

HOLT McDOUGAL

Virginia
Handbook



HOLT McDOUGAL
a division of Houghton Mifflin Harcourt

Copyright © Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Teachers may photocopy complete pages in sufficient quantities for classroom use only and not for resale.

Printed in the United States of America

If you have received these materials as examination copies free of charge, Holt McDougal retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited and is illegal.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.

ISBN-13: 978-0-55-403314-3

ISBN-10: 0-55-403314-3

1 2 3 4 5 6 7 8 9 0690 15 14 13 12 11 10 09

To the Teacher	iv
Introduction to Virginia	
History	1
History Activity	4
Geography	6
Money in Virginia	9
Economics Activity	12
Government	14
Government Activity	27
Government Activity	28
Government Activity	29
Historic Documents	
Documents in Virginia Government	30
Historic Document Activity	34
Current Events	
Citizens and Virginia	36
Politics in Virginia	39
Voting in Virginia	42
Virginia and Other Governments	44
Virginia and the Federal Government	47
Virginia in a Global Perspective	50
The Future of Virginia	52
Current Events Activity	55
Current Events Activity	57
Virginia Resources	
State Maps	58
State Facts and Symbols	63
Biographies	65
Biography Activity	72
Biography Activity	73

Teaching aspects of Virginia's government should be engaging for students. Having interactive elements in your teaching strategies helps you show students the relevance of government through a variety of lenses. In order to help you do this, Holt McDougal Social Studies has created the *Virginia Handbook*. Its pages provide you with informative text about Virginia's government, history, and place in current events. It also includes biographies of famous Virginians and maps that display different aspects of the state.

The *Virginia Handbook* provides teachers with interactive activities designed to incorporate text sources, visual aids, and information from the textbook into learning experiences that involve a wide variety of skills in order to reach students with different learning styles. When you use the handbook in conjunction with *Holt McDougal United States Government: Principles in Practice, Virginia Edition*, you can be sure that your students learn and understand important people, events, and documents from Virginia's history and government.

The interactive activities in this program offer a wide range of possibilities for use in many different types of classrooms. These activities include working together in groups, crafting various art projects, honing public speaking skills, and completing activities that make the student think critically.

Each activity also has an extension activity that you can choose to use with your students. The extension activity allows the students to probe further into the activity that they have just completed and helps to broaden their understanding of the topic.

We have designed the resources and activities in this book to be used as provided or as a resource that you can use to design your own interactive activities.

A rubric is given for each activity at the end of the instructions to help you evaluate students' work.

An Introduction to Virginia

Did you know that in its early history, the territory of Virginia stretched north to what is today Maine, west to the Pacific Ocean, and east to include the Bermuda Islands? Virginia's early size hinted at the central role it was to play in the American experience.

HISTORY OF VIRGINIA BEFORE STATEHOOD

According to archaeological discoveries at the Cactus Hill site on the Nottoway River, it is possible that Virginia has been inhabited for up to 17,000 years. Archaeologists are in agreement that nomadic groups of Paleo-Indians were in the area between 10,000 and 8000 BC. By 3500 BC people of what is known as the Archaic Culture had settled along the rivers of Virginia—hunting, fishing, and harvesting oysters for food.

Native Americans By the 1600s Native American peoples of three language groups—the Algonquian, the Siouan, and the Iroquoian—lived in Virginia. The Powhatan Confederacy of 30 or more Algonquian-speaking peoples (named for its leader, Powhatan) lived near the coast and had a great deal of contact with early English settlers.

From Settlement to Colony Jamestown, the first permanent English settlement in America, was established by the Virginia Company of London on May 13, 1607. Jamestown's first few years saw internal unrest, battles with the Powhatan Confederacy, disease, and a lack of food. Many settlers died, but the arrival of supplies and more settlers in 1610 saved the community from collapse.

The year 1619 saw two important developments: the convening of the first representative assembly in the Americas, Virginia's House of Burgesses, and the arrival of the first Africans in Virginia, likely brought as indentured servants. In 1624 King James I revoked the Virginia Company's charter, and Virginia became a royal colony.

Building Toward Revolution The colonial period saw expansions of the population, the tobacco industry, and the institution of race-based, hereditary slavery. After the 1660s the institution of slavery was firmly established in Virginia.

In Bacon's Rebellion of 1676, led by a farmer named Nathaniel Bacon, some Virginians rebelled against their governor. The rebellion was put down within six months, soon after Bacon's death. Nevertheless, it was an early sign of Virginians' independent streak. Throughout the 1700s, Virginia led colonial challenges to mistreatment by the English Crown. Numerous Virginians—Patrick Henry, Thomas Jefferson, George Washington, James Madison, and John Paul Jones—played pivotal roles in

the Revolutionary War and the establishment of the government of the United States.

HISTORY AFTER STATEHOOD

Four of the first five presidents of the United States were Virginians. Also, John Marshall served as chief justice of the United States from 1801 to 1835. These Virginians helped to shape the young republic.

Virginia and Slavery Although Virginia had put an end to the African slave trade in 1778, the institution of slavery continued and grew. Also in the early 1800s the free black population of Virginia swelled. The state's ever-increasing African American population began to worry white Virginians.

Then in 1831 a slave named Nat Turner led a revolt in which at least 55 white Virginians were killed. Even so, a bill to gradually end slavery in the state was narrowly defeated in 1832. As northerners increasingly attacked the institution of slavery, Virginia and the other southern slaveholding states began to band together in hopes of preserving their way of life.

The Civil War In April 1861 Virginia seceded and joined the Confederate States of America. Richmond became the capital of the Confederacy. Many of the best-known leaders of the Confederate army—Robert E. Lee, Thomas J. “Stonewall” Jackson, J. E. B. Stuart, and others—were Virginians. Virginia was also the primary battlefield of the war. The battles of Manassas (1861, 1862), Fredericksburg (1862), Chancellorsville (1863), and many others were fought in the state. Richmond fell to the Union army in April 1865, and the war ended when Lee surrendered at Appomattox Court House six days later. About 21,000 Virginia soldiers lost their lives.



© The Granger Collection, New York

Reconstruction and the Early 1900s During Reconstruction, universal male suffrage became the law, and all African American men had the right to vote. But in 1902 most were effectively disenfranchised by poll taxes and other measures. Any gains made by African Americans in the years immediately following the Civil War were wiped out in the first quarter of the twentieth century, as segregation took hold. In 1926 Harry F. Byrd was elected governor. The “Byrd Organization” dominated state politics until the mid-1960s.

Virginia’s economy rebounded eventually after the devastation of the Civil War. Tobacco continued to play a key role, and several new industries took root. Coal mines, the timber industry, and textile mills offered employment to thousands.

Depression and War In October 1929 the stock market crashed, marking the beginning of the Great Depression. Banks failed, and some people lost all of their money. Virginia did not suffer as badly as some states in the North with more industry, but it still suffered greatly.

As happened throughout the country, the economy improved once World War II began. Industries turned to war production, and Virginia benefited more than most states. Shipbuilding at Hampton Roads ports led the way. For example, Newport News Shipbuilding had 13,000 employees in 1939; by 1943 it had 70,000. In the South, only Texas topped Virginia in total value of war contracts.

Virginians, like all other Americans, did their part to help the United States and its allies win World War II. Over 300,000 served in the military, and over 7,000 gave their lives.

Decades of Change In the 1950s and 1960s civil rights leaders protested racial segregation in both the South and the North. The 1954 Supreme Court decision in *Brown v. Board of Education* outlawed segregated public education. The suit was brought in part by African American students from Prince Edward County, Virginia. The decision was followed by a campaign of “massive resistance” in Virginia that included some school districts closing down rather than integrating. The *Brown* decision led the way in the march to end the “separate but equal” myth in the South. The 1964 federal Civil Rights Act and the 1965 Voting Rights Act ended many official forms of segregation and disenfranchisement in Virginia and across the South.

African American voters began to flex their muscles, helping to elect L. Douglas Wilder as the twentieth century’s first black state senator in 1969. Twenty years later, Virginians elected Wilder as the Commonwealth’s first African American governor.

At the end of the twentieth century and into the twenty-first, Virginia’s economy has been bolstered by growth in the technology, government, and manufacturing sections. Suburban growth, especially in the Washington, D.C., and Hampton Roads areas, has exploded.

Understanding Native American Trade

MATERIALS

Map of Virginia, showing rivers and cities
Everyday items to represent trade goods

LEARNING STYLE

Interpersonal
Kinesthetic

PURPOSE

This activity teaches students how Native Americans conducted trade with each other and with Europeans in early Virginia.

IMPLEMENTATION

1. Before starting the activity, share the following background information with the class: As British settlers arrived in Jamestown, a lively trade began between them and Native American groups. Native Americans were interested in copper and beads, metal pots, wool blankets and clothes, iron tools, swords, and guns. Hungry British settlers were eager to trade for food. As a result, the two groups traded often.
2. Discuss with the class various Native American groups that lived in early Virginia.
3. Tell students that a great number of Native American peoples lived in Virginia when British settlers arrived. Eastern Virginia was home to the Algonquian-speaking Powhatan Confederation. Siouan-speaking peoples were located south of the James River, and Iroquoian-speaking peoples lived both in the Piedmont area and in the far southwest of the state.
4. Organize the class into several small groups. Allow each group to select a group from the chart to represent. Then have each group select everyday items to represent trade goods. For example, popcorn kernels might represent corn, or cotton balls might represent cloth.

Group	Trade Goods	Trade Partners
Powhatan	10 oysters, 4 bags of beans	Meherrin, Nottoway, Monacan
Meherrin	12 oysters, 5 squash	Powhatan, Nottoway, Monacan
Nottoway	10 ears of corn, 3 bags of beans	Powhatan, Meherrin, Monacan
Monacan	4 ducks, 6 fish	Powhatan, Meherrin, Nottoway, British
Manahoac	5 ears of corn, 6 squash	Nahyssan, Occaneechi, Cherokee
Nahyssan	1 deer, 5 bags of beans	Manahoac, Occaneechi, Cherokee
Occaneechi	5 ducks, 4 geese	Manahoac, Nahyssan, Cherokee
Cherokee	3 bags of sunflower seeds, 8 fish, 4 ducks	Manahoac, Nahyssan , Occaneechi
British	8 swords, 6 metal pots, 7 wool blankets, 5 muskets	Meherrin, Monacan, Cherokee

5. Have groups locate themselves in different parts of the classroom. Then have the groups attempt to trade only with the trade partners indicated in the chart. Encourage students to trade only for the goods their group might want or need. During the trade, help groups realize that in order to receive items they desire, they may need to conduct several transactions.
6. Once the trading has come to an end, lead a class discussion about the advantages and disadvantages of this trading system.

EXTENSION

Have each group write a short description of its trading experience. Ask students to draw conclusions about the trade difficulties that might have existed among Native Americans and Europeans.

RUBRIC

Use the following criteria to help you evaluate students' participation:

- Students worked together as a group to conduct trade transactions.
- Students followed instructions and stayed on task.
- Groups attempted to negotiate a favorable trade and successfully traded for several items they wanted or needed.

