

## Sully Museum Education Program and Virginia SOLs

For those studying the colonial and federal periods in history, Sully's Museum Education Program brings a hands-on more personalized look at life during the Richard Bland Lee family's residency at Sully (1794-1811) in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries. Tours and centers are designed to give students an experience that brings to life the textbook study of events and people of the past.

Learning centers and tours highlight various aspects of the federal period: the beginning of the Federal Government and establishment of Washington D.C. as the nation's capital; life during the time of George Washington, John Adams, Thomas Jefferson and James Madison as presidents; contributions of the enslaved African Americans; cooking techniques in an original open hearth kitchen; workings of a large gentry farm; education; textiles production; and family life for the Lee family.

Participating in a guided tour and one to four of Sully's hands-on learning centers meets many Virginia Standards of Learning. SOLs met may include:

### Kindergarten

K.1 The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

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

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

K.7 The student will

- a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
- b) recognize that people use money to purchase goods.

K.8 The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others.

### 1<sup>st</sup> Grade

1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

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

1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

1.4 The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the physical shape of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

1.6 The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

1.7 The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.

1.8 The student will explain that people make choices because they cannot have everything they want.

1.9 The student will recognize that people save money for the future to purchase goods and services.

1.10 The student will apply the traits of a good citizen by

a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;

b) recognizing the purpose of rules and practicing self-control;

c) working hard in school;

d) taking responsibility for one's own actions;

e) valuing honesty and truthfulness in oneself and others.

1.12 The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

## 2<sup>nd</sup> Grade

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

2.10 The student will explain the responsibilities of a good citizen, with emphasis on

a) respecting and protecting the rights and property of others;

b) taking part in the voting process when making classroom decisions;

c) describing actions that can improve the school and community;

d) demonstrating self-discipline and self-reliance;

e) practicing honesty and trustworthiness.

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

## 3<sup>rd</sup> Grade

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

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

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

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

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

a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;

b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;

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

#### Virginia Studies

VS.1 The student will develop skills for historical and geographical analysis including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause and effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

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

- a) explaining the importance of agriculture and its influence on the institution of slavery
- d) describing how money, barter, and credit were used.

#### United States History

USI.1 The student will develop skills for historical and geographical analysis, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1877;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents.

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by

- b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;
- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
- d) identifying the main ideas of the abolitionist and suffrage movements.

#### Civics and Economics

CE.1 The student will develop the social studies skills citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) review information for accuracy, separating fact from opinion;
- f) identify a problem and recommend solutions;
- g) select and defend positions in writing, discussion, and debate.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism.

CE.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by

- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
- c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.

CE.10 The student will demonstrate knowledge of the structure and operation of the United States economy by

- a) describing the types of business organizations and the role of entrepreneurship;
- b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;

### World History and Geography

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- a) describing the Scientific Revolution and its effects
- d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
- g) describing the expansion of the arts, philosophy, literature, and new technology.

WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement.

### World Geography

WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by

- a) identifying regional climatic patterns and weather phenomena and their effects on people and places;
- b) describing how humans influence the environment and are influenced by it;
- c) explaining how technology affects one's ability to modify the environment and adapt to it.

WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.

WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

WG.7 The student will identify natural, human, and capital resources and explain their significance by

- a) showing patterns of economic activity and land use;
- b) evaluating perspectives and consequences regarding the use of resources.

WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by

- a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;

### Virginia and United States History

VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to

- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;

- b) evaluate the authenticity, authority, and credibility of sources;
  - c) formulate historical questions and defend findings based on inquiry and interpretation;
  - d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
  - e) communicate findings orally and in analytical essays and/or comprehensive papers;
  - f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
  - g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
- VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.

#### Virginia and the United States Government

GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate information for accuracy, separating fact from opinion;
- f) identify a problem and prioritize solutions;
- g) select and defend positions in writing, discussion, and debate.

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise;
- e) recognizing the freedom of the individual.

