

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Jefferson Room – Declaration of Independence

Capitol, Second Floor, Old Senate Chamber – Redoubt Painting (Yorktown/Cornwallis)

Capitol, Second Floor, Old Hall of the House of Delegates – Patrick Henry Bust

Capitol, Second Floor, Senate Chamber – Signer's Tablet (Declaration of Independence)

Capitol Grounds (1876, 1935, and Present Day Maps), Northwest section – George Washington Equestrian Monument (Revolutionary War)

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - explaining reasons why the colonies were able to defeat Great Britain.

USI.7

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Rotunda – James Madison Bust

Capitol, Second Floor, Rotunda – James Monroe Bust

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol Grounds (1876, 1935, and Present Day Maps), Northwest section – George Washington Equestrian Monument

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- identifying the weaknesses of the government established by the Articles of Confederation;
 - describing the historical development of the Constitution of the United States;
 - describing the major accomplishments of the first five presidents of the United States.

USI.8

Capitol, Second Floor, Rotunda – William Henry Harrison Bust

Capitol, Second Floor, Rotunda – Zachary Taylor Bust

Capitol, Second Floor, Rotunda – John Tyler Bust

Capitol, Second Floor, Old Hall of the House of Delegates – Cyrus McCormick Bust

Capitol, Second Floor, Old Hall of the House of Delegates – Meriwether Lewis Bust

Capitol, Second Floor, House Chamber – Lila Meade Valentine Relief (Women’s Suffrage)

- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - identifying the geographic and economic factors that influenced the westward movement of settlers;
 - describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
 - identifying the main ideas of the abolitionist and women’s suffrage movements.

USI.9

Capitol, Second Floor, Old Hall of the House of Delegates – Robert E. Lee Statue

Capitol, Second Floor, Old Hall of the House of Delegates – Jefferson Davis Bust

Capitol, Second Floor, Old Hall of the House of Delegates – Stonewall Jackson Bust

Capitol Grounds (1935 and Present Day Maps), North section – Governor William “Extra Billy” Smith

Capitol Grounds (1876, 1935, and Present Day Maps), North section – General Thomas J. “Stonewall” Jackson

- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- describing the cultural, economic, and constitutional issues that divided the nation;
 - explaining how the issues of states’ rights and slavery increased sectional tensions;
 - identifying on a map the states that seceded from the Union and those that remained in the Union;
 - 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;
 - using maps to explain critical developments in the war, including major battles;
 - describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

USII.3

Capitol, Second Floor, Old Hall of the House of Delegates – Robert E. Lee Statue

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - describing the impact of Reconstruction policies on the South and North;
 - describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

USII.4

Capitol, Second Floor, House Chamber – Lila Meade Valentine Relief (Women’s Suffrage)

- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- identifying the reasons for westward expansion, including its impact on American Indians;
 - explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
 - describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

USII.5

Capitol, Second Floor, Rotunda – Woodrow Wilson Bust

- USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- explaining the reasons for and results of the Spanish American War;
 - describing Theodore Roosevelt’s impact on the foreign policy of the United States;
 - explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

USII.7

Capitol, Second Floor, Portico – Churchill

- USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - locating and describing the major events and turning points of the war in Europe and the Pacific;
 - describing the impact of the war on the home front.

USII.8

Capitol Grounds (Present Day Map), Northeast section – Virginia Civil Rights Memorial

- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
 - describing the conversion from a wartime to a peacetime economy;
 - identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
 - describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
 - describing how international trade and globalization have impacted American life.

USII.9

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree
Capitol Grounds (Present Day Map), Northeast section – Virginia Civil Rights Memorial

- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- examining the Civil Rights Movement and the changing role of women;
 - describing the development of new technologies in communication, entertainment, and business and their impact on American life;
 - identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
 - examining American foreign policy, immigration, the global environment, and other emerging issues.