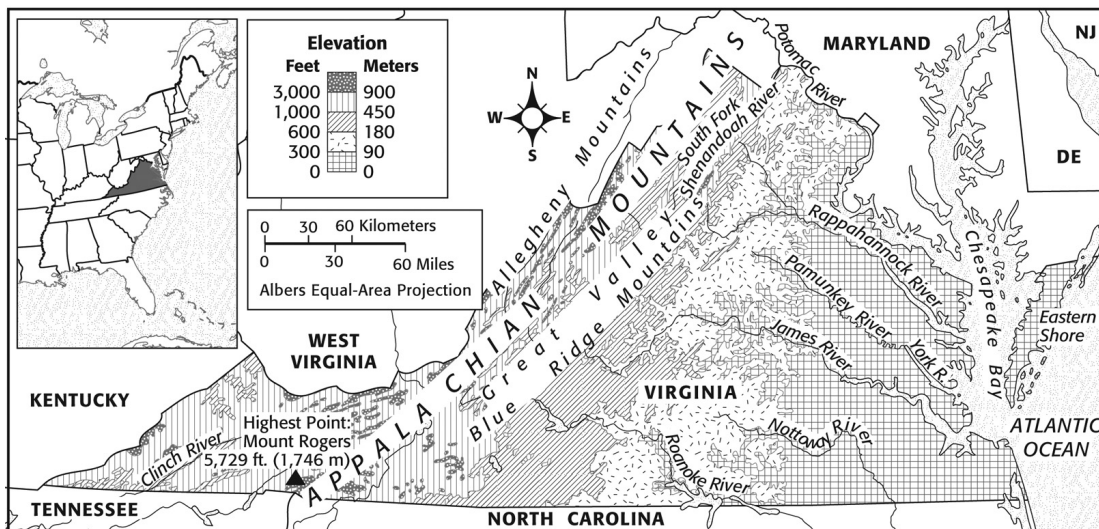
Geography of Virginia

Virginia ranks thirty-sixth in size among the United States, but it is fourth largest among the South Atlantic states. The Atlantic Ocean borders Virginia on the east, and Maryland and the District of Columbia lie to the northeast. West Virginia borders Virginia to the northwest, while Kentucky and Tennessee just touch it in the west and southwest. North Carolina borders it to the south.

LAND AND WATER

The Commonwealth of Virginia has an extremely varied landscape. From west to east, geographers say the state has three major regions.

1. The mountainous western and northwestern region is made up of the Blue Ridge and Allegheny mountains—both part of the Appalachian chain. At 5,729 feet (1746 meters), Mount Rogers, in the Blue Ridge, is the state's highest point. Between the two mountain ranges lies the Valley of Virginia, also known as the Great Valley, made up of the Shenandoah Valley, the James River Valley, the Roanoke Valley, the New River Valley, and the Holston Valley.
2. The Piedmont is a triangular region (with its point in the north) in the middle of the state. Elevation ranges from about 1000 feet in the west where it meets the Blue Ridge to only 300 feet in the east.
3. The Coastal Plain, or Tidewater area, descends gradually from the Piedmont to the sea. The Eastern Shore, the southern end of the Delmarva Peninsula, is part of the Tidewater and lies across the Chesapeake Bay.



Virginia has dozens of rivers—too many to name here. The Potomac, Rappahannock, York, and James rivers are the state's principal waterways, all of which drain into the Chesapeake Bay. The Shenandoah River feeds

the Potomac River at Harper's Ferry West Virginia. From there the Potomac forms Virginia's border with Maryland as it flows to the southeast. The Mattaponi and Pamunkey rivers flow together near West Point to create the York River.

Chesapeake Bay is the largest inlet on the Atlantic Coastal Plain. It is 193 miles long and ranges from 3 to 25 miles wide. Rapid development in the bay area led to large-scale pollution problems by the mid-1970s, but a number of projects are under way to reverse the damage.

VIRGINIA'S RESOURCES

Fertile soil is one of Virginia's most important natural resources and has contributed to the state's agricultural success. Forests of mostly hardwood and pine, which cover over 60 percent of the state's land area, are major commercial resources.

Chesapeake Bay and nearby Atlantic fisheries are also important resources, although their importance has waned somewhat in recent decades. Flounder, bass, and menhaden are found in the bay, as are oysters, clams, and blue crabs. Sea clams and scallops are important items from the Atlantic fisheries.

VIRGINIA'S CLIMATE

Virginia's climate is generally mild and humid, especially in the eastern Tidewater area and the Eastern Shore. This means that eastern Virginia has a growing season of about 250 days per year. Here also, precipitation averages about 44 inches per year. In the western mountainous regions, at higher elevations, the climate is considerably cooler, and the growing season shortens to only about 140 days per year. Snowfalls in the mountains are generally about 30 inches.

HUMAN GEOGRAPHY

In 2007, Virginia had an estimated 7.7 million people—an increase of 8 percent from the 2000 census. Virginia Beach was the state's largest city with 434,743 people. Norfolk was second with 235,747. Chesapeake, Richmond, and Newport News complete the top five.

Population Characteristics In 2007 about 68 percent of Virginia's population was white, and nearly 20 percent was African American. Just over 6 percent of people self-identified as Latino (and can be of any race), and Asian Americans tallied about 5 percent.

Virginia's Culture Any discussion of Virginia's present-day culture must begin by looking at its past. Colonial Williamsburg epitomizes the importance of Virginia's history today. Williamsburg was the state capital from 1699 to 1780 (when it moved to Richmond). In 1926 with the help of philanthropist John D. Rockefeller, a project was begun to restore the many

colonial-era structures that still stood in Williamsburg. Today, educational programs and well-trained, costumed interpreters help visitors get a realistic feeling of what the era was like for all of its residents—rich and poor, free and captive. Other popular historic sites are the homes of George Washington and Thomas Jefferson, Booker T. Washington’s birthplace, and numerous Civil War sites, such as Appomattox Court House and the battlefield of Manassas.



© Lynn Seldon/Danita Delimont, Agent/Alamy

In a state with such a mild climate and beautiful terrain, it is little wonder that outdoor activities are very popular. Virginia has thousands of miles of hiking trails that run through its mountains, forests, and shorelines. About 544 miles of the Appalachian Trail runs south and west through several of the state’s parks. Fishing, golfing, and white-water rafting on the James River are also popular pastimes.

The arts are a key element of Virginia’s culture today. The Virginia Museum of Fine Arts, in Richmond, opened in 1936. At the time, it was the only state-sponsored museum of its kind in the nation. The annual Virginia Arts Festival features a panorama of music, dance, and other art forms. It takes place over a number of weeks in ten cities across Hampton Roads. The highly respected Virginia Symphony Orchestra performs more than 140 times per year also around Hampton Roads.

Virginia has no major professional sports teams, but collegiate athletics—especially Saturday football games on the campuses of the University of Virginia, Virginia Tech, Virginia Military Institute, and the U.S. Military Academy at West Point—are wildly popular. The state also has a number of minor league baseball teams—in Richmond, Norfolk, Bristol, Lynchburg, Salem and other cities. Stock-car racing at the Richmond International Raceway and at Martinsville Speedway also draws large numbers of race fans.

Money in Virginia

As you read, Virginia had an agricultural economy in its early days. Agriculture now accounts for a fraction of the state's gross domestic product (GDP)—the total value of all goods and services produced.

WHAT THE ECONOMY PRODUCES

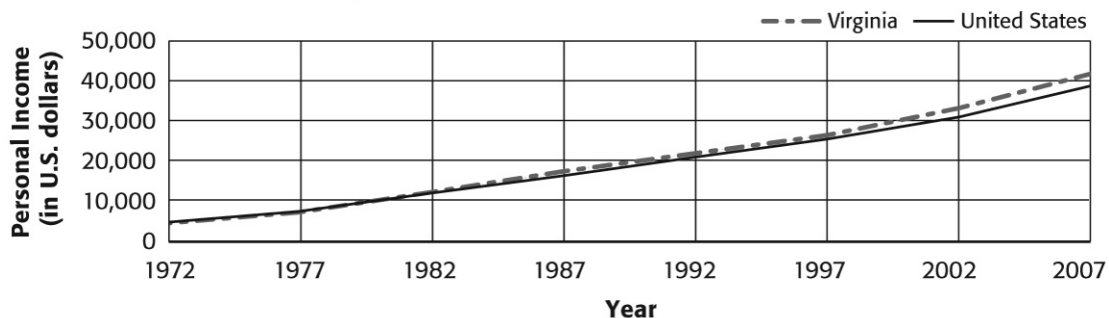
In 2006 the service sector accounted for more than two-thirds of the GDP of Virginia. This is a major shift from even the middle of the twentieth century, when manufacturing was the state's major earner.

- **Services** The financial services sector grosses the most of any service in Virginia and accounts for almost 20 percent of the state's GDP on its own. The high-tech and government sectors are also big earners, especially in the growing suburban area around the District of Columbia.
- **Manufacturing** Manufacturing is still an important, albeit shrinking, part of Virginia's economy. Between 2001 and 2007, manufacturing growth was down just over 8 percent. The state's leading manufactures are food products, chemicals, plastics and rubber, and transportation equipment and vehicles.
- **Agriculture and Forestry** Poultry, cattle, and dairy products make up about 70 percent of Virginia's output. The state is the country's third-largest producer of hardwood lumber, the third-largest producer of tobacco, and the sixth-largest producer of apples.

ECONOMIC STRENGTHS AND WEAKNESSES

Virginia's reliance on services has good and bad aspects. The large number of government jobs is a stabilizing factor, as these jobs are not generally subject to outsourcing. However, the financial services sector took a large hit in a global financial meltdown that began in 2008, and leisure and hospitality services generally lose ground in a bad economy.

Per Capita Personal Income, 1972–2007



Source: U.S. Bureau of Economic Analysis

STATE TAXES

State governments fill many roles and provide many services to their citizens. They also employ thousands of people. To pay for all of that, governments have to raise revenues. Taxes are the main source of revenue for most governments.

- The biggest source of revenue in Virginia is the personal income tax. People calculate taxable income by factoring in allowable deductions to their total income. Then they pay anywhere from 2.0 to 5.75 percent of that amount (depending on which of the state's four tax brackets they fit into) in taxes.
- Virginia adds a 5 percent (4 percent state and 1 percent local) tax to the purchase of goods and the use of services. This rate is among the lowest in the nation.
- Virginia taxes the income of corporations in the state at a flat rate of 6 percent.

Virginia also collects many taxes that are not as easy to spot. For example, all purchases of gasoline, cigarettes, and alcohol have taxes included in the price. The table below lists Virginia's taxes.

**Fiscal Year 2008 Summary of State Taxes
(in millions of dollars)**

Individual income taxes	\$10,114.8
Sales and use taxes	3,075.8
Corporate income taxes	807.9
Recordation and deeds of conveyance taxes	438.0
Estate taxes	153.4
Cigarette taxes	168.0
Motor fuel taxes	64.5
Other tobacco products taxes	15.9
Bank franchise taxes	13.8
Suits, wills, and administration taxes	6.2
Watercraft sales and use taxes	5.9
Aircraft sales and use taxes	5.3
Tire taxes	5.0
Railroad company taxes	4.9
Forest products taxes	2.0

Source: *Virginia Department of Taxation, 2008 Annual Report*

In addition to raising money from taxes, states also receive federal funds. These are used to help pay for programs such as welfare, public education, and highways. States also raise money by selling licenses and permits and by imposing fines.

FISCAL AND MONETARY POLICY

Fiscal policy refers to the decisions a government makes about how much revenue it will take in and how much money it will pay out. Government officials control how much money they take in by imposing taxes. Once officials have an estimate of the total yearly revenues—called a revenue projection—they can decide how much to spend for programs and services. The information about estimated revenues and estimated expenses is then used to make the budget.

Budget Categories When families create budgets, they use categories such as rent, food, and utilities. When discussing government budgets, people use special terms.

- **Appropriations** is the term for the government spending that the General Assembly has authorized.
- The **general fund** is used to pay for all the basic operations and programs of the state government.
- **Dedicated funds** are moneys that are set aside to be spent only on specific items. For example, most highway maintenance and construction is paid for by using dedicated funds.

