



Curriculum Framework

Grade Three Introduction to History and Social Science

Commonwealth of Virginia
Board of Education
Richmond, Virginia
2001

STANDARD 3.1

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.</p> <p>The ancient Greeks and Romans have influenced the lives of people today.</p>	<p>What styles in architecture used today came from ancient Greece and Rome?</p> <p>What principles of government from ancient Greece and Rome are part of our government?</p> <p>What sporting events today came from ancient Greece?</p>	<p>Terms to know</p> <p>Contribution: The act of giving or doing something</p> <p>Direct democracy: A government in which people vote to make their own rules and laws</p> <p>Representative democracy: A government in which people vote for (elect) a smaller group of citizens to make their rules and laws for everyone</p> <p>Architecture</p> <p>The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today:</p> <ul style="list-style-type: none">Greece—The Parthenon (columns)Rome—The Colosseum and aqueducts (arches) <p>The Arts</p> <p>Mosaics, sculpture, and paintings are displayed on buildings.</p>	<p>Locate and use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.1 (continued)

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The Government of the United States The government is based on the ideas developed in ancient Greece and Rome. Greece: Birthplace of democracy (government by the people); a direct democracy Rome: Republican (representative) form of government; a representative democracy</p> <p>Sports Olympic games of today are modeled after the games of ancient Greece.</p>	

STANDARD 3.2

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Most of what we know about Mali’s history comes from oral accounts that were handed down from Mali storytellers.</p> <p>Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p>	<p>Why were storytellers so important in the empire of Mali?</p> <p>What do we know about the leaders of the empire of Mali?</p> <p>Why was the empire of Mali so wealthy?</p>	<p>Africa was the home to several great empires. One of the most prosperous was the empire of Mali.</p> <p>Many storytellers in Mali passed on traditions and stories from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>	<p>Collect and record information.</p>

STANDARD 3.3

The student will study the exploration of the Americas by

- a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- b) identifying reasons for exploring, the information gained, and the results from the travels.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>The first explorers had different motivations, had different sponsors, and met different successes.</p>	<p>Who were some of the important European explorers from Spain, England, and France?</p> <p>What were the different motivations of these early European explorers?</p> <p>What were the successes of these early European explorers?</p>	<p>Terms to know</p> <p>Explorer: A person who travels seeking new discoveries European: A person from one of the countries in Europe</p> <table border="1" data-bbox="974 610 1591 1159"> <thead> <tr> <th>Explorers</th> <th>Country (Sponsor)</th> <th>Reasons for Exploring</th> <th>Successes/Achievement</th> </tr> </thead> <tbody> <tr> <td>Christopher Columbus</td> <td>Spain</td> <td>To find a western sea route to Asia</td> <td>First European to discover a sea route to America; discovered "New World" (landed at San Salvador)</td> </tr> <tr> <td>Juan Ponce de León</td> <td>Spain</td> <td>To discover riches and land to conquer</td> <td>First European to land in Florida (near St. Augustine); gave Spain claim to Florida</td> </tr> <tr> <td>Jacques Cartier</td> <td>France</td> <td>To colonize the New World</td> <td>Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim</td> </tr> <tr> <td>Christopher Newport</td> <td>England</td> <td>To discover riches To find a western sea route to Asia To colonize Virginia</td> <td>Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River</td> </tr> </tbody> </table>	Explorers	Country (Sponsor)	Reasons for Exploring	Successes/Achievement	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered "New World" (landed at San Salvador)	Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to Florida	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim	Christopher Newport	England	To discover riches To find a western sea route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River	<p>Locate and use information from print and non-print sources.</p> <p>Distinguish between relevant and irrelevant information.</p> <p>Gather, classify, and interpret information.</p>
Explorers	Country (Sponsor)	Reasons for Exploring	Successes/Achievement																				
Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered "New World" (landed at San Salvador)																				
Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to Florida																				
Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim																				
Christopher Newport	England	To discover riches To find a western sea route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River																				

