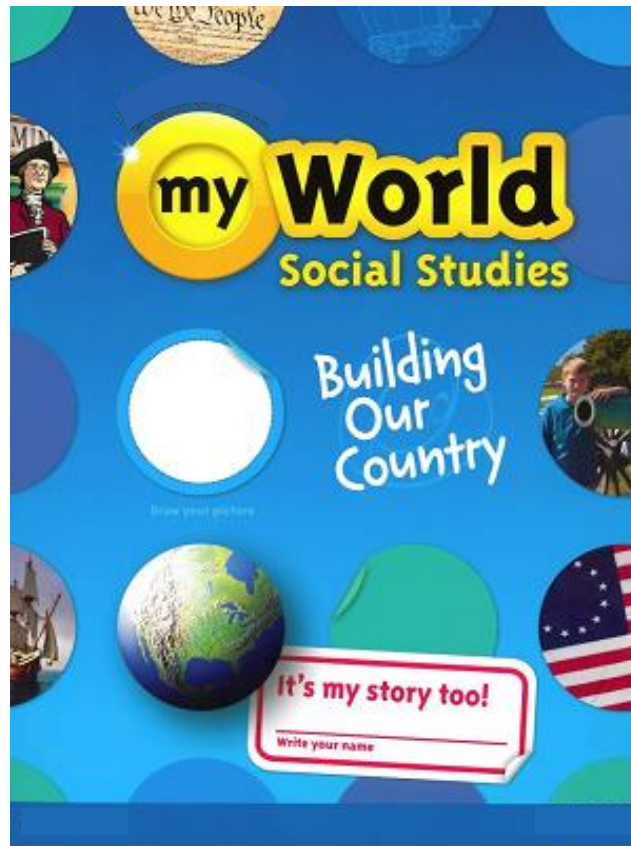


## A Correlation of



To the

# History and Social Science Standards of Learning for Virginia Public Schools Grade 5

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

**Introduction**

This document demonstrates how ***myWorld Social Studies, Building Our Country***, meets the History and Social Science Standards for Virginia Public Schools, Grade 5. Correlation page references are to the Student Worktext and the Teacher’s Guide. Alignments are cited at the page level.

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- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

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- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
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**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

**Table of Contents**

<b>Skills.....</b>	<b>4</b>
<b>Virginia: The Physical Geography and Native Peoples .....</b>	<b>8</b>
<b>Colonization and Conflict: 1607 through the American Revolution .....</b>	<b>9</b>
<b>Political Growth and Western Expansion: 1781 to the Mid 1800s .....</b>	<b>12</b>

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

History and Social Science Standards of Learning for Virginia Public Schools	Savvas myWorld Social Studies Building Our Country
<b>Virginia Studies</b>	
<p>The standards for Virginia Studies allow students to develop a greater understanding of Virginia’s rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia.</p> <p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	
<b>Skills</b>	
<b>VS.1</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;</p>	<p><b>SE:</b> For supporting material please see: myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233</p> <p><b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Chapter 1 Review and Assessment: Choice B myWorld Activity, Hands-on Activity: A Culture of Their Own, 20; Support English Language Learners: Assess Understanding, 21; Active Reading &amp; Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p>

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Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

<p style="text-align: center;"><b>History and Social Science Standards of Learning for Virginia Public Schools</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country</b></p>
<p>b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;</p>	<p><b>SE:</b> Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; Possible Routes of the First Americans, 5; Trails West, 1840s, 290; Reaching California, 290-291; Got It? 291</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH3, SSH4, SSH5, SSH6, 5, 6, 204, 208</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;</p>	<p>These graphic aids are utilized throughout the text to support success in studying Virginia history. Refer to the following examples:</p> <p><b>SE:</b> Our Land and Regions, SSH10-SSH11; Government in Action: Government Workers, SH32; Envision It!, 18-19; Graph Skills: Use Timelines, 42-43; How the Virginia Company Worked, 74; The Middle Colonies, 108; Enslaved Population, North and South, 122; The Revolution Begins, 158; The Battle of Yorktown, 178; The Virginia and New Jersey Plans, 198; Immigration to the United States, 252; Graph Skills: Read Circle Graphs, 314-315;</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, SSH12, SSH15, 15, 16, 32, 33, 53, 56, 77, 80, 87, 89, 111, 115, 125, 128, 142, 144, 181, 182, 225, 226</p>
<p>d) recognizing points of view and historical perspectives;</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 128-129; Tensions With Britain, 144-149; The Colonists Rebel, 152-159; Declaring Independence, 160-165; A Tax Revolt, 191; Creating the Constitution, 196-203; Jefferson and the Louisiana Purchase, 234-239; Struggles Over Slavery, 306-313</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 92, 93, 105, 106, 107, 108, 111, 112, 113, 114, 115, 116, 117, 118, 119, 136, 138, 142, 143, 144, 145, 146, 169, 170, 171, 172, 220, 221, 222, 223, 224</p>