Spending Priorities When you study a state's budget, you notice that some areas of government receive a much larger number of appropriations than others. For example, in the Virginia state budget for 2007, more money is set aside for K–12 education than anything else. The category with the second-highest expenditures is public welfare.

Monetary Policy Monetary policy refers to a government's use of spending and taxation to try to stabilize an economy. For example, Virginia was recently in the grip of its worst state revenue crisis in almost half a century. In 2003 the state experienced massive budget deficits. To overcome this crisis, the government decided to cut funding for higher education (colleges and universities) by 25 percent from what it had been in 2001 and 2002. Through this and other cost-cutting measures, the state was able to balance its budget. But at what cost? Almost every state university was forced to raise tuition immediately, and a report from Virginia's State Council of Higher Education said the state needed to supply at least \$350 million more per year to maintain the high standards of its public colleges and universities.

Promoting Business

MATERIALS

Photocopies of the brochure template on page 13
Colored pencils or markers

LEARNING STYLE

Visual-spatial

PURPOSE

This activity guides students in determining what aspects of their state might be attractive to potential businesses.

IMPLEMENTATION

1. Have students study the Economic Products of Virginia map on page 60. Explain to students that Virginia's economy depends on many types of industry. Government, banking, manufacturing, tourism, research, and agriculture all contribute to the economy of the state. Major industries help support other types of businesses. Workers who manufacture automobile parts or help grow corn, for example, spend their paychecks at grocery and clothing stores. The owners and employees of these stores can then spend their paychecks at other stores.
2. Lead a class discussion on why new businesses might want to locate in Virginia. Ask if different businesses might want to locate in different areas of the state and why. What would be the benefits to a new business in particular areas of the state?
3. Direct the students to create a brochure that describes the benefits to prospective business owners of locating their business in Virginia. The brochures should contain informational text about why Virginia is a good place for many types of businesses. Each section should contain text, artwork, and/or photographs that show the elements they choose to promote. Have students use the brochure template on the next page.

EXTENSION

Have students present their brochures in class and explain why they chose the information they did.

RUBRIC

Use the following criteria to help you evaluate students' brochures:

- The brochure contains accurate information.
- The brochure includes appropriate artwork or photographs.
- The information is well organized.
- The spelling, punctuation, and grammar of the text are accurate.
- The brochure is clean and neat.

Brochure Template



The Virginia Government

The Constitution of the United States allows each individual state to decide what form its government will take. Virginia's government is based upon a revised state constitution that was adopted in 1971.

ORGANIZATION AND PURPOSES

The 1971 constitution is the fifth revision of Virginia's government since the original constitution of 1776. Virginia lawmakers also revised the constitution in 1830, 1851, 1870, and 1902. The Virginia Constitution establishes several levels of local government in addition to the state government. These include counties, cities, towns, and regional authorities.

Government Structure Like the federal government, the Commonwealth of Virginia's government has three branches. They are the legislative branch, the executive branch, and the judicial branch. Each of the three branches of government has its own special role.

- The legislative branch is known as the Virginia General Assembly. Its role is to make state laws. The General Assembly is made up of two houses: the Senate and the House of Delegates.
- The executive branch is responsible for carrying out the laws and running the state government. The governor is the head of the executive branch. This branch also includes other elected officials and many state agencies and departments.



© AP Photo/Bob Brown

- The judicial branch is responsible for interpreting laws and overseeing the court system. It consists of the Virginia Supreme Court, the court of appeals, and several types of local courts.

The three branches also interact in ways that limit each other's power.

Powers of State Government The United States has a federal system, in which the national and state governments share power. The U.S. Constitution specifies that certain powers belong to the national government alone. For example, states are not allowed to raise armies, declare war, make foreign treaties, or issue money.

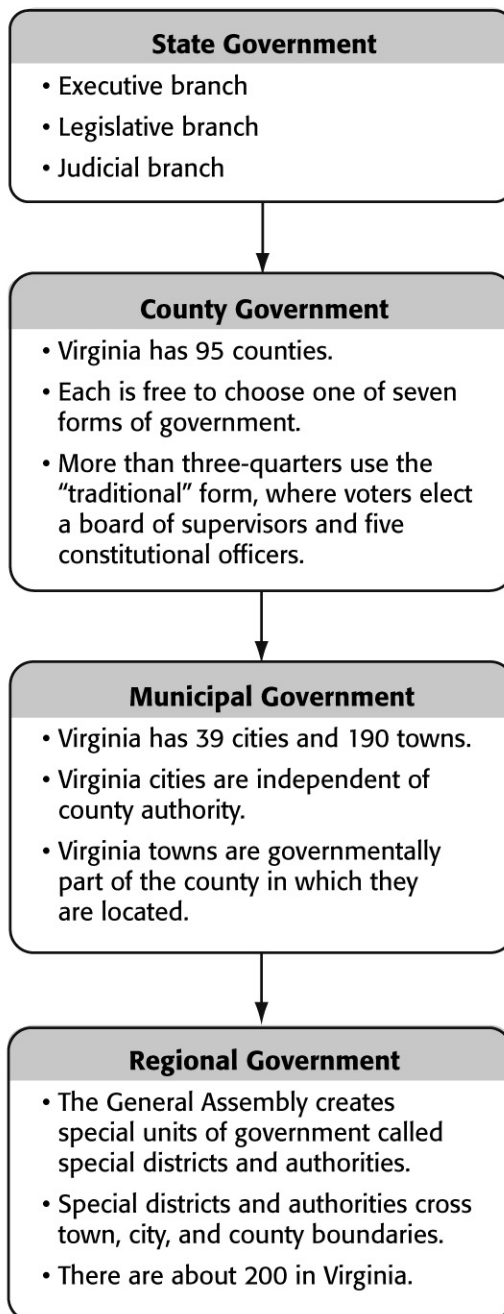
In general, states may exercise any powers that are not specifically given to the national government. For example, state governments regulate their citizens in such matters as driver's licenses and marriage licenses. Also, the state and national governments cooperate in certain areas, such as giving out public aid and building highways.

Government Services In addition to exercising power, modern governments provide many services for their citizens. In Virginia, those services include promoting public health, providing benefits to military veterans, and protecting children. Virginia also provides public welfare for people in need.

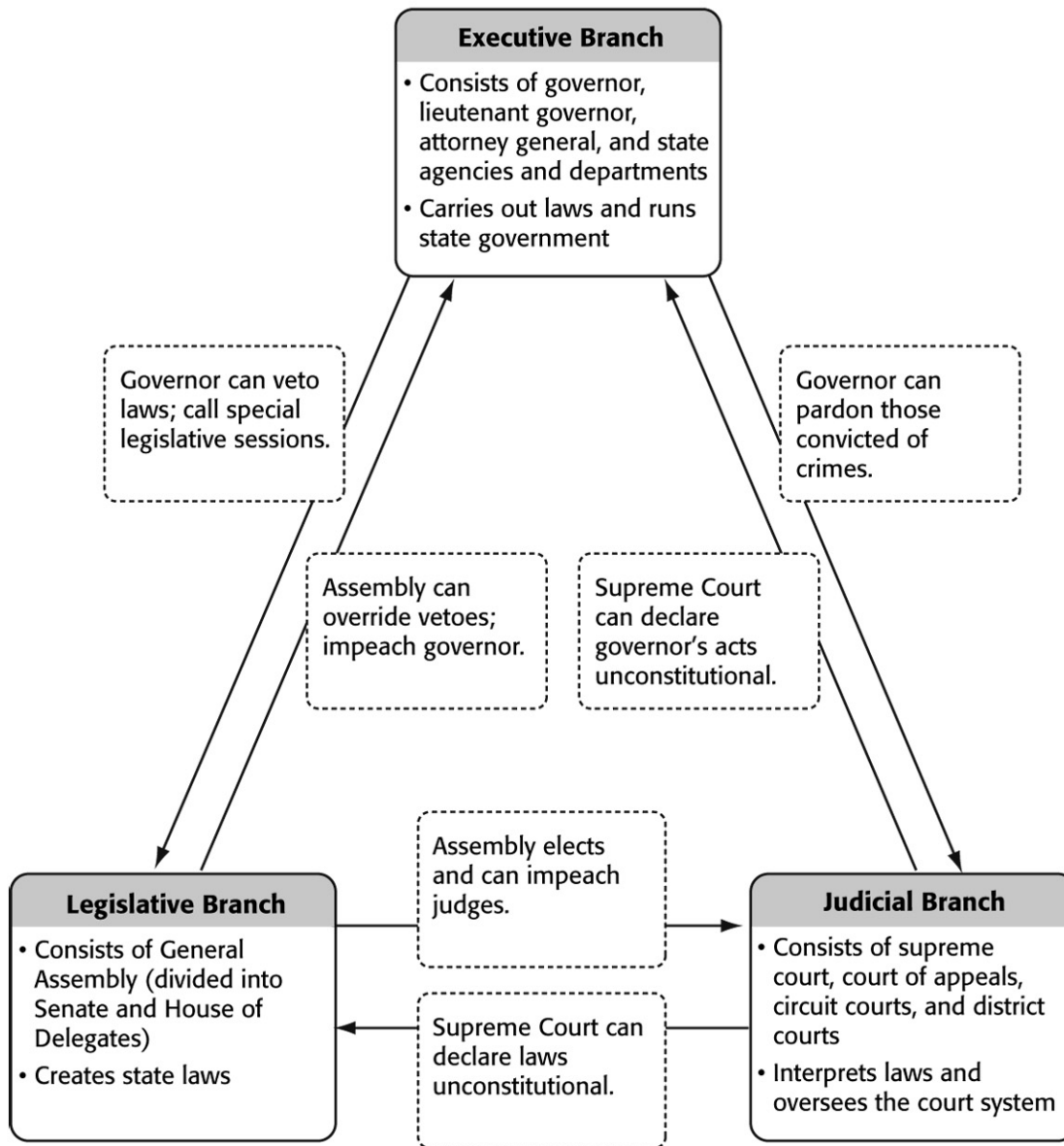
Accountability to Citizens Most constitutions spell out procedures to hold the government accountable to its citizens. The Virginia Constitution outlines a number of such procedures:

- Citizens may get rid of officials by voting them out of office at the next election.
- Any state officer who commits a crime or is negligent can be removed from office. Article 4, Section 17 of the constitution outlines the method for impeachment and removal. First, the House of Delegates must vote to impeach the officer, who must then be tried and convicted by the senate.
- The Virginia Constitution directs the General Assembly to create a Judicial Inquiry and Review Commission made up of members of the judiciary, the bar, and the public. This commission has the power to investigate charges that may lead to the retirement, censure, or removal of a judge. If it finds that charges are well-founded, it refers the case to the supreme court. The supreme court then conducts a public hearing to decide on the matter.
- The Virginia Supreme Court may remove judges or justices of any of the state's courts—even its own.

Virginia State and Local Government



Branches of Virginia State Government and how They Interact



VIRGINIA'S LEGISLATIVE BRANCH

Both houses of the Virginia General Assembly are popularly elected. In general, the General Assembly convenes each year on the second Wednesday in January and meets for no longer than 60 days in even-numbered years and 30 days in odd-numbered years.

Structure of the Legislature The Virginia General Assembly consists of the Senate and the House of Delegates. The constitution specifies that there shall be no more than 40 senators (and no fewer than 33) and no more than 100 delegates (and no fewer than 90).

The Virginia Constitution put forth the principle of one person, one vote. The goal is for each citizen to have the same amount of representation in the legislature. Currently, each member of the House of Delegates represents approximately 71,000 citizens; each member of the Senate represents approximately 176,000 citizens. To keep these representative districts approximately uniform, the constitution states that the General Assembly will “reapportion the Commonwealth into electoral districts . . . in the year 2011 and every ten years thereafter.”

