

Classroom Materials

SULLY HISTORIC SITE

3650 Historic Sully Wy.
Chantilly, VA 20151

703-437-1794



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The Hon. Richard Bland Lee

1794	To James McAlpin	Dr						
June 4 th	To 4 pair Nankeen Breeches		19/		3"	16"	--	
	1 Tamboured Marcelis vest				1"	19"	3	
	1 Silk & Cotton ditto				1"	8"	1	
Nov 24	repairing a Coat				"	2"		
	A stript Cassimer vest & Breeches				3"	15"		
	A Sattin vest & Breeches				6"	2"		
28	3 Yd Superfine Spanish Cloth		40/5		6"	--"	--"	
	22 Best Gilt Buttons		6/				11"	11"
	Trimmings & making a Coat				1"	10"	--	
	ditto to making a pair Breeches				"	15"	6"	
30	2 pair fine fustain drawers		11/3			1"	2"	6"
	2 fine flannal vests with Sleeve		16/8		1"	13"	4	
Dec 26	a fine flannal vest fac'd with Silk				"	15"	--	
	--for Servant--							
	3¼ yd Stript Elastic Cloth		12/6		2"	--		"7 ½
	Trimmings & making a Coat				1"	4"	--	
	ditto & making vest & Breeches				1"	5"	--	
	17 large Buttons		2 ½				3"	6 ½
	34 Small ditto		#/		"	2"	10	
	Yellow cloath for Collar				"	3"	--	
	Trimmings & making a Coat				1"	4"		
27	Altering a Blue cloak				"	15"		
	A velvit Collar				"	5"	7 ½	
1794	repairing a Surtout				"	1"	6	
Feby 5	Repairing a Coat for Servant				"	1"	10 ½	
7	Repairing a pair Breeches for ditto					2"	6	
15	8 Buttons & repairing a vest for ditto				"	2"	--	
20	2 _ yards Superfine Mi## cloth		4/ 1/		4"	13"	6	
	20 Nipple Buttons		2 ¾		"	6"	3	
	Trimmings & making a coat				1"	10"		
	Amt Carried forward				44"	--"	5	
	Amt Brought forward				44"	--"	5	
1794								
Mar 3	repairing a pair of Breeches for Sve				"	1"	6	
	3 ¼ yd Bottle Green Cloth		44/		7"	3"	--	
	5 doz Imperial Buttons		20 ½		"	9"	4	
	Trimmings & making vest & Breeches				1"	3"		
	Repairing a pair Sattin Breeches				"	1"	6	
	Altering a pair Breeches for Servant				"	1"	6	
April 9	a Brown Silk vest & Breeches			3"	15"	--		
May 2	Buttoning & repairing 2 pr Breeches				"	5"	--	
5	3 pair Nankeen Breeches		23/			3"	9"	--
	3 pair Linnen Drawers		8/6		1"	5"	6	
8	2 fine Muslin Vests		8/4		"	16"	8	
June 17	2 _ yd Peach Coulerd Cloth		45/		5"	15"	7 ½	
	20 Konch shell Buttons		1/5		1"	5"	--	

	Trimmings & making a Coat			1"	10"		
	A fine Stript Silk Vest		2"	1"	3		
	1 _ yd Pearl Coulerd Cass'r	19/		1"	10"	10	
	Trimmings & making a pr Breeches			"	16"	6	
	16 Small Konch Shell Buttons	7 ½		"	10"	--	
	a Stript Nankeen Coat for Ser't			2"	12"	6	
	1 Vest ditto for -----ditto			1"	--"	--	
	3 pairs Breeches ditto for ditto	25/		3"	9"	--	
	a fine Muslin Goun			1"	15"	--	
Novr 1 2	_ yd Black Cloth	45/		4"	15"	7 ½	
	20 Paper Buttons	3/9		"	6"	3	
	1 ½ yd linnen	2/6		"	3"	9	
	Silk Twist Thread & Buckram			"	3"	9	
	making a Coat			1"	2"	6	
	fine flannal vest with Sleeves			1"	11"	9	
	Amt Carried forward				92"	9"	1

