ChronoZoom

Atlantic Encounters Lesson: State Content Standards Example – Virginia SOLs

Middle School Standards

**Skills**

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

1. Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865.
2. Make connections between the past and the present.
3. Sequence events in United States history from pre-Columbian times to 1865.
4. Interpret ideas and events from different historical perspectives.
5. Evaluate and discuss issues orally and in writing.
6. Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

**Exploration to Revolution: Pre-Columbian Times to the 1770s**

USI.3     The student will demonstrate knowledge of how early cultures developed in North America by

1. Describing how the American Indians used the resources in their environment.

USI.4     The student will demonstrate knowledge of European exploration in North America and West Africa by:

1. Describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.
2. Describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.

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

1. Describing the religious and economic events and conditions that led to the colonization of America.
2. Describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
3. Describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.

# High School Standards

**Skills**

VUS.1     The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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.

d)   Develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history.

h)   Interpret the significance of excerpts from famous speeches and other documents.

i)    Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

**Early America: Early Claims, Early Conflicts**

VUS.2    The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

VUS.3   The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.