	Terms of Office	Qualifications	Pay (in 2008)
State Senator	<ul style="list-style-type: none"> • Four-year terms • Entire Senate is elected every four years. 	<ul style="list-style-type: none"> • Virginia resident at least one year • At least 21 years old • Resident of district he or she wishes to represent • Qualified to vote for General Assembly 	<ul style="list-style-type: none"> • \$18,000 per year • Expense allowance of \$169 per day (when in session)
State Delegate	<ul style="list-style-type: none"> • Two-year terms • Entire House of Delegates is elected every two years. 	<ul style="list-style-type: none"> • Virginia resident at least one year • At least 21 years old • Resident of district he or she wishes to represent • Qualified to vote for General Assembly 	<ul style="list-style-type: none"> • \$17,640 per year • Expense allowance of \$135 per day (when in session)

Sources: Virginia General Assembly Citizen's Guide; Constitution of Virginia; National Conference of State Legislators, 2008

The salary for serving in the General Assembly is low because being a state legislator in Virginia is not a full-time job. Most legislators earn their living at other professions.

Powers of the Legislature The Virginia General Assembly has the power to make the laws that affect the lives of Virginia citizens. These broad powers include both general powers and specific powers, some examples of which are listed in the following chart:

General Powers	Specific Powers
<ul style="list-style-type: none"> • Decree the types of taxes and rates • Confirm governor’s appointments of state agency heads and board members • Approve the state budget • Create the process for nominating and electing state and local officials • Create and abolish government agencies • Set the rules for operating local governments • Provide for a system of free public education 	<ul style="list-style-type: none"> • Elects and can impeach judges • May regulate the exercise by courts of the right to punish by contempt • Can punish its own members for disorderly behavior • Can choose governor if the vote is a tie • Can impeach and try state officers for crimes and negligence

Source: Virginia State Constitution

Many smaller working groups, such as committees and subcommittees, exist within the General Assembly. State legislators serve on permanent committees, which oversee various areas of government. For example, one such committee in the House of Delegates is the Appropriations Committee, which deals with legislation related to funding. Twenty-four legislators serve on the Appropriations Committee. This committee in turn has 10 subcommittees that deal with more specific areas of state funding legislation, such as higher education, public safety, and transportation.

Passing Legislation in Virginia Let’s say that Delegate Smith has an idea for a new law. She begins by giving a precise explanation of the proposal to a staff attorney in the Division of Legislative Services, who checks existing law and the constitutionality of the proposed legislation. The Division of Legislative Services then drafts the bill. Smith then signs the bill and it is referred to the appropriate legislative committee for review. Once the committee approves the bill, it moves on to the full House of Delegates to go through the following steps to become a law. Bills can fail during any of the steps along the way.

- **First Reading** The bill’s title is printed in the calendar or is read by the clerk, and the bill advances to second reading.

- **Second Reading** The next day the bill title appears in the printed calendar, and the clerk reads the title a second time. Legislators may propose amendments, or changes. At this stage, the bill is debatable and amendable. The bill and its changes must then be engrossed, or confirmed as accurate.
- **Third Reading** The next day, the engrossed bill's title appears in the calendar again, and the clerk reads its title a third time. By recorded vote, the bill is passed or failed.
- **Communication** If Delegate Smith's bill passes, it is sent to the Senate—either by the clerk in a written communication or by a member in person—to let the Senate know that the bill has passed.
- **In the Senate** The Senate then essentially goes through the same process described above.
- **Conference Committee** What happens if the Senate amends Delegate Smith's bill? A conference committee, usually made up of three members from each house, comes together to resolve differences. Both houses must vote on the new bill.
- **Enrollment** After being passed by both houses of the General Assembly, the bill is printed as an enrolled bill, examined, and signed by the presiding officer of each chamber.
- **Governor Action** The bill will become a law if the governor signs it. If the governor vetoes, or rejects, the bill, it goes back to the General Assembly. The legislators must vote to override the veto, or the bill will fail.

VIRGINIA'S EXECUTIVE BRANCH

The governor is the head of the executive branch of government. The executive branch also has two other elected officials, the lieutenant governor and the attorney general, and many appointed officials.

Governor In the Commonwealth of Virginia, the governor is elected to a four-year term. He or she is chosen by popular vote. Governor of Virginia is a one-term job; he or she is ineligible to serve two terms in a row. To qualify for office, a person must be at least 30 years old and a citizen of the United States. He or she must also have been a resident of the Commonwealth and a registered voter in the Commonwealth for the preceding five years. In 2008 the governor's salary was \$175,000, but governor Tim Kaine vowed to take a 5 percent pay cut.

According to the state constitution, the governor's duty is to "take care that the laws be faithfully executed," or carried out. He or she is also responsible for the preparation of the biennial budget and for the appointment of executive agency heads and members of over 300 boards, commissions, and advisory councils. The governor may also recommend

legislation to the General Assembly and veto any bill that the General Assembly approves. He or she may also grant reprieves or pardons to persons who have been convicted of crimes.

Governors of Virginia

1. Patrick Henry 1776–1779
2. Thomas Jefferson 1779–1781
3. William Fleming 1781
4. Thomas Nelson, Jr. 1781
5. David Jameson 1781
6. Benjamin Harrison 1781–1784
7. Patrick Henry 1784–1786
8. Edmund Randolph 1786–1788
9. Beverley Randolph 1788–1791
10. Henry Lee 1791–1794
11. Robert Brooke 1794–1796
12. James Wood 1796–1799
13. Hardin Burnley 1799
14. John Pendleton 1799
15. James Monroe 1799–1802
16. John Page 1802–1805
17. William H. Cabell 1805–1808
18. John Tyler, Sr. 1808–1811
19. George William Smith 1811
20. James Monroe 1811
21. George William Smith 1811
22. Peyton Randolph 1811–1812
23. James Barbour 1812–1814
24. Wilson Cary Nicholas 1814–1816
25. James P. Preston 1816–1819
26. Thomas Mann Randolph 1819–1822
27. James Pleasants, Jr. 1822–1825
28. John Tyler, Jr. 1825–1827
29. William B. Giles 1827–1830
30. John Floyd 1830–1834
31. Littleton Waller Tazewell 1834–1836
32. Wyndham Robertson 1836–1837
33. David Campbell 1837–1840
34. Thomas Walker Gilmer 1840–1841
35. John Mercer Patton 1841
36. John Rutherford 1841–1842
37. John M. Gregory 1842–1843
38. James McDowell 1843–1846
39. William Smith 1846–1849
40. John Buchanan Floyd 1849–1852
41. Joseph Johnson 1852–1856
42. Henry Alexander Wise 1856–1860
43. John Letcher 1860–1864
44. William Smith 1864–1865
45. Francis H. Pierpont 1865–1868
46. Henry H. Wells 1868–1869
47. Gilbert C. Walker 1869–1874
48. James Lawson Kemper 1874–1878
49. Frederick Holliday 1878–1882
50. William E. Cameron 1882–1886
51. Fitzhugh Lee 1886–1890
52. Philip W. McKinney 1890–1894
53. Charles T. O’Ferrall 1894–1898
54. James Hoge Tyler 1898–1902
55. Andrew J. Montague 1902–1906
56. Claude A. Swanson 1906–1910
57. William Hodges Mann 1910–1914
58. Henry Carter Stuart 1914–1918
59. Westmoreland Davis 1918–1922
60. E. Lee Trinkle 1922–1926
61. Harry Flood Byrd, Sr. 1926–1930
62. John Garland Pollard 1930–1934

63. George C. Peery 1934–1938	73. Mills E. Godwin, Jr. 1974–1978
64. James H. Price 1938–1942	74. John Dalton 1978–1982
65. Colgate W. Darden, Jr. 1942–1946	75. Charles S. Robb 1982–1986
66. William M. Tuck 1946–1950	76. Gerald L. Baliles 1986–1990
67. John S. Battle 1950–1954	77. L. Douglas Wilder 1990–1994
68. Thomas B. Stanley 1954–1958	78. George F. Allen 1994–1998
69. J. Lindsay Almond, Jr. 1958–1962	79. James Gilmore III 1998–2002
70. Albert S. Harrison, Jr. 1962–1966	80. Mark Warner 2002–2006
71. Mills E. Godwin, Jr. 1966–1970	81. Tim Kaine 2006–
72. A. Linwood Holton, Jr. 1970–1974	Source: “Governors of Virginia,” www.virginia.gov

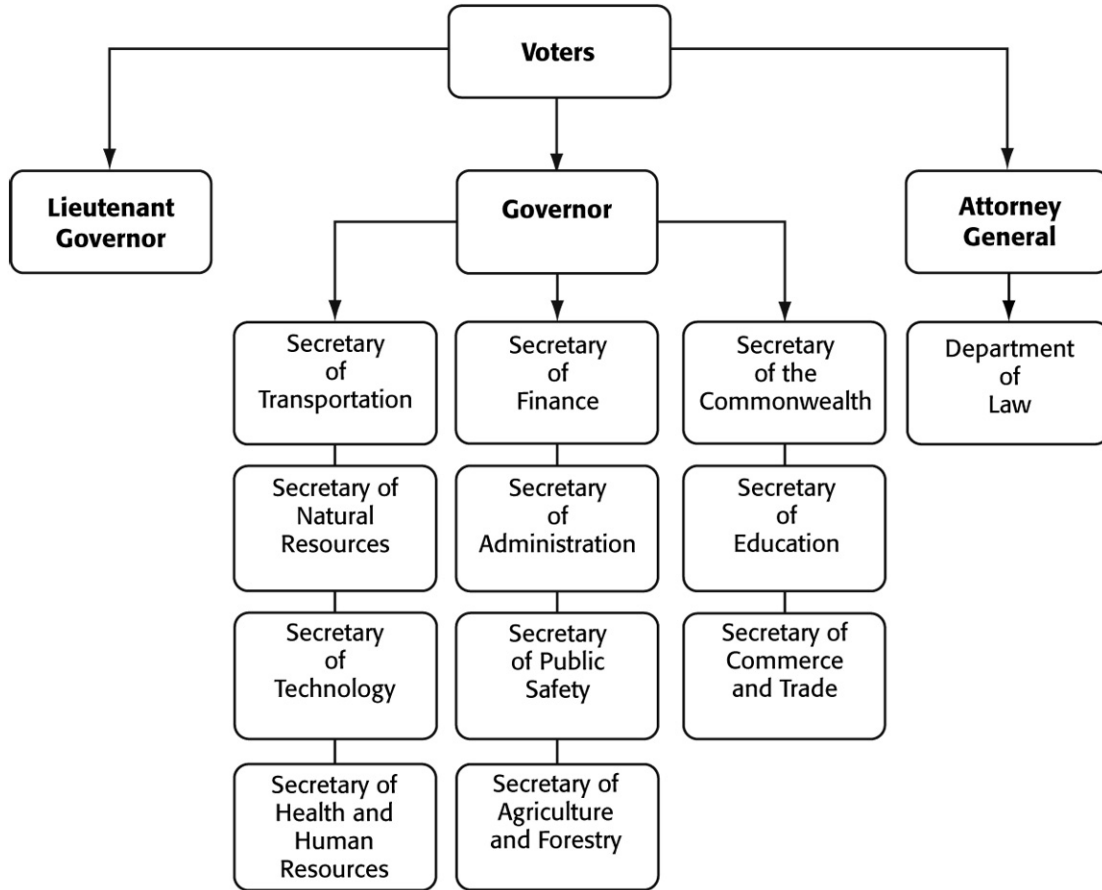
Lieutenant Governor If the governor is unable to fulfill his or her duties, the lieutenant governor carries them out. If the governor dies, resigns, or is removed from office, the lieutenant governor becomes governor. The lieutenant governor presides over the Senate and casts the deciding vote in case of a tie. Although Virginia’s governor may not serve consecutive terms, there is no term limit on the office of lieutenant governor.