A note at the top of this page reads: on back of this sheet
 --"The Hon Richard Bland Lee— Dolls 119. Tailor's Bill
 To Amount Brought forward

				97"	9"	1"	
1794	4 Yd Rich Sattin	26/		5"	5"		
Novr 6 1	ditto Rattinet		"	4"	6"		
	1 ¾ ditto Muslin	2/6			4"	4"	
	Silk Twist Thin Tape & moulds				2"	"	
	making a vest				11"	3"	
	Trimming & making a pair Breeches			"	16"	6"	
25	1 ¼ yd mill drab Cloth or Sert	27/16		1"	13"	10"	
	1 ¼ ditto Serge	3/6		"	4"	4"	
	2 doz Small buttons	1/		"	2"	--	
	Silk [Choir] Thin & buckram			"	2"	9"	
	Making a sleeved jacket				11"	6"	6
27	Altering a Surtout for servant			"	11"	3	
	buttoning a Coat & 2 pair Breeches			"	9"		
Dec 1 4	Gallows & Buttoning & Repairing a pr Brs		"	3"	--		
10	a pair Elastic Suspenders				1"	2"	6"
	1 _ yd Mixed Cassimer	20/		1"	12"	6	
	Triming & making a pair Breeches			"	16"	3	
	_ yd linete	30/		1"	6"	3	
	2 ¼ ditto muslin	2/6		"	5"	7	
	Silk Twist ## Tape & moulds			"	2"	--	
	making a vest			"	11"	3	
27	Stuff Seat'g & Rep'g a pr Light Cold ##s			"	4"	6	
	ditto ditto a pair Green ditto			"	4"	6	
1795	Stuff & altering a vest			"	2"	6	
Jan'y 10	Repair'g a pr Brs. For Servant			"	3"	9	
LL 115"	7" 4						
11 th June 1793	By Cash on acct	3"	15"	--			
22 May 1794	ditto ditto	40"	10"		70"	10"	

23 June " ditto ditto 26" 5"

Phila. A 24th Feby 1795 Balance

LL 44" 17" 4

Paid in full to this day James McA

Historical Society of Pennsylvania

Bill of sale— Richard bland Lee to George Shiveley— Oct. 13, 1791

Know all men by these presents that I Richard Bland Lee of Loudoun County have this thirteenth day of October 1791 bargained and sold and by these presents do bargain and sell unto George Shiveley of said county, for and in consideration of one shilling to me in hand paid the receipt (sic) whereof I do hereby acknowledge one negroe boy named Isaac aged about four years to have and to hold the said negroe boy free and secure from the claim of all persons whatever as witness my hand and sell the Day & year above named

Richard Bland Lee

Witnesses—

Enoch Thane

John White

(original located at Loudoun County Court House)

(Mrs. Richard Bland Lee to Zaccheus Collins)

March 31, 1804

I fear my dear Brother will conclude I have but few hours to devote to him from my late hurried scrolls, tis true I have been much engaged during my visit at Bellevue but chiefly nursing my children. We have been now a fortnight at home much of the time employed in the same way having all of us added to our colds by our Journey up, as for Richard he has in addition had a dislocated arm to bear.

Mr. Lee has been much perplex'd since our return home to find the ingratitude of one of his principal hands and favourites— Ludwell— who absconded just before our return with all Mr. Lee's valuable tools. This man gives a true proof of the ingratitude of Slavery for Mother well knows how he was treated, in every respect too much indulged and his freedom promised in 6 years if he conducted well. But no more of disagreeables— let me now talk of others— tell Mother Portia and Cornelia have gone to their Brother's seat down country and that Mr. Maffitt has a fine daughter— Poor Mrs. C. Lee is still very low— Steuart is now taking her Portrait— it is an excellent likeness— How much should I be gratified to have the three faces on Secong Street put on canvas by his masterly hand— I hope however I shall again be blest with a sight of them again. Mr. Lee tells me he must send an advertisement in this letter therefore I must stop here.