STANDARD 3.4

The student will develop map skills by

- a) locating Greece, Rome, and West Africa;
- b) describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ancient Greece and Rome were located near the Mediterranean Sea.</p> <p>The empire of Mali was located in the western region of the continent of Africa.</p> <p>People adapt to their environment in different ways.</p>	<p>Where were ancient Greece, ancient Rome, and the empire of Mali located?</p> <p>What were the physical and human characteristics of ancient Greece and Rome and West Africa (Mali)?</p> <p>How did the people of ancient Greece, ancient Rome, and Mali adapt to and change their environment to meet their needs?</p>	<p>Terms to know Characteristics: Different traits</p> <p>Ancient Greece and Rome were located on land near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa.</p> <p>Physical characteristics Ancient Greece: Located among mountains and hills, surrounded by Mediterranean Sea and limited rich soil Ancient Rome: Located next to a river; city built on many hills; limited rich soil Empire of Mali: Located in West Africa; near rivers; desert-like conditions; gold mines</p> <p>Human characteristics Ancient Greece: Farmers, shipbuilders, and traders Ancient Rome: Farmers, road builders, and traders Empire of Mali: Farmers, miners, and traders</p>	<p>Identify and locate features on a map and globe.</p> <p>Locate and use information from print and non-print sources.</p>

STANDARD 3.4 (continued)

The student will develop map skills by

- a) locating Greece, Rome, and West Africa;
- b) describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Ways they adapted to their environments</p> <p>Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small independent communities developed because of the many mountains.</p> <p>Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea.</p> <p>Empire of Mali: Salt was an important natural resource for people in the desert; salt was traded for gold.</p>	

STANDARD 3.5

The student will develop map skills by

- a) positioning and labeling the seven continents and four oceans to create a world map;
- b) using the equator and prime meridian to identify the four hemispheres;
- c) locating the countries of Spain, England, and France;
- d) 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);
- e) locating specific places on a simple letter-number grid system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There are seven continents and four oceans located in the world.</p> <p>The equator and the prime meridian divide the globe into four hemispheres.</p> <p>A simple letter-number grid system on maps is used to locate places.</p>	<p>Where are the seven continents and the four oceans located on a world map?</p> <p>What imaginary lines are used to create hemispheres?</p> <p>On which continents are England, Spain, France, and the United States located?</p> <p>Where are the countries of Spain, England, and France located on a world map?</p> <p>Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Quebec, Canada; and Jamestown, Virginia located on a map?</p> <p>How is a simple letter-number grid system used to locate places on maps?</p>	<p>Terms to know</p> <p>Hemisphere: Half of a sphere (globe) created by the prime meridian or the equator</p> <p>Equator: An imaginary line around the middle of the earth that divides the globe into the northern and southern hemispheres</p> <p>Prime meridian: An imaginary line that divides the globe into the eastern and western hemispheres</p> <p>Regions: Places that have common characteristics</p> <p>The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the four oceans (Arctic, Atlantic, Indian, and Pacific) may be identified on a world map.</p> <p>The equator and the prime meridian are used to create the four hemispheres.</p>	<p>Locate places on a grid system.</p> <p>Identify and locate continents, oceans, and major features on maps and globes.</p> <p>Draw maps of familiar areas.</p>

STANDARD 3.5 (continued)

The student will develop map skills by

- a) positioning and labeling the seven continents and four oceans to create a world map;
- b) using the equator and prime meridian to identify the four hemispheres;
- c) locating the countries of Spain, England, and France;
- d) 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);
- e) locating specific places on a simple letter-number grid system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.</p> <p>San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Quebec is located in Canada. Jamestown is located in Virginia.</p> <p>The letter (left) and number (bottom) coordinates of a grid system identify the exact location of a place.</p>	

STANDARD 3.6

The student will interpret geographic information from maps, tables, graphs, and charts.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Use maps, tables, graphs, charts, and pictures to classify information.	What visual aids are used to gather and classify information?	Maps, tables, graphs, charts, and pictures are visual aids used to gather and classify geographic information.	Make and explain bar and pie graphs. Draw maps of familiar objects or areas. Construct and explain simple charts.

