Grade 5 Social Studies
Curriculum Framework for Teachers

Course Title: Henrico and the Land Around Us
Implementation: September 2010
HENRICO AND THE LAND AROUND US

The Goal of the Grade 5 Social Studies Curriculum

The study of Henrico County will allow fifth grade students to become familiar with their local surroundings and history. Learning about their community should enhance their understanding of the development of the Commonwealth of Virginia and the United States of America. Geographic, economic, and civic concepts will be presented within their historical context. Students will use geographic tools to examine the influence of physical and cultural geography on Henrico County and the geographic regions of the United States. By researching and learning from each other, Henrico County students should reach common goals for understanding the land around us.

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth’s places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student’s home community are affected by conditions and events in distant places.

➤ NOTE TO TEACHERS: The dates included in the HCPS Grade 5 Curriculum Framework are primarily for teacher information. Students are only expected to know the centuries in which the events occurred.

The Geography of Henrico County

HC.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis including the ability to
   a) identify and interpret primary and secondary source documents;
   b) determine cause-and-effect relationships;
   c) compare, contrast, and interpret ideas and events from different historical perspectives;
   d) draw conclusions and make generalizations;
   e) make connections between past and present;
   f) sequence events in Henrico County’s history;
   g) evaluate and discuss issues orally and in writing;
   h) analyze and interpret a variety of maps.

HC.2a The student will examine the influence of physical and cultural geography on Henrico County.

• Where was the original Henrico territory located?

The original Henrico territory can trace its origins back to 1611 when the Citie of Henricus (hen-rik-us) was established. In May of 1611, Sir Thomas Dale left Jamestown to establish a second English settlement along the James River. The English settlers came to a peninsula 50 miles west of Jamestown, along the James River. Today, the land is known as Farrar’s Island. It was there that Thomas Dale established the second English settlement, the Citie of Henricus. The settlement was named for Prince Henry, the eldest son of King James I of England. This was the beginning of Henrico County. In 1634, the English Parliament decided that the Virginia colony should be divided into eight shires or territories. The Henrico shire included all the land on both sides of the James River (originally known as Powhatan’s River) from Charles City County west to the Appalachian Mountains. In addition to Henrico, the other shires were James City, Charles City, Elizabeth City, Warwick River, Isle of Wight, Charles River, and Accomack.
• What present-day cities and counties have been formed from the original Henrico shire?

Nine present-day counties, part of another county, and three cities were formed from the Henrico shire. They are the counties of Goochland, Cumberland, Albemarle, Chesterfield, Amherst, Buckingham, Fluvanna, Powhatan, Nelson, and part of Appomattox, as well as the cities of Richmond, Charlottesville, and Colonial Heights.

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<th>Other Counties established from the Henrico Shire</th>
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<td>Colonial Heights - 1948</td>
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• How were the geographic borders of present-day Henrico determined, and what are they?

Virginia’s General Assembly determined the geographic borders of Henrico County. Henrico County makes up about one-third of the Richmond metropolitan area. The County surrounds the City of Richmond on three sides: north, east, and west, and lies between the James and Chickahominy Rivers. The counties that form the borders of present-day Henrico are Charles City, New Kent, Hanover, Goochland, and Chesterfield.

The Chickahominy River separates the northern area of Henrico from Hanover and New Kent. The James River separates some of the areas of Henrico from the City of Richmond and Chesterfield. Tuckahoe Creek separates the western area of Henrico from Goochland. Turkey Island Creek separates the eastern area of Henrico from Charles City County. The borders of New Kent and Goochland Counties are defined as the east and west borders of Henrico. The County has approximately 245 square miles of land which include residential, office, retail, industrial areas, and farmlands.
What are the geographic characteristics of Henrico County?

Land Features of Henrico County

Henrico County is divided into three regions: the Piedmont, the Fall Line/Zone, and the Coastal Plain. On the maps of Henrico County, the Fall Line/Zone acts as a transition from the Piedmont region to the Coastal Plain region. The flatlands east of the Fall Line/Zone are in the Coastal Plains region. Most of the Brookland, Fairfield, and Varina districts of Henrico are in the Coastal Plain region that extends to the Chesapeake Bay and the Atlantic Ocean. The rolling hills west of the Fall Line/Zone are in the Piedmont region. The following shows the square miles of each region of Henrico County.

Piedmont Region: 58.06 sq. miles, or 23.9% of the County’s total acreage
Fall Line/Zone: 16.43 sq. miles, or 6.8%
Coastal Plain: 169.63 sq. miles, or 69.3%

A broad peninsula where the James River has many curves and curls became known as Curles Neck. The Curles Neck area is one of the largest roosting areas for bald eagles on the eastern coast of the United States.

Water Features of Henrico County

The James River provides transportation links between Henrico and other places (from the Blue Ridge Mountains to the Chesapeake Bay and the Atlantic Ocean). It is the largest tributary (a river or stream which flows into a larger river or lake) that flows into the Chesapeake Bay. It was named after King James I of England. It was previously known as Powhatan’s River.

Turkey Island Creek forms the eastern border between Henrico and Charles City Counties. In May of 1607, Christopher Newport discovered a 1,000-acre island in the James River and named it Turkey Island because of all the turkeys he found there. Turkey Island could accommodate the loading and unloading of large transatlantic ships. Turkey Island Creek allowed the transfer of cargo from Turkey Island to the mainland of Henrico.

Tuckahoe Creek forms the western border between Henrico and Goochland Counties. The Tuckahoe Creek basin is a mixture of swamps and wooded flood plains. There are remnants of a canal, two dams, three wooden locks, two lockhouses, railroads, and coal mines. Historically, it was used primarily to transport coal.

Each water feature was a source of food and provided a pathway for the exploration and settlement of Henrico County. Bodies of water in Henrico are approximately 3% of the County’s total area. The James River is the largest tributary to the Chesapeake Bay. The Chickahominy River is a tributary of the James River and forms the northern border between Henrico, Hanover, and New Kent Counties. The Chickahominy River flows through broad, swampy lowlands from Henrico County to eastern New Kent County.

George Washington surveyed the upper tributaries of the James River in the 1740s and was among the first to recognize the potential of the James River as a major commercial transportation route between eastern and western Virginia. At that time, he believed that the James River could serve as a part of a “great central American waterway” stretching from the Atlantic coast to the Mississippi River and beyond.

In 1785, George Washington’s vision began to materialize. Virginia’s General Assembly approved the formation of the James River Canal Company. Its purpose was to improve the navigation of the James River by digging a canal, erecting locks, and constructing dams. The canal would be used to reach the Kanawha (ka-ˈnak-əˈwah) River, a tributary of the Ohio River in present-day West Virginia. From that point, the Ohio and Mississippi Rivers would transport resources of the American West.
By 1794, the first stretch of the James River and Kanawha (ka-\textipa{wah}) Canal was completed from Richmond to Westham, which made it possible to transport goods to and from Richmond. This section of the canal, which was parallel to the James River, allowed several bateaux (ba-tohz) or barges to navigate past the falls, the seven-mile stretch of the James River where the land elevation dropped approximately 105 feet and rocks, boulders, and waterfalls were found in the James River.

By 1840, construction of the canal was complete from Richmond to Lynchburg. By 1851, the canal system extended 197 miles westward to the town of Buchanan in Botetourt (Bot\textipa{tot}) County. In the 1850s, canal traffic was at its peak with barges bringing natural resources like tobacco and wheat from western Virginia and returning with other products from Richmond. In 1880, the rights to the canal were purchased by a railroad company which ended the use of the canal system. The project never reached the Kanawha River.

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  \item What best describes the climate of Henrico County?
  
  The climate of Henrico County has four distinct seasons. Spring and autumn are transitional seasons. Summers are warm and humid, and winters are generally mild. The Appalachian Mountains form a partial barrier that helps protect Henrico from cold Arctic winds in the winter. The Chesapeake Bay and the Atlantic Ocean contribute to the mild winters and humid summers. The coldest weather usually occurs in January, with the average low temperature in the 20’s and the high temperature in the upper 40’s. Summer high temperatures average 85°F. The normal precipitation averages 43.16 inches a year with an average of 4.3 days of snowfall.

  \item How did the geography of Henrico impact the location of the first dirt roads?
  
  The geography of Henrico changed with the construction of roads. Most early roads were little more than Indian trails barely wide enough for a horse-drawn wagon carrying tobacco. Each settler was expected to spend six days a year constructing or maintaining the roads without pay. In 1657, Virginia’s General Assembly gave Henrico the responsibility of constructing roads. The roads were constructed to lead to churches, the Henrico County courthouse, Jamestown, and from county to county. One of the oldest roads in North America is New Market Road (Route 5). Some of the early Henrico roads were Three Chopt Road that was originally an Indian trail marked by three notches on the trees, and Horsepen Road that was the path that led to the military horse pen during the time of the American Revolution. Most of the early roads began near the James River provided an extension of the transportation pathway to transport people and goods throughout Henrico County.
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The History of Henrico County

HC.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis including the ability to
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HC.2b The student will analyze, interpret, and demonstrate knowledge of significant historical events and ideas in Henrico County history.

• What evidence indicates that American Indians (native people) lived in the area, which was named the Henrico Territory by the English settlers?

   Artifacts such as arrowheads, pottery, and tools supply valuable information about the first people who lived in Henrico. The American Indians (native people), who had already lived on the lands the English settlers called Henrico, can be described according to the languages they spoke. A language group is a family of languages. Although the languages spoken by individual tribes and cultures may differ, all language groups within that family share common characteristics and have a common parent language. There were two major language groups in the area that is now Henrico.

   The Algonquian language was spoken by the Powhatan tribal groups who lived primarily in the Coastal Plain (Tidewater) region. Throughout the Coastal Plain (Tidewater) region, the native people including the Powhatan used the natural resources to survive. The men hunted and fished for food. Animal skins and bones were used for tools and clothing. Wood was used to build longhouses and bark-covered lodges that were constructed close together. The women and children planted corn, beans, squash, sunflowers, and tobacco. They also gathered nuts, berries, and other plants. Some plants were used for food and medicine. Other plants were woven into mats which were used to sleep on or to cover their homes.

   The Siouan language was spoken by the Monacan tribal groups who lived primarily in the Piedmont region. Many tribes lived west of the Fall Line/Zone where the Piedmont region begins. The Monacan people lived off the natural resources found in the Piedmont region. Men hunted and fished. The women planted crops, such as corn, beans, and squash, and they gathered nuts and berries. They made tools and household goods from wood, bone, and animal skins. They built dome-shaped homes out of wood and bark.

• Why did the English settlers choose the site of Henricus?

   In 1607, Captain Christopher Newport led explorations from Jamestown along the James River to the falls. There the water fell so violently that no boat could possibly pass. Newport’s accounts described the first meeting of Englishmen and native people on what would become Henrico soil. He indicated that the paramount leader of the Powhatan fed and offered hospitality to the English settlers. The Powhatan people also offered to guide the settlers on their explorations. On May 24, 1607, Chief Powhatan met with Captain Newport at the falls of the James River and discouraged any expeditions farther upriver. Captain Newport claimed the river and surrounding land for King James I. The English settlers returned to Jamestown convinced they could go no farther west by water, but they were determined to return to the falls to find a land route around them.
• What is the significance of the Citie of Henricus?
• What were the contributions of Thomas Dale, John Rolfe, and Pocahontas to the history of Henrico?

In May of 1611, Sir Thomas Dale left Jamestown to establish a second settlement along the James River. The English settlers came to a peninsula 50 miles west of Jamestown along the James River. Today, the land is known as Farrar’s Island. The environment was healthier and the land was slightly elevated, which allowed the English settlers a better defense from attack. It was here that Thomas Dale established the second English settlement, the Citie of Henricus. The settlement was named for Prince Henry, the eldest son of King James I of England. This was the beginning of Henrico County.

In just four months, the Citie of Henricus grew to a fortified settlement. Frame houses lined three streets. The men had built a wooden church, a brick foundation for a permanent church, storehouses, watchtowers, and huts. The settlement grew larger and soon land on the south side of the settlement was fenced in and fortified. It was here (in the area now known as Coxendale) that the settlers of Henricus built the New World’s first hospital in 1612. It was called Mount Malady (Ma-lad’-y).

As the English settlers began to expand the Virginia colony, the relationship between the Powhatan people and the English settlers changed. Both sides participated in raids over the ownership of land.

The economy was changed by a Henricus settler named John Rolfe. In 1614, he grew several new types of mild-tasting tobacco on his farm in Varina that resembled the variety of tobacco grown in Varina, Spain. Rolfe’s tobacco was shipped to England where it became a huge success and became the Virginia colony’s cash crop.

A period of peace with the Powhatan was established following John Rolfe’s marriage to Powhatan’s daughter, Pocahontas. Pocahontas had been converted to Christianity and was baptized “Rebecca” by Reverend Whittaker in the Citie of Henricus. In 1616, Rebecca traveled to England with her husband and their son, Thomas. She became ill and passed away in England while preparing to return home to Virginia in March of 1617.

In 1619, the Virginia Company of London decided to make some changes in the way the Virginia colony was governed. Sir George Yeardley was selected as the new governor. When he arrived in April of 1619, he had instructions to develop a new form of government with a representative assembly from the 11 settlements/plantations. In 1619, each settlement, including the Citie of Henricus, sent two representatives to the General Assembly located in Jamestown. On July 30, 1619, the 22 delegates formed the first representative assembly in North America. They met to discuss and draft laws. This was the first representative legislature in an English settlement in North America.

• Why did the relationship between the English settlers and native people deteriorate over time?

Peace between the Powhatan people and the settlers ended in 1622 for a number of reasons. Since Chief Powhatan had died, Powhatan’s brother, Opechancanough (ō-pe-kan’-kā-nu), was now the paramount leader of the Powhatan tribes. Chief Opechancanough was not happy that the English settlers continued to expand their 25 settlements on Indian homelands. Under the leadership of Chief Opechancanough, secret attacks were planned on numerous English settlements along the James River, including Henricus, to regain their Indian homelands. A secret attack at the Citie of Henricus killed 347 English settlers and destroyed most of the settlement. This became known as the Great Massacre of 1622. Fortunately for the Jamestown settlers, an Indian’s warning had better prepared them for attacks. In the years following, the English settlers were better prepared and fought against the Indian people, pushing them farther westward off their homelands.

• What was the contribution of Nathaniel Bacon to the history of Henrico County?

In 1674, Nathaniel Bacon, a Henrico settler, became increasingly frustrated by the Indian attacks in Henrico. In Bacon’s opinion, Royal Governor Berkeley was not doing enough to protect the English settlers. Nathaniel Bacon led a volunteer militia (citizen soldiers called out only for emergencies) and attacked two Indian villages, Occaneechi (ō kan nee’ chi) and Pamunkey (pa-mun’-kee). Bacon returned to Henrico as a hero and was elected to the Virginia House of Burgesses. Nathaniel Bacon demanded that he receive a military commission. Virginia’s General Assembly was sympathetic to Bacon, but Royal Governor Berkeley considered him a rebel and did not grant it. After the death of Nathaniel Bacon, the Governor hunted his supporters, took their property, and sold it at public auctions.
• How did Henrico change during “The Golden Age” period?

The time period from the 1690s to the 1740s is referred to as “The Golden Age” in the Virginia colony. During this time, large plantations were established along the James River. In 1691, Varina became a port of entry for ships with cargo. By the 1740s, Varina and Westham were flourishing in Henrico due to trading. Goods were transported by land from the western regions to Richmond. Then the goods were loaded onto ships that traveled the James River to the Chesapeake Bay and beyond, making Henrico a major trading center and port town.

• How did the American Revolution affect Henrico County?

In the mid-1700s, the colonists became dissatisfied with the rule of the British Parliament. The Second Virginia Convention met in the Henrico Parish Church (present-day St. John’s Church in Richmond) during March of 1775. It was there that Patrick Henry gave his famous “Give me liberty or give me death” speech. A few weeks later, the first shots were fired at Lexington and Concord, Massachusetts signaling that the colonists would fight Great Britain for their freedom. This led to the adoption of the Declaration of Independence on July 4, 1776. The American Revolution had begun.

In May of 1780, the state capital was relocated from Williamsburg to the town of Richmond, which was at that time located in Henrico County. The Henrico militia was called into active duty in January, 1781. The local militia was no match for the British army. The great losses for Henrico County were the destruction of the Westham Munitions Foundry, the burning of grand houses/mansions and buildings, and the destruction of historical documents. In 1781, General Marquis de Lafayette and his troops marched from eastern Henrico to Yorktown. They helped to surround and defeat the British army ending the American Revolution.

• In what ways did the building of roads contribute to the economic success of Henrico County after the American Revolution?