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Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

<p style="text-align: center;"><b>History and Social Science Standards of Learning for Virginia Public Schools</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country</b></p>
<p>e) comparing and contrasting ideas and cultural perspectives in Virginia history;</p>	<p><b>SE:</b> Reading Skills: Compare and Contrast, xiv; Culture Areas and Their Economies, 16; Got It?, Question 6 Compare and Contrast, Explain some of the similarities and differences among Native American governments, 25; Jamestown Settlement: Three Cultures Meet, 63-65; Got It?, Question 9. Compare and Contrast How were the earliest English attempts at colonization similar to and different from the Jamestown effort? 79; Critical Thinking: Compare Viewpoints, 128-129; The Boston Massacre, 152; The Battle of Yorktown, 178; Opinions About the Articles of Confederation, 197; The Virginia and New Jersey Plans, 198; Working to End Slavery, 254-255; Women Work for Reform, 255</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 11, 14, 15, 19, 47, 48, 49, 58, 92, 93, 111, 112, 142, 143, 144, 181, 183</p>
<p>f) determining relationships with multiple causes or effects in Virginia history;</p>	<p><b>SE:</b> Reading Skills: Cause and Effect, SSH3; Harmful Effects, 53; Effects of Colonization, 53; Chapter 2 Review and Assessment, Question 9, 60; Jamestown Settlement: Three Cultures Meet, 63-65; The English in North America, 72-73; Hard Times in Jamestown, 76-77; Question 8. Cause and Effect Complete the graphic organizer about the Jamestown colony, 79</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 39, 40, 47, 48, 49, 54, 55, 57</p>
<p>g) explaining connections across time and place;</p>	<p><b>SE:</b> Graph Skills: Use Timelines, 42-43; Changing Ways of Life, 52; The Columbian Exchange, 54-55; Cultures Collide, 56; Sharing Language, 56; Jamestown Settlement: Three Cultures Meet, 63-65; Question 2. Complete the timeline..., 72-73; Jamestown Moves Forward, 78; The Declaration of Independence, 163-164; Key Concepts of the Constitution, 210-217; Transportation, Then and Now, 286</p>

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

<b>History and Social Science Standards of Learning for Virginia Public Schools</b>	<b>Savvas myWorld Social Studies Building Our Country</b>
(Continued) g) explaining connections across time and place;	(Continued) <b>TG:</b> Colonial Society: Make Comparisons, 85; Active Reading & Lesson Summary: 32, 33, 39, 40, 41, 42, 43, 45, 47, 48, 49, 54, 55, 58, 116, 118, 151, 152, 153, 154, 155, 204, 206
h) using a decision-making model to identify costs and benefits of a specific choice made;	<b>SE:</b> Critical Thinking: Make Decisions, 64-65; Costs and Benefits of Indentured Servants, 85; myStory Spark: What are the costs and benefits of growth? 190; The First Railroads, 272; myStory Book: What are the costs and benefits of growth? 301 <b>TG:</b> Active Reading & Lesson Summary: 59, 62, 64, 65, 189, 190, 192, 196, 213, 215; Support English Language Learners, Beginning, Intermediate, Advanced, 191; Differentiated Instruction, L4 Challenge, 191
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	<b>SE:</b> Being a Good Citizen, SSH34; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH35; Collaboration and Creativity: Work in Teams, 10-11; Media and Technology: Search for Information on the Internet, 194-195; A More Perfect Union, 210; In this photograph, National Guard..., 212; Working to End Slavery, 254-255; Women Work for Reform, 255-256; The Seneca Falls Convention, 257 <b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH16, 9, 10, 140, 141, 142, 143, 144, 145, 146, 151, 152, 154, 181, 183, 184
j) investigating and researching to develop products orally and in writing.	<b>SE:</b> myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233; Collaboration and Creativity: Give an Effective Presentation, 274-275
(Continued)	