STANDARD 3.7

The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p>	<p>How do producers use natural, human, and capital resources to produce goods and services?</p>	<p>Terms to know</p> <p>Natural resources: Materials that come from nature (water, soil, wood, coal)</p> <p>Human resources: People working to produce goods and services</p> <p>Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings)</p> <p>Producers: People who use resources to make goods and/or provide services</p> <p>Goods: Things that people make or use to satisfy needs and wants</p> <p>Services: Activities that satisfy people's needs and wants</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusion and make generalizations about data.</p>

STANDARD 3.8

The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Economic specialization and interdependence existed in the production of goods and services in the past and exist in our present-day communities.</p>	<p>What is economic specialization?</p> <p>What is economic interdependence?</p> <p>How did economic specialization and interdependence exist in ancient Greece, ancient Rome, and the empire of Mali?</p> <p>Does economic interdependence exist in our present day community?</p>	<p>Terms to know</p> <p>Economic specialization: Focusing on one product or service</p> <p>Economic interdependence: Two or more people depending on each other for goods and services</p> <p>Economic specialization occurs when people focus on the production of selected kinds of goods and services.</p> <p>Economic specialization and interdependence of communities in the past</p> <p>Ancient Greece and Rome both focused on building ships, farming, and making pottery. (Specialization)</p> <p>Greeks and Romans traded their goods with Egypt and other nearby communities. (Interdependence)</p> <p>In the empire of Mali, some people specialized in protecting the empire, while others specialized in growing food for the empire. (Specialization)</p> <p>The people of Mali traded (gold for salt) with other people. (Interdependence)</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD 3.8 (continued)

The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Economic specialization and interdependence in the present Virginia is known for its expertise in shipbuilding. (Specialization) Virginia sells its coal to other countries but depends on other countries for oil. (Interdependence)</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD 3.9

The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills												
<p>People make choices because they cannot have everything they want.</p> <p>All choices require giving up something (opportunity cost).</p>	<p>Why does an economic choice involve giving up something else?</p>	<p>Terms to know</p> <p>Economic choice: The choice of or decision among alternatives or possibilities</p> <p>Opportunity cost: The next best choice that is given up when a decision is made</p> <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.</p> <p style="text-align: center;">Economic Choices</p> <table border="1" data-bbox="978 857 1562 1166"> <thead> <tr> <th data-bbox="978 857 1157 932">Choices</th> <th data-bbox="1157 857 1335 932">Choices made</th> <th data-bbox="1335 857 1562 932">Choices given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td data-bbox="978 932 1157 1003">Ice cream or popcorn</td> <td data-bbox="1157 932 1335 1003">Ice cream</td> <td data-bbox="1335 932 1562 1003">Popcorn</td> </tr> <tr> <td data-bbox="978 1003 1157 1075">Toy or favorite video</td> <td data-bbox="1157 1003 1335 1075">Favorite video</td> <td data-bbox="1335 1003 1562 1075">Toy</td> </tr> <tr> <td data-bbox="978 1075 1157 1166">Spend now or save for the future</td> <td data-bbox="1157 1075 1335 1166">Spend now</td> <td data-bbox="1335 1075 1562 1166">Save for the future</td> </tr> </tbody> </table>	Choices	Choices made	Choices given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	Spend now or save for the future	Spend now	Save for the future	<p>Gather, classify, and interpret information.</p> <p>Make decisions.</p> <p>Explain cause and effect relationships.</p>
Choices	Choices made	Choices given up (opportunity cost)													
Ice cream or popcorn	Ice cream	Popcorn													
Toy or favorite video	Favorite video	Toy													
Spend now or save for the future	Spend now	Save for the future													

STANDARD 3.10

The student will recognize why government is necessary in the classroom, school, and community by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Governments protect the rights and property of individuals.</p>	<p>What is government?</p> <p>What are the basic purposes of government?</p> <p>Why is government necessary?</p>	<p>Terms to know</p> <p>Community: A place where people live, work, and play</p> <p>Rules: What people must or must not do</p> <p>Laws: Rules people live by</p> <p>Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken.</p> <p>The purpose of rules is to let people know how they should act or behave.</p> <p>The purpose of government is to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop the laws and protect the rights and property of individuals.</p>	<p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p>

STANDARD 3.11

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

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some basic principles held by American citizens include life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Citizens have worked to defend American principles.</p> <p>Veterans Day is the recognition of and respect for Americans who served in the military.</p> <p>Memorial Day is the recognition of Americans who died in wars while they were serving their country.</p>	<p>What are some basic principles commonly held by American citizens?</p> <p>How did American citizens work to defend American principles?</p> <p>Why do we recognize Veterans Day and Memorial Day?</p>	<p>Basic principles</p> <p>Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away.</p> <p>Equality under the law means that all people are treated fairly.</p> <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p> <p>Citizens who defended basic principles</p> <p>George Washington: He was the first President of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation.</p> <p>Thomas Jefferson: He was born in Virginia. He was the third President of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country.</p>	<p>Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.11 (continued)