Several main dirt roads, such as Quioccasin Road, Mountain Road, Staples Mill Road, New Market Road, Three Chopt Road, and Westham Plank Road (present-day River Road), fanned out like the spokes of a wheel that helped the area grow into a marketplace. However, private turnpikes were not authorized until 1795 and were not used in Henrico until after 1800. After this time, a new wave of building roads took place in Henrico.

• How did some events prior to and during the Civil War affect Henrico County?

Gabriel was a slave on Thomas Prosser’s Brookfield plantation in northern Henrico. He became a skilled blacksmith and traveled freely in the Richmond area. Gabriel planned one of the largest slave uprisings in Virginia history. A rainstorm and flooding of Brook Run Creek in August of 1800 prevented his uprising from taking place, so it was rescheduled for the next night. Two of Mosby Sheppard’s slaves at Meadow Farm told Sheppard of the planned slave revolt. Sheppard informed his neighbors and Governor James Monroe, who called out the militia. The revolt leaders were arrested and hanged. Due to this event, restrictions were tightened on slaves throughout Virginia.

From 1830 to 1860, as the United States slowly moved toward a civil war, several dramatic changes took place in Henrico County. In 1834, the Richmond, Fredericksburg, and Potomac Railroad (RF&P), the very first railroad to be constructed through Henrico County, was chartered. Henrico’s population grew from 16,000 to 37,000 by 1860, and a number of suburbs were built in Henrico County.

An area of Henrico County is located in the Richmond Coal Basin, where in the past, was a rich vein of coal. The coal provided heat to many Henrico homes and businesses and fueled the iron foundry at Westham and the forges of Tredegar Iron Works. The iron industry was one of the reasons Richmond was chosen as the capital city of the Confederacy in 1861, after the citizens of Virginia decided to secede from the United States.
Many important events and battles of the Civil War occurred in Henrico County. Henrico County and neighboring localities became major military targets because of their importance to the Confederacy located in Richmond, Virginia. Some Civil War battles fought in Henrico County include the Battle of Fair Oaks/Seven Pines, some of the Seven Days Battles, the Battle of Yellow Tavern, and the Battle of Chaffin’s Farm/New Market Heights.

The Battle of Fair Oaks/Seven Pines (May 31 – June 1, 1862)
Union General George McClellan’s troops had positioned themselves on both sides of Chickahominy Creek, which was located near Nine Mile Road (Fair Oaks) and Williamsburg Road (Seven Pines). Confederate General Joseph Johnston attempted to stop the Union army from advancing to Richmond, the Capital of the Confederacy. Due to poor planning and the fact that the Chickahominy Creek had flooded because of a heavy rainstorm, General Johnston was unable to properly position the Confederate troops to stop the Union troops. McClellan’s troops advanced closer to Richmond.

Seven Days Battles (June 25 - July 1, 1862)
This was a series of several major battles over a seven-day period. Union General George McClellan tried to reach Richmond from a base camp in Yorktown by marching along the shores of the James River. The battles were fought at Oak Grove, Beaver Dam (Mechanicsville), Gaines’ Mill, Savage’s Station, Glendale and White Oak Swamp and the sixth and last battle of the Seven Days Battles occurred at Malvern Hill, on Poindexter’s Farm, just north of Turkey Island Creek. During some of these battles, Confederate General Robert E. Lee’s headquarters was established at Dabbs House on Nine Mile Road. After a series of disjointed assaults on the Union troops, Lee’s troops suffered many casualties without penetrating the Union’s defense. Despite McClellan’s stronghold, he withdrew his troops back to Harrison’s Landing (Berkeley Plantation), where his army was protected by Union gunboats. McClellan’s army was not seen as a threat to overtake the Confederate capital. Lee moved his troops to fight in northern Virginia.

Yellow Tavern (May 1864/Yellow Tavern was a nearby landmark identified with the battle.)
General Philip Sheridan led the Union cavalry south on Mountain Road to penetrate the defenses around Richmond. Opposing this invasion was Confederate General J.E.B. Stuart who placed his men near the intersection of Telegraph Road and Brook (Road) Turnpike. Stuart had approximately one third fewer soldiers than Sheridan. Stuart hoped to stall the Union forces long enough to transfer reinforcements south of the James River. When J.E.B. Stuart was killed, the battle was basically over.

Battle of Chaffin’s Farm/New Market Heights (September 28-29, 1864)
Chaffin’s Farm/Bluff (near present-day Osborne Turnpike and the James River) was located in eastern Henrico County. It was located a mile from Fort Harrison, the strongest Confederate fort on the James River and near the Richmond/Petersburg battle line. Union General Ulysses S. Grant ordered his troops to attack the undermanned Fort Harrison and capture it. The Battle of Chaffin’s Farm was the Union’s most successful effort to break Robert E. Lee’s defensive lines north of the James River, and it fostered the fighting spirit of the African-American soldier. After being pinned down by Confederate artillery fire, African-American Union troops charged and pushed up the slopes of New Market Heights. The Union troops were successful in capturing Fort Harrison. Confederate troopers attempted to reclaim Fort Harrison, but they were unsuccessful. Fourteen African-American soldiers were awarded the Medal of Honor, the highest military award given by the United States government, for their heroic actions.

With the men fighting in the Civil War, Henrico’s women took on a supportive role by working in munitions factories. Tredegar Iron Works produced almost 1,100 cannons, roughly half of the guns made in the South during the Civil War. By 1863, shortages of food caused women to loot shops and warehouses in search of food. This protest was named the Richmond Bread Riot.

By 1864, fighting returned to several areas of Henrico County. In the northern area of the County at Brook Hill, an earthen fort was constructed to defend Brook Turnpike (now known as Brook Road or U.S. Route 1). It was a major route from the North to advance into Richmond. Other skirmishes occurred along the areas of Mountain Road, New Market Road, Westham Plank Road (now River Road), and in Short Pump. By the fall of 1864, one-third of Henrico County was occupied by Union forces. The Confederate defense at Petersburg was broken in March of 1865.

The Surrender of Richmond (April 1865)
Following Confederate General Robert E. Lee’s retreat from Petersburg, Richmond was surrendered to Union troops by Mayor Joseph Mayo on April 3, 1865. The surrender of Richmond occurred on Tree Hill Plantation/Farm (Osbourne Turnpike). The surrender of Lee’s Confederate army occurred on April 9, 1865 at Appomattox Court House, and the capture of Confederate President Jefferson Davis in Irwinsville, Georgia on May 10, 1865, ended the Civil War.

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• What was life like in Henrico during Reconstruction and into the 20th century?

After the Civil War, the economy of Virginia and Henrico County was in ruins. Money had no value, and banks were closed. Railroads, bridges, farms, and crops were destroyed and land values were depressed. Cities, farms, and factories had to be rebuilt. Virginia had no functioning government. At the end of the war, the South entered a period of time of Union occupation and military government known as Reconstruction. Thousands of people needing housing, clothing, food, and jobs moved from the City of Richmond to Henrico to secure jobs. Due to this population shift in 1867, the City of Richmond decided to annex a portion of Henrico County to recover some of the city's tax revenue that it had depended upon in the past.

In 1888, the Richmond City and Seven Pines Railway Company was chartered. The Seven Pine single-track railroad line extended along the south side of Nine Mile Road to Seven Pines. This railroad line provided transportation between Richmond and Henrico County. Picnic trains transported Henrico citizens to the areas of New Bridge, Fair Oaks, and Seven Pines. Recreation in Henrico consisted of church socials, picnics, barbeques, and festivals. Boating, visits to local parks, fox hunting, horse racing, and golfing were also activities of interest. In 1892, the Seven Pines railroad tracks were modified to use electricity for streetcars. By making this change, the more fuel-efficient streetcars were used instead of steam locomotives.

Even though great strides were made to improve the quality of life for all citizens, the Virginia Constitution of 1902 had a negative impact on Virginians who could not meet certain requirements in order to vote (suffrage), without appearing to violate the 15th Amendment of the Constitution of the United States. It limited the right to vote to war veterans and their adult sons. Property owners had to pay all property taxes, or they had to explain any portion of the Virginia Constitution before they were allowed the right to vote. In Henrico and the rest of Virginia, these restrictions greatly reduced the number of African-American voters from 147,000 to 10,000.

• How was Henrico County affected during World War I?

The beginning of World War I (1914) marked some lasting changes in Henrico County. Citizens of the County worked together to support the war effort. Conservation of food and fuel was practiced by many Henrico citizens. An armory was built in Highland Springs. Red Cross auxiliaries were organized by church and civic groups. The Du Pont Engineering Company and the federal government jointly agreed to construct a gunpowder-packing facility and construct miles of railroad tracks in the Seven Pines district. This area of Henrico County was changed from a rural area to an industrial center. As a result, housing was needed for many workers. In 1918, the United States government purchased 400 acres near the gunpowder-packing facility in Seven Pines to construct hundreds of homes for the workers and military personnel assigned to the facility. This residential community was named the town of Fairfield. The town of Fairfield was only partially completed when World War I ended. Since the war had ended the United States government no longer needed the facility. Oliver J. Sands and other investors purchased the property and buildings. In 1939, the citizens voted to change the name from Fairfield to Sandston to honor Oliver J. Sands who invested in the Sandston community.

• How was Henrico County affected during World War II?

When the United States entered World War II in 1941, there was a scarcity of building materials and the rationing of many items. Citizen volunteers took nursing classes, rolled bandages, collected scrap metal, and conducted paper drives. In 1944, the women of Henrico County gave thousands of hours of their time to the Red Cross. Henrico County leased the airport to the United States Armed Forces, and it was used as a fighter-training center. It became known as the Richmond Army Air Base. Residential communities were constructed near the base to provide housing. Only this area near the airport continued to grow during the war.

• How did Henrico County change after the end of World War II?

After the end of World War II (1945) the population of Henrico County doubled. Many large parcels of farmland were purchased and developed into residential communities. A large number of new apartment complexes and schools were constructed to meet the needs of Henrico’s citizens. Small businesses such as automotive repair shops, gas stations, grocery stores, and retail stores began to increase in number in these new communities.

Following World War II, the City of Richmond took notice that many Henrico residents worked in Richmond, but were buying houses and shopping in Henrico. The Richmond Regional Planning and Economic Development Commission was created to determine if the City of Richmond should again try to annex part of Henrico County. In 1960, the plan to annex was rejected. In 1965, another attempt by Richmond to annex was approved with some conditions. Richmond was to gain 17 square miles of Henrico County, although they had requested to annex 142 square miles.
But due to the high cost to annex ($55 million), Richmond chose not to annex Henrico County. The threat of annexation continued into the 1970s and ended by a 1980 law of Virginia's General Assembly declaring Henrico County was immune from annexation. During this time, the increased growth of commercial and industrial sites in Henrico caused a decline in the number of acres devoted to agriculture. Henrico County soon became dependent on other areas for agricultural products. The number of people living and working in Henrico County continued to grow and changed the dynamics from a rural to urban, and then to a metropolitan community.

• How is Henrico County preserving its historic sites?

Today, the County of Henrico owns a variety of historic sites that are administered by the Division of Recreation and Parks. Most are open to the public and serve the community in a variety of ways. Some of these sites are museums that interpret the history of the County and regional culture of the Richmond/Henrico metropolitan area. Others have historic components, tours, displays, and a variety of classes and programs. County parks were established thereafter, such as Belmont Park, Dorey Park, and Deep Run Park.

The Department of Recreation and Parks also oversees the historical information and preservation of the County's properties, such as Gravel Hill School. In 1801, Gravel Hill School opened as a Quaker school for African-American students. It was closed in 1954 and never reopened as a school, but as a community center for the local community in 1970.

Dabbs House

Dabbs House was one of Henrico County's pre-Civil War homes named for one-time owner, Josiah Dabbs. Dabbs died in 1862, at the beginning of the Civil War. His wife was left to manage the farm, but as the war raged around the County during the Seven Days Battle, Mrs. Dabbs moved to the sanctuary of Richmond, leaving the house abandoned. General Robert E. Lee used the house as his headquarters in 1862 during the battles in defense of Richmond. In 1883, the home was sold to Henrico County to be used as the County's Social Services Department. Dabbs House was the headquarters of the Division of Police, County of Henrico from 1941-2005. Today Dabbs House is a historic house museum with exhibit galleries and a research library. In September 2010, it is also the Henrico Tourist Information Center.

Henrico Theatre

Henrico Theatre, located in Highland Springs, originally opened as a movie theatre on April 25, 1938. Tickets were $0.25 for adults and $0.10 for children. The theatre was designated as a bomb shelter during World War II and is listed on the National Register of Historic Places. Henrico County purchased the building in 1999. Today Henrico Theatre hosts a variety of arts programming for all ages and is also available to rent for recitals, concerts, group meetings, and multimedia presentations.

Meadow Farm

Meadow Farm was built in the late eighteenth century and remained in the Sheppard family for almost two hundred years. In 1974, the County of Henrico accepted Miss Elizabeth Adam Crump’s generous gift of 165 acres called Meadow Farm, along Mountain Road. Today, most of the land is used as a historical park. Meadow Farm is a living history museum presenting programs and exhibits on the culture of the rural South. Costumed interpreters provide insight into the lives of Dr. John Mosby Sheppard, the owner of Meadow Farm, and his family. On selected weekends, they demonstrate seasonal activities in the farmhouse, barn, doctor’s office, blacksmith forge, kitchen, fields, and pastures.

Walkerton

Among the oldest original structures in Henrico County, Walkerton was built between 1824 and 1825 by an Englishman named John Walker, who came to the colonies (date unknown) and acquired a large tract of land on both sides of Mountain Road. Walkerton served as a tavern and was the architectural twin of Walker’s residence across the road. The tavern was equipped with a wine cellar, three ice houses, and a 20-horse stable to accommodate its guests. The structure also served as a store, post office, voting precinct, and possibly a field hospital for wounded Union Cavalrymen in 1864 during the Civil War. Today Walkerton Tavern and its gardens host a variety of programs and special events for all ages and are available to rent for weddings, conferences, and group meetings.
The Economy of Henrico County

HC.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis including the ability to
   a) identify and interpret primary and secondary source documents;
   b) determine cause-and-effect relationships;
   c) compare, contrast, and interpret ideas and events from different historical perspectives;
   d) draw conclusions and make generalizations;
   e) make connections between past and present;
   f) sequence events in Henrico County’s history;
   g) evaluate and discuss issues orally and in writing;
   h) analyze and interpret a variety of maps.

HC.2c The student will demonstrate an understanding of the growth of Henrico County’s economy from 1611 to present day.

• What effect did agriculture have on the Henricus economy?

The economy was changed by a Henrico settler named John Rolfe. Between 1612 and 1614, John Rolfe grew several new types of mild-tasting tobacco plants on his farm along the James River, which he named Varina Farms, after the tobacco grown in Varina, Spain. Rolfe’s tobacco was shipped to England and became a huge success. The settlers in the Virginia colony planted more of this type of tobacco and sold it as their cash crop. In 1616, only 2,500 pounds of tobacco were produced in the Virginia colony. By 1626, tobacco production was up to 500,000 pounds.

The economy of Henricus and the Virginia colony depended on agriculture as the primary source of wealth. Tobacco became the most profitable agricultural product and was sold to England as a cash crop. The planting of tobacco, Virginia’s first successful economic base, quickly became dependent upon a large force of farm workers. In 1619, large numbers of African people were brought to the Virginia colony on Portuguese ships against their will to work on the newly established tobacco plantations.

• What new economic opportunities emerged in the transportation of goods that strengthened Henrico’s economy?

As the United States was being established, there were signs of economic growth along the James River. In 1785, Virginia’s General Assembly approved the formation of the James River Canal Company. The canal would be used to reach the Kanawha River, a tributary of the Ohio River. From that point, the Ohio and Mississippi Rivers would allow access to the resources from the American West. By 1851, the canal system extended 197 miles westward to the town of Buchanan in Botetourt (bot´ə tot) County. In the 1850s, canal traffic was at its peak with bateaux or barges bringing natural resources like tobacco and wheat from western Virginia and returning with other products from Richmond. In 1880, the purchase of the canal by a railroad company ended the use of the canal system and the project never reached the Kanawha River.

In 1804, a bill was passed in Virginia’s General Assembly establishing the Richmond Turnpike Company. It allowed the Richmond Turnpike Company to build toll roads that would be used to transport large amounts of coal, iron, and wood products. Toll booths were built at each end of the road. These toll roads included Brook (Road) Turnpike, Mechanicsville Turnpike, and Osborne Turnpike.

• How was coal transported and what was the impact on Henrico’s economy?