Attorney General The Virginia attorney general is elected to a four-year term in the same year as the governor. He or she may serve an unlimited number of terms. The attorney general, as the chief executive of the Department of Law, represents the state and any of its agencies in civil or criminal cases. He or she also provides official opinions on the application or provisions of state laws when requested in writing by the governor, legislators, judges, and other elected or appointed state and local officials.

The Office of the Governor’s Secretaries The U.S. president relies on a group of appointed secretaries that help the national government run as effectively as possible. The Governor of Virginia has a similar group of appointed officials. In 1972 the Virginia General Assembly created the Office of the Governor’s Secretaries to help the governor to run the state’s increasingly complex government.

Today there are 11 secretaries. Each is responsible for providing overall guidance and supervision to the individuals and agencies that report to him or her. Also, they have the power to direct the preparation of their department’s budget. They hold their offices at the pleasure of the governor or until the next governor appoints their successors. The following chart identifies the 11 departments that make up the Office of the Governor’s Secretaries.

Executive Branch Organizational Chart



VIRGINIA'S JUDICIAL BRANCH

As stated by the Virginia Constitution, the state's judicial branch is made up of the supreme court and whatever inferior courts the General Assembly may create. Today, in addition to the supreme court, the judicial branch includes the court of appeals, circuit courts, and district courts. In addition, magistrates serve as judicial officers with various legal duties.

The Judiciary in the Bill of Rights Article 1 of the Constitution of Virginia, the Bill of Rights, outlines what rights citizens are entitled to in relation to the judiciary. In a criminal prosecution, a person has the right to demand the cause and nature of his or her accusation, to be confronted with the accusers and witnesses, to call for evidence, and to have a speedy and public trial by an impartial jury. He or she can be convicted only by a unanimous verdict.

In 1997 a new section, setting down the rights of victims of a crime, was added to the constitution. The aim of this new section is to ensure that victims are treated with fairness, dignity, and respect. With respect to the judiciary in particular, victims have the following rights: to be protected from further harm by the imposition of appropriate bail and conditions of release, to address the circuit court at the time sentence is imposed, and to receive timely notice of judicial proceeding.

Supreme Court The highest court in the Commonwealth is the Virginia Supreme Court. The primary purpose of the supreme court is to review decisions of lower courts in which appeals have been allowed. In this way, the supreme court ensures that the state's laws are constitutional and are being properly applied and interpreted.

The supreme court has seven judges, called justices. Supreme court justices are not elected directly by voters, but rather by the members of the General Assembly. Justices have 12-year terms. The members of the court vote to elect a chief justice, who serves as the administrative head of Virginia's judiciary. The chief justice is charged with overseeing the efficient and effective operation of the entire system. The term for the position of chief justice is four years.

Court of Appeals The Virginia Court of Appeals provides a middle level of appellate review of the decisions of the circuit courts in traffic and criminal cases (except in death penalty cases). These come before the court via petitions for appeal. The court also hears appeals of decisions of the circuit courts in matters of domestic relations, from administrative agencies, and from the Virginia Workers' Compensation Commission. These appeals are a matter of right; they require no petition. The court's decisions are final in traffic cases and misdemeanor infractions where no jail time is imposed and in cases that begin before administrative agencies or the Workers' Compensation Commission. Otherwise, any party who

does not agree with a decision by the court of appeals may petition to the supreme court for an appeal.

The court of appeals sits at such locations as the chief judge decides, in order to provide convenient access to the various areas of the Commonwealth. The court sits in panels of 3 judges, and the membership of the panels rotates. Each of the 11 judges of the court of appeals is elected to an eight-year term by the General Assembly.

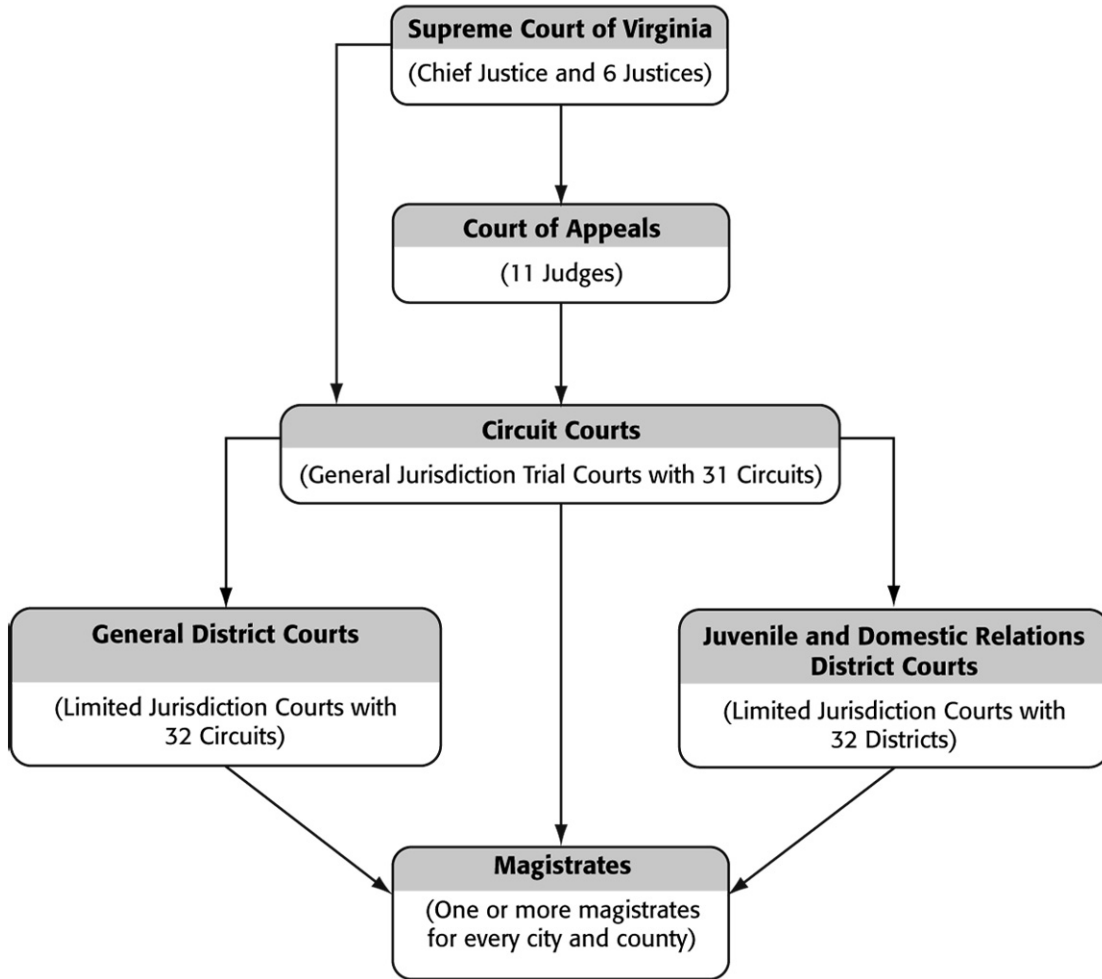
Circuit Courts The Circuit Court of Virginia is the state's only trial court of general jurisdiction. The circuit courts have shared jurisdiction with general district courts in civil actions involving more than \$4,500 but not exceeding \$15,000. They have exclusive jurisdiction in monetary claims exceeding \$15,000. In criminal cases, the circuit courts have jurisdiction over all felony cases and over all misdemeanor charges that originate from a grand jury indictment. Lastly, the circuit court also hears appeals from the district courts and from administrative agencies.

Virginia has 31 circuits. Two or more judges preside over each circuit. Circuit court judges are elected by the General Assembly for eight-year terms. Each circuit court has its own clerk—a constitutional officer who is the chief administrative officer of the circuit. Among other duties, the clerk has the authority to grant administration of estates and appoint guardians. Each circuit clerk is elected by voters in the local area to an eight-year term.

District Courts In 1973 the General Assembly replaced the system of municipal and county courts with the present system of district courts. District court cases are held by a judge without a jury. The general district courts hear all misdemeanors, including traffic violations and civil cases involving \$4,500 or less. They share jurisdiction with the circuit courts in claims involving \$4,500 to \$15,000. They also hold preliminary hearings for felony cases that will eventually be heard before the circuit court. Juvenile and domestic relations circuit courts handle cases involving dependent, neglected, and delinquent children. These courts also have jurisdiction over cases involving child visitation rights, child support, and spousal support. The General Assembly elects district court judges to six-year terms.

Magistrates In 1974 the General Assembly established the Magistrate System to succeed the Justice of the Peace System. Magistrates have the authority to issue arrest warrants, summonses, bonds, search warrants, subpoenas, and civil warrants. They also conduct bond hearings to set bail in criminal cases. Each judicial district is served by a chief magistrate and a number of magistrates.

Judicial Branch Organizational Chart



Creating a Political Cartoon

MATERIALS

Drawing paper
Colored markers and pencils

LEARNING STYLE

Verbal-linguistic
Visual-spatial
Intrapersonal

PURPOSE

This activity encourages students to think critically about an important political issue and to create a political cartoon that expresses their points of view through imagery and symbolism.

IMPLEMENTATION

1. Have students choose a political issue related to the structure and function of the Virginia government. Possible issues include whether the legislature should meet for longer sessions; whether the term limits for elected officials in the executive branch are appropriate; or whether voters at large, rather than the General Assembly, should elect judges.
2. Tell students that they will create a political cartoon that expresses an opinion about their topic. Point out to students that political cartoons use images, symbols, and even humor to convey a specific message about an idea, event, or person. You may want to show students examples of political cartoons.
3. Ask students to identify the message they want to convey about their topic. Then have students brainstorm ways in which they could illustrate this message in a political cartoon. Remind the class that political cartoons often use symbols to express ideas; for example, a dove might represent the idea of peace.
4. Have each student sketch his or her political cartoon on a piece of drawing paper. Then have students display their cartoons for the class to see.

EXTENSION

Ask students to select an event from Virginia's history and create a political cartoon that expresses a point of view about this event.

RUBRIC

Use the following criteria to help you evaluate students' political cartoons:

- Cartoon's subject is easy to identify and on topic.
- Cartoon uses symbols and images that are easy to understand.
- Artist's point of view is readily apparent within the cartoon.

A Convention of State Leaders

MATERIALS

None

LEARNING STYLE

Interpersonal

PURPOSE

This strategy encourages students to understand events and ideas from the recent past and interpret how they have affected students' lives today.

IMPLEMENTATION

1. Assign each student a historical figure from Virginia who is covered in this book.
2. Have students research their person, as well as several current event topics for discussion.

Topics might include the following:

Diversity in the state

Virginia's economy

The use of natural resources in the state

Reliance on manufacturing in the state

Crime in the state

The role of agriculture in the state

Immigration into the state

The plan for education in the state

A current political division students might have heard people talking about

3. Lead a discussion about each topic, with students portraying the views that their historical figure might have on the topic.

EXTENSION

Have students write a report about what their historical figure might have thought about a particular topic.

RUBRIC

Use the following criteria to help you evaluate students' participation:

- Students presented their ideas and information in a clear and logical manner.
- Students willingly listened to one another.
- Each student contributed to the discussion.
- Students kept the discussion focused on the topic.

Historical Person's Point of View

DIRECTIONS Use this worksheet to take notes on what your historical person thought about the issues of his or her time.