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

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Abraham Lincoln: He was the United States President when the country was divided over the issue of equality for all people. He helped free African American slaves.</p> <p>Rosa Parks: She is an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights.</p> <p>Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.</p> <p>Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means.</p>	

STANDARD 3.11 (continued)

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

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Days to remember</p> <p>Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November.</p> <p>Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.</p>	

STANDARD 3.12

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.</p> <p>Being an American is defined by the shared basic principles of the republican form of government.</p>	<p>What unites the people of the United States?</p> <p>What are some benefits of diversity in the United States?</p>	<p>Terms to know Republican form of government: A representative democracy</p> <p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Benefits of diversity Food Clothing Music</p>	<p>Differentiate between points of view by self and others.</p> <p>Participate in groups and democratic society.</p> <p>Make generalizations about data.</p>



Curriculum Framework Addendum

Grade Three Prince William County History and Geography

Prince William County Schools
Social Studies Office
Manassas, Virginia
2007

General Overview

This curriculum framework addendum was designed by Prince William County Teachers for use as a two week unit of instruction in grade 3, after the conclusion of the SOL test administration. This unit has been a required element of the Prince William County Social Studies Curriculum since 1933 (or earlier).

Important Notes

Teacher notes are in italicized print but are not essential to the learning goals of the unit.

Acknowledgements

There are many teachers, administrators, and community members who have assisted with the development of these learning objectives for more than seventy years. This document draws from many similar resources produced by the employees of the Prince William County School Board. We are indebted to those who have gone before us in this endeavor. Among the earliest recorded contributors are:

- **Anne Beatrix Clark and Catherine Arrington, authors of History of Prince William County (a 1933 textbook for 4th graders);**
- **Fannie Fitzgerald, Dr. Carl Reihm, Claude Dehaven, Elaine Jones, Sandra Jones, Jean Oaks, Beverly Spitler, Barbara Gerock, Louise Pleines, Barbara Cox, Carrie Speck, Beverly Hensley, and Ronnie Graham, all contributors of the 1970 Around and About Prince William County;**
- **Barbara Davis, Fannie Fitzgerald, Willie Haughton, Betty Leassear, Louise Pleines, Fran Castle, and Susan Powell, all contributed to revisions to the project in the 1980s.**
- **A more recent edition of Around and About Prince William County was revised sometime in the late 1980s by Nancy Welker, Bonnie Bary, Annette Compton, Rosemary Ehlerman, Michael Heisey, Joy Morgan, Cathy Piccoli, and Anne Zetts. Further revisions in the 1990s reduced the unit to a collection of bulleted fact and led to a decline in instruction of the objectives.**

This document was produced by a committee of third and fourth grade teachers, members of the PWCS Social Studies Office, members of the PWC Government's Office of Historic Preservation meeting over the summer of 2006 at the invitation of the Social Studies Office. The committee included:

- **Andrea Williams, 4th grade at Yorkshire**
- **Maggie Leon, 3rd grade at Rockledge**
- **Sarah Walters, 3rd grade at Pennington**
- **Melinda Hagardorn, 4th grade at Mary Williams**
- **Merrie Kay Gonyo, 3rd grade at Enterprise**
- **Amie Weinberg, 3rd grade at Ashland**
- **Nancy School, 4th grade at Cedar Point**
- **Judy Orazi, 3rd grade at Enterprise**
- **Paula Hermans, 4th grade at Victory**
- **David Borne, PWC Office of Historic Preservation**
- **Mike ????, PWC Office of Historic Preservation**
- **Sue Austen, Instructional Support Team, K-3 Social Studies**
- **A.J. Phillips, Instructional Support Team, 4-5 Social Studies**
- **Robin Meyering, Instructional Support Team, 9-12 Social Studies**
- **Ken Bassett, Social Studies Supervisor**

Thanks also to Don Wilson, Virginia Librarian, Ruth E. Lloyd Information Center for Genealogy and Local History (RELIC),

The student will demonstrate knowledge of Prince William County geography by:

