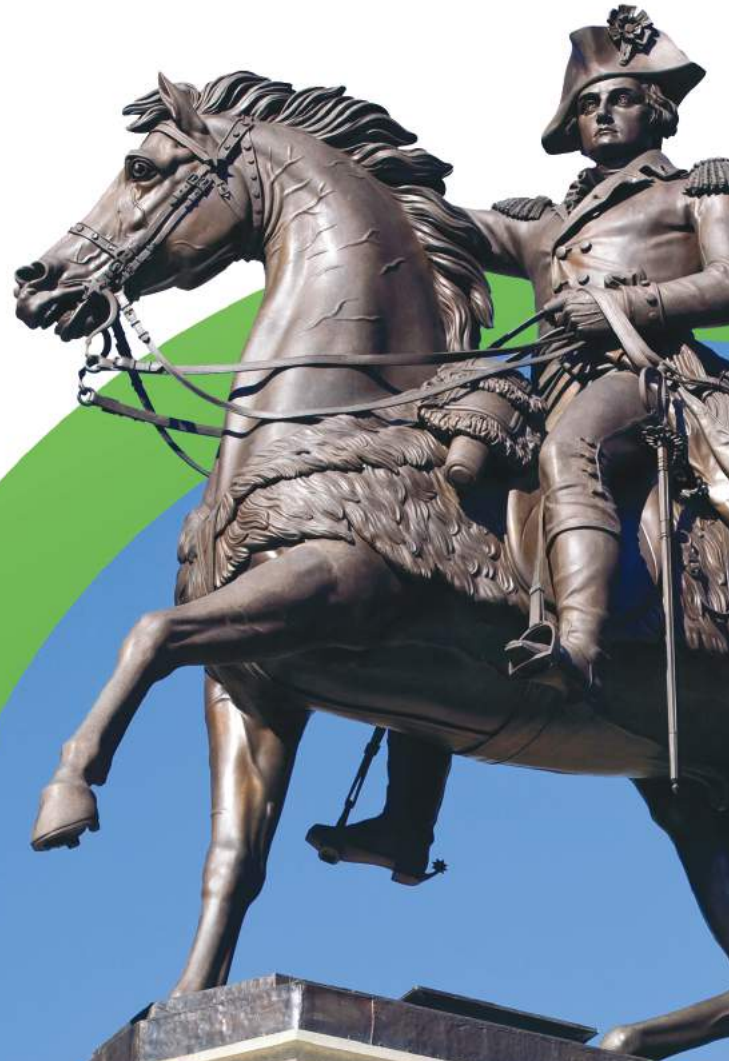


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Virginia Studies

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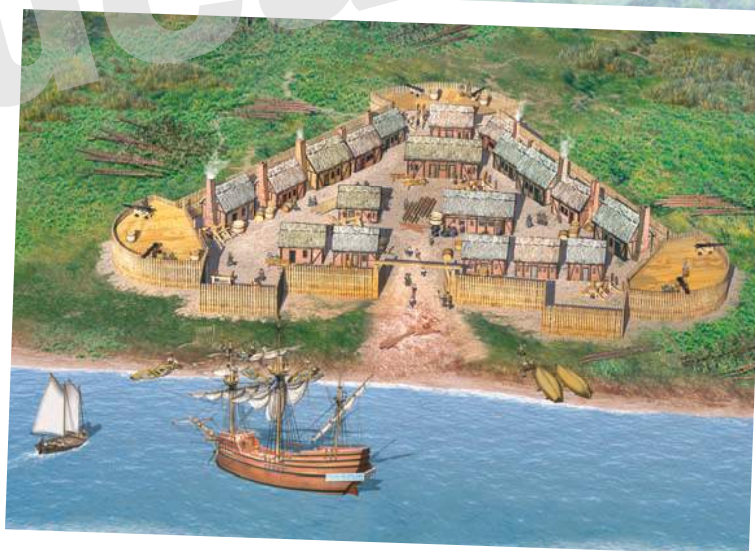
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CORBIS

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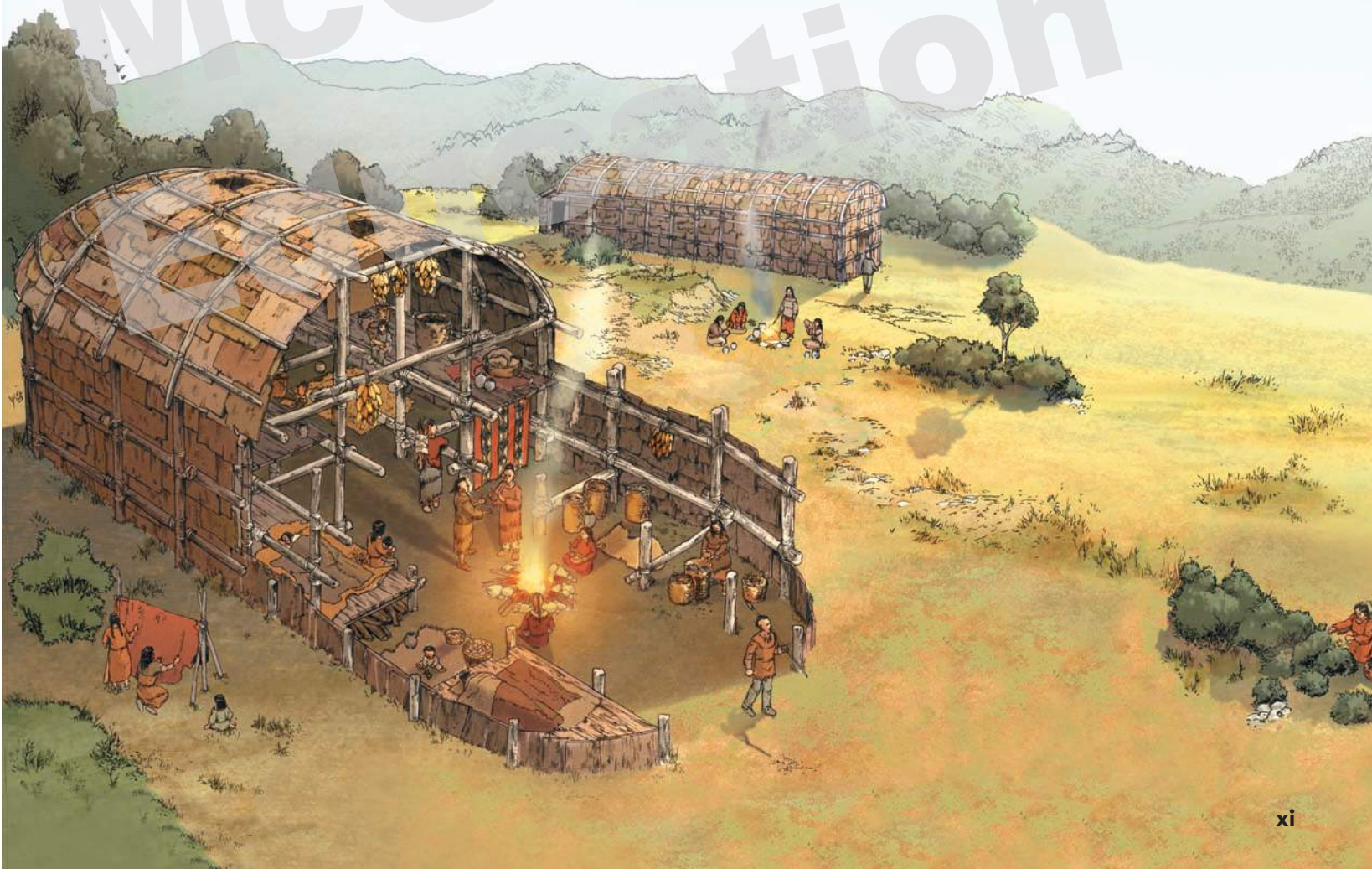
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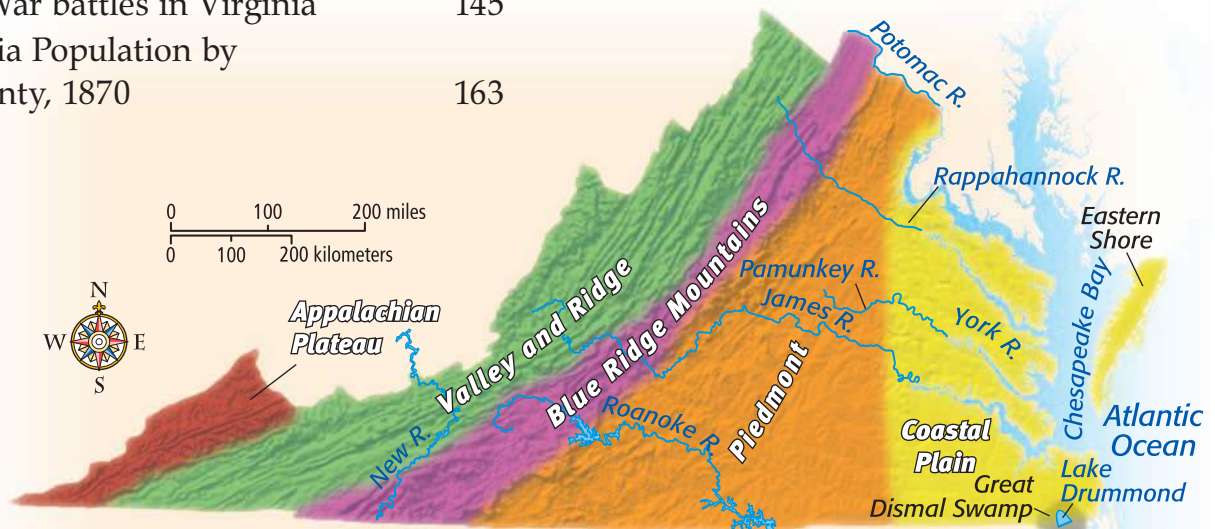
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Growth and Expansion

Virginia's cities and industries were growing in the early 1800s.

Unit 3



Essential Question

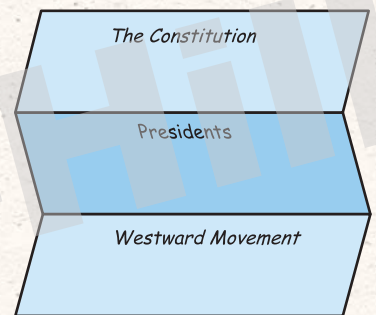
How do people improve their lives?



Cause and Effect

Make and label a Trifold Foldable before you read

Unit 3. Label the three sections **The Constitution**, **Presidents**, and **Westward Movement**. Use the Foldable to organize information as you read.