Coal mines were an important part of the economic opportunities of Henrico. Coal was sold to both local and world markets. The Tuckahoe Creek coalfield was discovered along the banks of the James River in western Henrico County. The Tuckahoe Creek Company was chartered in 1813 to construct a canal for transporting the coal from the coal mines to the James River. Construction of the canal consisted of deepening the existing creek bed, building dams across the mouths of tributaries, and erecting locks.
The coal was loaded onto bateaux (ba-tōhˈər), lightweight, flat-bottomed river boats or barges, which were pulled along by three men on the towpath of river banks downstream to where the locks had been built. Then, the bateaux were lowered to the river level and transported along the James River to Richmond. By 1829, the canal was opened from Cottrell’s Coal Pits above the junction of Deep Run Creek and Tuckahoe Creek. The local mines provided great quantities of coal to heat homes and businesses in Henrico County.

Clay deposits along the James River and rock quarries in Henrico supplied the raw materials for the brick-making and granite industries, which were needed for the construction of homes. Along the northern bank of the James River, granite quarries were opened to extract granite blocks for building the City of Richmond, and the construction of government buildings in Washington, D.C. Several brickyards were established along Osbourne Turnpike that could produce over 20,000 bricks a day.

Despite these changes, the economy of Henrico remained primarily agricultural. In addition to livestock, farms produced corn, wheat, oats, rye, cotton, tobacco, peas, beans, and potatoes. In the late 1800s, railroads and steamships transported agricultural produce, coal, granite, and bricks to and from Henrico County. A number of industries including manufacturing, canning, woodworking, meatpacking, and other industries also began to appear in Henrico.

• How has transportation, communication, and technology affected the economic growth in the 20th century?

Henrico County entered the 20th century as a predominantly rural county with many farms. Corn, oats, wheat, hay, and tobacco were the main crops. The number of dairy and poultry farms increased. Due to agriculture, there was an increase in farming-related organizations at this time.

There was also a revitalization of the coal industry. The demand for coal increased. Some citizens chose not to work on farms and preferred the better paying jobs in the coal mines of western Henrico. This shift in the work force spurred record high prices for farmers’ produce. The importance of coal mining industries led to the development of Henrico’s economic base.

At this time, Henrico County constructed many of its first paved roads. A railway extension from Gayton Station, a coal mining village, marked the beginning of several new communities. The availability of railroad and streetcar lines contributed to the growth in Henrico. Many people worked in the City of Richmond and lived in Henrico County due to the convenience of transportation. The streetcars became the first step to mass transportation in the metropolitan area. By 1929, more fuel-efficient commuter buses began to replace the streetcars.

• How did the economy of Henrico County change after World War I?

After World War I (1918), there was a surplus of manpower when the United States military reduced its size. The number of jobs decreased because the production of military goods was reduced. National farm prices plummeted. However, Henrico’s farmers fared better than most because they were growing a variety of popular crops: corn, oats, wheat, and tobacco. Dairy and poultry farms increased and eventually comprised 56% of the County’s agricultural sales. Dairy farming became so popular that Henrico County became known as the “Dairy County of Virginia.” Curles Neck Farm, in the Varina area, was one of the largest dairy farms in North America.

• How did the economy of Henrico County change at the end of World War II?

World War II ended in 1945. Transitioning the economy from a wartime economy to peacetime economy was not easy. When the military men and women returned after the war, there were not enough jobs or homes for them. The population of Henrico County doubled. Many large parcels of farmland were purchased and were slowly developed into residential communities with homes, apartments, and schools. The building industries could not fulfill the demand for construction materials. Many Henrico citizens took it upon themselves to begin small businesses such as automotive repair shops, gas stations, grocery stores, and retail stores in their communities to support their families.

• How does the economy of Henrico County continue to prosper in today’s society?

Before a publicly-owned airfield/airport was established, local aviation enthusiasts used a landing strip at the end of present-day Chamberlayne Avenue. The airfield was known as Charles Field. This open-pasture landing field gave way to residential development known as Chamberlayne Farms. In later years, a small private airfield, known as North Field, served the local pilots.
In 1927, land was purchased in Henrico County for a municipal airport which was named Byrd Field, after Admiral Richard Evelyn Byrd. The airport opened in October of 1927. The name was eventually changed to the Richmond International Airport. The Richmond International Airport is the metropolitan area's major air transportation center.

Railroad services are also available in Henrico County via Amtrak, which maintains a train station along Staples Mill Road and carries passengers to locations throughout the United States.

The Richmond International Raceway is also located in Henrico County. It sponsors two national NASCAR races annually that draw over 100,000 race fans to the Henrico County area and boosts the local tourism economy.

Henrico's almost 300,000 residents live in a well-planned county of 245 square miles consisting of attractive residential communities, large expanses of fertile farmland, and carefully developed office, retail, and diversified industrial areas. Due to information technology and financial services, many businesses and industries have chosen to establish their corporate headquarters here.
The Government of Henrico County

HC.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis including the ability to
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   d) draw conclusions and make generalizations;
   e) make connections between past and present;
   f) sequence events in Henrico County’s history;
   g) evaluate and discuss issues orally and in writing;
   h) analyze and interpret a variety of maps.

HC.2d The student will demonstrate an understanding of the growth of Henrico County’s government.

• When were the original political boundaries of Henrico County created?

   The Henrico Territory can trace its origins to 1611 when the City of Henricus was established. In 1634, the English Parliament decided that the Virginia colony should be divided into eight shires or territories. The Henrico shire included all the land on both sides of the James River from Charles City County west to the Appalachian Mountains.

• What are the magisterial districts of Henrico County’s government?

   In 1870, Virginia’s new constitution divided Henrico into four townships. In 1874, these townships became the original magisterial districts. The four original magisterial districts were Tuckahoe, Brookland, Fairfield, and Varina. Each district was in charge of maintaining roads and funding the public schools within their district. In 1969, an additional district was created from the Tuckahoe and Brookland districts and was named Three Chopt. The magisterial boundaries were realigned to provide approximately equal population in each of the five districts. Every 10 years, the magisterial boundaries may be adjusted due to the population shifts based on the United States Census.

• How did the magisterial districts receive their names?

   The exact derivation of the Brookland name is unknown. It is possible that the Brookland Magisterial District gets its name from the fact that there are many brooks in the district. It is also possible that the district was named for Upham Brook that runs through most of the district.

   The Fairfield Magisterial District was a favorite name for large colonial estates in Virginia. The name Fairfield was chosen because of the level fields characteristic of the district.

   The Three Chopt Magisterial District was named after Three Chopt Road that forms a portion of its boundary.

   The Tuckahoe Magisterial District was named after a popular East Coast plant with an edible root that served as a nutritional food source for many early American Indians.

   The Varina Magisterial District was named after John Rolfe’s farm. John Rolfe named his farm Varina because the tobacco he successfully grew on his farm resembled tobacco grown in Varina, Spain.
• What form of government did Henrico County adopt?

In the late 1800s, the Henrico County Board of Supervisors was established. The part-time Board of Supervisors was overwhelmed by the demands for services placed upon it by the new growth in the western and northern parts of the County. After some debate, Virginia’s General Assembly passed legislation to allow supervisors to be elected by citizens living in a specific district rather than from Henrico County at-large. This decision gave Henrico’s citizens a chance to identify with the elected supervisor and to address the issues unique to each individual district.

Henrico had grown too fast and the government system used at that time could not keep up with the pace of its fast-growing communities. In 1927, the part-time Henrico County Board of Supervisors attempted to meet the needs of its citizens in the western and northern areas of the County. A number of citizens, frustrated with the slowness of receiving public services, decided to use independent contractors to construct their own community water and sewer systems.

In 1932, Virginia’s General Assembly adopted the County Manager form of government. Henrico voters approved this change in September of 1933. The voters living in their magisterial districts elected a representative to serve on the Board of Supervisors. The Board of Supervisors would retain responsibility for determining County policies, enacting local legislation, levying taxes, and controlling the County agencies. The new form of government for Henrico County went into effect on March 25, 1934.

Every four years, Henrico voters elect the members of the Board of Supervisors. The Board of Supervisors has the responsibility of acting as a representative voice for each of the five magisterial districts of Henrico County. During the month of January, the Board of Supervisors elects a chairman (and a vice-chairman) annually, who presides at each Board meeting and serves as the official head of the Henrico County government. The Board of Supervisors appoints Henrico citizens to more than 40 Boards and Commissions in specialized segments of the local government.

• What are the elected constitutional positions in Henrico County government and what are their duties?

Based on the Constitution of the Commonwealth of Virginia, a number of constitutional positions must be included as part of Henrico County’s form of government. The voters of Henrico County elect citizens to fill these positions. The positions are the five School Board members, the Sheriff, the Clerk of the Court, and the Commonwealth’s Attorney.

The five members of the Henrico County School Board are chosen every four years by the voters living in their magisterial districts. The School Board appoints the Superintendent of Schools and makes the policies for the operation of Henrico County’s public schools.

The Henrico County Sheriff is responsible for operating Henrico’s jail and supervising the serving of warrants. The Sheriff is elected by the citizens for a four-year term.

The Clerk of the Court is elected at-large for an eight-year term. The Clerk is responsible for preparing, recording, and maintaining court orders, subpoenas, and pleadings, as well as managing the Circuit Court’s dockets and juries.

The Commonwealth’s Attorney is elected at-large for a four-year term and represents Henrico citizens in Henrico’s court system.

• What are some of the appointed positions in Henrico County’s government?

The administrative head of Henrico County’s government is the County Manager. The County Manager is appointed by the Board of Supervisors and carries out its policies and plans. The County Manager is responsible for supervising the collection of taxes from the citizens to pay for community services. The County Manager also approves the spending of all monies and is responsible for the general supervision of all County departments and divisions. The County Manager serves in this position for an unspecified period of time, and can be removed from office at any time by a majority vote of the Board of Supervisors.

The Board of Supervisors appoints the Planning Commission. Members of the Planning Commission represent each of the five magisterial districts. Their job is to decide where neighborhoods and industries should be located throughout Henrico County. Other appointed positions include the Library Advisory Board, Board of Zoning Appeals, Electoral Board, and the Finance Board.
• What public services are provided to Henrico County citizens and how are they funded?

Henrico County raises money to finance long-term construction projects including roads, public schools, public libraries, and public fire stations through bonds and taxes. Henrico County creates revenue through a variety of taxes to fund these services for the citizens. Real estate taxes and license fees provide the funds to finance many services in Henrico County. A personal property tax is paid on trucks, cars, boats, and other types of vehicles. A sales tax is paid on all purchases. There are also taxes on businesses and utilities. License fees for cars, trucks, motorcycles, bicycles, hunting and fishing, and dogs are also collected.

The Fire and the Police Departments ensure the safety and security of Henrico citizens. Fire and police stations are located throughout the County in order to provide quick and efficient emergency services to its citizens.

The Public Utilities Department is responsible for building, operating, and keeping the water and sewage systems working properly.

The Public Works Department makes sure that all County roadways are safe and well maintained. Henrico is one of just two counties in Virginia that constructs and manages its own 1,000 miles of secondary roads.

The Health Department provides services for citizens who cannot pay for medical treatment and provides health education to them.

As Henrico County’s school-age population continues to grow, the Board of Supervisors is responsible for the construction of new schools and the education of its citizens.

The Department of Recreation and Parks develops programs for Henrico’s citizens of all ages and maintains the County’s parks. Some featured Henrico County Parks are Echo Lake Park (Brookland District), Three Lakes Park (Fairfield District), Cheswick Park (Three Chopt District), Deep Run Park (Tuckahoe District), and Dorey Park (Varina District).

The Henrico County Public Library System was established by the Board of Supervisors in 1966. Public libraries are located throughout the County and provide media services, books, and periodicals to County residents. Some featured Henrico County libraries are Glen Allen Library (Brookland District), North Park Library (Fairfield District), Twin Hickory Library (Three Chopt District), Gayton Library (Tuckahoe District), and Varina Library (Varina District).

• Where were the locations of Henrico County’s government?

In 1640, Henrico’s government was located at a courthouse in the Varina area. It was a wood-framed building built on blocks. A jail was built nearby. It was the location of Henrico’s government before the House of Burgesses officially established it as a town in 1680.

In 1742, Virginia’s General Assembly approved the establishment of the “town of Richmond” within the County of Henrico. Unfortunately, the General Assembly did not include any provisions for independent government for the town of Richmond. The Henrico County officials had the same authority there as anywhere else in the county.

By 1750, the town of Richmond had grown. Henrico County officials found it inconvenient to travel to the courthouse located in Varina as the population and commercial centers shifted towards Richmond. The government remained in Varina until 1752. It was relocated to Richmond (22nd and Main Streets) and provided a central location for Henrico County’s government agencies.

The County government remained in Richmond until 1974 when it was moved to Parham and Hungary Springs Roads, where it remains today. In 1988, Henrico County opened the Eastern Government Center, near Dabbs House on Nine Mile Road, for the convenience of residents living in the Fairfield and Varina magisterial districts.
• **What is the significance of the seal of Henrico County?**

The Henrico County seal first appeared around 1942 or 1943 as a logo designed by County Planning Administrator W. B. Wilkins. A revised Wilkins design was officially designated as the County seal in 1984.

The seal features three items: Pocahontas, Indian corn, and tobacco. Pocahontas is a prominent figure in early American history. Her marriage to John Rolfe, who developed Virginia tobacco, bridged the gap between the English and Indian cultures. The tobacco on the seal represents Rolfe’s new strain of tobacco, which gave the New World its first cash crop and brought prosperity to Henrico and Virginia. The Indian corn on the seal represents the good soil of Henrico and the gift of corn the Indians gave to early English settlers.

• **What is the motto of Henrico County?**

Proud of our progress; excited about our future.
The School System of Henrico County

HC.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis including the ability to
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   d) draw conclusions and make generalizations;
   e) make connections between past and present;
   f) sequence events in Henrico County’s history;
   g) evaluate and discuss issues orally and in writing;
   h) analyze and interpret a variety of maps.

HC.2e The student will demonstrate an understanding of the growth of Henrico County’s public school system.

• What is the early history of education in Henrico County?

From the early days at the City of Henricus, there were many ways that children were educated. Their parents taught their children at home. Formal education in Henrico County began in 1619 with the goal of establishing the first college/university in North America on 11,000 acres near the City of Henricus. Based on the King of England’s plan, each settlement was expected to provide the English and Indian children with an education and opportunities for cultural exchange. However, the plans for the university never fully materialized. The building was destroyed during the Great Massacre of 1622. The next two hundred years offered Henrico citizens a variety of ways to obtain an education: tutors, boarding schools, and private schools.

The beginning of public education in Virginia occurred in 1810 when the Virginia Literary Fund was established. The fund’s purpose was to receive money and provide financial support to public schools. The goal was to educate white children whose parents could not afford to pay for their education. However, initially the money was used to pay the salaries of teachers. At that time, an equal opportunity to obtain an education was not provided for children of all races. In 1820, the law was amended to use the money to construct school buildings, as long as the parents helped pay for some of the building costs, purchased textbooks, and assisted paying the salaries of teachers.

The idea of a public school system was promoted by a combination of charity schools and the Sunday School movement. Charity schools were set up in cities to take care of small children and orphans. (While there is no record of a charity school in Henrico, the schools did exist in Richmond.) At the same time, churches were providing instruction in reading, spelling, and Bible study. In 1845, Virginia’s General Assembly passed a law to provide a public education for white students between the ages of six and twenty-one, as long as a Commissioner was selected to manage the schools. Henrico County did not adopt this free public school system at this time, but the law allowed for those who maintained the old system of court-appointed Commissioners to have a Superintendent of Schools to manage the school program.

• How did the educational system evolve during the post-Civil War period?

During the Civil War Reconstruction period, the United States government required education for all children, which resulted in a separation of schools by race throughout the South. Henrico’s segregated school system remained in effect for many years. The Virginia Constitution of 1870 provided a free public school system for the first time. The burden of Henrico’s citizens supporting public education was controversial due to the very large state Civil War debt.

The free public school movement, required by the Virginia Constitution of 1870, resulted in funding for the construction of new public schools. A tax was collected in each magisterial district to finance the local schools. Later, a tax placed on railroads helped to increase the school funding. Each magisterial district was responsible for building its own schools and hiring its own teachers. The first known and documented one-room brick public school in northern Henrico County was established in 1876. According to the deed, “one acre of land located between Harvie Road and the Mechanicsville Turnpike” was sold to the Henrico County School Board for $62.50. Toward the end of the 1800s, additional taxes were directed into the school funds so that more public schools could be built to serve the increasing school population. Education was an important part of Henrico’s reconstruction after the Civil War.
• How did public education change during the first half of the 20th century in Henrico County?

By the early 1900s, one- or two-room public schoolhouses were predominant throughout Henrico. These schools had no running water and had only a wood or coal stove for heat. Students helped with keeping the fire hot and bringing water from a well when needed. Since public schools were segregated at that time, students of different races attended separate schools. Some of Henrico’s African-American students were educated in one-room schools including Gravel Hill (Longbridge Road in Varina), Chatsworth (New Market Road in Varina), and St. James (Varina Road). Some of Henrico’s white students were educated at Deep Run (Three Chopt Road), Glen Allen (Mountain Road), and Ridge (Quiocassin Road) Schools.