- a) **using maps and globes to locate Prince William County;**
- b) **locating and identifying the geographic regions of Virginia in Prince William County;**
- c) **locating the key rivers and streams of Prince William County.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prince William County is located in northern Virginia.</p> <p>Prince William County has a wide variety of geographic features, including rivers and streams, mountains, rolling hills, and coastal plain.</p> <p>Early settlements in Prince William were located along rivers and streams which provided them with food and transportation.</p>	<p>Where is Prince William County located?</p> <p>What are the physical characteristics of Prince William County?</p> <p>What are some of the important local rivers and streams?</p>	<p>Location Prince William County is located in:</p> <ul style="list-style-type: none"> • the northern and western hemispheres • North America • the United States of America • Virginia (northern). <p>Regions Prince William County includes the:</p> <ul style="list-style-type: none"> • Coastal Plain (Tidewater) - flat land, east of fall line (Potomac River) • Piedmont – means foot of the mountain; rolling hills, west of the fall line, (Bull Run Mountain) <p>Rivers and Streams</p> <ul style="list-style-type: none"> • Potomac River- eastern border • Occoquan River- northern border • Bull Run- part of northern border • Chopawamsic Creek- southern border • Marumscoc Creek • Neabsco Creek • Powells Creek • Quantico Creek • Cedar Run • Broad Run 	<p>Use a globe to locate the western hemisphere, North America, and the United States</p> <p>Use a map to locate Virginia, and Prince William County</p> <p>Identify and locate features on a map and globe. Draw maps of familiar areas.</p> <p>Locate and use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.14 THEN & NOW

The student will explain how Prince William County has changed over time and influenced the present by:

a) **identifying contributions of Prince William County’s first residents;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There were many people who lived in the local area, long ago, before European settlers came.</p> <p>Life long ago was different from the way we live today.</p> <p>We continue to use many of the names American Indians gave to our rivers and towns.</p>	<p>Who lived in our local area long ago?</p> <p>How did the early residents of our area live?</p> <p>Where do we see the influence of these early residents today?</p>	<p>First Residents Of Prince William Very little is known of these Eastern Woodland Indians.</p> <p>They were hunters, gatherers, and fishermen.</p> <p>Their homes were made of lashed stick frames covered with tree bark and are called wigwams.</p> <ul style="list-style-type: none"> • Dogue Indians- These farmers had a village near Occoquan (east of the fall line). • Manahoac Indians- moved in and out of the area. <i>They may have been related to the Siouan (pronounced “sue un”) language group.</i> They were enemies of the Powhatan Indians found near Jamestown, Virginia. <p>Many PWC Names are Indian words Occoquan (<i>“At the end of the water”</i>); Marumscoc (<i>“At the island rock”</i>); Quantico (<i>“By the long stream”</i>); Potomac (<i>“Trader”</i>)</p>	<p>Use time lines.</p> <p>Sequence events in chronological order.</p>

STANDARD 3.14

The student will explain how Prince William County has changed over time and influenced the present by:

b) demonstrating knowledge of the early exploration, founding, and settlement of Prince William County in the 17th and 18th centuries;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Early explorers and settlers of Prince William County contributed to the development of the state of Virginia and the United States of America.</p>	<p>Which English explorer was first to visit the local area, why did he come and when did he visit?</p> <p>When was Prince William County created and for whom was it named?</p> <p>What were some of the early English settlements in Prince William County and what were their significance?</p>	<p>English Exploration The English Captain John Smith explored the Potomac River in 1608 to trade with the local Indians in our area.</p> <p>Creation of Prince William County Prince William County was formed out of the northern part of Stafford County in 1731.</p> <p>Prince William County was named for the English King George II's ten-year old son, William Augustus, The Duke of Cumberland. Prince William grew up to become a military general and war hero in England.</p> <p>Early English Settlements</p> <ul style="list-style-type: none"> • Dumfries-an important commercial center for its tobacco port reached its peak in the mid 1700s <i>town was chartered in 1749 county courthouse est. 1762</i> • Occoquan- a population center of the Dogue Indians, English settlers moved to this river town creating several small industries <i>including a tobacco warehouse (1736), grist mill (1757), saw mills, and an iron forge.</i> 	<p>Locate and use information from print and non-print sources.</p> <p>Gather, classify, and interpret information.</p> <p>Use time lines.</p> <p>Sequence events in chronological order</p>

STANDARD 3.14 (continued)