CE.2

Capitol, Second Floor, Jefferson Room – George Mason Portrait (Virginia Declaration of Rights)
Capitol, Second Floor, Jefferson Room – Declaration of Independence
Capitol, Second Floor, Old Hall of the House of Delegates – George Mason Bust (Virginia Declaration of Rights)

Capitol, Second Floor, House Chamber – Virginia Statute of Religious Freedom
Capitol, Second Floor, Senate Chamber – Signer’s Tablet (Declaration of Independence)

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - 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, including the Bill of Rights;
 - identifying the purposes for the Constitution of the United States as stated in its Preamble;
 - identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

CE.7

Capitol, Second Floor, House and Senate Chambers – General Assembly
Capitol, Third Floor – Governor’s Office
Capitol, Third Floor – Governor’s Portraits
Capitol Grounds (1785 Map), Center section – Capitol Building (Bicameral legislature)

- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- describing the structure and powers of the state government;
 - explaining the relationship of state governments to the national government in the federal system;
 - explaining and/or simulating the lawmaking process;
 - describing the roles and powers of the executive branch and regulatory boards.

WHI.6

Capitol, Second Floor, Rotunda – Dome (Symbols)
Capitol, Second Floor, Jefferson Room – Foquet Model
Capitol Grounds (1835, 1876, 1935, and Present Day Maps), Perimeter of Capitol Square – Fence (Roman Symbols)

- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- assessing the influence of geography on Roman economic, social, and political development;
 - describing Roman mythology and religion;

- c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
- d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
- e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
- f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
- g) explaining the economic, social, and political impact of the Pax Romana;
- h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
- i) explaining the development and significance of the Church in the late Roman Empire;
- j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
- k) citing the reasons for the decline and fall of the Western Roman Empire.

WHII.6

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Jefferson Room – Declaration of Independence

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Senate Chamber – Signer’s Tablet (Declaration of Independence)

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- a) describing the Scientific Revolution and its effects;
 - b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
 - c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - e) describing the French Revolution;
 - f) describing the expansion of the arts, philosophy, literature, and new technology.

WHII.10

Capitol, Second Floor, Rotunda – Woodrow Wilson Bust

- WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by
- a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
 - c) citing causes and consequences of the Russian Revolution.

WHII.12

Capitol, Second Floor, House Chamber – Joint Session (Churchill)

Capitol, Second Floor, Portico – Eisenhower; Churchill

- WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by
- a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
 - b) examining the Holocaust and other examples of genocide in the twentieth century;
 - c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

WG.1

Capitol Grounds (1935 and Present Day Maps), North section – Zero Milestone

- WG.1 The student will use maps, globes, satellite images, photographs, or diagrams to
- obtain geographical information about the world's countries, cities, and environments;
 - apply the concepts of location, scale, map projection, or orientation;
 - develop and refine mental maps of world regions;
 - create and compare political, physical, and thematic maps;
 - analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.

WG.11

Capitol Grounds (1935 and Present Day Maps), North section – Zero Milestone

- WG.11 The student will analyze the patterns of urban development by
- applying the concepts of site and situation to major cities in each region;
 - explaining how the functions of towns and cities have changed over time;
 - describing the unique influence of urban areas and some challenges they face.

VUS.2

Capitol, Second Floor, Old Senate Chamber – Jamestown Painting

Capitol, Second Floor, Old Hall of the House of Delegates – House of Burgesses (Mace)

Capitol, Second Floor, House Chamber – House of Burgesses (Mace)

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

VUS.4

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Jefferson Room – Declaration of Independence

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Old Senate Chamber – Redoubt Painting (Yorktown/Cornwallis)

Capitol, Second Floor, Old Hall of the House of Delegates – Patrick Henry Bust

Capitol, Second Floor, Senate Chamber – Signer's Tablet (Declaration of Independence)

Capitol Grounds (1876, 1935, and Present Day Maps), Northwest section – George Washington Equestrian Monument (Revolutionary War)

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
 - describing the political differences among the colonists concerning separation from Great Britain;
 - analyzing reasons for colonial victory in the Revolutionary War.

VUS.5

Capitol, Second Floor, Rotunda – George Washington Statue

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Rotunda – James Madison Bust

Capitol, Second Floor, Jefferson Room – George Mason Portrait (Virginia Declaration of Rights)

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Old Hall of the House of Delegates – Patrick Henry Bust

Capitol, Second Floor, Old Hall of the House of Delegates – John Marshall Bust

Capitol, Second Floor, Old Hall of the House of Delegates – John Marshall Plaque

Capitol, Second Floor, Old Hall of the House of Delegates – George Mason Bust

Capitol, Second Floor, House Chamber – Virginia Statute of Religious Freedom

Capitol Grounds (1876, 1935, and Present Day Maps), Northwest section – George Washington Equestrian Monument