As Henrico’s school population increased, the one-room schools were consolidated into centrally located multi-room structures. Henrico County had over 100 public schools, but the number decreased as schools consolidated. Consolidation of these one- or two-room schools began to allow separate classrooms for students of similar ages. The position of a principal was created to lead these larger public schools.

The 1907 annexation of one-third of Henrico’s school students and several school buildings by the City of Richmond affected six public school consolidations. In spite of the reduced number of students, the programs in Henrico schools were continuously improved. Consolidation of schools continued as one- and two-room schools were combined.

The year 1908 brought changes to Henrico’s educational program with the arrival of Virginia Estelle Randolph. She was a daughter of former slaves. She began educating African-American students at Mountain Road School. She was an educational innovator in vocational education and influenced African-American educational programs throughout Henrico, Virginia, and the world. Miss Randolph considered teaching vocational (work-related) skills just as important as basic instruction in reading, writing, and mathematics. Virginia Randolph was very creative in her approach to education and often spent her own money to provide school supplies. African-American students were encouraged to join canning, poultry, and farming clubs. Miss Randolph established the Industrial Exchange on Broad Street in Richmond to sell the products of the canning and poultry clubs.

Mr. Jackson Davis, Superintendent of Henrico County Public Schools at that time, began working with Virginia Randolph in 1908. Together, they were responsible for creating a training program for teachers to improve the curriculum taught in the African-American schools. Miss Virginia Randolph supervised Henrico’s African-American public schools and continued to work with her Henrico students until she retired in 1949 after 57 years of service. She died in 1958 and is buried on the grounds of her school (Virginia Randolph Education Center) near the Home Economics cottage. This cottage is now a museum dedicated to her accomplishments.

Between 1912 and 1915, there were 14 new public schools built in Henrico County replacing many older structures. Another annexation by the City of Richmond in 1914 affected some Henrico students and school buildings. By 1930, Henrico County had five accredited four-year high schools and one accredited junior high school. As school buildings evolved into graded elementary schools, many students often lived too far away from these new schools to walk as they had previously done. Henrico began transporting some children using farm wagons, streetcars, and trains. In 1933, Henrico County Public Schools began operating school buses.

The school enrollment continued to grow in spite of another annexation by the City of Richmond in 1940. Sites were acquired for new public schools, but due to World War II, shortages of building materials prevented the construction of roads, water, and sewer lines. From 1945 to 1950, the population of Henrico doubled, requiring a significant increase in the number of County employees, primarily in the school system. The voters approved bond issues in 1947 and in 1949 to obtain the funds for school construction.

From 1950-1960, Henrico’s public school enrollment increased by 1,000 students per year, putting increased pressure on the school system to expand existing schools, as well as build new schools. Accommodating the growing student population with the available funds led to the construction of many campus-style schools. Fairfield Junior High School opened in the spring of 1959, followed by Brookland and Tuckahoe Junior High Schools in the fall of 1959. These were the first campus-style schools in the Commonwealth of Virginia. Campus-style schools were nearly 20% less expensive to construct when compared with more conventional buildings. This change in the architectural design allowed Henrico County to keep up with demand without going into too much debt.
The campus-style schools also allowed junior high/middle schools to be separated into clusters of buildings for each grade level with a separate dining facility for each. In some campus-style schools, lunches were made in a central kitchen off campus and then transported to these multi-purpose cafeteria buildings, also known as cafeterias. These spaces had alternate uses during other times of the school day. By 1960, there were over 23,000 students enrolled in Henrico’s 34 public schools.

• How did segregation affect the Henrico County School System during the second half of the 20th century?

During the 20th century, Henrico County struggled over the Civil Rights issues. After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens. In 1954, the Supreme Court case of Brown vs Board of Education ordered the desegregation of all public schools. Henrico County began the process of integrating schools. In 1957, a Massive Resistance policy was approved by the General Assembly of Virginia. This policy would cut off all state funding to schools systems that chose to integrate their schools. The Henrico County Public School system continued to integrate their schools. This Massive Resistance policy was overturned in 1959. During the 1960s, due to suburban, commercial, and residential development in the County, the student population quickly increased.

In 1969, all schools educating African-American students were closed. These Henrico students were assigned to white schools in the district in which they lived. After the 1969-1970 school year, some of the former schools educating African-American students were reopened as integrated schools. Vandervall Elementary School (present-day Pemberton Elementary School) was temporarily closed and was used as a County library until the Tuckahoe Public Library was built. It reopened as an integrated Crestview Annex in 1969-1971 for 6th and 7th graders, since the opening of nearby Byrd Middle School had been delayed due to construction issues. It became Pemberton Elementary School during the 1971-1972 school year.

Fair Oaks Elementary School which had been educating African-American students was reopened as an integrated school in 1970. Henrico Central School, which had consolidated St. James School and Chatsworth School in 1953, was closed in 1968 due to desegregation. The building at the Henrico Central site reopened in 1970 as an integrated elementary school named Varina Annex. In 1987, Varina Annex was renamed Mehfoud Elementary School.

• How did Henrico County schools continue to change at the end of the 20th century and the beginning of the 21st century?

In the mid-1990s, technology began to change the face of education in Henrico County. Computers were installed in many classrooms and computer labs were established in schools. By the year 2000, students were using desk top computers as instructional tools. In 2001, all high school students were provided with a county-issued laptop for instructional use and middle school students received a laptop in 2002. High school students were also given more choices about their education with the creation of specialty centers in all the comprehensive high schools in Henrico County.

In September 2010, 48,000 K-12 students were enrolled in Henrico County Public Schools. Some school accomplishments are listed below.

- Henrico County Public Schools was named one of the “Best Communities for Music Education in America," the only school division in the nation to earn this designation for over 10 years.
- Twelve Henrico schools have received the U.S. Department of Education Blue Ribbon School of Excellence Award.
- Henrico High School celebrated recognition from Newsweek as one of the 1,500 top U.S. high schools in the country in 2009.
- Deep Run High School's robotics team, known as Blue Cheese, took home the state title at the FIRST Tech Challenge competition held at the University of Virginia in 2009.
- Henrico schools received eight National Association of Counties (NACo) awards for implementing groundbreaking programs in 2009.
- Eight Henrico schools earned the Governor's Award for Educational Excellence and 34 schools earned the Board of Education's VIP Awards in 2009, including elementary, middle, and high schools.
- Deep Run, Freeman, Godwin, and Henrico High Schools were ranked by U.S. News and World Reports “Best High Schools in America" for 2010.
- Over the years, several schools have won state championships in the Knowledge Master Open, an academic competition.
The Goal of Geography Instruction

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth’s places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student’s home community are affected by conditions and events in distant places.

The five geographic themes include location, place, human-environment interaction, movement/interdependence, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

➤ NOTE TO TEACHERS: The dates included in the HCPS Grade 5 Curriculum Framework are primarily for teacher information. Students are only expected to know the centuries in which the events occurred.

The Southeast Region of the United States
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Theme 1: Location - Southeast Region
It is important to identify absolute locations as precise points on the Earth. The coordinates of latitude and longitude are widely accepted and useful ways of portraying exact locations. Determining relative location, the position of one place with respect to other important places, is equally significant.

SE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SE1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the Southeast geographic region of the United States: Coastal Plain and Appalachian Mountain System.

SE1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Southeast region of the United States: Mississippi River, Chesapeake Bay, Atlantic Ocean, and Gulf of Mexico.

Absolute and relative locations determine the positions of regions and significant places.

Terms to Teach
- **absolute location**: a point on the Earth’s surface expressed by a coordinate system such as latitude and longitude
- **latitude**: the distance of a place (measured in degrees) that is north or south of the Equator
- **longitude**: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- **relative location**: the location of a place in relation to another place (i.e., south, near, bordering, or next to)

Students should have many opportunities to determine the absolute and/or relative locations of selected places in the Southeast region of the United States: Coastal Plain, Piedmont, Appalachian Mountain System, and Everglades; Atlantic Ocean, Chesapeake Bay, Gulf of Mexico, Mississippi River, and Ohio River.
Theme 2: Place - Southeast Region

All places on Earth have distinct natural and cultural characteristics that distinguish them from other places. The natural characteristics are landforms, bodies of water, climate, soils, natural vegetation, and animal life. Human ideas and actions also shape the character of places, which vary in population, settlement patterns, architecture, economic and recreational activities, transportation, and communication networks.

SE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SE1.2 The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the Southeast geographic region of the United States: Coastal Plain and Appalachian Mountain System.

SE1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Southeast region of the United States: Mississippi River, Chesapeake Bay, Atlantic Ocean, and Gulf of Mexico.

SE1.3b The student will demonstrate knowledge of how early cultures developed in North America by locating where the American Indians lived: Eastern Woodlands.

Land Features of the Southeast Region: Location and Physical Characteristics

<table>
<thead>
<tr>
<th>Terms to Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- barrier islands: located off the southeast coast of the United States; protect the mainland from wind and ocean erosion</td>
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<tr>
<td>- delta: a deposit of sediment at the mouth of a river, often a triangular shape</td>
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<tr>
<td>- habitat: the natural home of an animal or plant</td>
</tr>
<tr>
<td>- key: small, low-elevated sandy island formed on the surface of coral reefs; many located off the coast of Florida</td>
</tr>
<tr>
<td>- lowland: land that is below the level of the land surrounding it</td>
</tr>
<tr>
<td>- marsh: low-lying wetland that is subject to frequent or continuous flooding; usually found on the edge of a stream, pond, or lake; dominated by trees; a marsh is almost always full of water; water may be fresh, brackish, or saline (salt water)</td>
</tr>
<tr>
<td>- mountain range: a series of hills or mountains</td>
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<tr>
<td>- mountain system: a group of mountain ranges with common geological features</td>
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<tr>
<td>- peninsula: a body of land surrounded by water on three sides</td>
</tr>
<tr>
<td>- plateau: an area of elevated land that is flat on top</td>
</tr>
<tr>
<td>- swamp: low-lying, poorly-drained wetland featuring frequent or continuous flooding; swamps are generally deeper than marshes and have some trees; mostly grasses, reeds, and herbs; water may be fresh, brackish, or saline</td>
</tr>
<tr>
<td>- wetland: land that has a wet and spongy soil, such as a marsh or swamp</td>
</tr>
</tbody>
</table>

• The Atlantic Coastal Plain is a broad lowland that provides many excellent harbors along the Atlantic Ocean and the Gulf of Mexico.
• The Appalachian Mountain System is the oldest mountain system in North America. It extends from Canada to the Gulf Coastal Plain of Alabama. Several smaller mountain ranges make up the Appalachian Mountain System, including the Allegheny Mountains, Blue Ridge Mountains, Catskill Mountains, Great Smoky Mountains, Green Mountains, and White Mountains with several of these ranges located in this region.
• The Blue Ridge Mountains stretch from Pennsylvania to Georgia and are part of the Appalachian Mountain System.
• The Dismal Swamp is a low-lying, poorly-drained wetland located in the Coastal Plain region in southeastern Virginia and in northeastern North Carolina. A variety of wildlife (mammals, reptiles, and birds) make their habitat in the grasses, reeds, herbs, and trees.
• The Everglades are wetlands located in southern Florida with many rare and endangered species of plant and animal life.
• The Eastern Shore of Virginia and Florida are examples of large peninsulas.
• The Florida Keys are small, low-elevated sandy islands formed on the surface of coral reefs.
• The city of New Orleans is an example of land with many deltas. Deltas are deposits of sediment that are found at the mouth of a river, often in triangular shapes.
• The Outer Banks of North Carolina is an example of barrier islands that protect the mainland from wind and ocean erosion.
• The Piedmont is an area of rolling hills that stretches from New Jersey to central Alabama between the Atlantic Coastal Plain and the Appalachian Mountains.
Water Features of the Southeast Region: Locations and Physical Characteristics

**Terms to Teach**
- **bay**: a large body of water that extends into land; a bay is smaller than a gulf
- **estuary**: a partly enclosed coastal body of water with one or more rivers or streams flowing into it; it connects to the open sea and is usually a thriving animal habitat
- **gulf**: a large body of water that is usually surrounded by land on three sides; a gulf is larger than a bay
- **immigrants**: people who come to a new country to settle there
- **lake**: a large body of water surrounded by land; a lake is larger than a pond
- **mouth**: the part of a river where it pours into another river, stream, lake, sea, or ocean
- **ocean**: the largest body of water on the planet; the five oceans all connect as one world ocean
- **port**: a location on a coast or shore containing one or more harbors where ships can dock and transfer people or cargo
- **river**: a large stream of water that flows over land throughout the year
- **source**: the place where the water in a river or stream originates (such as a spring)

The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form the borders, and create links to other areas. Each river was an opportunity for new western exploration and settlement. People settled along these rivers and used them as a source of food and as trade routes.

- **The Atlantic Ocean** borders the East Coast of the United States and provides access to other areas of the world. It has served as the highway for explorers, early settlers, and immigrants.
- **The Chesapeake Bay** is located between the mainland of Virginia and the Eastern Shore. It is the largest estuary in the United States.
- **The Gulf of Mexico** is located off the southeastern coast of the United States and flows into the Atlantic Ocean.
- **Lake Pontchartrain** is not a true lake, but a brackish estuary located in southeastern Louisiana. It is the second-largest saltwater estuary in the United States.
- **The Mississippi River** flows south from its source in Minnesota to the Gulf of Mexico. It empties into the Gulf of Mexico through a huge delta in southeastern Louisiana. The Mississippi River is used to transport farm and industrial products. It links ports to other parts of the world.
- **The Ohio River** is a major river that begins at its source in Pennsylvania and flows into the Mississippi River.

**Climate of the Southeast Region**

**Terms to Teach**
- **climate**: the pattern of weather in a region over an extended period of time
- **hurricane**: a tropical storm that forms over water and contains damaging winds of at least 74 miles per hour
- **Nor’easter**: a powerful storm that moves northeastward within several hundred miles of the eastern coast of the United States bringing strong northeast winds causing high seas, rain or snow, and often coastal damage
- **weather**: the condition of the atmosphere in a region during a short period of time

The climate of the Southeast region is generally warm and sunny. The summers are usually hot, long, and humid. The areas along the Gulf of Mexico and Atlantic coast often experience hurricanes from June through November. Nor’easters are powerful storms that form off the East Coast in the Atlantic Ocean, particularly in the fall and winter. The winters in the Southeast are short and often mild with some snowfall and freezing temperatures in northern areas. Spring and autumn are climatic transition periods.
Cultural Influences of the Southeast Region

Whenever people settle or migrate to an area, they change the culture and landscape to reflect their beliefs, customs, farming techniques, and architecture.

• Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America. American Indians lived in all areas of North America. The Eastern Woodland Indians were located from the Atlantic Ocean to the Mississippi River. They used the natural resources found around them. Most built shelters from trees cut from the heavily wooded forests. They usually built their shelters near a water feature for food and transportation. Most were farmers, hunters, and fishermen. About 4,000 years ago, there were many different Eastern Woodland tribes. Examples of some Eastern Woodland Indians in the Southeast region are: Seminole (Florida), Cherokee (North Carolina), Powhatan (Virginia), Creek (Alabama), and Catawba (South Carolina).

• People who traveled from England to North America settled primarily in the Coastal Plain and the Piedmont regions. Examples of their English influence include Tudor homes and places of worship that reflected the English style of architecture. Many German and Scots-Irish farmers settled mostly in the Shenandoah Valley of Virginia along the Migration Route. These immigrants were profoundly dedicated to the ideals of freedom.

• Once tobacco became the cash crop of the Virginia colony in the early 1600s, southern plantations were established that depended upon a large source of inexpensive labor to plant and harvest tobacco. Many Africans worked in the tobacco fields in the Coastal Plain and Piedmont regions. African-American culture involved many aspects of music, dance, art, storytelling, customs, and traditions that influenced the Southeast region of the United States.
Theme 3: Human-Environment Interaction - Southeast Region

People modify and adapt to natural settings in ways that reveal cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human-environment relationships develop and what the consequences are for people and for the environment.

SE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SE2.2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward.

The migration of humans led to changes in the environment.

Terms to Teach
- crop rotation: growing different crops each year so minerals are not depleted from the soil year after year
- deforestation: the act of clearing trees from land by nature or by man
- ecosystem: all the living and non-living things in an environment, including their interactions with each other

• Many people migrated to the Southeast region and along the sandy shores of the Atlantic Ocean. It was ideal for fishermen to harvest seafood. As people migrated to the Southeast for economic opportunities and the population increased, more fresh fish was needed to supply the food markets. Additional fertilizer was needed to treat the soil in order to plant vegetables and increase the food supply. New communities developed near the established farming communities. As an example of a positive effect, more fishermen were needed to work on the fishing boats to clean and prepare the fish. More truck drivers were needed to transport the fresh/frozen seafood to the seafood processing plants. As an example of a negative effect, the demand for seafood created overfishing of some fish species, which endangered those species over time. Severe weather conditions also affected the efficiency of fishermen taking their boats out to sea.