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

<b>History and Social Science Standards of Learning for Virginia Public Schools</b>	<b>Savvas myWorld Social Studies Building Our Country</b>
j) investigating and researching to develop products orally and in writing.	(Continued) <b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Chapter 1 Review and Assessment: Choice B myWorld Activity, Hands-on Activity: A Culture of Their Own, 20; Support English Language Learners: Assess Understanding, 21; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168, 197, 198; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239
<b>Virginia: The Physical Geography and Native Peoples</b>	
<b>VS.2</b> The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by	
a) locating Virginia and its bordering states on maps of the United States;	<b>SE:</b> Reading Maps, SSH12; Physical Maps, SSH14; Regions, SSH16 <b>TG:</b> Active Reading & Lesson Summary: SSH1, SSH3, SSH4, SSH5
b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;	<b>SE:</b> For supporting material please see: Our Land and Regions, SH10-SH11; Reading Maps, SSH12; Physical Maps, SSH14; Elevation Maps, SSH15; <b>TG:</b> Active Reading & Lesson Summary: SSH1, SSH2, SSH3, SSH4,
c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);	<b>SE:</b> For supporting material please see: Envision It! 72-73; “This old map...,” 75 <b>TG:</b> Active Reading & Lesson Summary: 54, 55, 56
d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;	<b>SE:</b> For supporting material please see: Native American Cultures Map, 13; “This old map...,” 75 <b>TG:</b> Active Reading & Lesson Summary: 11, 12, 54, 56; The Native Americans of North America: Analyze Maps, 12; Synthesize Information, 13



**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

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e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;	<b>SE:</b> myStory Spark: How does the environment shape how we live?, 0; Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; Adapting to Different Places, 12-17; myStory Book: How does the environment shape how we live?, 29 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 5, 7, 11, 12, 13, 14, 20, 22; Differentiated Instruction: L1 Special Needs, L2 Extra Support, L3 On-level, L4 Challenge, 4
f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and	<b>SE:</b> For supporting material please see: Ancient Farmers: Builders in Stone, 1-3; Jamestown Settlement: Three Cultures Meet, 63-65 <b>TG:</b> Active Reading & Lesson Summary: 3, 4, 48, 49
g) describing the lives of American Indians in Virginia today.	<b>SE:</b> For supporting material please see: The Five Themes of Geography, SSH10-SSH11; Envision It!, 18-19; What Is Culture?, 18-19; Got It? Question 7, 25 <b>TG:</b> Active Reading & Lesson Summary: SSH1, SSH2, 15, 16, 19
<b>Colonization and Conflict: 1607 through the American Revolution</b>	
<b>VS.3</b> The student will demonstrate an understanding of the first permanent English settlement in America by	
a) explaining the reasons for English colonization;	<b>SE:</b> The English in North America, 72-73; Success at Jamestown, 74-75; The Pilgrim's Arrive, 80-81 <b>TG:</b> Active Reading & Lesson Summary: 54, 55, 56, 59, 60
b) describing the economic and geographic influences on the decision to settle at Jamestown;	<b>SE:</b> Jamestown Settlement: Three Cultures Meet, 63-65; Envision It!: 72-73; Success at Jamestown, 74-75 <b>TG:</b> Active Reading & Lesson Summary: 47, 48, 49, 54, 55, 56

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

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<p>c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;</p>	<p><b>SE:</b> Success at Jamestown, 74-75; How the Virginia Company Worked, 74; Chapter 3 Review and Assessment, Lesson 2, Question 4, 97 <b>TG:</b> Active Reading &amp; Lesson Summary: 54, 56, 70, 71</p>
<p>d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;</p>	<p><b>SE:</b> Jamestown Moves Forward, 78 <b>TG:</b> Active Reading &amp; Lesson Summary: 54, 58</p>
<p>e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement</p>	<p><b>SE:</b> For supporting material please see: Jamestown Settlement: Three Cultures Meet, 63-65; Hard Times in Jamestown, 76-77; Jamestown Moves Forward, 78 <b>TG:</b> Active Reading &amp; Lesson Summary: 47, 48, 49, 54, 57, 58</p>
<p>f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and</p>	<p><b>SE:</b> Jamestown Settlement: Three Cultures Meet, 63-65; Hard Times in Jamestown, 76-77; Jamestown Moves Forward, 78; Got It? Question 9. Compare and Contrast, 79 <b>TG:</b> Active Reading &amp; Lesson Summary: 47, 48, 49, 54, 57, 58</p>
<p>g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.</p>	<p><b>SE:</b> Jamestown Settlement: Three Cultures Meet, 63-65; Hard Times in Jamestown, 76-77; Jamestown Moves Forward, 78; Question 8. Cause and Effect, 79; Chapter 3 Review and Assessment, Lesson 2, Question 5, 97 <b>TG:</b> Active Reading &amp; Lesson Summary: 47, 48, 49, 54, 57, 58, 70, 71</p>
<p><b>VS.4</b> The student will demonstrate an understanding of life in the Virginia colony by</p>	
<p>a) explaining the importance of agriculture and its influence on the institution of slavery;</p>	<p><b>SE:</b> Jamestown Moves Forward, 78; Slavery in the Colonies, 120; The Slave Trade, 120-121; Enslaved Population, North and South Graph, 122; Slavery in the South, 124-125 <b>TG:</b> Active Reading &amp; Lesson Summary: 54, 58, 87, 88, 89, 90</p>