GOVT.15 The student will demonstrate knowledge of the United States market economy by

- a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
- b) comparing types of business organizations;
- c) describing the factors of production;
- d) explaining the interaction of supply and demand;
- e) illustrating the circular flow of economic activity;
- f) analyzing global economic trends, with emphasis on the impact of technological innovations.

GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism.

Fairfax County Public School- 4<sup>th</sup> Grade Social Studies Strands that link to Sully's Museum Education Program Students:

Examine important events and developments in Virginia's history and present-day society and their influences on culture and lifestyles

Demonstrate knowledge of the early inhabitants of Virginia, significant events and people in Fairfax County's history and modern society

Describe the culture, beliefs, and lifestyles of Virginians from different periods of history

Identify the contributions of influential Virginians, including minorities and women, in the past and present

Determine how events and people in Virginia history influenced United States history, influence the present day, and will influence the future

Study significant events and people in Fairfax County's history and modern society

## Geography

Students:

Study how Virginia's geographic location and features affected its history and culture

Identify the five geographic regions of Virginia (Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau), and learn how the geography of each region influenced the lifestyle and economy of its people

Use a world map or globe to study the patterns of movement of people, products, and information as they relate to Virginia's place in the world

Describe how different groups of people have adapted to the climate and environment of Virginia

Use concepts of absolute and relative location to find continents, oceans, the United States, and Virginia and its major cities, mountains, and rivers on a map or globe

## Economics

Students:

Discuss the role of technology in Virginia's economic development and its effect on the environment

Identify Virginia's economic interdependence with other states and countries

Demonstrate an understanding of economic principles as they apply to the different historical time periods in Virginia's history

Describe the use of money, barter, credit, debt and savings in Virginia history

Describe the importance of railroads, new industries, and the growth of cities to Virginia's economic development

## 5th

### History

Students:

Study people and cultures of different societies throughout history

Examine basic needs, contributions, and achievements of different cultures

Describe how ways of life change with time and complexity of cultures

Analyze the extent to which exploration, inventions, art, language, math, and government of past societies have influenced contemporary American society

Research and interpret historical information using literature, technology, and primary sources

## Geography

Students:

Describe how humans interact with and adapt to their environment, incorporating an understanding of cause-and-effect relationships people have with Earth's physical features and processes

## Civics

Students:

Examine the organization of a society and discuss the relationship between group needs and individual freedom

Explore the roles of all individuals as determined by the laws, traditions, and customs of their society

Apply knowledge of history and civics to make decisions and solve problems; recognize that political ideals and beliefs of one culture influence those of another in a later period of history

## Economics

Students:

Demonstrate an understanding of the economic concepts that apply to the societies under study

Explore trade as a system of movement of goods and ideas  
Learn that human survival depends on all of Earth's resources  
Compare and contrast various economic systems of past and present cultures  
Examine how resources, scarcity, supply and demand, production, and networks of economic interdependence affect individuals in historical and contemporary societies

6<sup>th</sup>

History

Students:

Explain the significance of the following units of study as they relate to United States history: Ancient West African Empires, European exploration, American Indian cultures, colonization and revolution, Constitution, growth and change, the Civil War, and Reconstruction

Describe the characteristics, motivations, and contributions of people throughout different periods in American history

Identify the cultures and lifestyles of diverse groups and their contributions to the development of America

Research, interpret, and draw conclusions from historical information using literature, technology, and primary sources

Apply strategies for organizing, analyzing, and communicating information pertaining to American history and for integrating concepts learned

Geography

Students:

Apply understanding of concepts and terminology of physical and human geography to draw conclusions and make informed decisions regarding issues such as migration, travel routes, and land use in the United States

Use maps to locate where various culture groups settled in the United States

Demonstrate understanding that the geography and environment of a country influence its historic, economic, political, and cultural development

Civics

Students:

Apply the democratic process to solve classroom, school, and community problems

Economics

Students:

Describe the evolution of the United States economic system

Understand how a variety of economic issues affected events in United States history

Identify the natural resources available in various regions of the United States

Compare and contrast economic factors of the Virginia colony and other colonies