• Many people migrated to the lowlands of the Southeast region to farm the fertile soil. The soil was best suited for growing tobacco, rice, citrus fruits, and cotton. With proper crop rotation and favorable climatic conditions, industries were needed to process these agricultural products grown throughout the Southeast. As an example of a positive effect, additional farm workers, truck drivers, railroad engineers and conductors, and factory workers were needed to accommodate the demand for farming and to transport the crops to the next step in the process. As an example of a negative effect, without proper crop rotation some crops drained the nutrients/minerals from the soil. In addition, the weather had a major impact on the success of the growing season. Even today, a sudden frost/freeze in the most southern areas of the Southeast region can devastate the large citrus crops that grow best in the sandy soil. In this scenario, the scarcity of fruit crops can impact the job opportunities of the citrus farm workers and force them to migrate to a better crop location.

• Many people migrated to the western area of the Southeast region, where the Appalachian Mountain System is located. Throughout the old, rounded mountains and valleys, a variety of forests provided loggers with many opportunities to saw down trees. These natural resources were transported by truck drivers to sawmills and cut into different sizes of lumber. As an example of a positive effect, many lumber mills and lumberyards provided jobs, not only for the loggers and lumber mill workers, but also for railroad engineers, truck drivers, and construction workers. As an example of a negative effect, many forests were cut down without seedling replenishment. This led to deforestation, soil erosion, the loss of animal habitats, and the destruction of fragile ecosystems.
Theme 4: Interdependence and Movement - Southeast Region

As new advances to transportation and communication technologies change, it is necessary to examine the geographical and societal consequences. People rely upon the movement and distribution of natural resources and products (interdependence).

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SE2.2b The student will use maps, globes, photographs, pictures, or tables for explaining relationships among natural resources, transportation, and industrial development.

Advances in transportation linked resources, products, and markets.

Terms to Teach

- **agriculture**: the work of cultivating the soil, producing crops, and raising livestock
- **crop rotation**: growing different crops each year so minerals are not depleted from the soil year after year
- **harbor**: a place where ships can load and unload cargo; a natural or man-made place where ships may take shelter from the weather or may be stored
- **interdependent**: relying on each other for goods or services
- **livestock**: domestic animals kept for use on a farm and raised for sale and profit
- **manufacturing**: the making of goods by hand or by machine
- **mining**: the work of removing a variety of ores, salts, and coal from the Earth

States and regions are interdependent upon each other for natural, human, and capital resources to support their major industries. Manufacturing areas were clustered near centers of population. Once people moved from place to place, the acquisition and distribution of natural resources was needed.

Major ports and harbors located in Norfolk, VA; Charleston, SC; New Orleans, LA; and Miami, FL allow humans to travel and to transport cargo to and from other parts of the United States and the world. Today, the Southeast region has established several international airport hubs located in Washington, D.C.; Richmond, VA; Charlotte, NC; Atlanta, GA; and Miami, FL and a multitude of interstate highways that lead to other regions of the United States. Large railroad hubs are located in Washington, D.C.; Atlanta, GA; and New Orleans, LA. A vast network of interstate highways/tractor trailers, airport hubs/airplanes, railroads/trains, and ports/cargo ships enable the transportation of products throughout the United States and the world.

**Major Industries of the Southeast Region**

- **Agricultural Industry**: After the Civil War, the major crops of tobacco and cotton had been destroyed in the Southeast region. Even though the climate was conducive for agriculture, the soil was not. The farmers were unable to produce ample crops or raise livestock to make a living. The fertile soil had been depleted of its minerals from the lack of crop rotation. Therefore, the livestock were unable to graze in the fields. Most farmers migrated westward to find fertile soil to farm and raise livestock. Today, frequent rain and/or a long growing season make it possible for many different crops to grow well in the Southeast region. Tobacco, sugar cane, citrus fruits, peanuts, rice, soybeans, and cotton are important crops in this region. Farmers also raise poultry and hogs, as well as beef and dairy cattle. Eggs are also a product of the Southeast.

- **Fishing/Seafood Industry**: Fish and seafood are important products of the Southeast region. Warm waters of the Atlantic Ocean and the Gulf of Mexico, as well as the Chesapeake Bay, are key areas for fishermen. After harvesting a variety of fish (such as tuna and shrimp), the fishermen sell their catch to industries that process fish products and to agricultural industries that convert fish byproducts into fertilizer.

- **Manufacturing Industry**: Due to the proximity to the cotton fields in the Southeast, many textile factories/mills were established in small nearby towns.
• **Mining and Fossil Fuel Industries.** The mountains of the Southeast region contain the natural resources of coal, copper, lead, and iron ore deposits. Coal was a key natural resource that was used to heat houses, buildings, and industries throughout the East Coast. The working conditions of these miners were dangerous and unhealthy. Salaries were low. In the past, the miners used physical labor to dislodge and remove the rocks and minerals from the mines. They transported the natural resources by railroad to industries in the Northeast region to process. The steel mills and their employees were dependent on the natural resources located in the Southeast mines. Many miners and their families chose to migrate to the West for better jobs and for better working conditions.

Today, more advanced methods of mining and extracting the natural resources from the mines make the process more efficient. Through advanced technology, the miners can efficiently extract the minerals that are embedded underground. Most of the world is powered by non-renewable fossil fuels such as coal, petroleum, and natural gas. Deposits of coal, petroleum, and natural gas can be found in the Southeast region. Oil rigs are located in the Gulf of Mexico and coal mines are located in the Appalachian Mountains.

• **Tourism Industry:** Many historical sites such as Jamestown, VA; Atlanta, GA; New Orleans, LA; and Washington, D.C. are located in the Southeast. There are also many recreational destinations such as state and national parks, as well as cultural centers in the region. Beaches are also an important destination for tourists in the Southeast. The tourism industry is dependent upon park rangers, recreation, and historic tour guides.
Theme 5: Region - Southeast Region

A region is any area that displays unity in terms of selected criteria. Regions are used in geographic education to examine, define, describe, explain, and analyze the human and natural environment over time. Regions are the intermediate step between knowledge of local places and knowledge of the entire planet.

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SE2.2c The student will use maps, globes, photographs, pictures, or tables for locating the 50 states, the capital cities, and cities significant to the historical development of the United States.

States and Capital Cities in the Southeast Region

<table>
<thead>
<tr>
<th>STATE</th>
<th>Abbr.</th>
<th>CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>AL</td>
<td>Montgomery</td>
</tr>
<tr>
<td>Arkansas</td>
<td>AR</td>
<td>Little Rock</td>
</tr>
<tr>
<td>Florida</td>
<td>FL</td>
<td>Tallahassee</td>
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<tr>
<td>Georgia</td>
<td>GA</td>
<td>Atlanta</td>
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<tr>
<td>Kentucky</td>
<td>KY</td>
<td>Frankfort</td>
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<tr>
<td>Louisiana</td>
<td>LA</td>
<td>Baton Rouge</td>
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<td>Mississippi</td>
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<td>North Carolina</td>
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<td>South Carolina</td>
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<tr>
<td>Virginia</td>
<td>VA</td>
<td>Richmond</td>
</tr>
<tr>
<td>West Virginia</td>
<td>WV</td>
<td>Charleston</td>
</tr>
</tbody>
</table>

Terms to Teach
- absolute location: a point on the Earth's surface expressed by a coordinate system such as latitude and longitude
- capital: the city where a state’s government is located
- latitude: the distance of a place (measured in degrees) that is north or south of the Equator
- levee: an area of high ground designed to prevent the flooding of a river
- longitude: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- port: a location on a coast or shore containing one or more harbors where ships can dock and transfer people or cargo
- relative location: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used. Cities serve as centers of trade and have political, economic, and cultural significance. Students should have many opportunities to determine the absolute and relative locations of these states, the capital cities, and the additional cities significant to the historical development of this region.

Additional Cities Significant to the Historical Development of the Southeast Region

- Jamestown (Virginia): Jamestown is now located on an island in the James River in southeastern Virginia. It was the first permanent English settlement in North America. John Rolfe cultivated a better tasting tobacco that became the first cash crop of the Virginia colony.
- Miami (Florida): Miami is located in southeastern Florida. Tourism is its main industry with its extensive recreational and convention facilities. It is also a popular cruise ship port. Other industries include processing and shipping agricultural products, aircraft building, and textiles. Over half the population is Hispanic, with a strong Cuban influence on the city.
- New Orleans (Louisiana): New Orleans is located in southeast Louisiana along natural levees on the banks of the Mississippi River. It is a major United States port. Tourism has a major impact on New Orleans' economy.
- Washington, (D.C.): Washington, D.C. is located on the east bank of the Potomac River between Maryland and Virginia. The United States Constitution established the District of Columbia (D.C.) allowing Congress to designate it as the nation’s capital. It is a federal district, not a part of any state.
The Goal of Geography Instruction

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth’s places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student’s home community are affected by conditions and events in distant places.

The five geographic themes include location, place, human-environment interaction, movement/interdependence, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

The Northeast Region of the United States

Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Theme 1: Location - Northeast Region

It is important to identify absolute locations as precise points on the Earth. The coordinates of latitude and longitude are widely accepted and useful ways of portraying exact locations. Determining relative location, the position of one place with respect to other important places, is equally significant.

NE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

NE1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the Northeast geographic region of the United States: Coastal Plain and Appalachian Mountain System.

NE1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Northeast region of the United States: Atlantic Ocean, Great Lakes, St. Lawrence River, Hudson River, and Ohio River.

Absolute and relative locations determine the positions of regions and significant places.

Terms to Teach

- absolute location: a point on the Earth's surface expressed by a coordinate system such as latitude and longitude
- latitude: the distance of a place (measured in degrees) that is north or south of the Equator
- longitude: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- relative location: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

Students should have many opportunities to determine the absolute and/or relative locations of selected places in the Northeast region of the United States: Coastal Plain and Appalachian Mountain System; Atlantic Ocean, Great Lakes, St. Lawrence River, Hudson River, and Ohio River. The New England states are Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. The Middle Atlantic States are Delaware, Maryland, New Jersey, New York, and Pennsylvania.
Theme 2: Place - Northeast Region

All places on Earth have distinct natural and cultural characteristics that distinguish them from other places. The natural characteristics are landforms, bodies of water, climate, soils, natural vegetation, and animals. Human ideas and actions also shape the character of places, which vary in population, settlement patterns, architecture, kinds of economic and recreational activities, transportation, and communication networks.

NE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

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NE1.3b The student will demonstrate knowledge of how early cultures developed in North America by locating where the American Indians lived: Iroquois.

Land Features of the Northeast Region: Location and Physical Characteristics

Terms to Teach
- harbor: a place where ships can load and unload cargo; a natural or man-made place where ships may take shelter from the weather or may be stored
- mountain range: a series of hills or mountains
- mountain system: a group of mountain ranges with common geological features

- The Atlantic Coastal Plain is a broad lowland that provides many excellent harbors along the Atlantic Ocean and the Gulf of Mexico.

- The Appalachian Mountain System is the oldest mountain system in North America. It extends from Canada to the Gulf Coastal Plain of Alabama. Several smaller mountain ranges make up the Appalachian Mountain System, including the Allegheny Mountains, Blue Ridge Mountains, Catskill Mountains, Great Smoky Mountains, Green Mountains, and White Mountains with several of these ranges located in this region.

Water Features of the Northeast Region: Locations and Physical Characteristics

Terms to Teach
- canal: a man-made waterway for navigation or the irrigation of land
- immigrants: people who come to a new country to settle there
- ocean: the largest body of water on the planet; the five oceans all connect as one world ocean
- river: a large stream of water that flows over land throughout the year
- source: the place where the water in a river or stream originates (such as a spring)

The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form the borders, and create links to other areas. Each river was an opportunity for new western exploration and settlement. People settled along these rivers and used them as a source of food and as trade routes.

- The Atlantic Ocean borders the eastern coast of the United States and provides access to other areas of the world. It served as the highway for explorers, early settlers, and later immigrants.

- The Great Lakes are a group of five freshwater lakes located in central North America between the United States and Canada. Inland port cities grew along the Great Lakes: Lake Erie, Lake Huron, Lake Michigan, Lake Ontario, and Lake Superior.

- The Hudson River is a river that flows north to south through New York state, forming a border between New York and New Jersey.

- The St. Lawrence River is located in the northeastern United States and Canada and connects the Great Lakes to the Atlantic Ocean.
• The **Erie Canal** is a man-made waterway in New York that connects Lake Erie to the Hudson River and Buffalo.
• The **Ohio River** is a major river that begins at its source in Pennsylvania and flows into the Mississippi River.

**Climate of the Northeast Region**

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<td><strong>climate</strong>: the pattern of weather in a region over an extended period of time.</td>
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<td><strong>Nor’easter</strong>: a powerful storm that moves northeastward within several hundred miles of the eastern coast of the United States bringing strong northeast winds causing high seas, rain or snow, and often coastal damage</td>
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<td><strong>weather</strong>: the condition of the atmosphere in a region during a short period of time</td>
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• The climate in the Northeast region is generally cool to warm in the summer and cold with heavy snowfall in the winter. There is significant variability of temperature in this area with striking seasonal cycles and rapid changes in temperatures. Extreme events are ice storms, floods, Nor’easters, and thunderstorms.

**Cultural Influences of the Northeast Region**

• Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America. American Indians lived in all areas of North America. The Eastern Woodland Indians, specifically the Iroquois, were located from the Atlantic Ocean to the Mississippi River. They first encountered the English and French settlers as they established colonies in the Northeast region. Large populations lived along the East Coast where the lands were heavily forested (the reason they were known as the Eastern Woodland Indians). The Iroquois homeland included most of northeast North America. Because animal and plant life was plentiful, large groups of Indians could easily live together. They were very careful to take only what they absolutely needed from the environment.

• In the early 1700s, the Scots-Irish traveled to America from Ireland. Scots-Irish immigrants established the first permanent settlements in Maine and New Hampshire. They also traveled the Migration Route to Pennsylvania.

• Many Germans immigrated to the United States for religious or political freedom. They first settled in New York and Pennsylvania. Many came to America as indentured servants. The Pennsylvania Dutch people were of German descent. These early German immigrants founded Germantown, Pennsylvania, where they built a church and established a school. They considered it a duty to establish schools for their children, and as a rule, brought teachers over with them. One of the earlier immigrants created the first original schoolbook printed in Pennsylvania. The Germans became an important factor in the political life of Pennsylvania.

• During the 19th and 20th centuries, African-American migration from the southern United States to the Northeast region changed many cities as factories and schools enticed thousands of families to new opportunities. The African-American culture led to an outpouring of musical creativity that included jazz and blues. Harlem located in New York City became an educational center for literary writers and poets.
Theme 3: Human-Environment Interaction - Northeast Region

People modify and adapt to natural settings in ways that reveal cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human-environment relationships develop and what the consequences are for people and for the environment.

NE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

NE2.2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward.

The migration of humans led to changes in the environment.

Terms to Teach
- **industry**: a large-scale manufacturing business
- **irrigation**: supplying the land with water through ditches, artificial channels, sprinklers, or other man-made methods
- **mass production**: producing goods in quantity, usually by machinery
- **textile**: any cloth or good produced by weaving or knitting

• The Northeast region has various land and water features that make it different from the other regions of the United States. The rocky soil and short growing season in much of New England make it difficult to grow crops. Therefore, dairy and poultry farms are especially well suited to the soil and climate.

• Agriculture in the Northeast is not as productive as it is in the Southeast due to the poor, rocky soil and the cool to cold climate. Blueberries, potatoes, and cranberries grow well under these conditions. One crop that is unique to the Northeast is the cranberry. The cranberry is a low, creeping, evergreen bog plant. The tart red berries are used in many recipes. Cranberries are commercially cultivated and require unique working conditions to harvest them. As an example of a positive effect, cranberries thrive in the Northeast soil and climate, which allows job opportunities for farm workers. As a negative effect, the cranberry crop is dependent on the soil, weather conditions, and irrigation capabilities.

• The Atlantic Ocean is ideal for fishermen to harvest seafood. After harvesting a variety of fish (such as lobsters and crabs), the fishermen sell their catch to industries that process fish products. The excellent ports and harbors support the commercial trading centers. As an example of a positive effect, more shipbuilders and fishermen are needed to support the shipping industry. More truck drivers, train engineers, and cargo distribution centers are needed to move the cargo to other regions of the United States. As an example of a negative effect, the demand for seafood can create over-fishing of a specific fish species, which can endanger that species over time. Severe weather conditions can also affect the efficiency of fishermen taking their boats out to sea.