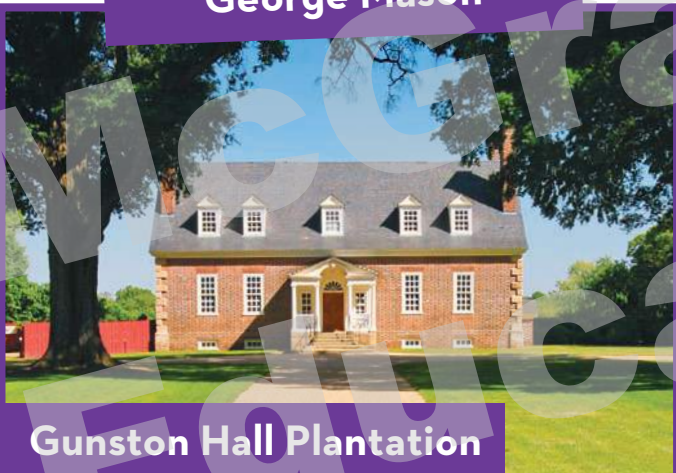
PEOPLE, PLACES, AND EVENTS



George Mason



James Madison



Gunston Hall Plantation



Philadelphia

1776

George Mason writes the Virginia Declaration of Rights.

1787

Madison takes notes at the Constitutional Convention.

1750

1775

1800

George Mason wrote the Virginia Declaration of Rights and the draft of Virginia's first state constitution.

Today you can visit Mason's home at the **Gunston Hall Plantation** in Fairfax County.

James Madison is referred to as the "Father of the Constitution."

Today you can visit the National Constitution Center in **Philadelphia**.

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Sacagawea



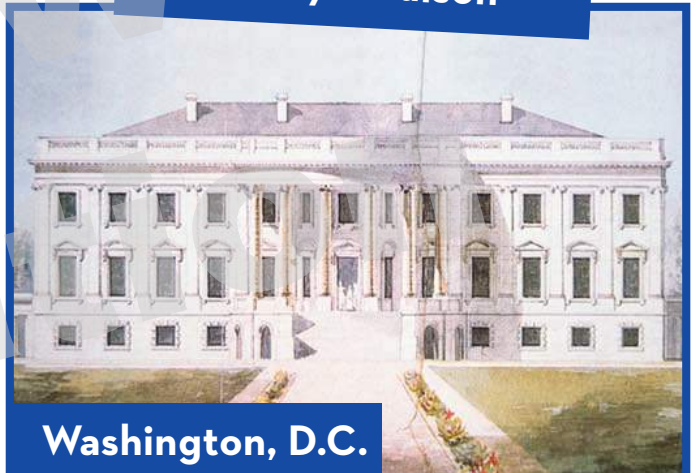
Dolley Madison



Louisiana Territory

1804

Sacagawea aids Lewis and Clark on their expedition.



Washington, D.C.

1814

Dolley Madison escapes the fire at the White House.



1825

Sacagawea, a Shoshone American Indian, acted as a guide and interpreter for Lewis and Clark in the **Louisiana Territory**.

Today you can see a statue of Sacagawea at the state capitol in North Dakota.

1850

During the War of 1812, **Dolley Madison** saved a famous painting of George Washington when the British burned **Washington, D.C.**

Today that painting of Washington still hangs in the White House.

A New Government

Lesson 1

VOCABULARY

confederation p. 97

territory p. 97

amendment p. 103

Bill of Rights p. 103

READING SKILL

Cause and Effect

Copy the chart below.

As you read, fill it in with causes and effects of creating a new plan of government.

Cause	→	Effect
	→	
	→	
	→	



VIRGINIA STANDARDS

VS.1a, c, f, h, i VS.2a VS.6a

The U.S. Constitution is on display at the National Archives in Washington, D.C.

Visual Preview

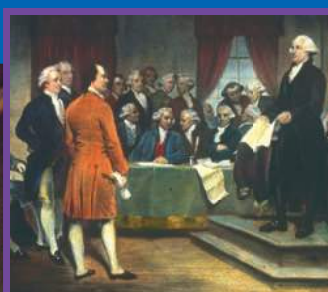
How did the United States meet its needs with a new plan of government?



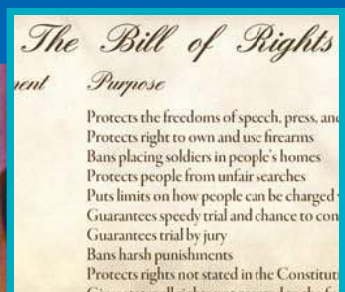
A The Americans wrote a new plan for government and laws to add new lands.



B Virginia wrote its own constitution to meet the needs of its people.



C American leaders met to create a better form of national government.



D The Constitution was ratified after a Bill of Rights was added.

A THE ARTICLES OF CONFEDERATION

Imagine living in a country without laws. Virginians—and all other Americans—knew that independence meant a big change. They needed to make new governments to pass the laws they needed.

After declaring independence, a group of leaders met at the Second Continental Congress. They wrote a plan of government called the Articles of **Confederation**. A confederation is a nation formed of many parts. In this new nation, the states were the parts.

After the Revolution, Britain agreed to give up land from the Appalachian Mountains west to the Mississippi River. The new Congress passed two important laws about these new lands. The Land Ordinance of 1785 outlined how people could settle there. This law opened the area west of the Appalachian Mountains for settlement.

Two years later, Congress passed the other law. It established a **territory** in the area north of the Ohio River. A territory is land that is owned by a country but is not a state of that country. Congress called this new area the Northwest Territory.

Virginia had long claimed part of the Northwest Territory. Virginia's leaders agreed to give up those claims to help the new nation grow.

QUICK CHECK

Cause and Effect How did the United States expand after the Revolution?



Map Skill

PLACE What body of water formed the western boundary of the Northwest Territory?

B

VIRGINIA'S EARLY GOVERNMENT

As British rule was ending, Congress asked each state to form a new government and write a new state constitution. In the spring of 1776, members of the House of Burgesses met in Williamsburg. The burgesses gave themselves a new name, the Provincial Congress. Then they set about making a new plan of government for Virginia.

Primary Sources

"All men are by nature equally free and independent, and have certain...rights,...namely, the enjoyment of life and liberty, with the means of acquiring [getting] and possessing [owning] property, and

pursuing and obtaining happiness and safety."



Excerpt from the Virginia Declaration of Rights by George Mason, 1776



Write About It Write a letter to someone in another country explaining what it means to have basic rights that cannot be taken away.

The Virginia Declaration of Rights

The lawmakers first agreed to write a statement about the rights that each person in Virginia had. George Mason, a lawyer from Virginia, wrote this statement. You can read Mason's writing in the Primary Source on this page.

Mason's statement said that Virginians have many rights, including freedom of speech, freedom of religion, and freedom of the press. He also said that all people who are charged with a crime must be given a jury trial.

On June 12, 1776, the Provincial Congress approved Mason's Declaration of Rights. It became the first part of the new state constitution of Virginia.

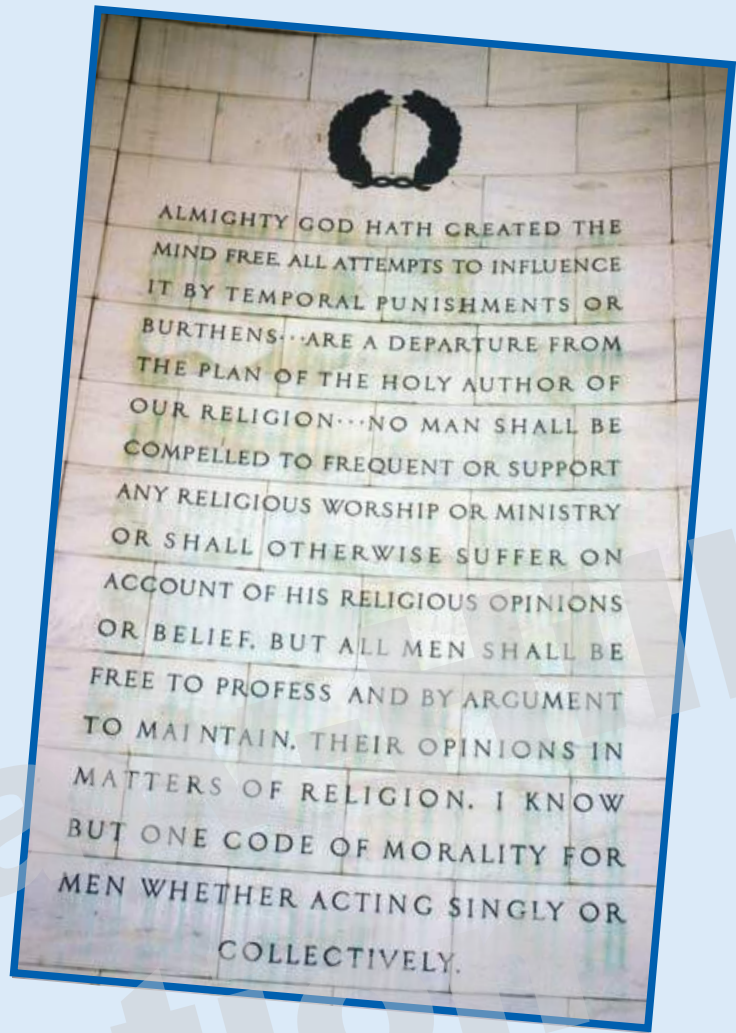
Plan for a Government

George Mason also wrote the plan for Virginia's new government. He split the government into three parts: the General Assembly, the governor, and the courts.

The General Assembly had the job of writing the laws. It had two parts—the Senate and the House of Delegates. Both parts had to approve a law before it went into effect. Voters would choose the members of both of these houses.

The assembly named a governor to enforce the laws. It also picked eight people to advise the governor. The third part of the government was the courts. The assembly chose the judges.

Thomas Jefferson wrote the Virginia Statute for Religious Freedom. The introduction of this writing can be found inside the Jefferson Memorial in Washington, D.C.



On June 29, 1776, the Provincial Congress approved the final plan of government. It said that Virginia was a commonwealth. In a commonwealth, people join together to work for the good of all members of society.

Later in 1776, voters chose the first members of the House of Delegates and the Senate. They picked Patrick Henry as Virginia's first governor.