The student will explain how Prince William County has changed over time and influenced the present by:

c) demonstrating knowledge of the early exploration, founding, and settlement of Prince William County in the 17th and 18th centuries;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
	<p>Who were some of Prince William County's notable early residents and their contributions?</p>	<p>Some Notable Early Residents</p> <ul style="list-style-type: none"> • Parson Weems- an early Dumfries resident and author of folklore and biography of Gen. Washington that told the tales of the cherry tree and throwing a silver dollar across a river • Henry "Light Horse Harry" Lee- born at Leesylvania Plantation, (now Leesylvania State Park) Revolutionary War hero, father of Robert E. Lee, and Governor of Virginia • Col. Thomas Blackburn- resident of Rippon Lodge and aide to George Washington 	<p>Compare and contrast different personalities and behaviors.</p>

STANDARD 3.14 (continued)

The student will explain how Prince William County has changed over time and influenced the present by:

d) demonstrating understanding of the later developments in Prince William County during the 19th century;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Westerns settlement in Prince William County increased throughout the 1800s.</p> <p>The Civil War was devastating to Prince William County.</p>	<p>What role did tobacco farming have on the westward movement of people in Prince William County?</p> <p>What happened to Prince William County's port towns in the late 1700s?</p> <p>What new towns began to grow as people moved west?</p> <p>What were some of the important battles fought in Prince William County?</p> <p>Why was the Civil War devastating to Prince William County?</p>	<p>Westward Movement Tobacco farming was hard on the land because it depleted the nutrients in the soil. This created a need for more farmland to be cleared.</p> <p>Clearing more land led to increased erosion, depositing silt in the rivers, making them shallow. Shallower rivers made transportation more difficult. Prince William's port towns (Dumfries, Occoquan) began to go into decline and caused settlers to move west and north.</p> <p>Settlements like Brentsville and Haymarket along old Indian footpaths grew in influence as eastern port towns went into decline.</p> <p>Civil War Important battles were fought in Prince William County:</p> <ul style="list-style-type: none"> • 1st Battle of Manassas/Bull Run • 2nd Battle of Manassas/Bull Run <p>Many people were killed and numerous properties were destroyed including much of the historical record of the county.</p>	<p>Explain cause and effect relationships.</p> <p>Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p>

STANDARD 3.14 (continued)

The student will explain how Prince William County has changed over time and influenced the present by:

e) demonstrating understanding of the later developments in Prince William County during the 19th century;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prince William County slowly recovered from the effects of the Civil War.</p>	<p>What was life like in post Civil War Prince William County?</p>	<p>Post Civil War (<i>Reconstruction</i>) Railroads became increasingly important to the economic growth of Manassas and our region.</p> <p>After the Civil War, Prince William remained a primarily rural farming community.</p> <p>Jennie Dean, a former slave, established the Manassas Industrial School for Colored Youth in Manassas (1893) providing job training in agriculture, bricklaying, shoe making, home economics, and other industries.</p>	<p>Compare and contrast differing sets of ideas.</p>

STANDARD 3.14 (continued)

The student will explain how Prince William County has changed over time and influenced the present by:

f) describing Prince William County today.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills								
<p>Over the past 100 years, Prince William County has experienced tremendous change.</p>	<p>What is life like in Prince William County today?</p>	<p>Economic Changes Ways that people made a living changed from agriculture to working in service industries such as:</p> <ul style="list-style-type: none"> • Quantico Marine Corps Base (1917) • Federal government jobs in Washington, D.C. <p>Technology</p> <ul style="list-style-type: none"> • • <i>Lockheed Martin</i> • <i>Micron Technology, Inc.</i> • <p>Transportation Changes Increases in population led to road building (Rt. 1, I-95, I-66)</p> <table border="1" data-bbox="1087 954 1482 1081"> <thead> <tr> <th colspan="2">Population Growth</th> </tr> </thead> <tbody> <tr> <td>1800</td> <td>12,733</td> </tr> <tr> <td>1900</td> <td>11,112</td> </tr> <tr> <td>2000-</td> <td>280,813</td> </tr> </tbody> </table> <p>County Seal In 1935, the County Board of Supervisors approved the county seal that we still use today. It contains a hand holding a balanced scale over a tobacco plant, reflecting the important role tobacco farming had on the early history of our county.</p>	Population Growth		1800	12,733	1900	11,112	2000-	280,813	<p>Construct and explain simple charts.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusion and make generalizations about data.</p>
Population Growth											
1800	12,733										
1900	11,112										
2000-	280,813										

Prince William County Timeline