• Industries and manufacturing centers grew rapidly in the Northeast region beginning in the 19th century and have since dominated the economy. Traditional industries included steel, shoe, textile, electronic, entertainment, and tourism. As a positive effect, many workers were trained to use a specialized skill to work in the larger industries that focused on the mass production of products. As a negative effect, these large manufacturing centers produced large amounts of air and water pollution in the environment.
Theme 4: Interdependence and Movement - Northeast Region

As new advances to transportation and communication technologies change, it is necessary to examine the geographical and societal consequences. People rely upon the movement and distribution of natural resources and products (interdependence).

**NE1.1** The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

**NE2.2b** The student will use maps, globes, photographs, pictures, or tables for explaining relationships among natural resources, transportation, and industrial development.

**Terms to Teach**
- financial: relating to money in banking and government
- industry: a large-scale manufacturing business
- interdependent: relying on each other for goods or services
- steel: a form of iron modified with the addition of carbon
- textile: any cloth or good produced by weaving or knitting

Advances in transportation linked resources, products, and markets.

States and regions are interdependent upon each other for natural, human, and capital resources to support their major industries. Manufacturing areas were clustered near centers of population. Once people moved from place to place, the acquisition and distribution of natural resources was needed.

The harbors along the Northeast region were key factors in the development of cities as goods were both imported and exported through these cities. Some of the Northeast region’s largest harbors are in New York, NY; Philadelphia, PA; and Boston, MA. Today, a vast network of interstate highways, airport hubs, ports/harbors, and railroad systems enable the transportation of products throughout the United States and the world.

**Major Industries of the Northeast Region**

- **Manufacturing Industry** (New England): Many industries in the Northeast region use the natural resources grown in the Southeast region to produce other goods. Cotton is shipped to the Northeast where it is manufactured into cloth/fabric. A large quantity of granite, marble, and coal of the Northeast region is processed into products used in houses.

- **Steel Industry** (Pittsburgh): In the late 1800s (during the Civil War Reconstruction), America needed steel to build new railroads, bridges, and defense supplies. Iron ore was combined with carbon and other elements to produce steel. Much of this steel was produced in the Northeast region. By the early 1900s, Pittsburgh produced about half of the country’s steel.

- **Agriculture Industry**: Fruits (cranberries, blueberries, apples, pears) and vegetables are grown in this region. Some areas also raise dairy cattle and poultry in areas where poor soil makes it difficult to grow crops and the growing season is short.

- **Fishing/Seafood Industry** (New England): Lobstermen became important in Maine when gathering lobsters became a trapping industry. Previously, they were gathered by hand along the shore. Fisherman also catch cod, haddock, and oysters.

- **Financial Industry** (New York): The financial district (Wall Street) is located in the district of Manhattan in New York City. It is the location of the New York Stock Exchange and many major financial companies.

- **Tourism Industry**: Many historical sites, recreational destinations, and cultural centers are located in large cities of the Northeast, such as Boston, MA; New York, NY; Philadelphia, PA; Pittsburgh, PA; and Portland, ME.
Theme 5: Region - Northeast Region

A region is any area that displays unity in terms of selected criteria. Regions are used in geographic education to examine, define, describe, explain, and analyze the human and natural environment over time. Regions are the intermediate step between knowledge of local places and knowledge of the entire planet.

NE1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

NE2.2c The student will use maps, globes, photographs, pictures, or tables for locating the 50 states, the capital cities, and cities significant to the historical development of the United States.

States and Capital Cities of the Northeast Region

Terms to Teach
- **absolute location**: a point on the Earth's surface expressed by a coordinate system such as latitude and longitude
- **capital**: the city where a state's government is located
- **commercial**: relating to the buying and selling of goods
- **latitude**: the distance of a place (measured in degrees) that is north or south of the Equator
- **longitude**: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- **port**: a location on a coast or shore containing one or more harbors where ships can dock and transfer people or cargo
- **relative location**: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used. Cities serve as centers of trade and have political, economic, and cultural significance. Students should have many opportunities to determine the absolute and relative locations of these states, the capital cities, and the additional cities significant to the historical development of this region.

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Additional Cities Significant to the Historical Development of the Northeast Region

- **Baltimore** (Maryland): Baltimore is located in northern Maryland near the Chesapeake Bay. It is a major seaport and industrial center. Shipbuilding, food processing, metal and oil refining, and the production of aircraft, missiles, and chemicals are among the leading industries.

- **New York City** (New York): New York City is located in southeastern New York at the mouth of the Hudson River. It is a large U.S. port and a financial center of the world. It is the heaviest populated and the largest city geographically in the United States. It is known for the Statue of Liberty, the Empire State Building, the United Nations, Broadway, Wall Street, and Central Park.

- **Philadelphia** (Pennsylvania): Philadelphia is located in southeastern Pennsylvania. It is one of the world’s largest freshwater ports and a major oil-refining center. The Continental Congress met there and the Declaration of Independence was signed at Independence Hall. It is a commercial, banking, insurance, and transportation center.

- **Pittsburgh** (Pennsylvania): Pittsburgh is located in southwestern Pennsylvania where the Allegheny and Monongahela Rivers join to form the Ohio River. It is one of the world’s largest inland ports. It produced half of the nation’s steel in the early 1900s. As the steel industry has declined, a transition to heavy manufacturing and high tech industries such as medical research, computers, and robotics has occurred.

- **Portland** (Maine): Portland is located in southwestern Maine and is Maine’s largest city and commercial center. The large deep harbor is the shipping and processing point for fuel, farming, and lumbering products.
HENRICO COUNTY PUBLIC SCHOOLS
CURRICULUM FRAMEWORK for Grade 5 Teachers
Based on the 2008 Standards of Learning for Social Studies/Geography
HCPS Implementation: September 2010

The Midwest Region of the United States
Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota,
Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

The Goal of Geography Instruction

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth’s places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student’s home community are affected by conditions and events in distant places.

The five geographic themes include location, place, human-environment interaction, movement/interdependence, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

Theme 1: Location – Midwest Region

It is important to identify absolute locations as precise points on the Earth. The coordinates of latitude and longitude are widely accepted and useful ways of portraying exact locations. Determining relative location, the position of one place with respect to other important places, is equally significant.

MW1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

MW1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the Midwest geographic region of the United States: Interior Lowlands and Great Plains.

MW1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Midwest region of the United States: Great Lakes, Mississippi River, Missouri River, and Ohio River.

Absolute and relative locations determine the positions of regions and significant places.

Terms to Teach

- absolute location: a point on the Earth’s surface expressed by a coordinate system such as latitude and longitude
- latitude: the distance of a place (measured in degrees) that is north or south of the Equator
- longitude: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- relative location: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

Students should have many opportunities to determine the absolute and/or relative locations of selected places in the Midwest region of the United States: Interior Lowlands and Great Plains; Great Lakes, Mississippi River, Missouri River, and Ohio River.
Theme 2: Places – Midwest Region

All places on Earth have distinct natural and cultural characteristics that distinguish them from other places. The natural characteristics are landforms, bodies of water, climate, soils, natural vegetation, and animal life. Human ideas and actions also shape the character of places, which vary in population, settlement patterns, architecture, kinds of economic and recreational activities, transportation, and communication networks.

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MW1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Midwest region of the United States: Great Lakes, Mississippi River, Missouri River, and Ohio River.

MW1.3b The student will demonstrate knowledge of how early cultures developed in North America by locating where the selected American Indians lived: Lakota.

Land Features of the Midwest Region: Locations and Physical Characteristics

Terms to Teach
- flatland: land with little or no change in elevation
- grassland: a level or rolling land area that consists predominately of grass or grass-like vegetation
- lowland: land that is below the level of the land surrounding it
- plains: a relatively flat area of land; the semi-arid area east of the Rocky Mountains (Great Plains)
- semi-arid: characterized by little yearly rainfall and by the growth of short grasses and shrubs

- The Black Hills of South Dakota are the pine-covered hills that are the highest point in the Plains states.
- The Great Plains area is located in the central part of the United States, extending from Canada to Texas. It is located west of the Interior Lowlands and east of the Rocky Mountains. The Great Plains area is so large that it extends into three geographic regions: the Midwest, Southwest, and West. The flat grasslands gradually increase in elevation westward.
- The Interior Lowlands are the broad flat areas of the central part of the United States west of the Appalachian Mountains.

Water Features of the Midwest Region: Location and Physical Characteristics

Terms to Teach
- delta: a deposit of sediment at the mouth of a river, often a triangular shape
- lake: a large body of water surrounded by land; a lake is larger than a pond
- mouth: the part of a river where it pours into another river, stream, lake, sea, or ocean
- plateau: an area of elevated land that is flat on top
- port: a location on a coast or shore containing one or more harbors where ships can dock and transfer people or cargo
- river: a large stream of water that flows over land throughout the year
- source: the place where the water in a river or stream originates (such as a spring)

The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form the borders, and create links to other areas. Each river was an opportunity for new western exploration and settlement. People settled along these rivers and used them as a source of food and as trade routes.

- The Great Lakes are a group of five freshwater lakes located in central North America between the United States and Canada. Inland port cities grew along the Great Lakes that include Lake Michigan, Lake Huron, Lake Erie, Lake Superior, and Lake Ontario.
- The Mississippi River flows south from its source in Minnesota to the Gulf of Mexico. It empties into the Gulf of Mexico through a huge delta in southeastern Louisiana. The Mississippi River is used to transport farm and industrial products. It links ports to other parts of the world.
- The Missouri River flows through the Rocky Mountains and into the Mississippi River. It is the longest river in the United States. The Missouri River is used to transport farm and industrial products. It links ports to other parts of the world.
- The Ohio River is a major river that begins at its source in Pennsylvania and flows into the Mississippi River.
Climate of the Midwest Region

Terms to Teach
- blizzard: a storm with driving snow, strong winds, and intense cold
- climate: the pattern of weather in a region over a period of time
- drought: dry weather over a long period of time
- dust storm: a storm of strong winds and dust-filled air over an extensive area during a period of drought

The climate of the Midwest region is generally warm or hot in the summer and cold with snow in the winter. There are frequent tornadoes during the summer months and a danger of blizzards during the winter. Climate is shaped by the presence of the Great Lakes. There are occasional periods of drought causing dust storms on the Great Plains.

Cultural Influences of the Midwest Region

• Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America. American Indians lived in all areas of North America. Lakota/Dakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands. Members of these tribes live in their homelands and in many other areas of North America today. Lakota and Dakota are different pronunciations of the same tribal name, which means “the allies.” Lakota women cooked and cleaned while the men were the hunters and warriors. Men were responsible for finding food to feed their families and for defending them. Usually only men became leaders. Both men and women took part in storytelling, artwork, music, and traditional medicine. The Lakota lived in large buffalo-hide tents called tepees. Tepees were designed to set up and break down quickly, so a village could be packed up and ready to move within an hour. Lakota women were in charge of the home and it was their responsibility to transport the tepees whenever the tribe moved. Most often, the Lakota traveled over land on horses, rather than on water in canoes. They moved often to follow the buffalo herds, which were their primary source of food.

• When the Great Plains opened for settlement in the 1830s (The Homestead Act), many German immigrants stopped in Chicago to earn some money before claiming land in the Midwest. At that time, about one-sixth of Chicago’s population was comprised of Germans. The German culture took form in the architecture of churches, organizations, newspapers, theaters, and political activities. Those with German ancestry rank as the predominant cultural group in every state in the Midwest. Many other European cultures are also represented in the Midwest.

• The Midwest region was predominately rural in the late 1900s. With the beginning of the Industrial Revolution, many African Americans migrated to regions along the Ohio River Valley and the Great Lakes. Manufacturing and industrial industries became prevalent in the Midwest. The African-American culture led to an outpouring of musical creativity that included jazz, blues, and rock and roll in some of the major cities (Detroit and Chicago) in the Midwest.
Theme 3: Human-Environment Interaction – Midwest Region
People modify and adapt to natural settings in ways that reveal cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human-environment relationships develop and what the consequences are for people and for the environment.

MW1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

MW2.2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward.

The migration of humans led to changes in the environment.

Terms to Teach
- sod: the upper layer of grassy land
- transcontinental: extending across a continent
- weather: the condition of the atmosphere in a region during a short period of time

• People began to migrate to the Midwest because of the Homestead Act. This act gave free land to anyone willing to live on it for five years. The weather was very extreme in temperature, either too hot or too cold. There were tornadoes, droughts, and swarms of grasshoppers that destroyed crops. The vast land areas were good for dairy farming. Dairy farming is an important reason people settled in this region. Today, the Midwest is primarily flat land with rich soil and has many lakes and rivers that aid in transportation of farmed goods. Corn, soybeans, and wheat are grown in this area. Many people and animals in the United States depend on the wheat farmed in the Plains states for food. A positive effect of these farmed goods is that they provide food for people worldwide. Farming can be negatively affected by weather and soil conditions. Plants can also drain minerals from the soil.

• In the mid-1800s the Transcontinental Railroad, which connected the East to the West, was finally finished. The railroad led to increased settlements because it opened up the possibility to live, ranch, and farm on land that was originally difficult to access. Cattle and wheat could be sold at markets in more distant locations. Also, cities of the Midwest grew because of the factories located along waterways and railroads.

• Many people migrated to the Midwest region and along the shores of the Great Lakes states to mine. The land in this area was rich in coal, iron ore, and oil. Today, the action of mining has many positive and negative effects on the land. A positive effect of mining is the availability of low-cost fuel and steel products, which are important to the automobile industry in the area. Mining can alter the landscape by causing erosion, and can affect the water quality. It can also have long-term negative health effects on miners.

• Other people also migrated to the Great Lakes states to work in factories. Some products made in these factories are automobiles, farm machinery, flour, and meat products. The water transportation routes and the railroads in this area have facilitated the movement of these products to other regions. Negatively, the environment has been affected by the air and water pollution from these factories.

• Many people migrated to the Plains states of the Midwest region to settle the wide-open spaces, and without the following inventions farming would not have been as successful in the Plains states:
  - Steel plow: The steel plow made it easier to turn over the tough sod and made farming easier.
  - Windmill: The windmill enabled people to get water by pumping it from wells. The windmill also allowed the Midwest farmers to use a system of irrigation. Living and farming conditions became easier.
  - Barbed wire: Few trees were available for farmers to construct fences around their property. Cattle easily wandered onto farms causing problems. The invention of barbed wire made it possible for farmers to fence in their property.
  - Sod houses: People of the Midwest were able to live more comfortably in their environment because of sod houses. These were houses built into the sides of hills that stayed cool in the summer and warm in the winter.
  - Dry farming: Dry farming is an adaptation to the land of the Midwest. Farmers would leave some land unfarmed for a year so that it would store water for the next round of crops.
Theme 4: Interdependence and Movement – Midwest Region

As new advances to transportation and communication technologies change, it is necessary to examine the geographical and societal consequences. People rely upon the movement and distribution of natural resources and products (interdependence).

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Advances in transportation linked resources, products, and markets.

Terms to Teach

- assembly line: an arrangement of machines, equipment, and workers in which a product passes in a direct line until assembled
- commercial: relating to the buying and selling of goods
- frontier: a region just beyond or at the edge of a settled area
- industry: large-scale manufacturing business
- livestock: domestic animals kept for use on a farm and raised for sale and profit
- mass production: producing goods in quantity, usually by machinery

States and regions are interdependent upon each other for natural, human, and capital resources to support their major industries. Manufacturing areas were clustered near centers of population. Once people moved from place to place, the acquisition and distribution of natural resources was needed. Today, a vast network of interstate highways, airport hubs, ports/harbors, and railroad systems enable the transportation of products throughout the country and the world.

Major Industries of the Midwest Region

• Auto Industry (Michigan): The automobile industry provided the model for mass production that other industries later adopted. Henry Ford pioneered the use of the assembly line in manufacturing automobiles. Using conveyor belts, factory workers put different parts together quickly and relatively inexpensively. The automobile factories were built along waterways and railroad routes to allow for easy transportation of products.

• Agricultural Industry: The Midwest region has two main agricultural areas or “belts” that contain certain types of crops. The areas are the Corn Belt and the Wheat Belt in the Great Plains. Wheat is ground into flour and then used in other products. Corn can be eaten fresh or ground up as cornmeal. It is also used to feed farm animals. Other agricultural products (such as barley, oats, flaxseed, soybeans, sorghum, sugar beets, and rye) are also grown in this region and shipped to other areas of the United States through the railroad system and major waterways along the Great Lakes. The livestock industry involves raising cattle, hogs, and pigs and processing the animal food products (meat) for consumers. Livestock is transported from one region to another through the railroad transportation system. The Midwest region is also referred to as the Dairy Belt. It is known for its cheese, milk, and butter. The milk that people need for dairy products comes from dairy cattle. Many dairy farmers depend on waterways near major cities so that the dairy farmers can transport their milk to market in a timely manner.