Religious Freedom in Virginia

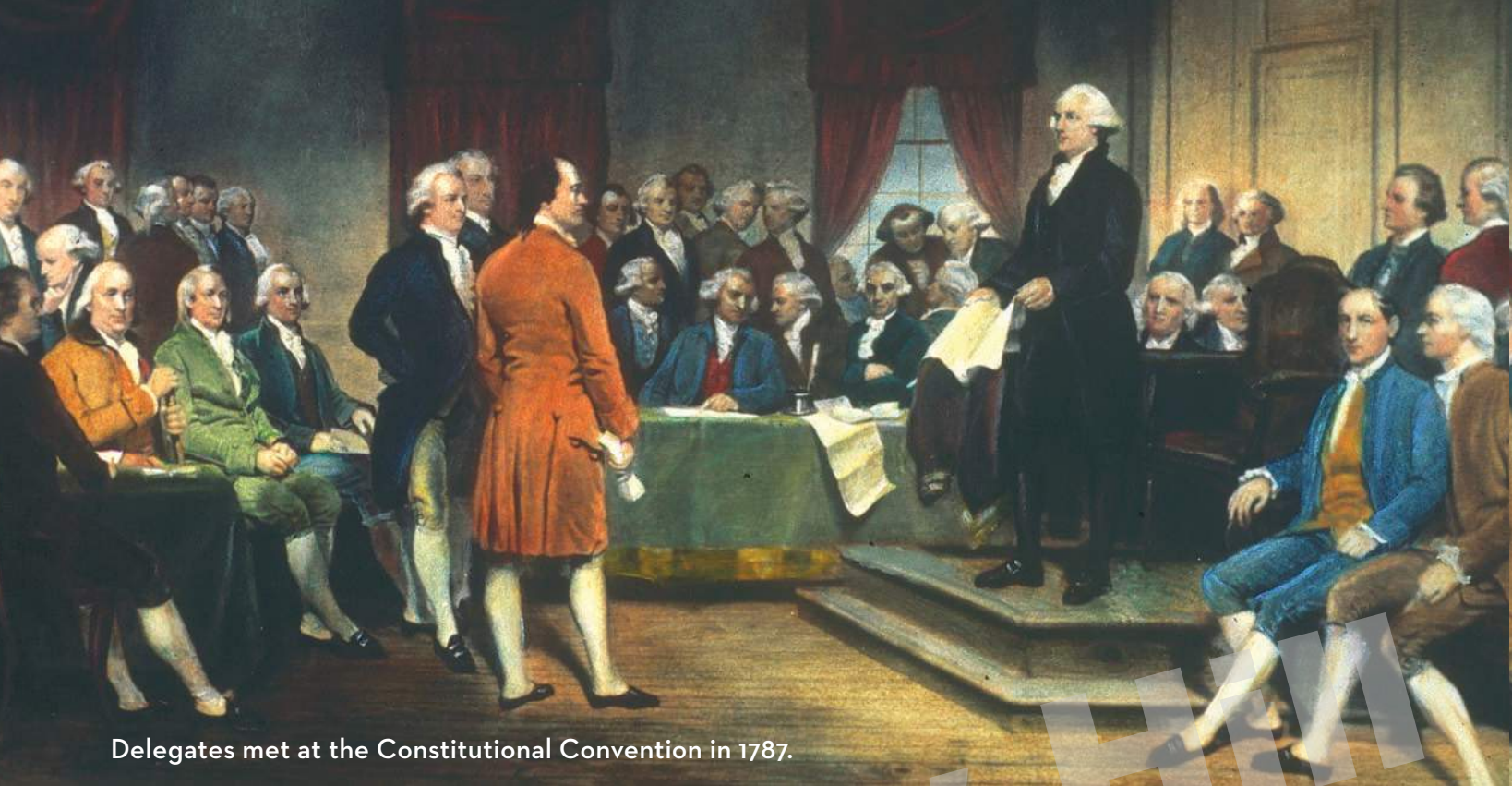
Thomas Jefferson also helped form Virginia's new government. He worked with other Virginians to write new laws for the commonwealth.

Jefferson wanted to protect the rights of Virginians. He wrote a new law called the Virginia Statute for Religious Freedom. It stated that all Virginians are free to worship as they please.

Jefferson's close friend, James Madison, helped pass the law. Jefferson thought this law was one of his own greatest accomplishments.

QUICK CHECK

Cause and Effect Why did Virginia's leaders have to make a new government in 1776?



Delegates met at the Constitutional Convention in 1787.

© THE UNITED STATES CONSTITUTION

As the years passed, the United States faced problems. Congress was too weak to solve many of these problems. In 1787 American leaders met in Philadelphia. Their meeting was called the Constitutional Convention. During this meeting, the leaders wrote a new plan of government for the country.

The Constitutional Convention

The convention began in May and lasted until September. Fifty-five leaders took part. They came from twelve of the thirteen states. These leaders were among the most intelligent men in the country. Several Virginians played important roles.

The delegates picked George Washington to lead the convention. They knew that Washington would be a fair and honest leader.

James Madison's Role

Another important Virginian at the convention was James Madison. Madison wanted a stronger national government to fix the nation's problems. He proposed a detailed plan. It became the basis for the new form of government created by the Constitution.

Madison was very skilled at helping people compromise. In a compromise, people give up part of something they want. With his help, the delegates agreed on a plan of government. Madison is called "the Father of the Constitution" for this reason.

Madison took detailed notes during the meetings. These notes show what different leaders thought about the ideas discussed at the convention.

Opposing Plans

The idea James Madison offered is called the Virginia Plan. He suggested giving Congress two parts—the House of Representatives and the Senate. The number of members in each part would be based on a state’s population. States with larger populations would have more members than states with smaller populations.

Delegates from smaller states did not like this idea. They offered a different idea called the New Jersey Plan. This plan said that each state would have the same number of members in Congress.

Making Agreements

The delegates discussed for a long time. They then agreed on two compromises to settle the dispute. The first agreement is called the

Connecticut Compromise. It combined both the Virginia and New Jersey Plans. The House of Representatives would have members based on a state’s population. The Senate would have two members from each state.

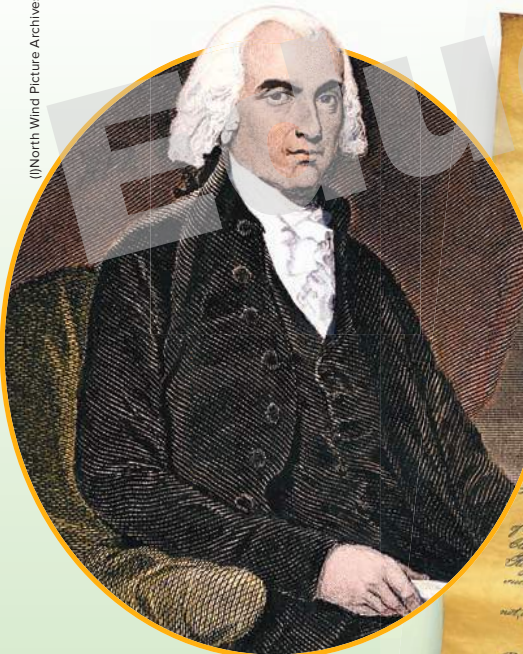
The other agreement is called the Three-Fifths Compromise. This compromise stated that enslaved African Americans were partly counted in a state’s population. Every five enslaved persons would count as three people toward the population of a state.

The delegates agreed on two other important ideas from Madison. They created a new office—the President of the United States. They also said the national government should have a court system.

QUICK CHECK

Cause and Effect Why is James Madison referred to as the “Father of the Constitution”?

(North Wind Picture Archives, ©Aaron Haupt/Photo Researchers, Inc.)



▲ James Madison is called the “Father of the Constitution.”



D RATIFICATION

Delegates at the Constitutional Convention had to ask the states to ratify, or approve, the new plan. They said that, as long as nine states approved it, the new government would take effect.

They did not want to require that all thirteen states approve the plan. They worried that if just one state refused to agree, the nation would not be able to solve its problems.

Citizenship

Cooperation and Compromise

When people worked together to write the Constitution, they used cooperation. People cooperate when they work together to make rules or laws or to solve a problem. One of the ways they cooperated was by agreeing to make compromises. People compromise when they give up part of something they want. By getting along and working together, people can solve problems in a way that will satisfy the most people.



Write About It Write a paragraph about a time you gave up something you wanted to solve a problem or to settle a disagreement.

Virginia's Role

Madison worked hard to make sure that Virginia approved the Constitution. He and two others wrote many essays in favor of the Constitution. These essays are called the Federalist Papers. Other important Virginians, like George Washington, also agreed.

Some people did not approve of the Constitution. George Mason and Patrick Henry thought the Constitution gave the national government too much power. They wrote and spoke against the plan.

Virginians met to vote on the new plan. The result was what Madison wanted. Virginia approved the Constitution by 10 votes. After the other states approved it, the Constitution became the official plan of government for the nation.

The Bill of Rights

Some opposed the Constitution because it did not say how the government would protect the basic rights of the people. Supporters of the Constitution promised to add those protections after the government was formed.

James Madison quickly went to work on protecting all of these basic rights.

The Bill of Rights

<i>Amendment</i>	<i>Purpose</i>
First	Protects the freedoms of speech, press, and religion
Second	Protects right to own and use firearms
Third	Bans placing soldiers in people's homes
Fourth	Protects people from unfair searches
Fifth	Puts limits on how people can be charged with crimes
Sixth	Guarantees speedy trial and chance to confront witnesses
Seventh	Guarantees trial by jury
Eighth	Bans harsh punishments
Ninth	Protects rights not stated in the Constitution
Tenth	Gives states all rights not granted to the federal government

He offered many **amendments** to the Constitution. An amendment is an addition or a change.

Congress voted in favor of several amendments. The states then approved these amendments. These first 10 amendments are called the **Bill of Rights**. They protect Americans' basic rights, such as freedom of speech and religion.

Some of the rights spelled out in the Bill of Rights are similar to those in Virginia's Declaration of Rights, written by George Mason. The First Amendment guarantees free speech. It also guarantees freedom of religion. That protection is just like the one in Jefferson's Virginia Statute for Religious Freedom.

QUICK CHECK

Cause and Effect How did George Mason influence the Bill of Rights?

Check Understanding



- VOCABULARY** Write a paragraph about how Virginians influenced the Constitution. Use these words.

confederation

amendment

Bill of Rights

- READING SKILL Cause and Effect** Use your chart from page 96 to write about forming new governments in Virginia and the nation.

Cause	→	Effect
	→	
	→	
	→	



- Write About It** Write a speech for Madison explaining why the Constitution should be approved.

Citizenship Skills

Problem Solving

VOCABULARY

consequence

evaluate

In Lesson 1, you read about the Articles of Confederation. The Articles were the first plan of government for the new nation. The Articles gave state governments much power. The national government, however, was not as powerful. This caused many problems. It was difficult to pass any national laws. It was also difficult to enforce laws. Congress was unable to collect taxes. This led to increasing debt.

The leaders of the nation had to solve a problem. We all face problems every day. Problem solving is a process everyone can use to find solutions. It can help you figure out how to learn more about an issue or how to tell others what you think.

Learn It

- There are several steps in the problem solving process. First, you must identify the problem.
- Second, gather information about the problem.
- Third, identify the options you have for solving the problem.
- Fourth, list possible **consequences** of your choices. A consequence is a result of an action.
- Fifth, choose a solution to your problem and try your solution.
- Finally, **evaluate** your solution. By evaluating you judge your solution.