Eliza Lee

[Original located at Virginia Historical Society]

A FARM FOR SALE

I will sell the farm on which I reside, situate in the County of Fairfax and state of Virginia, 25 miles from the cities of Washington and Alexandria, and containing about 1,000 acres. Of this tract, between five and six hundred acres are cleared, and the remainder in excellent timber. A never-failing stream runs through the center of the tract. There are 30 acres of best Timothy Meadow, in complete order, and 10 acres of mowable clover. There are 300 bearing Apple Trees of excellent quality for cyder and 200 young grafted trees of the best kinds of table fruit. There has also been lately planted an orchard of about 1200 Peach Trees. The whole tract, wood-land and cleared is enclosed by new and substantial fences and divided into convenient fields. The soil is peculiarly adapted to grass. The dwelling house and offices are new, a spacious, well built, convenient and complete finished. A Garden of two acres, containing the most valuable fruits and plants and a spacious yard are inclosed in a durable manner. There are good stables and carriage house, with every necessary house for labourers, the latter with brick or stone chimnies. There is an old Barn of the common kind, but the greater part of the materials to build a new barn on the most approved Pennsylvania plan, and all the materials to build a large stone Dairy are collected. the buildings already erected have cost more than eight thousand dollars.

There is a good spring convenient to the dwelling house and a well in the kitchen yard. There are eighty acres of growing wheat, fifty of which in fallow land prepared in the best manner, and all promising a large crop; and forty acres of Rye.

Two-thirds of the purchase money must be paid in hand and the balance secured by mortgage of the premises. The purchaser may also be accomodated with personal property in the amount of 8,000 dollars.

Richard Bland Lee

(Original located at Alexandria Library)

Letter written by Richard Bland Lee to his insurance agent, William F. Ast, Virginia Mutual Assurance Society, Richmond.

Philadelphia Decem. 27th 1800

Sir,

I am happy to find from your late publication that the Mutual Insurance in Virginia against fire is likely to extend and am inclined myself to apply to have my house insured. I originally built an half house two stories high with an intention of adding at another time the other half. Have since made the addition—but only one story high. The dimensions of the main house are 32 long & 36 feet wide in the clear and of the addition 32 feet wide & 20 feet long—all built of wood filled in with Brick & completely plastered & painted. the main house is connected by a piazza & covered way with a Kitchen built also of wood. Be pleased to inform me of the necessary steps to be taken to obtain this insurance, and of the rate I must pay for it. My house is situated in the country in the county of Fairfax-- and your answer addressed to me after the middle of February near Centreville Fairfax County will much oblige me. How does your scheme for insuring furniture succeed.

I am yr very humble Sert
Richard Bland Lee

Sully, June 20, 1802

Dear Sir

Yours of the 15th was received yesterday. In reply I can only say that the sending the Patents etc. by ulwood or hand will answer unless you could meet a gentleman coming in the stage, who might bring all the papers.

We lament that there is no prospect of seeing you this sumer.

Yrobhum svt
R.B. Lee

(*Hand* in other letters is mentioned as Captain of the ship coming to Alexandria.)

My dear Brother—

I forgot in my last to mention my disappointment in the Barrel churn on several trials. It appears that the Ironplate in which the handle works to churn, being both inside & out connecting the dasher is a bad plan. The Iron axletre or handle, working in this plate creates, from the cream which gets on it, a black oil which works out inside & out and mixes with the Butter. Do my dear Brother be good enough to mention this to the workman who sent it and know in what manner they succeed (?) in Pennsylvania, or if at all. In other respects it is just what we wnted—Do answer this immediately as I think of trying to get it altered.