• Tourism Industry: Mount Rushmore National Memorial (South Dakota) is host to many visitors from across the country and around the world. People come to marvel at the majestic beauty of the Black Hills of South Dakota and to learn about the birth, growth, development, and preservation of our country. Over the decades, Mount Rushmore has grown in fame as a symbol of America. Tourists are able to travel to this region to see its historical sites, recreational destinations, and cultural centers by using different transportation systems in the cities of Chicago, IL; Detroit, MI; St. Louis, MO; and Indianapolis, IN.

• Mining/Fossil Fuel Industry: The Midwest region is rich in coal, oil, iron ore, limestone, zinc, and lead that are mined and shipped to other regions along the Great Lakes waterways.
Theme 5: Region – Midwest Region

A region is any area that displays unity in terms of selected criteria. Regions are used in geographic education to examine, define, describe, explain, and analyze the human and natural environment over time. Regions are the intermediate step between knowledge of local places and knowledge of the entire planet.

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States and Capital Cities in the Midwest Region

Terms to Teach
- absolute location: a point on the Earth’s surface expressed by a coordinate system such as latitude and longitude
- canal: a man-made waterway for navigation or irrigation
- capital: the city where a state’s government is located
- hub: a center around which other things revolve; a focus of activity, commerce, transportation
- latitude: the distance of a place (measured in degrees) that is north or south of the Equator
- levee: an area of high ground designed to prevent the flooding of a river
- longitude: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- port: a location on a coast or shore containing one or more harbors where ships can dock and transfer people or cargo
- relative location: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

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The Great Lakes States

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The Plains States

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<tr>
<td>North Dakota</td>
<td>ND</td>
<td>Bismarck</td>
</tr>
<tr>
<td>Kansas</td>
<td>KS</td>
<td>Topeka</td>
</tr>
<tr>
<td>Nebraska</td>
<td>NE</td>
<td>Lincoln</td>
</tr>
<tr>
<td>South Dakota</td>
<td>SD</td>
<td>Pierre</td>
</tr>
</tbody>
</table>

Additional Cities Significant to the Historical Development of the Midwest Region

- **Chicago** (Illinois): Chicago is located in northeastern Illinois along Lake Michigan. The opening of the Erie Canal and the arrival of railroads contributed to the city’s development. It is a major transportation hub and Great Lakes port. The city is a center for industry, business, and finance.

- **Detroit** (Michigan): Detroit is located in southeastern Michigan along the Detroit River near Lake Erie. It was originally a French fort and fur-trading settlement. It is a major Great Lakes shipping and railroad center. Its industries include automobile manufacturing, steel, pharmaceuticals, and food processing.

- **St. Louis** (Missouri): St. Louis is located in eastern Missouri along the Mississippi River below the mouth of the Missouri River. It was originally a French fur-trading post. It is a major river port and railroad hub. It manufactures basic metals, chemicals, machinery, and transportation equipment. It played an important role in the westward expansion of the United States that was commemorated by the construction of the Gateway Arch.
The Goal of Geography Instruction

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth’s places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student’s home community are affected by conditions and events in distant places.

The five geographic themes include location, place, human-environment interaction, movement/interdependence, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

The Southwest Region of the United States
Arizona, New Mexico, Oklahoma, and Texas

Theme 1: Location - Southwest Region

It is important to identify absolute locations as precise points on the Earth. The coordinates of latitude and longitude are widely accepted and useful ways of portraying exact locations. Determining relative location, the position of one place with respect to other important places, is equally significant.

SW1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SW1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the Southwest geographic region of the United States: Great Plains and Basin and Range.

SW1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Southwest region of the United States: Rio Grande, Colorado River, and Gulf of Mexico.

Absolute and relative locations determine the positions of regions and significant places.

Terms to Teach

- absolute location: a point on the Earth’s surface expressed by a coordinate system such as latitude and longitude
- latitude: the distance of a place (measured in degrees) that is north or south of the Equator
- longitude: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- relative location: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

Students should have many opportunities to determine the absolute and/or relative locations of selected places in the Southwest region of the United States: Great Plains, Basin and Range, Rio Grande, Colorado River, and Gulf of Mexico.
Theme 2: Place - Southwest Region

All places on Earth have distinct natural and cultural characteristics that distinguish them from other places. The natural characteristics are landforms, bodies of water, climate, soils, natural vegetation, and animal life. Human ideas and actions also shape the character of places, which vary in population, settlement patterns, architecture, kinds of economic and recreational activities, transportation, and communication networks.

SW1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SW1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the Southwest geographic region of the United States: Great Plains and Basin and Range.

SW1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the Southwest region of the United States: Rio Grande, Colorado River, and Gulf of Mexico.

SW1.3b The student will demonstrate knowledge of how early cultures developed in North America by locating where the selected American Indians lived: Pueblo.

Land Features of the Southwest Region: Locations and Physical Characteristics

Terms to Teach
- canyon: a deep valley between cliffs that is often carved out of the land by a river
- cavern: a large cave formed by underground water
- cliff: a high, steep, or overhanging face of rock
- gorge: a canyon with steep rocky walls
- plains: a relatively flat area of land; the semi-arid area east of the Rocky Mountains (Great Plains)
- mountain range: a series of hills or mountains
- mountain system: a group of mountain ranges with common geological features
- river basin: a portion of land drained by a river
- watershed: a ridge off which water flows or drains

- The Basin and Range is located west of the Rocky Mountains and east of the Sierra Nevada and Cascade mountain ranges. It has varying elevations containing isolated mountain ranges. The lowest point in North America, known as Death Valley, is there.
- The Continental Divide runs along the peaks of the Rocky Mountains. The Continental Divide is North America's most important watershed. It divides the continent's main drainage into waters flowing eastward towards the Atlantic Ocean/Gulf of Mexico and waters flowing westward towards the Pacific Ocean.
- The Grand Canyon is a deep gorge located in Arizona that was carved by the Colorado River.
- The Great Plains area is located in the central part of the U.S., extending from Canada to Texas. It is located west of the Interior Lowlands and east of the Rocky Mountains. The Great Plains area is so large that it extends into three geographic regions: the Midwest, Southwest, and West. The flat grasslands gradually increase in elevation westward.
- The Rocky Mountain System is located west of the Great Plains and east of the Basin and Range. It contains rugged mountains with high elevations, stretching from Alaska to Mexico. This mountain system contains the Continental Divide.

Water Features of the Southwest Region: Locations and Physical Characteristics

Term to Teach
- river: a large stream of water that flows over land throughout the year

The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form the borders, and create links to other areas. Each river was an opportunity for new western exploration and settlement. People settled along these rivers and used them as a source of food and as trade routes.
• The Colorado River begins in the Rocky Mountains of northern Colorado, passes through the Grand Canyon, and flows southwest to the Gulf of California. The Spanish explored this area.

• The Gulf of Mexico is located off the southeastern coast of the United States and flows into the Atlantic Ocean. It provided the French and Spanish with exploration routes to Mexico and to other parts of America.

• The Rio Grande (Spanish for “big river”) is a river that flows from the Rocky Mountains of Colorado to the Gulf of Mexico and forms part of the United States-Mexico border.

Climate of the Southwest Region

<table>
<thead>
<tr>
<th>Terms to Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>arid</strong>: lacking enough water for things to grow; dry and barren</td>
</tr>
<tr>
<td><strong>climate</strong>: the pattern of weather in a region over an extended period of time</td>
</tr>
<tr>
<td><strong>topography</strong>: the accurate and detailed drawing of a place or region showing the surface land and water features</td>
</tr>
<tr>
<td><strong>weather</strong>: the condition of the atmosphere in a region during a short period of time</td>
</tr>
</tbody>
</table>

• The climate of the Southwest region is generally arid or dry in the summer and warm in the winter. Climate depends on elevation and topography. Eastern areas of the Southwest region have long, hot, humid summers and the western areas are hot and dry. Winters are generally mild, although there can be severe cold spells and snowfall may occur in the mountains.

Cultural Influence of the Southwest Region

• Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains. They built and lived in stone or adobe multi-storied community houses. They survived by learning to grow crops in the dry climate and respected the natural resources found in the environment.

• The Navajo were farmers, hunters, and gatherers. They hunted on horseback. They tended sheep, which provided wool for blankets, and planted corn. Each Navajo family had two homes called hogans: one in the desert and one in the mountains. The area in which they lived was subject to flash floods. Having two homes allowed them to move quickly during a flood. They also moved if they needed fresh grazing land for the sheep or if their food and/or water supplies were depleted. The Navajo became famous for their metal working skills to create silver jewelry. Weaving was another predominate cultural influence.

• During the 1600s, Spanish soldiers, missionaries, and adventurers arrived in the Southwest region to claim the land for Spain. They had a positive impact on existing cultures by introducing tools, horses, and sheep. Spanish missionaries came to the region to convert the native people to their religion. Because the region was once part of Mexico, the Southwest reflects the Mexican influence in its art, architecture, music, and food today. Many people throughout the Southwest also speak the Spanish language.
Theme 3: Human-Environment Interaction - Southwest Region

People modify and adapt to natural settings in ways that reveal cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human-environment relationships develop and what the consequences are for people and for the environment.

SW1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SW2.2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward.

The migration of humans led to changes in the environment.

Terms to Teach
- **arid**: lacking enough water for things to grow; dry and barren
- **irrigated**: to supply with water by means of ditches or artificial channels or by sprinklers

- People migrated to the Southwest region looking for a new way of life. This region was rich in mineral deposits: gold, silver, copper, and turquoise. Although the Spanish explorers of Arizona discovered copper, the territory was remote, and copper could not be profitably mined and shipped. It was not until the completion of the Southern Pacific Railroad that it became profitable to mine the copper and ship it to market. A positive effect of the mining industry was job opportunities leading to a higher level of income. A negative effect of mining was the stripping of the landscape. This caused erosion, poor water quality, and long-term negative health effects for the miners.

- Farmers migrated to the Southwest region in search of unclaimed fertile land. The settlers learned to level their fields and divide them into square sections. Each section was surrounded by a wall of soil high enough to hold water. As a section received enough water, a hole would be made in the wall so that the access water would flow to the next section. This is known as irrigated farming. A positive effect was that more farm workers were needed to work with the new irrigation system. A negative effect was that as more people migrated into this region there were conflicts between farmers, ranchers, and native people over use of land.

- Scientists and engineers migrated to the Southwest region in search of jobs in hydroelectric and atomic energy. The construction of the Hoover Dam (which spans the Colorado River between Arizona and Nevada) provided water and electricity to many parts of the Southwest. The sparse population and harsh landscape made the Southwest region a perfect place for the atomic energy industry to begin. Positive effects of these scientific fields include several new sources of energy (water, electrical, and atomic) and job opportunities. These new energy resources also have had some negative effects on the environment.
Theme 4: Interdependence and Movement - Southwest Region

As new advances to transportation and communication technologies change, it is necessary to examine the geographical and societal consequences. People rely upon the movement and distribution of natural resources and products (interdependence).

SW1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

SW2.2b The student will use maps, globes, photographs, pictures, or tables for explaining relationships among natural resources, transportation, and industrial development.

Advances in transportation linked resources, products, and markets.

Terms to Teach
- mining: the work of removing a variety of ores, salts, and coal from the Earth
- turquoise: a mineral/stone that is an opaque blue-green color
- uranium: a radioactive chemical element needed for atomic energy

States and regions are interdependent upon each other for natural, human, and capital resources to support their major industries. Manufacturing areas were clustered near centers of population. Once people moved from place to place, the acquisition and distribution of natural resources was needed. Today, a vast network of interstate highways, airport hubs, ports/harbors, and railroad systems enable the transportation of products throughout the country and the world.

Major Industries in the Southwest Region

- **Mining/Energy Industries:** The Southwest region has large deposits of crude oil/petroleum, natural gas, and minerals such as gold, copper, silver, turquoise, and uranium. This region has a significant number of crude oil and natural gas refineries. The energy industry in the Southwest region has provided advancements in many different fields using the natural resources found here. The Hoover Dam and Lake Mead, which was formed by the dam, provide electricity and a reservoir for water.

- **Agricultural Industry:** Crops raised in the Southwest include wheat and cotton. Cotton is the region’s largest crop. Wheat is grown in other areas of the Southwest. Other crops include fruits, vegetables, and rice. Irrigation is needed in some areas, but in many parts of the Southwest crops are able to grow all year. In addition, this region is the home to many ranches where cattle and sheep are raised.

- **Manufacturing Industry:** Meat processing plants ship beef and lamb products throughout the world. Cotton is transported to textile mills to produce a variety of fabrics and cotton products. Wheat crops are harvested and sent to flour mills for processing.

- **Tourism Industry:** The Southwest region has many tourist destinations including the Hoover Dam, the Alamo, NASA’s spacecraft headquarters, and the Grand Canyon.
**Theme 5: Region - Southwest Region**

A region is any area that displays unity in terms of selected criteria. Regions are used in geographic education to examine, define, describe, explain, and analyze the human and natural environment over time. Regions are the intermediate step between knowledge of local places and knowledge of the entire planet.

**SW1.1** The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

**SW2.2c** The student will use maps, globes, photographs, pictures, or tables for locating the 50 states, the capital cities, and cities significant to the historical development of the United States.

**States and Capital Cities in the Southwest Region**

<table>
<thead>
<tr>
<th>STATE</th>
<th>Abbr.</th>
<th>CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>AZ</td>
<td>Phoenix</td>
</tr>
<tr>
<td>New Mexico</td>
<td>NM</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>OK</td>
<td>Oklahoma City</td>
</tr>
<tr>
<td>Texas</td>
<td>TX</td>
<td>Austin</td>
</tr>
</tbody>
</table>

**Terms to Teach**
- **absolute location**: a point on the Earth's surface expressed by a coordinate system such as latitude and longitude
- **architecture**: the art and science of designing buildings and other structures
- **capital**: the city where a state’s government is located
- **commercial**: relating to the buying and selling of goods
- **latitude**: the distance of a place (measured in degrees) that is north or south of the Equator
- **longitude**: the distance of place (measured in degrees) that is east or west of the Prime Meridian
- **relative location**: the location of a place in relation to another place (i.e., south, near, bordering, or next to)

A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used. Cities serve as centers of trade and have political, economic, and cultural significance. Students should have many opportunities to determine the absolute and relative locations of these states, the capital cities, and the additional cities significant to the historical development of this region.

**Additional Cities Significant to the Historical Development of the Southwest Region**

- **Albuquerque** (New Mexico): Albuquerque is located in west central New Mexico. Originally founded by the Spanish, it grew with the arrival of the railroad in the late 1800s. As the largest city in the state, it is the industrial and commercial center. Its industries include electronics, nuclear research, and weapons development. It is also a noted health resort and medical center.

- **Dallas** (Texas): Dallas is located in northern Texas. It initially began as a French settlement and became a cotton market in the late 1800s. It developed into the financial and commercial center of the Southwest. Dallas is the location of oil refineries, a large airport hub, and a center for tourism. It is also the corporate headquarters for major oil, gas, insurance, and banking companies.

- **Houston** (Texas): Houston is located in southeastern Texas. It grew rapidly after the opening of the ship channel in the early 1900s linking it to the Gulf of Mexico. Houston is a major oil center and the location of space and science research firms, petroleum industries, shipyards, and factories. It is also the site of NASA’s manned spacecraft center.

- **San Antonio** (Texas): San Antonio is located in southern Texas. The cattle industry contributed to the growth of this area. San Antonio served as the starting point of a major cattle route that stretched north to Kansas. Today, San Antonio is the location of several important military bases and is also a popular tourist destination.
The Goal of Geography Instruction

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth’s places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student’s home community are affected by conditions and events in distant places.

The five geographic themes include location, place, human-environment interaction, movement/interdependence, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

The West Region of the United States

Theme 1: Location - West Region

It is important to identify absolute locations as precise points on the Earth. The coordinates of latitude and longitude are widely accepted and useful ways of portraying exact locations. Determining relative location, the position of one place with respect to other important places, is equally significant.

W1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

W1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the West geographic region of the United States: Rocky Mountains, Basin and Range, and Coastal Range.

W1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the West region of the United States: Columbia River, Colorado River, and Pacific Ocean.

Terms to Teach

- **absolute location**: a point on the Earth’s surface expressed by a coordinate system such as latitude and longitude
- **contiguous**: shares common borders; adjoining
- **latitude**: the distance of a place (measured in degrees) that is north or south of the Equator
- **longitude**: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- **non-contiguous**: shares no borders; detached
- **relative location**: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

Students should have many opportunities to determine the absolute and/or relative locations of selected places in the West region of the United States: Great Plains, Rocky Mountains, Basin and Range, Coastal Range, Columbia River, Colorado River, and Pacific Ocean. The Mountain States are Colorado, Idaho, Montana, Nevada, Utah, and Wyoming. The Pacific States are Alaska, California, Hawaii, Oregon, and Washington.
Theme 2: Place - West Region

All places on Earth have distinct natural and cultural characteristics that distinguish them from other places. The natural characteristics are landforms, bodies of water, climate, soils, natural vegetation, and animal life. Human ideas and actions also shape the character of places, which vary in population, settlement patterns, architecture, kinds of economic and recreational activities, transportation, and communication networks.