Delegates met in 1787 to discuss ►
creating a new plan of government.

Try It

American leaders saw a problem with the Articles. What steps did they take to solve it?

- States sent delegates to Philadelphia to solve the problem.
- At first the delegates wanted to change the Articles. Others wanted a new plan of government.
- The delegates talked about the consequences of keeping the Articles. They thought that having a Confederation with a weak central government would not work.

- The delegates decided their best option was to write a new plan of government. They debated each part of the new government.
- They created the United States Constitution.

Apply It

- Suppose you have to research a local issue that affects your community or school. Use the problem solving process to figure out how to solve the problem.



Christy, Howard Chandler (1873–1952)/Hall of Representatives, Washington, DC, USA/The Bridgeman Art Library

Lesson 2

VOCABULARY

inauguration p. 107

cabinet p. 108

READING SKILL

Cause and Effect

Copy the chart below.
As you read, fill it in with
causes and effects of
Washington's presidency.

Cause	→	Effect
	→	
	→	
	→	

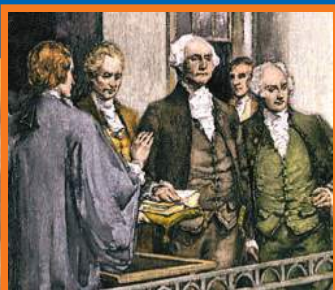
 VIRGINIA STANDARDS
VS.1f VS.6a

Our First President

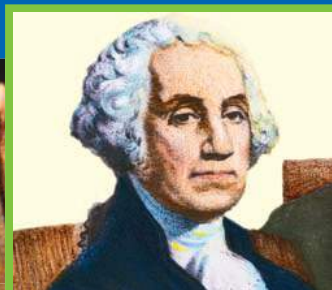
George Washington became our first President and set an example of leadership for others to follow.

Visual Preview

How did Washington serve as a model for future presidents?



A Washington became the first President and created a cabinet.



B Washington faced many issues and started new traditions.

A A NEW LEADER

As leader of the Patriot armies, George Washington helped win the American Revolution. As the nation's first president, he became a model for future presidents. Thus, Americans honor him as "the Father of Our Country."

Once the Constitution was approved, many Americans worried that the President could become too powerful. At the same time, people had great respect for George Washington because of his leadership during the Revolution. People trusted him to use his power wisely.

Becoming President

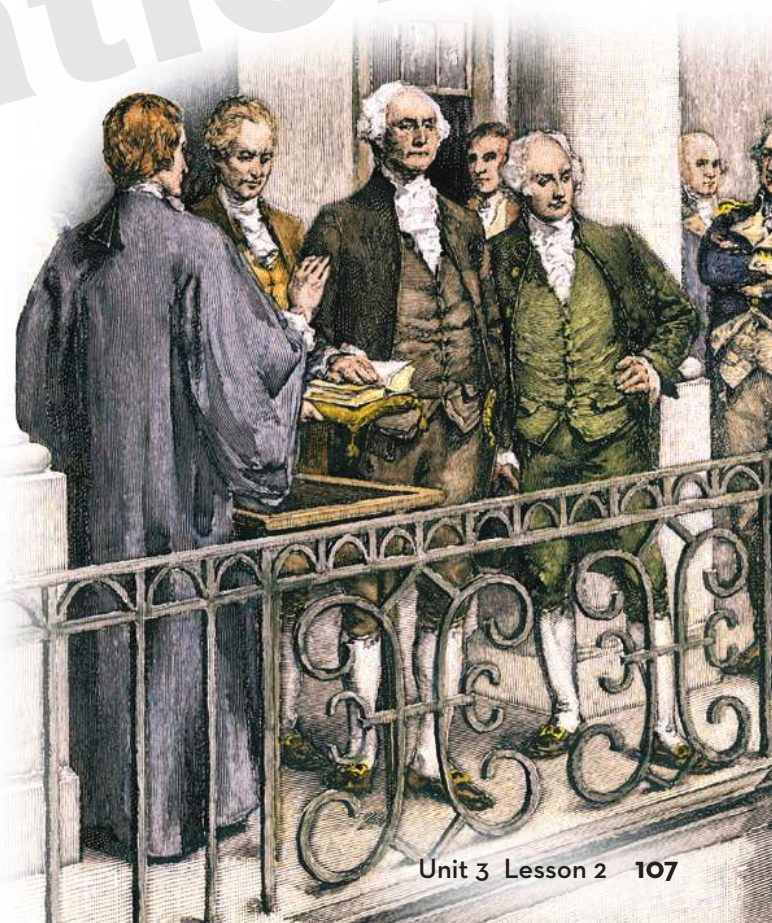
Washington was chosen as the first President in a unanimous vote. Unanimous means that everyone voted the same way. Washington agreed to become President because his country needed him.

On April 30, 1789, the first **inauguration** of a President took place. In an inauguration, a person formally takes the office of President. Washington gave a speech after he took the oath of office. This speech started a tradition. From then on, all Presidents gave a speech at the beginning of their term in office.

The government had many problems to solve. The country still had to pay off the money it had borrowed to fight the Revolution. Fighting and unrest were also taking place in some parts of the country.

QUICK CHECK

Cause and Effect Why did Americans want Washington to be President?



Washington was sworn into office in 1789. ►

B

WASHINGTON AS PRESIDENT

Congress created three departments to help Washington run the country. They were the departments of state, treasury, and war. Congress also created the attorney general. This person gave advice to Washington on the law. These four people were Washington's **cabinet**. A cabinet is a President's top advisors.

Washington as President

As President, Washington helped guide the nation in its first years under the Constitution. He also started important traditions that all Presidents after him followed.

Washington asked his cabinet members for advice. For example, he followed the advice of the Secretary of the Treasury to create a national bank.

The President is required to report to Congress about the "State of the Union." Washington made this report by giving a speech to Congress each year.

- ▼ President Washington met with his cabinet to discuss issues and to get advice.

The Nation's Capital

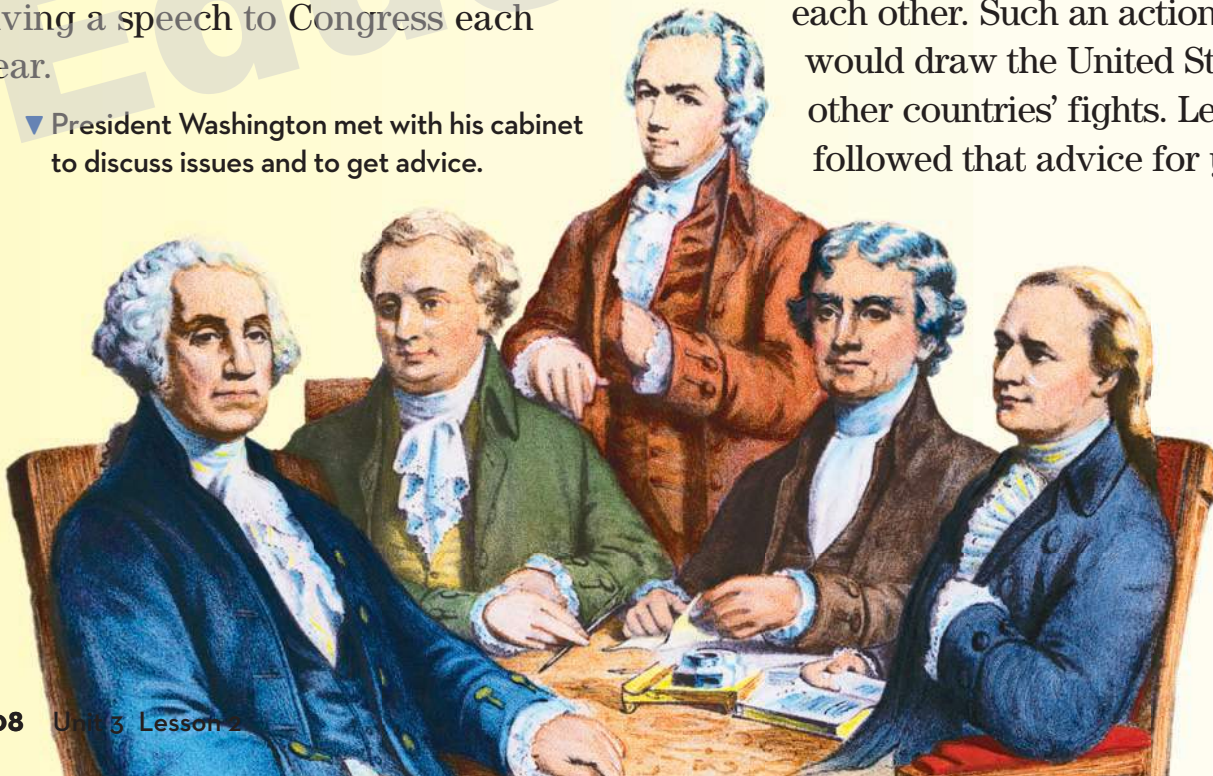
Congress agreed to build a capital city along the Potomac River. In 1790 both Maryland and Virginia gave up land for the new capital. The capital was named Washington, D.C. It was given this name to honor the first president. The "D.C." at the end is short for the federal district the city is in, the District of Columbia.

The city was designed by Pierre Charles L'Enfant, a French-born architect who had fought in the American Revolution. He planned the streets as a grid. Streets running north and south crossed others running east and west. In 1793 Washington himself laid the cornerstone of the Capitol.

Washington's Legacy

When Washington left office, he warned about forming lasting alliances.

In an alliance, nations agree to defend each other. Such an action, he said, would draw the United States into other countries' fights. Leaders followed that advice for years.





▲ Aerial view of Washington, D.C.

Washington left office after his second term. All Presidents but one also did this. Later, an amendment to the Constitution set a limit of two terms for Presidents.

In 1797 Washington retired to his beloved home of Mount Vernon. The nation was at peace, and the economy was strong and growing. Late in 1799, he became ill and died.

Henry Lee of Virginia had served as one of Washington's officers in the Revolution. He paid tribute to the fallen leader. He called Washington

“first in war, first in peace, and first in the hearts of his countrymen.”

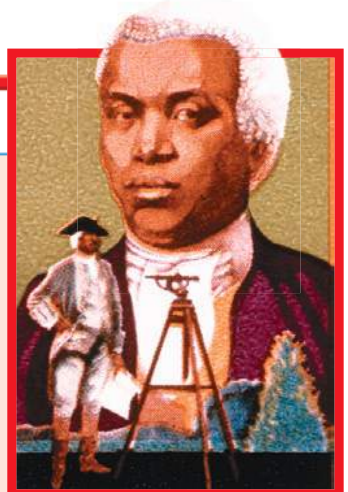
(f)Glow Images/Alamy, (b)CORBIS

QUICK CHECK

Cause and Effect Why did Washington warn against lasting alliances?