Yesterday's Post did not as I wished fix on a time to send John. I will now confess to thee why I wish'd it—having indulged a wish and sworn a promise to go to Alex. to hear an oration on the 4th July, and really being so separated from anything like life or society, I have become rather anxious—this depending on a carriage. I certainly counted upon no objections there, and even after being convinced to the contray and really looking to some friend's lift, another difficulty even greater put in, my Bonnets, —do not laugh and do not expose me, never yet haveing so Boar'd you with finery for my Head—but really I never before was in such an awkward situation. I wish I had at first taken up with a purchaser here, now the thing appears extravegant and I must still wait. I have actually got Mrs. Tuberville's now in the House which was borrow'd yesterday to go to Centerville. Therefore if there is a vessel just sailing in time, do my dear Brother put up the Band Box safely in Oznaburgs and send it to Mr. Scott.

thine aff
E. Lee

Sully- July 15

My dear Sally,

One whole week I have been mistress at Sully—

I have a charming appetite and have lived chiefly on chickens which we have here in high perfection. We purchase them—superior to those I have been accustomed to—for half a dollar a dozen and Ducks at 16 pence a pair. Of these we have large coops full—and altho I am not obliged—I eat nothing else. I have seen no tobacco worms yet but will endeavor to procure some if you wish it.

I ride out every morning with Mr. Lee and altho I generally take long rides I have never yet had occasion to go off of his Farm. It is very large and I think a very beautiful one. His new House is in sight on a charming situation and when it is finished will be very handsome—it has a delightful entre or rather Hall.

I have with him visited all his negroes at their different Huts. It was the first ride I tok, nor need he blush to make the tour with those whom he may wish to impress in his favor—he visits them not as a Master or tyrant but as a friend or Father—his presence difuses joy and gladness around these Huts and there is nought that wears the appearance of slavery around him. I will give you one instance—we visited the Hut which is very comfortable of a negro man that must certainly be turned of 80—he was sitting at his door with everything cheerful round him and when he saw his master and his new mistress he appeared in extacy. It has been the case with every one he owns—they have all been to see me and I have seen them at their different employments. There is not the trace of slavery amongst them, they are all neatly clothed and well fed, so well that Mr. Lee orders more than he means to consume at his own table that those about him may fare well—it is no uncommon thing to deliver tea and sugar to the old ones two or three times a day whenever they send for it. It is my task. Mr. Lee had me a fresh supply today for the purpose. I have been at work already for two old women—and never have I seen him more pleased than when he found me making them caps. The old man I mentioned breakfasted this morning in our parlour. I had him seated in stile—when in broken English he exclaimed—“happy Missie-- got so good a Man he no let me want anything all my life—I die content” Mr. Lee was much pleased with the scene on his return. Company is come—am sorry as I want to say much to thee about my furniture—there is not much here, what there is is good—but I must leave it—there is at least content here. Tell my Father I want him down here to give the finish to our new house—we shall look impatiently for hi. My love to my Brother—he knows absence always endeared him to me. Say everything for me—not forgetting next door. Excuse abruptness. thine affectionately,

E. Lee

[Letter Elizabeth Lee wrote to Sally Collins in 1794. Original located at Virginia Historical Society.]

...upward of 30 in number, all these houses have good chimneys in them and are very different from such as I have seen for that purpose in the lower part of Virginia and the Blacks here are very comfortably accommodated & clothed indeed they wear much more the appearance of humble friends than menial vassells and they all seem gratefully to rejoice in their new Mistress whose benign and tender Disposition they are soon able to discover and a heavenly born mistress she will turn out to them. I asked a valuable old Negro woman (Eve) how she liked to have a young mistress in her old age. She reply'd, "Oh master, God Bless my mistress. god bless you master, you very happy to have so fine child. Oh master me very glad to see my master Bring home so fine a mistress. I not think my master find so good a missis in the world, my master make a good choice. Oh that he hab, he don better than all of them. None make so good choice as my master, he very good man, oh he very good man." All this and much more of the kind thee may be assured was gratifying to me & more especially as I knew they were sincere truths.