- VUS.5 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
- explaining the origins of the Constitution, including the Articles of Confederation;
 - identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
 - appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

VUS.6

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Rotunda – James Madison Bust

Capitol, Second Floor, Rotunda – James Monroe Bust

Capitol, Second Floor, Jefferson Room – Henry Clay Portrait

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Old Hall of the House of Delegates – John Marshall Bust

Capitol, Second Floor, Old Hall of the House of Delegates – John Marshall Plaque

Capitol, Second Floor, House Chamber – Lila Meade Valentine Relief (Women's Suffrage)

Capitol Grounds (1876, 1935, and Present Day Maps), Northwest section – George Washington Equestrian Monument

Capitol Grounds (1876 Map), Southwest Section – Henry Clay Statue (no longer on the grounds)

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
 - identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
 - examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
 - relating the changing character of American political life in "the age of the common man" (Jacksonian Era) to increasing popular participation in state and national politics;
 - describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.7

Capitol, Second Floor, Old Hall of the House of Delegates – Jefferson Davis Bust

Capitol, Second Floor, Old Hall of the House of Delegates – Robert E. Lee Statue

Capitol Grounds (1935 and Present Day Maps), North section – Governor William "Extra Billy" Smith (Civil War Battle)

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
 - identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
 - examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;

- e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;
- f) explaining postwar contributions of key leaders of the Civil War.

VUS.8

Capitol, Second Floor, Rotunda – Woodrow Wilson Bust

Capitol, Second Floor, House Chamber – Lila Meade Valentine Relief (Women’s Suffrage)

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the Union;
 - b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
 - c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;
 - d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

VUS.9

Capitol, Second Floor, Rotunda – Woodrow Wilson Bust

- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by
- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
 - b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

VUS.14

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree

Capitol Grounds (Present Day Map), Northeast section – Virginia Civil Rights Memorial

Capitol Grounds (Present Day Map), East section – Oliver Hill, Sr. Building

- VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
 - b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

GOVT.2

Capitol, Second Floor, Rotunda – Thomas Jefferson Bust

Capitol, Second Floor, Rotunda – James Madison Bust

Capitol, Second Floor, Jefferson Room – Thomas Jefferson Portrait

Capitol, Second Floor, Jefferson Room – George Mason Portrait

Capitol, Second Floor, Jefferson Room – Declaration of Independence

Capitol, Second Floor, Old Hall of the House of Delegates – George Mason Bust

Capitol, Second Floor, House Chamber – Virginia Statute of Religious Freedom

Capitol, Second Floor, Senate Chamber – Signer’s Tablet (Declaration of Independence)

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

- a) describing the development of Athenian democracy and the Roman republic;
- b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
- c) examining the writings of Hobbes, Locke, and Montesquieu;
- d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
- e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
- f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.8

Capitol, Second Floor, Senate Chamber – Upper Dais

Capitol, Second Floor, House and Senate Chambers – General Assembly

Capitol, Third Floor – Governor’s Office

Capitol, Third Floor – Governor’s Portraits

Capitol Grounds (1785 Map), Center section – Capitol Building (Virginia branches of government)

GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

- a) examining the legislative, executive, and judicial branches;
- b) examining the structure and powers of local governments: county, city, and town;
- c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
- d) examining the ways individuals and groups exert influence on state and local governments;
- e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.

GOVT.10

Capitol, Second Floor, Old Hall of the House of Delegates – John Marshall Bust

Capitol, Second Floor, Old Hall of the House of Delegates – John Marshall Plaque

GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by

- a) describing the organization, jurisdiction, and proceedings of federal courts;
- b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*;
- c) describing how the Supreme Court decides cases;
- d) comparing the philosophies of judicial activism and judicial restraint;
- e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

GOVT.11

Capitol Grounds (Present Day Map), North section – Dr. Martin Luther King, Jr. Tree

Capitol Grounds (Present Day Map), Northeast section – Virginia Civil Rights Memorial

GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by

- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b) analyzing due process of law expressed in the 5th and 14th Amendments;
- c) explaining selective incorporation of the Bill of Rights;
- d) exploring the balance between individual liberties and the public interest;
- e) explaining every citizen’s right to be treated equally under the law.