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

<b>History and Social Science Standards of Learning for Virginia Public Schools</b>	<b>Savvas myWorld Social Studies Building Our Country</b>
b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;	<b>SE:</b> For supporting material please see: Colonial Society, 117; Daily Life in the Colonies, 118-119; Envision It!, 120-121; Chapter 4 Review and Assessment: The Big Question, 12, 138 <b>TG:</b> Active Reading & Lesson Summary: 82, 85, 86, 87, 88, 98, 100
c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg;	<b>SE:</b> For supporting material please see: Political Maps, SSH13; Historical Maps, SSH17 <b>TG:</b> Active Reading & Lesson Summary: SSH3, SSH5
d) describing how money, barter, and credit were used; and	<b>SE:</b> The Marketplace, SSH22; Colonies and Resources, 112; Artisans and Craftspeople, 116; Chapter 4 Review and Assessment, Questions 4, 137 <b>TG:</b> Active Reading & Lesson Summary: SSH7, SSH9, 82, 83, 85, 98, 99; Support English Language Learners: 1. Content and Language, 83
e) describing everyday life in colonial Virginia.	<b>SE:</b> Daily Life in the Colonies, 112-119; Chapter 4 Review and Assessment, Questions 4, 5, 6, 137 <b>TG:</b> Active Reading & Lesson Summary: 82, 83, 84, 85, 86, 98, 99
<b>VS.5</b> The student will demonstrate an understanding of the role of Virginia in the American Revolution by	
a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;	<b>SE:</b> The French and Indian War, 130-135; Review and Assessment, 138; myStory Spark: What is worth fighting for?, 103 Tensions With Britain, 144-149; The Colonists Rebel, 152-159; Declaring Independence, 160-165; Chapter 5 Review and Assessment, 181; myStory Book: What is worth fighting for?, 183 <b>TG:</b> Active Reading & Lesson Summary: 94, 95, 96, 97, 98, 100, 105, 106, 107, 108, 111, 112, 113, 114, 115, 116, 117, 118, 119, 129, 130, 131

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

<b>History and Social Science Standards of Learning for Virginia Public Schools</b>	<b>Savvas myWorld Social Studies Building Our Country</b>
b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;	<b>SE:</b> Samuel Adams: Champion of Liberty, 141-143; The Colonists Take Action, 146; New Taxes From Great Britain, 147-148; The Boston Massacre, 152-153; Great Britain Reacts, 155; Patrick Henry Speaks Out, 156; Paul Revere’s Ride, 157; The Second Continental Congress, 160-161; Common Sense, 161; A Government of Our Own, 162; The First Victories, 166-167; One Life to Lose, 168; Washington Crosses the Delaware, 168-169; The Battle of Saratoga, 170-171; Washington at Valley Forge, 172; Women of the Revolution, 172; Native Americans in the Revolution, 173; Advantages and Allies, 174-175; African Americans Fight for Freedom, 177 <b>TG:</b> Active Reading & Lesson Summary: 102, 103, 104, 105, 107, 108, 111, 112, 113, 114, 116, 117, 118, 120, 121, 122, 123, 124, 125, 126, 127
c) identifying the importance of the American victory at Yorktown; and	<b>SE:</b> The Battle of Yorktown, 173; Chapter 5 Review and Assessment, Question 9, 182 <b>TG:</b> Active Reading & Lesson Summary: 125, 128, 129, 131; Differentiated Instruction: L2 Extra Support, L3 On-level, L4 Challenge, 128
d) examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond.	<b>SE:</b> For supporting material please see: Political Maps, SSH13; Historical Maps, SSH17 <b>TG:</b> Active Reading & Lesson Summary: SSH3, SSH5
<b>Political Growth and Western Expansion: 1781 to the Mid 1800s</b>	
VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by	
a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;	<b>SE:</b> For supporting material please see: The Constitutional Convention, 196-197; The First President, 226-227; Got It?, Question 3 Generalize, 231 <b>TG:</b> Active Reading & Lesson Summary: 142, 143, 163, 164

**A Correlation of  
Savvas myWorld Social Studies: Building Our Country  
to the History and Social Science Standards for Virginia Public Schools**

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<p>b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; and</p>	<p><b>SE:</b> For supporting material please see: The Nation Debates, 205; Protecting Rights, 207; The Bill of Rights, 208 <b>TG:</b> Active Reading &amp; Lesson Summary: 147, 148, 149, 150</p>
<p>c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.</p>	<p><b>SE:</b> For supporting material please see: Narcissa Whitman, Oregon Trail Pioneer, 263-265; The First Railroads, 272; Settling Along the Routes, 273; The Westward Trail, 284-285; Trails to the Southwest, 289; Trails West, 1840s Map, 290; Gold Fever, 292-293 <b>TG:</b> Active Reading &amp; Lesson Summary: 189, 190, 191, 204, 205, 207, 208, 209, 210,</p>