PEOPLE

African American **Benjamin Banneker** was one of three people who surveyed the land for the new capital in Washington, D.C. He helped draw lines to mark the boundaries between the city and Maryland and Virginia. Banneker had taught himself astronomy, the study of stars and planets. He used his knowledge to plot these lines.



Benjamin Banneker

Check Understanding



- VOCABULARY** Write a poem or speech that honors George Washington. Use both vocabulary words.

cabinet

inauguration

- READING SKILL Cause and Effect** Use your chart from page 106 to write about why Washington is important.

Cause	→	Effect
	→	
	→	
	→	



- Write About It** Write a paragraph explaining whether or not George Washington was a good model for how Presidents should act.

Lesson 3

VOCABULARY

impressment p. 111

embargo p. 111

expedition p. 113


doctrine p. 115

READING SKILL

Cause and Effect

Copy the chart below.
As you read, fill it in with causes and effects about the presidencies of Jefferson, Madison, and Monroe.

Cause	→	Effect
	→	
	→	
	→	

 VIRGINIA STANDARDS
VS.1b; f VS.2a

Virginians Lead the Nation

President Monroe talked about the Monroe Doctrine with his cabinet.

(bkg d) Bettmann/CORBIS; (PhotoLink/Photodisc/Getty Images, (j) Bettmann/CORBIS)

Visual Preview

How have presidents from Virginia worked to improve the country?



A Jefferson cut taxes and faced problems with Great Britain.



B The Louisiana Purchase greatly increased the size of the country.



C Under Madison and Monroe, the country became more important.

A THOMAS JEFFERSON

Including George Washington, four of the first five presidents of the United States came from Virginia. Thomas Jefferson, James Madison, and James Monroe were the other three. During their terms, the nation changed in important ways.

Jefferson was a great leader and a skilled writer. He was a farmer who used science to grow better crops. Jefferson also founded the University of Virginia. He did all these things while serving Virginia and the United States as a leader in many ways.

Jefferson as President

In 1800 Jefferson became our third President. He wanted state governments to be stronger than the national government. He also cut the taxes that people had to pay to the national government.

Jefferson was reelected in 1804. He saw many difficulties in his second term. Problems arose between the United States and Great Britain. Some British naval commanders took sailors from American ships and forced them to serve on British ships. This is called **impressment**.

Many Americans grew angry, and some wanted to fight. Jefferson wanted to avoid a war. He tried to use economic pressure to force the British to stop. He got Congress to pass a law putting an **embargo** on trade. An embargo is a ban on trade with a particular country.

The embargo hurt American merchants, however. Because they could not trade anymore, they lost money. The law made Jefferson unpopular with many people.

QUICK CHECK

Cause and Effect Why did Jefferson become less popular during his second term?

PLACES

Monticello means “little mountain” in Italian. Jefferson gave his home this name because the building sits on top of a hill near Charlottesville, Virginia. Jefferson designed the entire home himself.



Monticello

B THE LOUISIANA PURCHASE

When Jefferson became president, the United States reached only to the Mississippi River. Jefferson acted boldly to change that.

Purchasing Louisiana

Spain owned the land from what is now Texas, west to California. France owned an area called Louisiana. That area stretched from what is now the state of Louisiana, north to the present-day border with Canada, and west beyond the Rocky Mountains. This land included New Orleans, an important port near the mouth of the Mississippi River.

Jefferson sent Robert R. Livingston and Virginia's James Monroe to France.

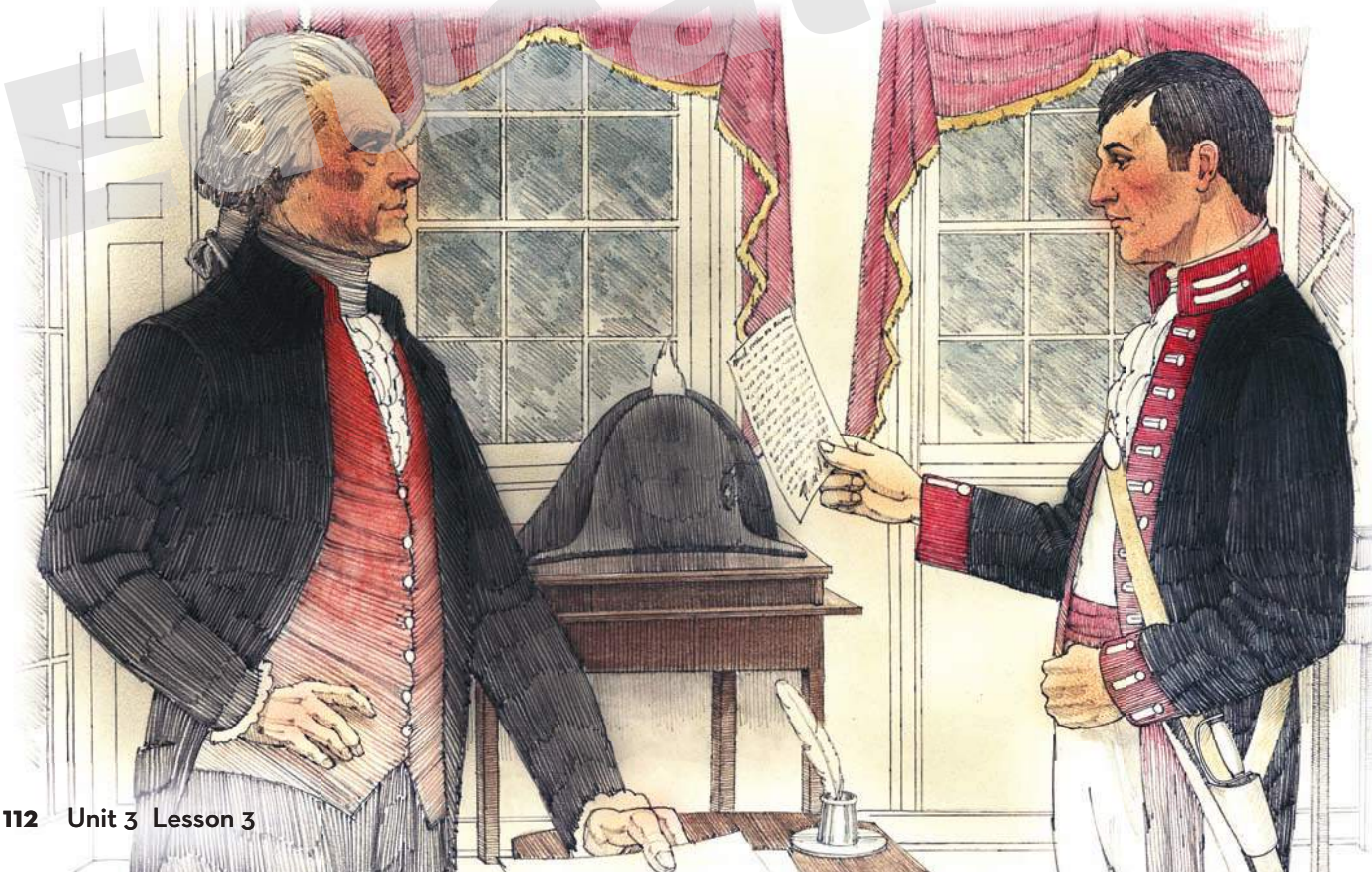
▼ President Jefferson met with Meriwether Lewis to discuss plans for exploring the Louisiana Territory.

He told them to offer to buy New Orleans from France. French officials were willing to sell the entire Louisiana Territory. The United States bought the vast territory for \$15 million in 1803.

The Louisiana Purchase was an important event. It doubled the size of the United States. It gave the young nation complete control of the Mississippi River.

Lewis and Clark

When the United States bought the Louisiana Territory, Americans knew little about the area. Jefferson wanted to have information about the geography of the area. He wanted to know what plants and animals could be found there. He also wanted to know about the American Indians who lived in the territory.





Map Skill

LOCATION Which river led Lewis and Clark to the Pacific Ocean?

Jefferson decided to send out an **expedition**. An expedition is a journey meant to explore and learn about an area. Jefferson placed his secretary, Meriwether Lewis, in charge. Lewis picked an old army friend, William Clark, as his co-leader. More than two dozen people journeyed with them on their long trip.

Lewis and Clark set out from St. Louis, Missouri, in 1804. Their journey lasted more than two years. They traveled thousands of miles along rivers, over high mountains, and through hot deserts to the Pacific coast. Helping them along the way was an American Indian woman named Sacagawea. She guided them along some of the paths that they took. She

Sacagawea guided Lewis and Clark as they explored the Louisiana Territory. ▶

also helped Lewis and Clark talk to American Indian leaders.

Lewis and Clark drew maps, collected samples of plants and animals, and wrote details of what they saw. Their journey taught Americans about the new territory.

QUICK CHECK

Cause and Effect Why was the Louisiana Purchase important?





MADISON AND MONROE

James Madison became our fourth President. By 1812, trouble with Britain had grown worse. The British helped American Indians who were attacking Americans in the West. The British also continued to seize American sailors. Madison asked Congress to declare war. This conflict is called the War of 1812.

The War of 1812

American troops won some victories, but so did the British. One of the worst American losses came in 1814.

British troops marched into Washington, D.C., forcing the government to flee. The British forces destroyed the city.

The Americans won an important naval battle on Lake Champlain in New York. This victory stopped the British from sending a large force into that state.

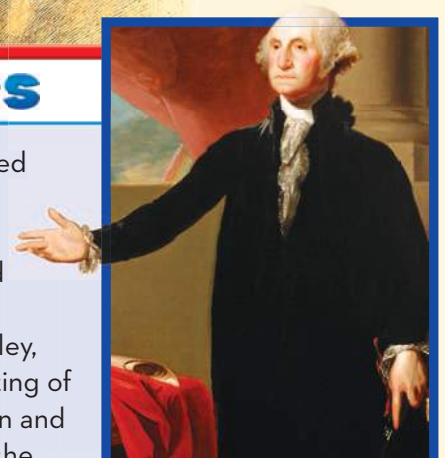
Finally, both sides agreed to end the war. Late in 1814, representatives from each country signed a peace treaty to end the fighting. Neither side had won the war.

The treaty was signed in Europe, and it took a long time for news of the agreement to reach the United States.

The British army burned down the White House during the War of 1812.

EVENTS

British troops burned several buildings in Washington, D.C. Before they burned the White House, Madison's wife, Dolley, wrapped up a painting of George Washington and took it with her as she fled. The painting was returned to the White House and still hangs there today.



The Burning of D.C.

Brooklyn Museum/CORBIS, (pkgd)North Wind Picture Archives

Before it did, one more battle was fought. American forces, led by General Andrew Jackson, defeated a British force near New Orleans.