W1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

W1.2b The student will use maps, globes, photographs, pictures, or tables to locate and describe the location of the West geographic region of the United States: Rocky Mountains, Basin and Range, and Coastal Range.

W1.2c The student will use maps, globes, photographs, pictures, or tables to locate and identify the land features, water features, and climate important to the early history of the West region of the United States: Columbia River, Colorado River, and Pacific Ocean.

W1.3b The student will demonstrate knowledge of how early cultures developed in North America by locating where the selected American Indians lived: Kwakiutl and Inuit.

Land Features of the West Region: Locations and Physical Characteristics

Terms to Teach
- arid: lacking enough water for things to grow; dry and barren
- basin: a large, bowl-shaped depression in the surface of the land
- canyon: a deep valley between cliffs that is often carved out of the land by a river
- cavern: a large cave formed by underground water
- cliff: a high, steep, or overhanging face of rock
- grassland: a level or rolling land area that consists predominately of grass or grass-like vegetation
- gorge: a canyon with steep rocky walls
- mesa: an isolated flat-topped hill with steep sides
- river basin: a portion of land drained by a river
- mountain system: a group of mountain ranges with common geological features
- mountain range: a series of hills or mountains
- plateau: an area of elevated land that is flat on top
- trench: a depression in the ground that is more deep than wide
- watershed: an area of land from which precipitation or surface water flows

The United States has access to numerous and various land features.

- The Basin and Range is located west of the Rocky Mountains and east of the Sierra Nevada and Cascade mountain ranges. It has varying elevations containing isolated mountain ranges and the lowest point in North America, known as Death Valley.
- The Cascade Mountains extend from western Canada into the United States through western Washington and Oregon to northern California, where they join the Sierra Nevada Mountains.
- The Coastal Range contains rugged mountains and fertile valleys along the Pacific coast that stretch from southern California to Canada.
- The Continental Divide runs along the peaks of the Rocky Mountains. The Continental Divide is North America’s most important watershed. It divides the continent’s principal drainage into waters flowing eastward towards the Atlantic Ocean/Gulf of Mexico and the waters flowing westward towards the Pacific Ocean.
- Death Valley is an arid desert basin in eastern California and western Nevada. It is the lowest, hottest, and driest portion of North America.
- The Great Plains area is located in the central part of the United States, extending from Canada to Texas. It is located west of the Interior Lowlands and east of the Rocky Mountains. The Great Plains area is so large that it extends into three geographic regions: the Midwest, Southwest, and West. The flat grasslands gradually increase in elevation westward.
- Mt. McKinley is located in Alaska and is the highest mountain peak in North America.
• The Rocky Mountain System is located west of the Great Plains and east of the Basin and Range. It contains rugged mountains with high elevations, stretching from Alaska almost to Mexico. This mountain system contains the Continental Divide that determines the directional flow of rivers.

• The Sierra Nevada Mountains form a mountain range located in eastern California.

**Water Features of the West Region: Locations and Physical Characteristics**

<table>
<thead>
<tr>
<th>Terms to Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- geyser: a natural hot spring that spouts a column of water and steam into the air at irregular intervals</td>
</tr>
<tr>
<td>- mouth: the part of a river where it pours into another river, stream, lake, or ocean</td>
</tr>
<tr>
<td>- ocean: the largest body of water on the planet; the five oceans all connect as one world ocean</td>
</tr>
<tr>
<td>- river: a large stream of water that flows over land throughout the year</td>
</tr>
<tr>
<td>- source: the place where the water in a river or stream originates (such as a spring)</td>
</tr>
</tbody>
</table>

The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form the borders, and create links to other areas. Each river was an opportunity for new western exploration and settlement. People settled along these rivers and used them as a source of food and as trade routes.

• The Colorado River begins in the Rocky Mountains of northern Colorado, passes through the Grand Canyon, and flows southwest to the Gulf of California. The Spanish explored it.

• The Columbia River flows along the Washington-Oregon border to its mouth on the Pacific Ocean.

• The Great Salt Lake is a shallow body of salt water located in northwestern Utah. It is one of the saltiest bodies of water in the world.

• The Missouri River flows through the Rocky Mountains and into the Mississippi River. It is the longest river of the United States. The Missouri River is used to transport farm and industrial products. It links ports to other parts of the world.

• Old Faithful is a geyser located in Yellowstone National Park in Wyoming.

• The Pacific Ocean is located along the West Coast of the United States. It is the largest of the world’s oceans.

**Climate of the West Region**

<table>
<thead>
<tr>
<th>Terms to Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- climate: the pattern of weather in a region over an extended period of time</td>
</tr>
<tr>
<td>- frigid: extremely cold</td>
</tr>
<tr>
<td>- panhandle: a narrow strip of land extending from a territory</td>
</tr>
<tr>
<td>- dust storm: a storm of strong winds and dust-filled air over an extensive area during a period of drought</td>
</tr>
<tr>
<td>- weather: the condition of the atmosphere in a region during a short period of time</td>
</tr>
</tbody>
</table>

• The climate in the West region varies throughout the region. Some areas are hot with low rainfall and have frequent dust storms. High elevations in the mountains have cold temperatures. The Pacific Ocean brings warmer temperatures and rain in the summer. Winters are mild along the coast. Mountains affect the climate of the plains, preventing moist winds from reaching this area. Winters are long and cold while summers are warm and mild.

• Alaska has a moderate climate in the panhandle; a short, mild summer in the interior; and a frigid climate in the Arctic section.

• Hawaii is warm with cool ocean winds that bring large amounts of rain.

The West is a region of great contrast. There are volcanoes, glaciers, mountains, and deserts. The climate is very different in Nevada than it is in Oregon. Montana has very low population density and southern California is extremely overcrowded. Death Valley, California is 282 feet below sea level while Mount McKinley in Alaska looms over 20,000 feet high.
Cultural Influence of the West Region

Terms to Teach
- **frontier**: a region just beyond or at the edge of a settled area
- **heritage**: the culture or traditions handed down from older family members

- In the past, the Kwakiutl (kwä kə oot′ l) lived in villages of rectangular cedar-plank houses with bark roofs along the rainy, mild coast of the Pacific Northwest. The Kwakiutl Indians were fishing people who made large dugout canoes by hollowing out cedar logs. Fishermen used harpoons, nets, and wooden traps to catch fish and sea mammals. They also hunted land animals.

- Alaska was originally owned and governed by the country of Russia until it was purchased in 1867 by the United States. The Inuit (in′ yoo it) inhabit present-day Alaska. They live in Arctic areas where the temperature is below freezing much of the year. The Inuit people of present-day Alaska are called Eskimo. The Inuit are traditionally hunters and fishermen, living off of Arctic animal life (whales, walruses, caribou, and seals). The Inuit hunt sea mammals by cutting holes in the ice and waiting for the air-breathing seals and walruses to use them when they need air. They use dogsleds for transportation. In the past, they lived in temporary shelters called igloos during below freezing temperatures, and when the temperatures were above freezing they preferred to live in tents made of animal skins and bones.

- Most states rank German heritage as the predominant cultural group, with other European cultures represented, as well. There are pockets within several states where other cultures are prominent. For example, in Colorado, Nevada, and California there is a large Hispanic population in certain areas. Today, about one-third of California’s population is Hispanic. African Americans are strongly represented in certain areas of Montana, Colorado, and Washington. Large populations of Asian Americans live in Nevada, California, Washington, Alaska, and Hawaii.

- It is believed that Polynesians first settled and governed the eight Hawaiian Islands. The islands are generally composed of fertile soil, largely covered with lush vegetation, and have a mild climate for farmers. The islands are ringed with coral reefs making them an ideal place for fishermen. The location of the islands makes it a key trading center for the central Pacific Ocean area.
Theme 3: Human-Environment Interaction - West Region

People modify and adapt to natural settings in ways that reveal cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human-environment relationships develop and what the consequences are for people and for the environment.

W1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

W2.2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward.

The migration of humans led to changes in the environment.

Terms to Teach
- deforestation: the act of clearing trees from land by nature or by man
- desert: an area that gets little precipitation and has very little vegetation
- glacier: a mass of ice formed in high mountains and polar regions by compacting snow and kept in constant movement by the pressure of the accumulated mass
- semi-arid: characterized by little yearly rainfall and by the growth of short grasses and shrubs
- volcano: a mountain built up from the hardened lava, rocks, and ash that erupted out of the Earth

People migrated to the West for many reasons. Some were refugees, some were seeking religious freedom, and many sought their fortune in a variety of industries.

• The Gold Rush in California and silver mining throughout the West were very prosperous and provided new economic opportunities. As a positive result, population exploded in western mining towns, which ultimately led to the settling of this part of our nation. A negative result of mining these non-renewable resources was a very hazardous job that created waste and had a harmful effect on the environment.

• This new population explosion led to a high demand for cutting timber in Oregon and making lumber to build towns, creating mining structures, and laying railroad tracks across the region. This naturally led to the development of the logging industry. Deforestation was a negative consequence of logging.

• Farming took hold in the West, especially with citrus fruits, strawberries, garlic, and tomato crops in California. The semi-arid climate kept the industry from truly flourishing until dams and irrigation systems were built.

• The climate was conducive to beef cattle ranching and this industry prospered in the West because there were vast tracts of land to use for grazing. Farmers and ranchers had conflicts over how to best use the land. Cattle trails were used to move the animals to different grazing lands, and these trails often intersected with farmers’ lands. Inventions such as barbed wire and the steel plow assisted both groups with their thriving economic pursuits.

• People migrated west and needed an easy way to communicate with others. Telegraph poles reached across the continent to California.

• The growth of the railroads in the West brought a wave of immigrants from Asia. Thousands of Chinese came to California after the Gold Rush and were hired to work on the railroads. The Transcontinental Railroad, completed in 1869, linked the East and West.

• As Americans migrated west, interaction with some American Indians was inevitable. The Indians saw the settlers and ranchers on their hunting grounds and conflicts developed and escalated. Many American Indian reservations have been located in the West.
## Theme 4: Interdependence and Movement - West Region

As new advances to transportation and communication technologies change, it is necessary to examine the geographical and societal consequences. People rely upon the movement and distribution of natural resources and products (interdependence).

**W1.1** The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

**W2.2b** The student will use maps, globes, photographs, pictures, or tables for explaining relationships among natural resources, transportation, and industrial development.

<table>
<thead>
<tr>
<th>Terms to Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>mining: the work of removing a variety of ores, salts, and coal from the Earth</td>
</tr>
<tr>
<td>logging: sawing, trimming, and transporting trees/logs to a mill</td>
</tr>
<tr>
<td>silver rush: a rush of people to a site where silver has been discovered</td>
</tr>
</tbody>
</table>

**Advances in transportation linked resources, products, and markets.**

States and regions are interdependent upon each other for natural, human, and capital resources to support their major industries. Manufacturing areas were clustered near centers of population. Once people moved from place to place, the acquisition and distribution of natural resources was needed. In 1869, the Transcontinental Railroad was completed which linked the transportation of goods to the East and the West. Today, a vast network of interstate highways, airport hubs, ports/harbors, and railroad systems enable the transportation of those products throughout the country and the world.

**Major Industries in the West Region**

In the late 1800s, the United States was populated to some degree and the door was open for interdependence.

- **Agricultural Industry:** Crops grown on farms in the West include citrus fruits, wheat, nuts, and coffee. Some areas grow large amounts of wheat. In other areas where irrigation is necessary farmers grow peas, beans, sugar beets, barley, and potatoes. Fruits, such as oranges and strawberries, are grown in parts of this region, as well as sugar cane, pineapples, nuts, and coffee in other areas of the region. Products produced on ranches include wool and various food products. Ranchers raise beef cattle, sheep, and dairy cows.

- **Energy Industry:** Fossil fuels, solar, water, wind, crude oil/petroleum, and natural gas are converted into energy resources.

- **Entertainment Industry:** The West includes the cities of Hollywood, CA; Los Angeles, CA; and Las Vegas, NV that are known as entertainment centers.

- **Fishing/Seafood Industry:** The West region provides many types of seafood. Salmon and halibut are major products of the cold waters, as well as crabs and oysters.

- **Logging Industry:** The West region contains many forests that provide trees/timber to be sawed into lumber. Logging products include tree pulp to produce paper, lumber, and plywood.

- **Mining Industry:** Many minerals and fuels are found in the West region. Minerals mined in the West include silver, gold, copper, iron ore, and uranium. Coal, oil, and natural gas are also abundant in the West.

- **Tourism Industry:** The West is famous for many tourist destinations including Yellowstone Park, Yosemite Park, the Grand Canyon, Death Valley, the Hoover Dam, Waikiki Beach, and the Iditarod Trail.
Theme 5: Region - West Region

A region is any area that displays unity in terms of selected criteria. Regions are used in geographic education to examine, define, describe, explain, and analyze the human and natural environment over time. Regions are the intermediate step between knowledge of local places and knowledge of the entire planet.

W1.1 The student will demonstrate and develop skills for historical and geographical analysis; make connections between the past and the present; analyze/interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; and distinguish between parallels of latitude and meridians of longitude.

W2.2c The student will use maps, globes, photographs, pictures, or tables for locating the 50 states, the capital cities, and cities significant to the historical development of the United States.

States and Capital Cities in the West Region

<table>
<thead>
<tr>
<th>STATE</th>
<th>Abbr.</th>
<th>CAPITAL</th>
<th>STATE</th>
<th>Abbr.</th>
<th>CAPITAL</th>
<th>STATE</th>
<th>Abbr.</th>
<th>CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska*</td>
<td>AK</td>
<td>Juneau</td>
<td>Idaho</td>
<td>ID</td>
<td>Boise</td>
<td>Utah</td>
<td>UT</td>
<td>Salt Lake City</td>
</tr>
<tr>
<td>California</td>
<td>CA</td>
<td>Sacramento</td>
<td>Montana</td>
<td>MT</td>
<td>Helena</td>
<td>Washington</td>
<td>WA</td>
<td>Olympia</td>
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<tr>
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<td>CO</td>
<td>Denver</td>
<td>Nevada</td>
<td>NV</td>
<td>Carson City</td>
<td>Wyoming</td>
<td>WY</td>
<td>Cheyenne</td>
</tr>
<tr>
<td>Hawaii*</td>
<td>HI</td>
<td>Honolulu</td>
<td>Oregon</td>
<td>OR</td>
<td>Salem</td>
<td>Utah</td>
<td>UT</td>
<td>Salt Lake City</td>
</tr>
</tbody>
</table>

Terms to Teach

- **absolute location**: a point on the Earth’s surface expressed by a coordinate system such as latitude and longitude
- **capital**: the city where a state’s government is located
- **commercial**: relating to the buying and selling of goods
- **glacier**: a mass of ice formed in high mountains and polar regions by compacting snow and kept in constant movement by the pressure of the accumulated mass
- **hub**: a center around which other things revolve; a focus of activity, authority, commerce, transportation
- **latitude**: the distance of a place (measured in degrees) that is north or south of the Equator
- **longitude**: the distance of a place (measured in degrees) that is east or west of the Prime Meridian
- **non-contiguous**: shares no borders; detached
- **relative location**: the location of a place in relation to another place (i.e. south, near, bordering, or next to)

A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used. Cities serve as centers of trade and have political, economic, and cultural significance. Students should have many opportunities to determine the absolute and relative locations of these states, the capital cities, and the additional cities significant to the historical development of this region.

Additional Cities Significant to the Historical Development of the West Region

- **Los Angeles** (California): Los Angeles is located in southern California along the Pacific Ocean. In the late 1800s, railroad development and the discovery of oil contributed to its economic growth. Today, its industries include shipping and communications. It is a financial hub for a rich agricultural area. Also, the motion picture, radio, and television industries provide many economic opportunities.

- **San Francisco** (California): San Francisco is located on a peninsula between the Pacific Ocean and the San Francisco Bay. The California gold rush led to its great economic growth. It is a large west coast port and a major center of trade. It is known for its fog, steep hills, Victorian architecture, cable cars, and the Golden Gate Bridge. The Golden Gate Bridge has become an internationally recognized symbol of San Francisco and California. San Francisco is a popular tourist destination.

- **Seattle** (Washington): Seattle is located in western Washington. The city prospered with the coming of the railroad in the late 1800s and the Alaska gold rush. It is the area’s cultural, financial, commercial, transportation, and industrial hub and a major port city. Its enormous port is the main link with oil-rich Alaska and is important to trade with Asia. The Space Needle is Seattle’s most recognizable landmark.