Person

Historical significance

Political issues of time

His or her view of political issues

Economic issues of time

His or her view of economic issues

Social issues of time

His or her view of social issues

Documents in Virginia

Government

One of the basic concepts of democracy is the rule of law. This means that all members of society are bound by an accepted set of laws. Not even high government officials such as the president may ignore the law. In the United States, laws are recorded in public documents so that there is a permanent record and so that everyone can know the laws.

THE CONSTITUTION OF VIRGINIA

The most important legal documents in this country are the U.S. Constitution and the constitutions of the 50 states.

History The Constitution of the Commonwealth of Virginia grew out of the people of colonial Virginia's desire to control their own destiny. This desire eventually led to the American Revolution and separation from England. Even before that, great American patriots, such as Thomas Jefferson, James Madison, and George Mason, were among those who drafted Virginia's constitution, which was adopted on June 29, 1776.

In the decades after becoming a state, Virginia, like all other states, grew in population and in complexity. Over time, Virginians found it necessary to call for constitutional conventions to amend their guiding document.

The Constitutional Convention of 1829–1830 occurred largely because Virginia still linked voting to land ownership. The new constitution broadened voting eligibility slightly. In 1850 lawmakers convened again—this time to address the grievances of westerners, who were the majority of Virginia's population but were represented by only 56 of the 134 delegates and only 10 of 29 senators.



© Collection of the New York Historical Society, USA/The Bridgeman Art Library

Changes to what would become the 1851 constitution included the abolition of the link between property ownership and suffrage. After 1851 any white male citizen who was at least 21 years old could vote. Also, representation in the House of Delegates would be based on the 1850 census, which swung the balance of power in that body to the west. In addition, the governor, all judges, and the lieutenant governor were to be elected by popular vote.

After the Civil War, federal legislation required Virginia, and all other former Confederate states, to convene a constitutional convention. One requirement of the new southern constitutions was male African American suffrage. Many conservative white legislators boycotted the Virginia convention of 1867–1868. As a result, Radical Republicans—in particular, Judge John Underwood—dominated the proceedings. The resulting 1870 constitution, also known as the Underwood Constitution, extended the vote to all males 21 years and older, established mandatory state-sponsored education, and mandated that judges were to be elected by the General Assembly.

By 1900, with conservative Democrats back in charge of the state, Virginians called for another constitutional convention. The main goal of the convention was to disenfranchise black voters without violating the U.S. Constitution, which guaranteed both equal protection under the law and voting rights to African Americans. To suppress the black vote, the 1902 constitution instituted a poll tax and a literacy test. A provision exempting war veterans and their sons (almost all of whom were white) from these voting hurdles meant many poor and illiterate whites could keep their votes. Another provision of the 1902 constitution mandated racially segregated schools for the state. Some positive additions, however, included improved worker's compensation and the creation of the State Corporation Commission to regulate things such as utilities, financial institutions, and the railroads.

By the late 1960s the provisions of the Virginia Constitution that disenfranchised and marginalized the state's African American citizens had been overturned. Federal legislation, such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965, and U.S. Supreme Court cases, such as *Brown v. Board of Education of Topeka, Kansas*, led the way. In 1968 governor Mills Godwin pushed for a constitutional commission to address issues surrounding state borrowing and bond issues. Voters overwhelmingly accepted the new constitution which went into effect on July 1, 1971.

Power The Virginia Constitution states “that all power is vested in, and consequently derived from, the people, that magistrates are their trustees and servants, and at all times amenable to them.” In other words, Virginia's government must answer to the people. One of the most important ways this occurs is through elections.

The constitution also divides power among three branches of government: executive, legislative, and judicial. These three branches exercise limits on each other's powers. Taken together, the limits are known as the system of checks and balances.

Constitutional System of Checks and Balances

	Limits the Executive Branch by . . .	Limits the Legislative Branch by . . .	Limits the Judicial Branch by . . .
Executive Branch	—	Vetoing legislation	Appointing judges when the General Assembly is not in session
Legislative Branch	Overriding vetoes Approving nominations Impeaching and trying the governor	—	Appointing judges
Judicial Branch	Declaring gubernatorial acts unconstitutional	Declaring laws unconstitutional	—

AMENDING THE CONSTITUTION

As you have already learned, the Virginia Constitution can be changed through a constitutional convention. The constitution can also be amended by following these steps:

1. Members of either the Senate or House of Delegates may propose an amendment.
2. Both houses must approve it by majority vote.
3. The General Assembly chosen in the next election must approve the amendment a second time.
4. After being approved by two separate General Assemblies, the amendment is submitted to the voters.
5. If a majority of voters approves, the amendment becomes part of the constitution.

OTHER IMPORTANT DOCUMENTS

The history of Virginia was also influenced by other historic documents that date back to the settlement of North America and to the birth of our nation. These documents are the First Charter of Virginia and the Virginia Statute for Religious Freedom. They provide insight on Virginia's earliest years and on its place as a trendsetter in the granting of democratic freedoms.

THE FIRST CHARTER OF VIRGINIA

The First Charter of Virginia, from 1606, outlined the rules and duties of the Virginia Company of London—the company that entered into an agreement with the English Crown to colonize Virginia. It directed the settlers to exploit all natural resources, “the lands, soils, grounds, havens, ports, rivers, mines, minerals, woods, waters, marshes” and so on, for the enrichment of both the investors in the company and the Crown. The king, of course, received his share of the profits.

The charter covered how the colony was to be governed—by a council of 13 appointed persons in Virginia and a similar council based in England. It defined Virginia’s boundaries as between 34 degrees (just north of Cape Fear in North Carolina) and 45 degrees north latitude (the line that separates the province of Quebec, Canada from the state of New York). A new charter in 1609 defined the east-west boundaries as stretching westward to the sea (the Pacific Ocean), and another in 1612 expanded Virginia’s territory east to include Atlantic Ocean islands, such as Bermuda. The charter also directed the settlers to Christianize the people they encountered, as these “infidels and savages” lived in “darkness and miserable ignorance of the true knowledge and worship of God.”

THE VIRGINIA STATUTE FOR RELIGIOUS FREEDOM

Thomas Jefferson wrote this remarkable document in 1777. The Virginia General Assembly adopted it in 1786. The ideas in Jefferson’s statute feel extremely modern, in spite of their being over 230 years old. In essence, the statute states that (1) people have their own minds and beliefs, and coercion and punishments won’t make them change their minds; (2) “our civil rights have no dependence on our religious opinions, any more than our opinions in physics or geometry”; (3) belief in a certain religion as a qualification for holding public office is a violation of natural rights; and (4) “the opinions of men are not the object of civil government, nor under its jurisdiction.”

In his 1779 draft of the statute, Jefferson went on to spell out exactly what this meant for the citizens of the Commonwealth of Virginia:

No man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained molested or burdened in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion, and that the same shall in no wise diminish, enlarge, or affect their civil capacities.

Writing a Constitution

MATERIALS

Pen and paper
Photocopies of the blank constitution

LEARNING STYLE

Interpersonal
Verbal-linguistic

PURPOSE

This activity helps students understand the process of writing a constitution and how compromises are made.

IMPLEMENTATION

1. Explain to students the purpose and nature of a constitution. A constitution is a set of basic rules of government. It establishes the structure of the government and what it is allowed to do. It also provides methods that people can use to help run the government. Any group can create a constitution to help with the running of that group.
2. Divide the class into mixed-ability groups of seven or eight.
3. Ask students to write a constitution for their group. They should include a preamble stating their purpose and articles describing the structure of their group leadership. They should state what is expected of each role in their leadership and who can perform the duties of that role.

EXTENSION

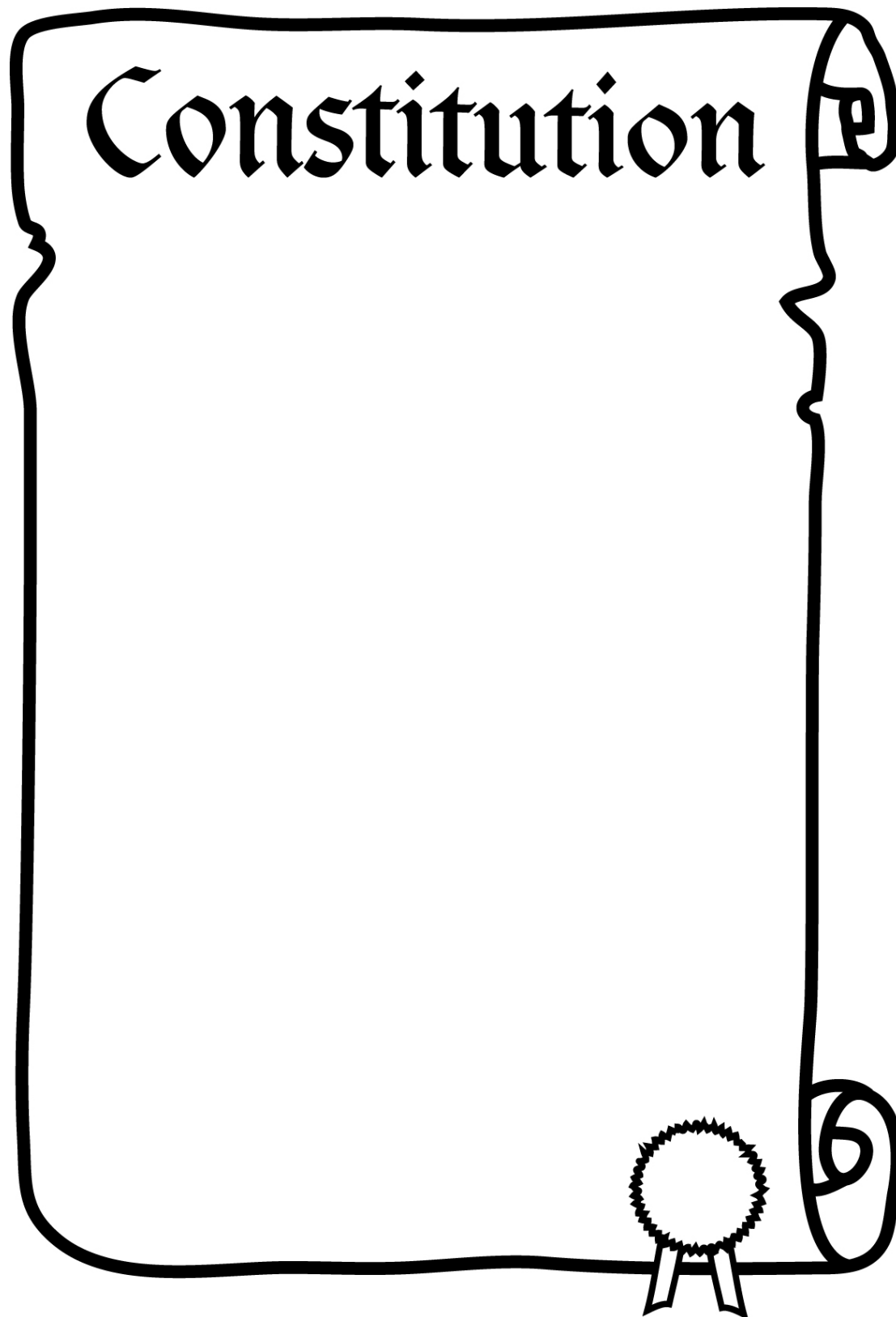
Have groups present their constitutions to the entire class. Conduct a class discussion about which set of rules the class would vote to ratify and why.

RUBRIC

Use the following criteria to help you evaluate students' constitutions:

- Each member of the group had a clear understanding of the group's task.
- Group members listened willingly to one another.
- Group members presented their information or ideas in a clear and logical manner.
- The group fulfilled all the requirements of its assigned task.
- The assignment is concise and well written.
- The assignment employs the appropriate information or facts
- The content fulfills all the requirements of the assignment.