Monroe as President

James Monroe became the fourth President from Virginia and the fifth President overall. Earlier presidents had faced bickering between political parties. Monroe's eight years in office were calmer. Some people called that period the Era of Good Feelings.

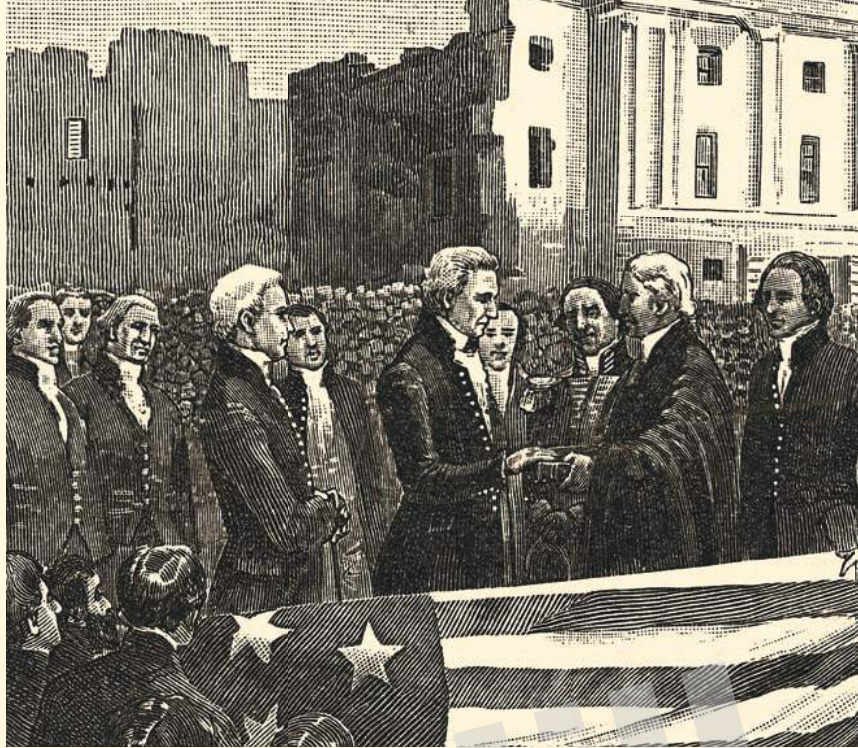
The United States worked out a treaty with Britain that settled the boundary between the United States and Canada. In another treaty, Britain gave up control of part of what is now Maine. A treaty with Spain gave the United States most of Florida.

In the early 1820s, Mexico declared independence from Spain. Monroe issued a statement called the Monroe **Doctrine**. A doctrine is a statement of beliefs.

The Monroe Doctrine warned leaders in Europe not to create new colonies in the Americas. In turn, the United States would not interfere in matters that only concerned Europeans. The Monroe Doctrine affected the decisions of future Presidents. It showed that the United States was becoming an important nation in the world.

QUICK CHECK

Cause and Effect What effects did the Monroe Doctrine have?



▲ James Monroe was inaugurated as the fifth President in 1817.

Check Understanding



1. **VOCABULARY** Write a newspaper editorial in which you agree or disagree with the actions of Jefferson, Madison, or Monroe. Use at least two of these words.

impressment

expedition

embargo

doctrine

2. **READING SKILL Cause and Effect**

Use your chart from page 110 to write about three Presidents from Virginia.

Cause	→	Effect
	→	
	→	
	→	



3. **Write About It** Take the role of Jefferson, Madison, or Monroe, and write a letter to a friend describing what you achieved as President.

Map and Globe Skills

Compare Maps at Different Scales

VOCABULARY

map scale

large-scale map

small-scale

map

Maps cannot show places in the size that they are in real life. All maps are drawn to scale. A **map scale** tells you the actual size of an area on the map. A **map scale** uses a unit of measurement to show a real distance. Sometimes 1 inch on a map represents 50 feet in real life. Other times, 1 inch on a map can represent 500 miles.

A **large-scale map** shows many details of a smaller area. A road map of Washington, D.C., is an example of a large-scale map. A **small-scale map** covers a large area, but it does not include many details. A world map is an example of a small-scale map.

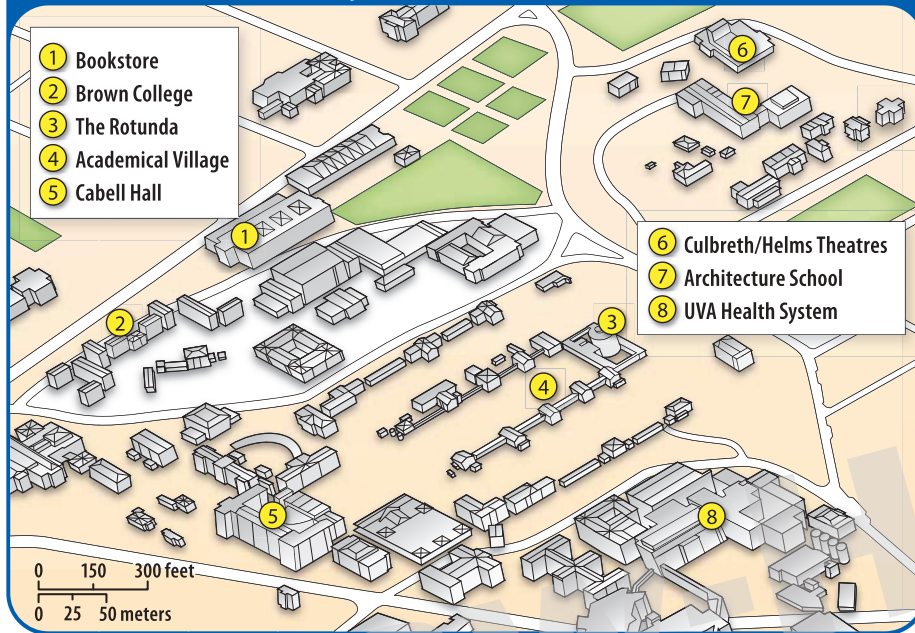
Learn It

Look at the maps on pages 116–117.

- Map A shows a map of Virginia. This is a small-scale map. It shows a large area without specific detail. You can see the location of cities, and you can measure the distance between cities.
- Map B shows the University of Virginia. This is a large-scale map. It shows a small area of the state with a lot of specific detail. You can see where the roads and buildings of the campus are located.



MAP B: University of Virginia, Central Grounds



Try It

- Compare the map scale for Map A to the map scale for Map B. Which map scale represents a small distance? Which map scale represents a large distance?
- Where in Virginia is the University of Virginia campus? How did you know which map to use to find it?
- Using the scale on Map B, what is the distance from the Rotunda to the bookstore?

Apply It

- Suppose your family is taking a vacation. Which type of map would you most likely use to drive from Richmond to Washington, D.C.?
- Draw a large-scale map of your neighborhood. Then draw a small-scale map of Virginia, and indicate where your city or town is in the state. Which map would be more useful to a new student at your school?

Life in the New State

Lesson 4

VOCABULARY

Industrial Revolution p. 120

patent p. 120

READING SKILL

Cause and Effect

Copy the chart below.
As you read, fill it in with causes and effects of how life changed in Virginia in the 1800s.

Cause	→	Effect
	→	
	→	
	→	

 VIRGINIA STANDARDS
VS.1c, f, j

A crowd gathered to watch Cyrus McCormick and his reaping machine on display in 1837.

Visual Preview

How did life change for Virginians in the early 1800s?



A Virginians enjoyed new schools and new chances for learning.



B New inventions and changes in transportation made life easier for Virginians.



C Many Virginians moved to different parts of the state and the country.

A NEW OPPORTUNITIES IN VIRGINIA

Early settlers in Virginia had to walk, ride horses, or use horse-drawn wagons to travel and move goods. By the early 1800s, railroads made these tasks much easier.

Virginia changed greatly during that time. One way that Virginia changed was with education.

Public Schools

In the early 1800s, Virginia did not have state run public schools. Families had to pay to send their children to school. In 1810 the state passed a law that provided money to pay for their children's education. By 1850, nearly 70,000 Virginia children were attending public schools.

Colleges

Virginia's first college opened in 1693, when the College of William and Mary was founded. It is the second oldest college in the country.

- ▼ VMI began training men to serve in the military in 1839. In 1997 VMI began admitting women as well.

Thomas Jefferson founded the University of Virginia in 1819. In 1830 Richmond College was founded to train people to become ministers. Ten years later, it taught other subjects. The state established Virginia Military Institute in 1839 to train men to serve in the military.

QUICK CHECK

Cause and Effect How did Virginia provide opportunities for education?

B**INDUSTRY IN VIRGINIA**

In the early 1800s, life and work changed in dramatic ways. This period of time is called the **Industrial Revolution**. During this time, people began using waterpower and steam power to do work. They invented new machines that could work harder and faster than people and animals could.

The Industrial Revolution brought new jobs to Virginia. New factories opened across the state. New methods of transportation made it possible to move goods and people across the state quickly.

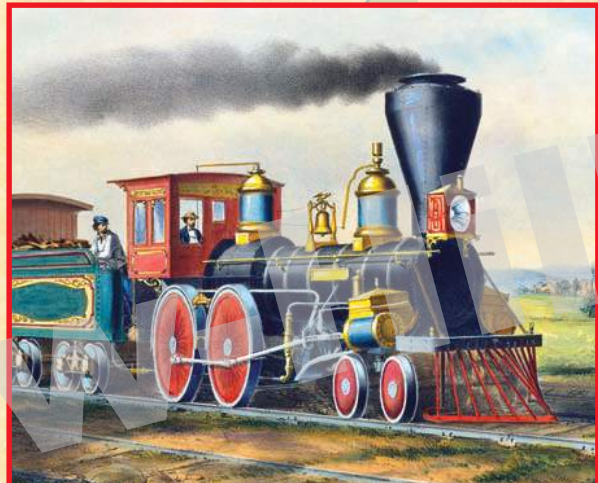
New Inventions

The government decided to help people who invented new machines. It gave them a **patent**. A patent gives only the inventor the right to make money from an invention for a period of time.



Cyrus McCormick displayed his reaper across Virginia and the rest of the country. His reaper helped farmers gather wheat more quickly.

People across the country received patents for their inventions. Virginian Cyrus McCormick received a patent for a mechanical reaper. A reaper is a machine used to harvest grain.



Railroads connected Alexandria to the Shenandoah Valley.

Changes in Transportation

Some of the changes affected transportation. Transportation is the moving of goods and people. People dug canals, or human-made waterways. These waterways connected different parts of the country where rivers do not run.