...They were oblig'd to go more than three miles to get sand to make mortar with for the new house, which is nearly all done but the Plastering and Painting and the Piazza on the front. It is a very clever house, has an elegant hall 12 feet wide and handsome staircase and two very pretty rooms on the first floor. One is about 19 by 20 feet and the other 20 by 17 feet. There is two large and one small chamber in the second storey and one handsome and large chamber in the third or garrit storey, nearly square with a large window in the gable end and another good lodging room besides. Indeed it is and will be a very neat and handsome house.

The kitchen is about 60 feet from the house and is a finer one than is in twenty miles square, and it is in fact a Kitchen and Laundry with a very handsome Chimney with cranes in them. Indeed it is, properly speaking, a complete Double Kitchen or Kitchen and Washhouse, and on each end of the...

Questions to Accompany Primary Source Documents

Primary source documents such as letters, wills and inventories provide an excellent way to learn about the past. After reading the letters and inventory, answer the following questions about the Lee family and Sully.

1. How much did Mrs. Elizabeth Collins Lee pay for one dozen chickens in 1794?

2. How did Mrs. Lee describe the slaves at Sully?

3. What are the measurements of the following:
Main House
Addition
Hall
First Floor Rooms

4. Where is the Kitchen located?

5. List some things grown at Sully during the time of Mr. Lee.

6. In 1791 Mr. Lee sold a slave.
What was his name?
How old was he?
How much was he sold for?

7. What was the name of the slave who ran away and was returned to Mr. Lee?

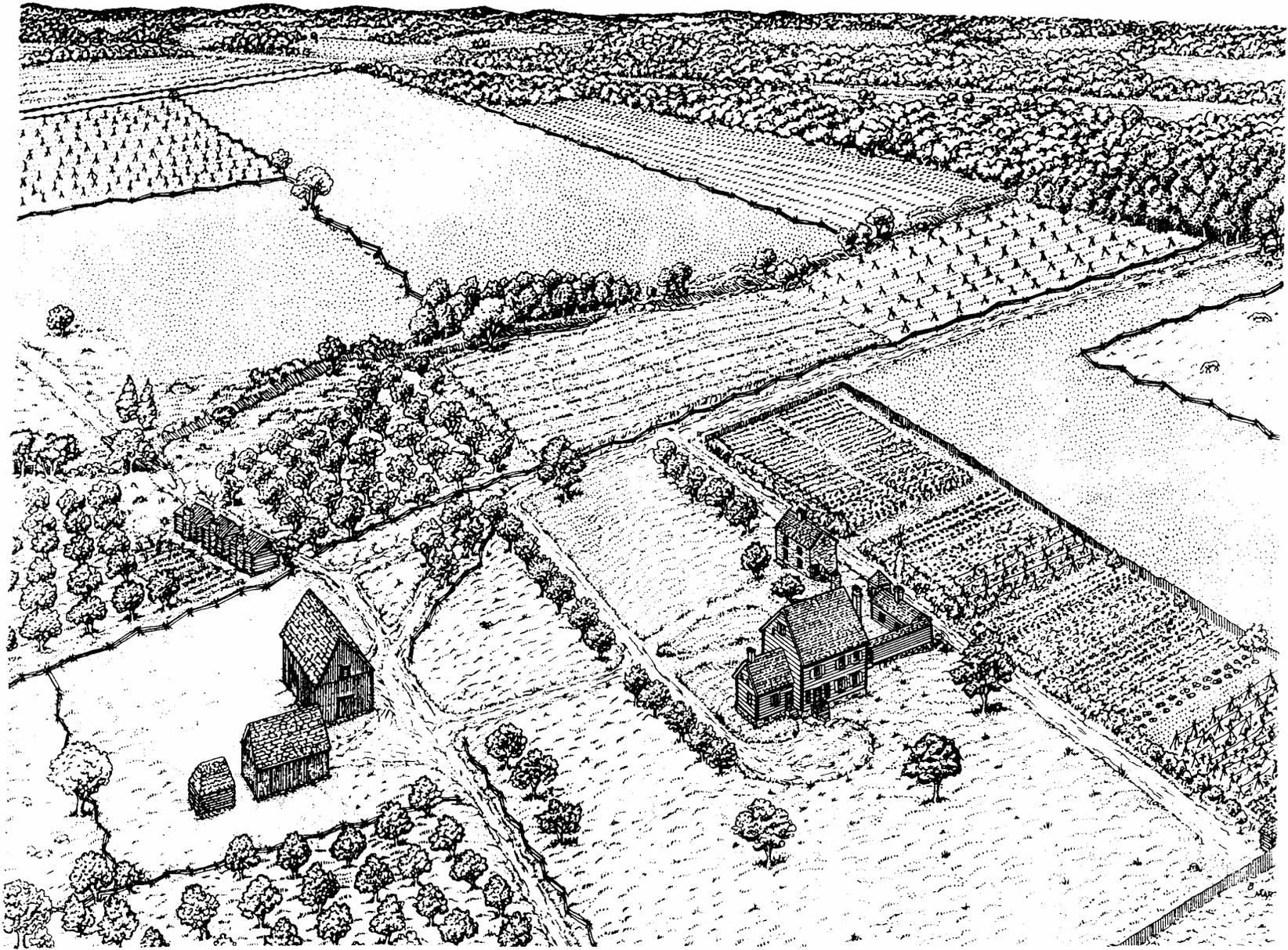
8. What types of clothing were listed in the inventory?