Historic Documents Activity



Citizens and the Virginia Government

The U.S. and Virginia constitutions protect the many important rights and freedoms that citizens enjoy. The federal and state governments also provide their citizens with important services. However, the relationship between citizens and government does not consist only of what the government can do for its people. This relationship has another aspect that is sometimes overlooked. Citizenship comes with many responsibilities. If individuals do not fulfill those responsibilities, the government does not work properly.

ROLE OF CITIZENS IN VIRGINIA

As the Virginia Constitution states, the authority of the government comes from the citizens of the Commonwealth. This belief in the authority of the people led the United States, Virginia, and the other 49 states to have democratically elected governments.

Types of Democracy The word *democracy* means “government by the people.” The first documented democracy existed in the city-state of Athens in ancient Greece. The ancient Athenians developed a government in which all male citizens were members of the assembly and could vote on laws. This is called direct democracy because all citizens are directly involved in rule.

The United States has a type of government called indirect or representative democracy. In this form of democracy, citizens elect people to represent them. Direct democracy, in which all citizens take part in government, works only in small communities. It would be impossible for a nation as large as the United States—or even a state like Virginia—to include all its citizens in the process of governing.

As a direct democracy, Athens was in some ways more democratic than the United States is today. In another important way, however, Athens was less democratic. Everyone who is born in the United States is a citizen. Also, people who are noncitizens may go through a process to become citizens. In contrast, only a minority of people in Athens qualified as citizens. To be a citizen, a person had to be a free male. A large percentage of the people of Athens were slaves. Neither slaves nor women were considered citizens.

In some parts of the United States, citizens are able to take three kinds of actions that make government more like a direct democracy. Those actions are initiatives, referendums, and recalls.

- An **initiative** is a law that citizens propose by petition. If the petition receives enough signatures, then the law is placed directly on the ballot so voters can choose whether to accept it. The Virginia Constitution does not allow ballot initiatives. All laws must be passed by the state legislature.
- A **referendum** is an election in which a public question is placed on the ballot, and voters vote either “yes” or “no.” In Virginia, a statewide referendum cannot be placed on the ballot unless the General Assembly passes a law allowing it.
- A **recall** is a special election allowing voters to decide if an elected official should be removed from office. The Virginia Constitution does not allow recall votes.

Rights and Responsibilities of Citizens As you learned earlier, citizens of Virginia and of the United States have many rights. These include the right to vote, the right to bear arms, and the right to a jury trial. Citizens also have many freedoms, such as the freedoms of speech, thought, religion, and assembly.

In addition to rights, citizens have many responsibilities. Some responsibilities are prescribed by law. Citizens must obey the laws of their nation, state, and city or town. They must respect the rights of other people. In addition, citizens must pay taxes. They must serve on juries if called to do so. If drafted in time of war, they must serve in the military. Failure to do any of these things is a crime.

Yet to be a good citizen means more than just fulfilling legal obligations. Good citizenship also includes many voluntary actions. Perhaps the most important of these is voting. In a democracy, voting is not just a responsibility; it is a privilege. Voting is your opportunity to shape your government by choosing the people who will represent you and by voting on proposed laws.



© AP Photo/Ron Edmonds

Being a voter leads to another responsibility. Voters need to be informed about issues and about the views of candidates. In the modern communications age, voters have many sources of information about issues and candidates. These include newspapers, television, radio, and the Internet. It is important always to check the sources of information to see if they are biased. For example, many blogs on the Internet are written by individuals who favor one political party over another. Such sources might not evaluate each candidate fairly.

Knowing what you believe about important issues will help you exercise another responsibility of citizenship: communicating with elected officials. Both the U.S. and Virginia constitutions protect the right to petition government. If you want your representative and senators to vote a certain way, you may let them know how you feel. Because of e-mail, communicating with elected officials is easier than ever before.

A final way to be a responsible citizen is to volunteer for a cause. As President John F. Kennedy once said, “Ask not what your country can do for you—ask what you can do for your country.” Many organizations exist to pursue positive goals such as protecting the environment, promoting the arts, ending poverty, and improving communities. Giving your time and talent to such groups will help make your community, your state, and your nation stronger.



© AP Photo/The Bristol Herald Courier, David Crigger

Politics in Virginia

The term *politics* can be used to describe the art or science of governing a city, a state, or a nation. More commonly, however, people use the term to mean the activities of a government, politician, or political party.

POLITICAL PARTIES

A political party is a group of people that is organized to gain and exercise political power. Usually parties are made up of people who share certain beliefs about the role of government. Political parties date back to the very beginnings of the United States. The first U.S. political parties began to form while George Washington was president, although he himself was not a member of one. Since then, the United States has had a two-party system. More than two political parties may exist, but in general, only two parties wield much power.

Since the mid-1800s the Democrats and the Republicans have been the major political parties in the United States. The current Democratic Party tends to favor a strong government role in the economy and liberal social policies. The current Republican Party tends to favor little government involvement in the economy and conservative social policies. Historically in Virginia, voters have leaned toward conservative parties. After the Civil War, this meant Democrats; since the 1970s, Virginians have leaned Republican. Today, however, Virginia is fairly evenly split between the two parties at all levels of government.

PURPOSE OF POLITICAL PARTIES

Political parties serve several important functions in elections and government:

- They nominate political candidates for various elected offices.
- They wage campaigns to get those candidates elected.
- They raise money to fund political campaigns.
- They encourage people to vote in elections.
- They create political platforms—public statements of proposed policies—and try to convince the government to adopt them.
- They oppose government policies that they think are harmful.

As previously mentioned, it is possible for more than two political parties to exist. For a political group to qualify as a political party in Virginia, a candidate for any statewide office must receive at least 10 percent of the votes in either of the two preceding general elections. It is often difficult for a third party to raise enough money or gain enough support to meet this requirement for more than an or two elections.

ORGANIZATION OF POLITICAL PARTIES

Political parties, like governments, are organized at many different levels. Those levels are precinct, city and county, district, state, and nation.

- **Precincts** A precinct is the smallest level of the political party. It exists to organize party activities within neighborhoods. The party official in charge of a precinct is called a committeeman. He or she is elected by other party members.
- **County and City** In Virginia, both counties and larger cities are divided into precincts. The precinct committeemen and vice-committeemen attend the county or city convention of the political party. At the convention, a chairperson and other officers are elected. The chairperson coordinates the work of the county or city organizations. He or she appoints officials, directs party activities, and performs record-keeping and reporting duties.
- **District** Virginia has 11 congressional districts. The two political parties have organizations within those districts. Each district committee oversees the organizations of the counties within the district. The district chairperson or other members of the district committee belong to the state central committee, which helps link the state party together.
- **State** The state central committee has an elected chairperson, vice-chairperson, secretary, and treasurer. The most important task of the state central committee is to run the political campaign in the state. After the campaign is over, the party organization works to promote policies it agrees with, to oppose policies it disagrees with, and to prepare for the next election.
- **Nation** The national political party does not control the state political parties. Instead, the state and national parties work together for the success of the political party as a whole. The state party sends delegates to the national convention.

POLITICAL CONVENTIONS

Every four years, each political party holds a national convention to officially nominate its candidates for president and vice president. The political parties of all 50 states send delegates to those conventions. Two kinds of delegates attend the conventions: pledged and unpledged. A pledged delegate is committed to vote for a certain candidate. An unpledged delegate may vote for any candidate.

Several methods of choosing delegates exist. Some unpledged delegates are party officials or elected officials who become delegates automatically. Voters choose most other delegates in one of two ways: the primary or the caucus. A primary is an election. A caucus is a meeting that can be

attended by any of the voters registered in the party. Delegates are chosen during this meeting.

Virginia holds primaries—elections that allow voters to choose among several people who want to be their party’s candidates. Voters must choose whether to vote in the Democratic primary or Republican primary. As voters select a presidential candidate, they also select the delegates who will vote for that candidate at the national convention.

The two parties award delegates from their primaries using different formulas. Virginia Republicans hold a winner-take-all primary. Whichever candidate receives the highest vote total receives all the delegates from Virginia. The Virginia Democratic Party awards delegates proportionally. For example, if a candidate receives 60 percent of the vote, he or she will receive 60 percent of the delegates.

Virginia’s Democratic Party also selects some of its delegates via the caucus system. Caucuses are held to select 2,000 state delegates and 1,000 alternates to attend their congressional district convention and the state convention and elect the national convention delegates.

The national conventions are generally four days long. The first two days are spent listening to speeches and adopting the party’s platform. On the third day, the vote for the presidential candidate occurs. If any candidate wins a majority of the delegate’s votes, he or she becomes the party’s candidate. If no one wins a majority on the first vote, additional votes are taken until one candidate wins a majority. Neither party has had to have more than one vote since 1952.



© AP Photo/Douglas G. Ashley

Voting in Virginia

Because voting is so important, voters must know how elections work. People should understand the different kinds of elections, voter requirements, and voting procedures.

TYPES OF ELECTIONS

Virginia's primary elections are held in February. Primaries are used to choose some or all of each party's candidates for upcoming elections. A general election is one that involves most of a state or nation. A municipal election involves only a town or city. In Virginia, general elections are held on the first Tuesday of November, and municipal elections are held on the first Tuesday of May.

- Presidential elections take place in years that are divisible by four, such as 2012, 2016, and so on. In Virginia, all even-numbered years (including presidential-election years) are home to elections of U.S. representatives and sometimes one U.S. senator. A variety of municipal and county elections also take place.
- In Virginia, state delegates are elected to two-year terms in odd-numbered years. Voters choose state senators in odd-numbered years that immediately precede presidential-election years. The governor, the lieutenant governor, and the attorney general are chosen in odd-numbered years that immediately follow presidential elections.

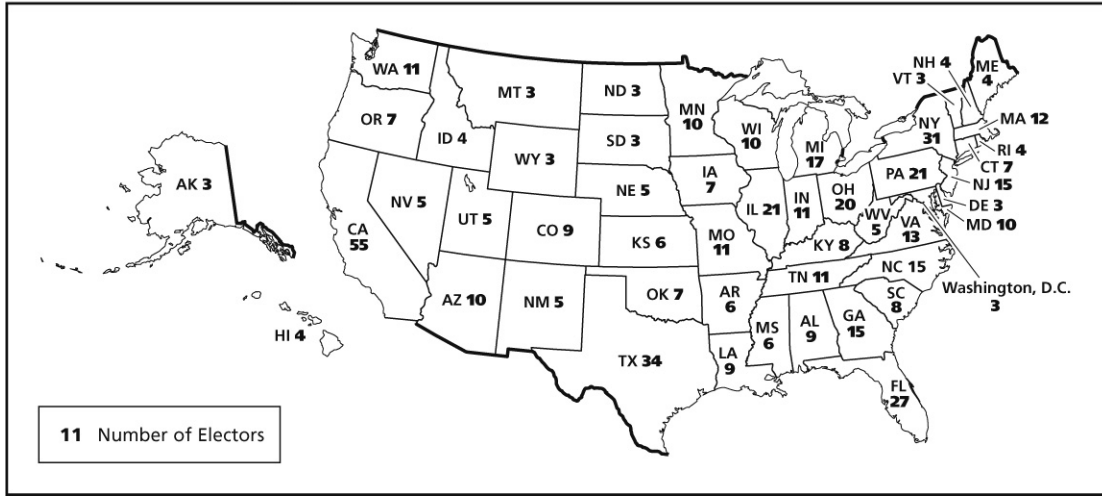
All elected officials within Virginia are chosen by popular vote. The U.S. president is not. When citizens vote for presidential and vice-presidential candidates, they are really selecting electors. Each state has a number of electors equal to the number of its U.S. senators and U.S. representatives combined. The electors then meet to vote for the president and vice president. If no candidate receives a majority of the electors' votes, the House of Representatives makes the final choice.