Railroads used steam to power engines that pulled cars carrying heavy

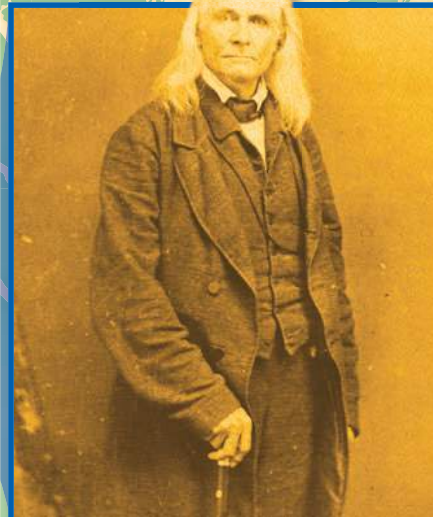
goods. Trains traveled faster than wagons drawn by horses. Virginia built rail lines that connected cities to areas where crops were grown. This caused many cities in Virginia to grow.

QUICK CHECK

Cause and Effect How did changes in transportation affect Virginians?



Tredegar Iron Works made tools, machines, and locomotives in Richmond.



Tobacco farming often wore out the soil. Virginian Edmund Ruffin developed a way to add lime to the soil. This improved the soil and helped farm tobacco.



MOVING WEST

Virginia's population was growing, but other states were growing faster. In 1800 Virginia had the highest population of any state. By 1850 it ranked only fourth.

Reasons for Movement

The growing number of people needed land of their own. In addition, tobacco farming was hard on the soil. The land

also became less productive over time. Farmers who grew tobacco did not earn more money from year to year. For these reasons, many Virginians left their homes. They moved out of the state to find new land to farm.

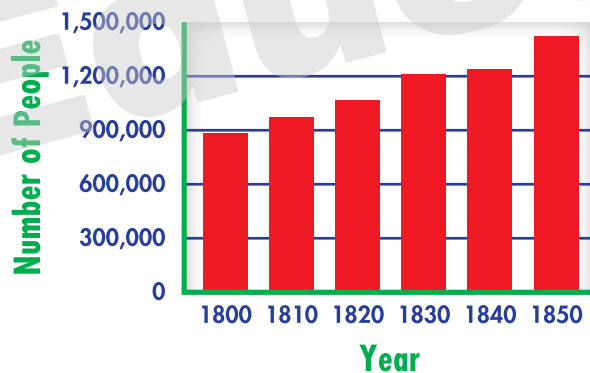
During the early 1830s, cotton became an important crop in the United States. Virginia did not have good soil for cotton. Other states in the South did.

DataGraphic

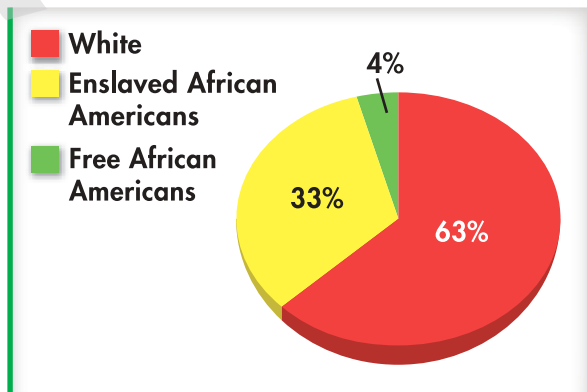
Virginia's People

By 1850, nearly 400,000 Virginians were living outside Virginia. They hoped to find more jobs and more land. Study the graph and chart below. Then answer the questions that follow.

Virginia's Population,
1800–1850



Virginia's People, 1850



Think About Virginia's People

1. According to the graph, in what year was Virginia's population the highest?
2. Which group had the highest percentage of population in 1850?

Many of the enslaved African Americans working in Virginia were sold to landowners in states that grew cotton. Their movement added to Virginia's loss of people.

A New Life

Many Virginians moving west had to cross the Appalachian Mountains. To do so, they used the Cumberland Gap. The Cumberland Gap is where Virginia, North Carolina, and Kentucky meet. It is an opening in the mountains that forms a natural passage through them. Settlers walked and rode horses through the opening. They carried their goods in wagons.

As Virginians moved, they took their traditions, ideas, and cultures with them. Life was based on farming, which involved hard work. Religion was also important to family life.

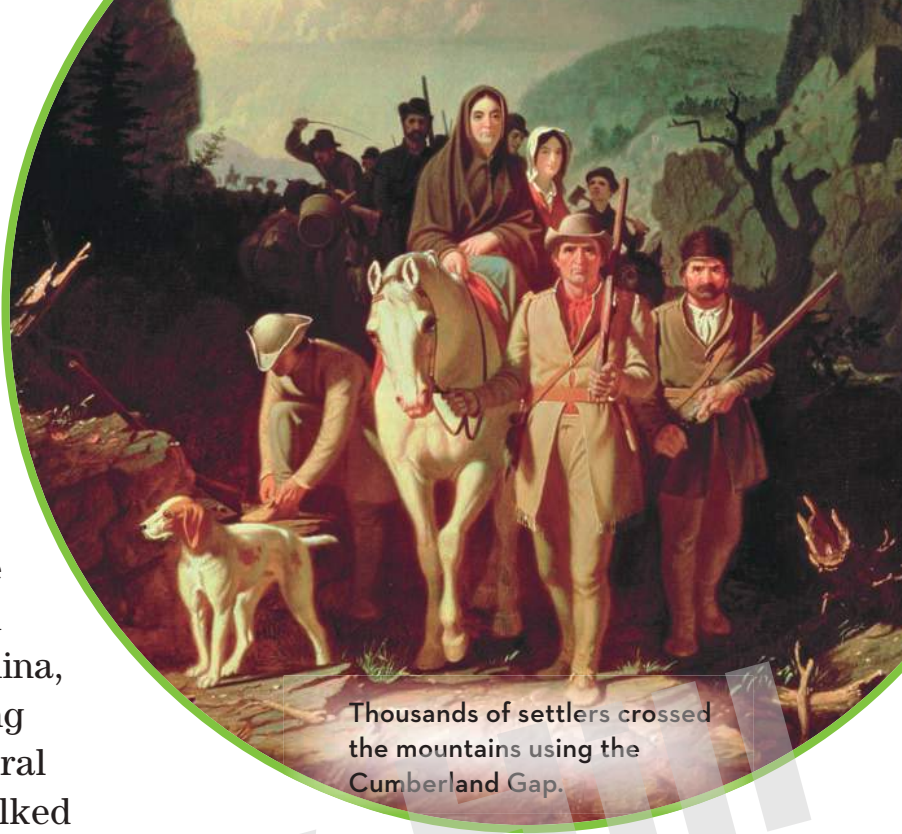
Moving Within Virginia

Some movement took place within Virginia as well. People moved to the western counties of the state, where they could find land.

Many people also moved to Virginia's cities. Richmond's population more than doubled between 1830 and 1860. It had become Virginia's capital in 1780. The city was also a center of the arts. Many writers lived and worked in Richmond.

QUICK CHECK

Cause and Effect Why did people use the Cumberland Gap to go to western lands?



Thousands of settlers crossed the mountains using the Cumberland Gap.

Check Understanding



1. **VOCABULARY** Write a journal entry about life in the 1830s or 1840s. Use at least one of these words.

Industrial Revolution

patent

2. **READING SKILL Cause and Effect** Use your chart from page 118 to write about why people moved out of Virginia in the early 1800s.

Cause	→	Effect
	→	
	→	
	→	



3. **Write About It** Write a paragraph about new opportunities for education and work for Virginians in the early 1800s.

Chart and Graph Skills

Read Circle Graphs

VOCABULARY

graph

circle graph

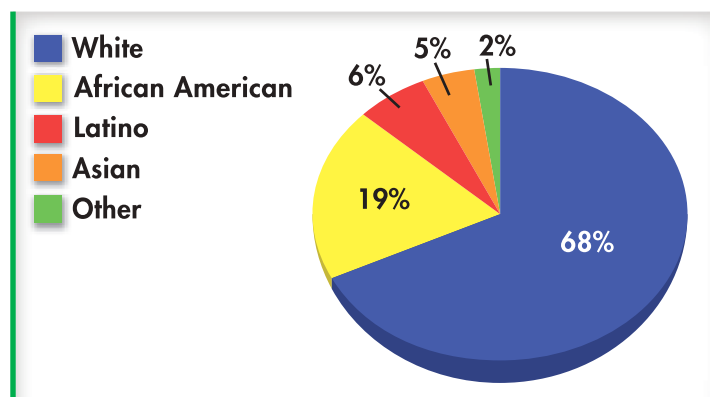
A **graph** is a drawing that helps you compare information by showing the relationship between things. Bar graphs, line graphs, and circle graphs are different types of graphs. These types of graphs can show the same information in different ways.

The graph shown here is a **circle graph**. Circle graphs show how parts of something fit into the whole. Because each part looks like a slice of pie, a circle graph is sometimes called a pie graph or pie chart. Each slice of the graph represents a percentage. All of the slices added together equal 100 percent.

Learn It

- The title of the graph tells you what it shows. The graph on this page shows Virginia's population.
- The legend, or key, tells you what each slice represents.
- The size of the slice represents an item's part of the whole. The larger the slice, the higher the percentage.

Virginia's Population, 2006



Try It

- Look at the circle graph. What percentage of Virginia's population is Asian?
- Which group makes up 19 percent of Virginia's population?
- Look at the circle graph on page 122. How has Virginia's population changed since 1850?

Apply It

- Make a circle graph that shows how much time you spend on each of the following activities during one day: sleeping, eating, going to school, watching TV, playing sports, doing homework, and other activities.

▼ Virginia has a diverse and growing population.



Unit 3 Review and Assess

Vocabulary

Copy the sentences below. Use the list of vocabulary words to fill in the blanks.

patent

territory

embargo

cabinet

1. Land owned by a country but that is not a state is called a _____.
2. A _____ gives only the inventor the right to make money from an invention.
3. A _____ is a group of the President's top advisors.
4. A ban on trade with a country is called an _____.



Comprehension and Critical Thinking

5. How did the United States acquire the Louisiana Territory?
6. What steps did Congress take to help Washington better run the country?
7. **Critical Thinking** Why was there a Constitutional Convention in Philadelphia in 1787?
8. **Reading Skill** How did westward expansion affect Virginia's population in the early 1800s?

Daniel Boone escorting settlers through the Cumberland Gap, 1851-52 (oil on canvas) by George Caleb Bingham (1811-79) Washington University, St. Louis, USA / The Bridgeman Art Library Nationality / copyright status: American/out of copyright

Skill

Compare Maps at Different Scales

Write a complete sentence to answer each question.

9. What is the difference between a large-scale map and a small-scale map?
10. About how far away is Norfolk from Richmond?





Virginia Test Practice

Read each question and choose the best answer. Then write the answer you have chosen on a separate sheet of paper.

1

- Written by George Mason
- States that Virginians have freedom of speech.
- States that Virginians have freedom of the press.
- States that Virginians have freedom of religion.