9. Some of the types of cloth used to make clothing are listed in the inventory. List some of these materials.

Answers to Questions to Accompany Primary Source Documents

1. Half a dollar (50¢)
2. Neatly clothed and well-fed. (Other answers may be possible)
3. Main House: 32' long and 35' wide
Addition: 20' long and 35' wide
Hall: 12'
First floor rooms: 19' by 20' and 20' by 17'
4. The kitchen is located approximately 60' from the Main House.
5. Crops grown at Sully during the time of Mr. Lee were: timothy, clover, wheat, rye, 300 apple trees, 1200 peach trees, 200 other fruit trees, and a two acre garden for fruits and plants.
6. The slave was named Issac; he was 4 years old; and he was sold for the price of one shilling.
7. Ludwell was the name of the runaway slave.
8. Types of clothing listed in the inventory: breeches, vest, coat, drawers, cloak and collars.
9. Some of the cloth ordered to make clothing: nankeen, silk, cotton, "flannal" (flannel), "velvit" (velvet), linen, muslin, elastic cloth, ribbons, trimming and buttons were also listed.

SULLY 1801



What I know	What I want to know	What I learned

Which Way Would the Scale Tip?

Compare the Lee family to a slave family.

List the possessions of the Lee family in one column, and the slave family possessions in the other column.



The Lee Family

The Slaves

--	--



Name of School:

Date of Visit:

SULLY HISTORIC SITE SCHOOL PROGRAM EVALUATION & QUESTIONNAIRE

1. How did you learn about the Sully School program?
2. How can we better publicize our program to other teachers?
3. Did the school packet provide enough information about the program and trip logistics?
4. Did you use the classroom preparation documents and conduct a lesson with your students? How can we improve these materials?
5. Briefly describe your pre-trip lesson plan and activities. Use the back of the paper if needed.
6. The learning centers are designed to allow all students to participate in a traditional activity and to compare that activity to modern day practices.
 - a. Did these activities complement your social studies curriculum? Please explain.
 - b. Were the learning centers successful? How can they be improved?
7. Our program does not rotate students to each of the learning centers, but allows for in-depth discovery of a particular aspect of 18th century life at Sully. Our hope is that students will share their experiences in the classroom.
 - a. Was the post-trip activity list useful?
 - b. How did you conduct any culmination activities in the classroom after visiting Sully?
8. If you have additional comments, suggestions, or observation, please share them with us.

Please return this form to the museum
giftshop, your docent, or mail to:

FCPA-Sully Historic Site
3650 Historic Sully Way
Chantilly, VA 20151

Thank you for your response



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 18th and early 19th 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.

1st 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.

2nd 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.

3rd 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- 4th 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

6th

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