To which document does this list refer?

- A** The Bill of Rights
- B** The Virginia Declaration of Rights
- C** The Virginia Statute for Religious Freedom
- D** The Constitution of the United States of America

2 **Which Virginian is known as the “Father of Our Country”?**

- F** George Mason
- G** Patrick Henry
- H** George Washington
- J** James Madison

3 **Why did people move out of Virginia in the early 1800s?**

- A** They were forced to move because of the Land Ordinance of 1785.
- B** They had to make room for the new national capital.
- C** They wanted their children to go to better schools.
- D** They were looking for better farmland.

How do people improve their lives?

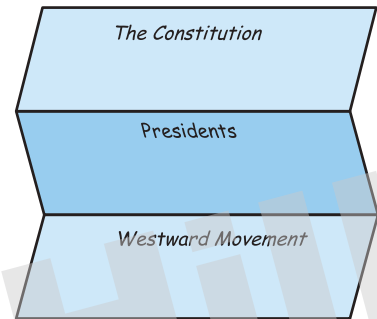


Write About the Big Idea

Persuasive Essay

Use the Unit 3 Foldable to help you write a persuasive essay that answers the Big Idea question, *How do people improve their lives?* Begin your essay with a statement of your opinion about how the United States grew in the late 1700s and early 1800s. Use the sections on your Foldable for causes and effects of how the country changed. End with a concluding paragraph that summarizes your opinion.

FOLDABLES™
Study Organizer

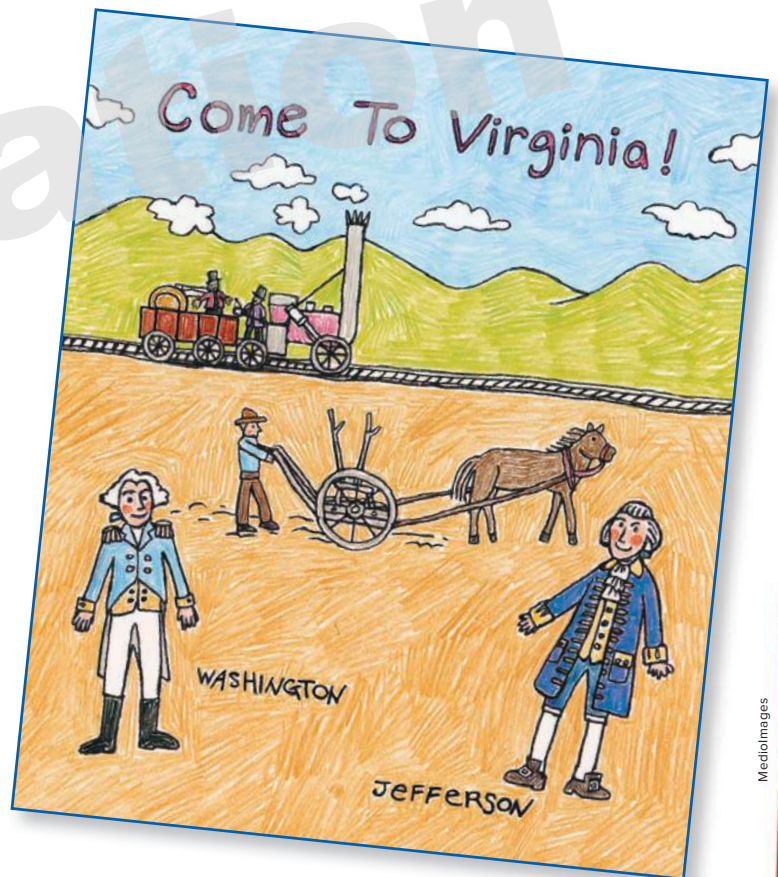


Create a Poster

Work in small groups to make a poster to get people to move to Virginia in the 1800s. Your poster should describe reasons to move to Virginia. Include important people, technologies, and job opportunities in Virginia.

1. Have one person design the picture for your poster.
2. Have one person write a title on the poster that will attract attention.
3. Work as a group to come up with short phrases that explain the different pieces of your poster.

When you have finished your poster, you and your group should take turns presenting it to the class.



This glossary will help you to pronounce and understand the meanings of the vocabulary terms in this book. The page number at the end of the definition tells where the term first appears.

Pronunciation Key							
a	at	ī	ice	u	up	th	thin
ā	ape	î	pierce	ū	use	th	this
ä	far	o	hot	ü	rule	zh	measure
âr	care	ō	old	û	pull	ə	about, taken,
e	end	ô	fork	ûr	turn		pencil, lemon,
ē	me	oi	oil	hw	white		circus
i	it	ou	out	ng	song		

A

abolitionist (ab ə lish'ə nist) a person who wanted to end slavery in the United States (p. 135)

ally (a'lī) a person, group, or nation united with another in order to do something (p. 67)

amendment (ə mend'mənt) an addition to the United States Constitution (p. 103)

appoint (ə point') to select someone for an office or position (p. 229)

archaeologist (är kē ol'ə jist) a scientist who looks for and studies artifacts (p. 26)

arms race (ärmz rās) the build up of arms between two or more competing countries (p. 211)

artifact (är'ti fakt) an object made or used by people who lived in the past, often found and studied by archaeologists (p. 26)

B

bar graph (bär graf) a graph that can be used to show changes over time or changes among different types of information (p. 148)

barter (bär'tər) trading goods or services for other goods or services (p. 62)

Bill of Rights (bil uv rīts) the first 10 amendments to the United States Constitution (p. 103)

black codes (blak kōd) laws passed by the Southern states after the Civil War that severely limited the rights of the newly freed African Americans (p. 160)

Index

Note: This index lists many topics that appear in the book, along with the pages on which they are found. Page numbers after a *c* refer you to a chart or diagram, after a *g*, to a graph, after an *m*, to a map, after a *p*, to a photograph or picture, and after a *q*, to a quotation.

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Grade 4

Skills	
VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;	Unit 1: Lessons 4-5 Unit 2: Lesson 5 Unit 3: Lesson 1 Unit 4: Lesson 4 Unit 5: Lesson 4 Unit 6: Lesson 2
b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;	Unit 1: Lessons 1-3 Unit 2: Lessons 1, 4 Unit 3: Lesson 3 Unit 4: Lessons 2, 4
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;	Unit 1: Lessons 4-5 Unit 2: Lessons 1, 3-4 Unit 3: Lessons 1, 4 Unit 4: Lesson 2 Unit 6: Lesson 2
d) recognizing points of view and historical perspectives;	Unit 2: Lessons 5-6 Unit 4: Lesson 1 Unit 6: Lesson 5
e) comparing and contrasting ideas and cultural perspectives in Virginia history;	Unit 2: Lessons 1-6 Unit 4: Lesson 1
f) determining relationships with multiple causes or effects in Virginia history;	Unit 3: Lessons 1-4
g) explaining connections across time and place;	Unit 1: Lesson 5
h) using a decision-making model to identify costs and benefits of a specific choice made;	Unit 2: Lesson 5 Unit 3: Lesson 1 Unit 5: Lesson 5
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	Unit 1: Lessons 3, 5 Unit 2: Lesson 5 Unit 3: Lesson 1 Unit 4: Lesson 4 Unit 5: Lesson 3 Unit 6: Lesson 1
j) investigating and researching to develop products orally and in writing.	Unit 1: Lesson 5 Unit 2: Lesson 6 Unit 3: Lesson 4 Unit 4: Lesson 6 Unit 5: Lesson 6 Unit 6: Lesson 5
Virginia: The Physical Geography and Native Peoples	
VS.2 The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by	
a) locating Virginia and its bordering states on maps	Unit 1: Lesson 1

of the United States;	Unit 2: Lesson 1 Unit 3: Lessons 1, 3 Unit 4: Lesson 4
b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;	Unit 1: Lesson 2 Unit 2: Lesson 1 Unit 6: Lesson 4
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);	Unit 1: Lessons 2, 5 Unit 2: Lesson 1
d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;	Unit 1: Lesson 4
e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;	Unit 1: Lessons 3-4
f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and	Unit 1: Lessons 1, 4 Unit 2: Lesson 1
g) describing the lives of American Indians in Virginia today.	Unit 1: Lesson 5 Unit 5: Lessons 2, 4
Colonization and Conflict: 1607 through the American Revolution	
VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by	
a) explaining the reasons for English colonization;	Unit 2: Lessons 1-2
b) describing the economic and geographic influences on the decision to settle at Jamestown;	Unit 2: Lessons 1, 3
c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;	Unit 2: Lessons 1-2
d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;	Unit 2: Lesson 2
e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement;	Unit 2: Lesson 2
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and	Unit 2: Lesson 1
g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.	Unit 2: Lessons 1-2
VS.4 The student will demonstrate an understanding of life in the Virginia colony by	
a) explaining the importance of agriculture and its influence on the institution of slavery;	Unit 2: Lessons 2-3
b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;	Unit 2: Lesson 2
c) explaining the reasons for the relocation of	Unit 2: Lesson 3

Virginia's capital from Jamestown to Williamsburg;	
d) describing how money, barter, and credit were used; and	Unit 2: Lesson 3
e) describing everyday life in colonial Virginia.	Unit 2: Lesson 3
VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by	
a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;	Unit 2: Lessons 4-5
b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;	Unit 2: Lesson 6
c) identifying the importance of the American victory at Yorktown; and	Unit 2: Lesson 6
d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.	Unit 2: Lesson 6
Political Growth and Western Expansion: 1781 to the Mid 1800s	
VS.6 The student will demonstrate an understanding 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";	Unit 2: Lessons 1, 6 Unit 3: Lessons 1-2
b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; and	Unit 2: Lesson 1
c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.	Unit 2: Lessons 3-4
Civil War and Postwar Eras	
VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by	
a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;	Unit 4: Lessons 1-2
b) describing Virginia's role in the war, including identifying major battles that took place in Virginia; and	Unit 4: Lessons 2-3
c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.	Unit 4: Lesson 2
VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by	
a) identifying the effects of Reconstruction on life in Virginia;	Unit 4: Lessons 4-5

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and	Unit 4: Lessons 4-5
c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.	Unit 4: Lesson 6
Virginia: 1900 to the Present	
VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by	
a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;	Unit 5: Lessons 1-2
b) describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;	Unit 5: Lessons 2-3
c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and	Unit 5: Lesson 4
d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder	Unit 4: Lessons 1, 5 Unit 5: Lessons 2, 4 Unit 6: Lessons 1-2
VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by	
a) identifying the three branches of Virginia government and the function of each;	Unit 6: Lessons 2-3
b) describing the major products and industries important to Virginia’s economy;	Unit 6: Lesson 4
c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.	Unit 6: Lesson 5

SOCIAL STUDIES

VIRGINIA STUDIES