VOTER REQUIREMENTS

To be eligible to vote in Virginia, a person must

- be a U.S. citizen and an Virginia resident
- be 18 years old at the time of the election
- not claim the right to vote in another state
- not have been declared mentally incompetent by a court of law
- not have been convicted of a felony (or must have had the right to vote legally restored following such a conviction)

The Electoral College



HOW TO VOTE

Voters must go to their neighborhood polling place to cast their ballots. Polling places are identified by precinct numbers. To find the correct polling place, voters can go to the Web site of the Virginia Election and Registration Information System (VERIS) or call their city or county election board.

As of the 2008 election, Virginia was using two types of voting machines. The first is a direct recording electronic machine. This allows voters to record their votes directly on an electronic touch screen. The second type is the optical scan machine. Voters record their votes on a ballot in a way similar to marking answers on a standardized test. Special scanning machines read the ballots and record the votes.

Two special types of ballots are available to voters in Virginia: the absentee ballot and the provisional ballot.

- Absentee ballots are available to voters who will be away from their precinct on election day. This includes members of the armed services, people living abroad, college students, and even people on vacation. Absentee ballots are also available to voters who are unable to vote because of disability, illness, or religious conflicts.
- Provisional ballots are available to voters whose right to vote is challenged on election day. This may happen for a number of reasons. For example, sometimes a voter believes he or she is registered in a certain precinct, but his or her name is not in the poll book. In this or other specific cases, a voter casts a separate paper or optical scan ballot that is then sealed. The local election board meets the day after the election to determine whether each provisional voter was qualified to vote. Provisional voters have the right to be present when the board meets to decide on their ballot.

Virginia and Other Governments

Virginia and Other Governments

As you read earlier, the United States has a federal system of government in which power is shared between the nation and the states. Similarly, the state and local governments also share power. The exact division of power is determined by the constitutions and various laws.

LOCAL GOVERNMENT IN VIRGINIA

Virginia has several levels of local government—counties, cities, towns and special districts and authorities. The jurisdiction, or areas of authority, of these governments sometimes overlap.

Dillon Rule in Virginia Local governments in the Commonwealth of Virginia have very limited powers. Virginia courts have ruled that local governments have only those powers that are

- specifically conferred upon them by the Virginia General Assembly
- necessarily or fairly implied from a specific grant of authority
- essential to the purposes of government—not simply convenient but indispensable

This narrow definition of the powers of local government is drawn from the writings of John Forrest Dillon, a judge and law professor in the second half of the nineteenth century. The so-called Dillon rule further states that if there is any reasonable doubt whether a power has been granted to a local government, then the power has *not* been granted.

Local Government Divisions Local governments may be divided into two categories, according to the level of service they provide:

- General purpose governments provide many services. County, city, and town governments are all general purpose.
- Special district governments serve one or more special functions. Examples include transportation districts, industrial development authorities, and soil and water conservation districts. Each special district collects taxes to pay for the service it provides.

Special districts may have the same boundaries as general purpose governments, or they may combine areas overseen by more than one general purpose government. The areas overseen by general purpose governments, on the other hand, are more distinct from each other. Counties cannot overlap other counties. Municipalities cannot overlap other municipalities. In Virginia, however, some municipalities (towns) are part of county governments, while others (cities) are not.

County Governments Virginia has 95 counties. Each county has a number of officials. The board of supervisors is responsible for the administration of county business. Other officials are the recorder, treasurer, sheriff, commissioner of the revenue, clerk of the circuit court, and commonwealth attorney. Many counties also have an appointed chief executive—a county administrator, a county executive, or a county manager—whose job is to assist the board of supervisors in the execution of its many powers and duties. These responsibilities include

- preparing and approving the county budget
- levying taxes and appropriating funds
- auditing claims against the county
- issuing warrants in settlements of all claims and accounts
- constructing and maintaining county buildings
- approving and enforcing the county’s comprehensive plan and land use control ordinances
- making and enforcing ordinances for the health, safety, and welfare of county residents, as authorized by law
- providing for the care and treatment of indigent and physically disabled county citizens

Municipal Governments In 2007, there were 39 cities and 190 towns within Virginia. Virginia’s cities are unique in that they are independent governmental agencies. Cities reside within the geographical borders of counties, but the counties have no authority over them. Therefore, Virginia’s cities must behave like small counties, and as such, implement state programs and policies themselves. Towns, however, are part of the counties in which they are located. So they mostly exist to provide urban services to their residents and do not have the sort of state policy concerns that cities have.

The 1971 Virginia Constitution says any new city must have at least 5,000 residents. (Any city incorporated before 1971 is still recognized as such, regardless of its population.) Also, any new town must have at least 1,000 residents. (The rule for previously incorporated towns holds true here as well.) Any town that surpasses 5,000 residents may seek city status. To become a city, a town has to pass a judicial review of its fiscal strength and of the transition’s impact on the affected county. The town’s voters must also approve the transition in a referendum.

Each Virginia municipality has its own charter describing its unique governmental attributes. In general, however, the Commonwealth’s towns and cities use one of two forms of government. They are known as the council-manager form and the mayor-council form.

The council-manager form was first adopted in Staunton, Virginia in 1908 and has since been adopted by many cities and towns across the nation. Under this form of government, voters elect a city or town council, and the council then appoints a professional manager to handle the municipality's day-to-day affairs. In the council-manager form, the city or town has a mayor, but the position is mostly ceremonial. In about half of the municipalities, voters elect this mayor. In the other half, the members of the council select one of their members for the position.

Under the mayor-council form, voters directly elect both the council and the mayor. Here, though, the mayor's position is more than ceremonial. He or she has certain executive and administrative powers. For example, the mayor may be able to appoint municipal officers or veto acts that are approved by the city or town council. Many municipalities using this form also hire a city manager to act as the city or town's chief administrative officer.



© AP Photo/Richmond Times Dispatch, Bob Brown

Virginia and the Federal Government

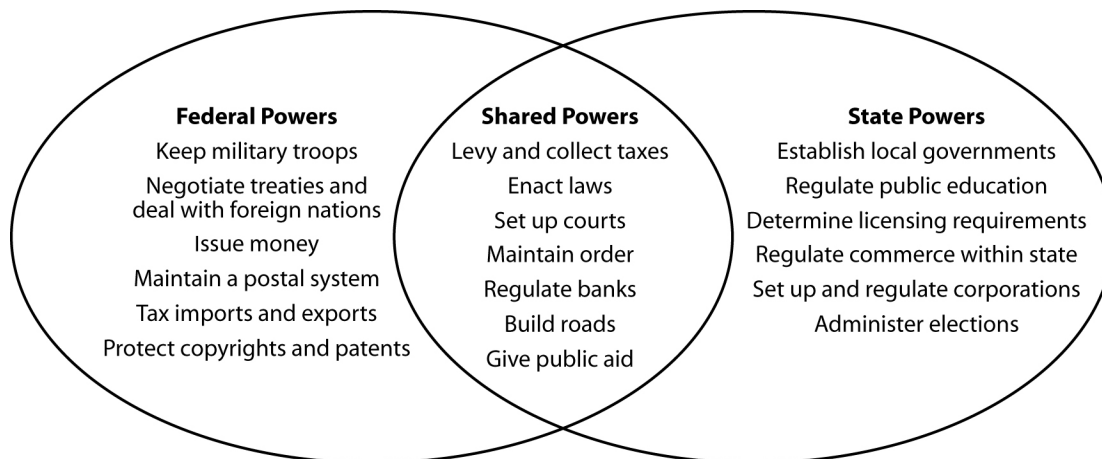
Virginia and the Federal Government

Although the federal government and the 50 state governments are separate, the federal government does have some authority over the states. The U.S. Constitution defines which powers each level of government has, and later laws have further clarified the division.

THE U.S. CONSTITUTION AND THE STATES

The U.S. Constitution requires the federal government to guarantee that all states shall have republican, or representative, forms of government. The federal government must protect states from invasion. If requested by the legislature or governor, the federal government also protects states from domestic, or internal, violence.

The Constitution spells out many powers that are held by the federal government alone and also denies some powers to the states. All powers that are not specifically named are said to be reserved, or saved, for the people and the states. The state and federal governments also share some powers.



Article IV of the U.S. Constitution defines the relationships among the various states. Each state must recognize the public acts, records, and court proceedings of the others. For example, Virginia marriages and Virginia driver's licenses must be accepted in all other states, even those that have different requirements for their own citizens. Criminals who flee from one state to another must be sent back to the original state to stand trial. Territory cannot be taken from one state to form another state without the approval of the original state's legislature.

Comparing the U.S. and Virginia Constitutions

	United States	Virginia
Structure of Government	<ul style="list-style-type: none"> created three branches of government with separate powers 	<ul style="list-style-type: none"> created three branches of government with separate powers
Limits on Government	<ul style="list-style-type: none"> created a system of checks and balances by which the three branches limit each other set up term limits for U.S. president set up procedures to remove officials convicted of crimes 	<ul style="list-style-type: none"> created a system of checks and balances by which the three branches limit each other set up term limits for office of governor set up procedures to remove officials convicted of crimes
Bill of Rights	<ul style="list-style-type: none"> contained in first 10 amendments protects freedoms of religion, speech, press, assembly protects rights to bear arms, to refuse to incriminate oneself, to a speedy trial, to a jury trial prohibits unlawful search and seizure and cruel and unusual punishment; limits quartering of troops 	<ul style="list-style-type: none"> contained in first article protects freedoms of religion, speech, press, assembly protects rights to bear arms, to refuse to incriminate oneself, to a speedy trial, to a jury trial prohibits special privileges for any class of people
Amending the Constitution	<ul style="list-style-type: none"> two-thirds of the members of each house of Congress must approve three-fourths of the states must ratify (in legislature or convention) 	<ul style="list-style-type: none"> both houses of two separately elected General Assemblies must approve a majority of the voters of Virginia must approve

THE FEDERAL AND STATE CONSTITUTIONS

The Virginia Constitution was initially adopted in 1776—twelve years before the U.S. Constitution. James Madison, as one of the authors of the Virginia Constitution, created and refined ideas he later employed as one of the principal architects of the U.S. Constitution. The ideas of Madison and the other famous authors of Virginia’s constitution—Thomas Jefferson and George Mason—went on to influence the constitutions of the other U.S. states. The Virginia Constitution, like the U.S. Constitution and those of other states, created a government with three branches. It also set up a system of checks and balances. However, some differences exist between

the U.S. and Virginia constitutions. Virginia's Bill of Rights lists more rights than the U.S. Bill of Rights does. Also, Virginia has a different procedure for amending its constitution.

JUDICIAL REVIEW AND IMPORTANT COURT CASES

One important way in which the federal government exercises authority over state governments is the process of judicial review. The U.S. Supreme Court is the ultimate authority on the U.S. Constitution. The Court can declare federal laws, state laws, and the actions of elected officials to be unconstitutional and no longer valid. The power of judicial review was established by the court case *Marbury v. Madison* in 1803. The case of *Cohens v. Virginia*, which was decided before the U.S. Supreme Court in 1821, was crucial in cementing the federal high court's power under the Constitution to review state supreme court rulings. In the case, the Cohen brothers broke a Virginia law by selling tickets for the Washington, D.C. lottery in the state. The Cohens pursued the case through Virginia's courts and all the way up to the U.S. Supreme Court. The chief justice at the time, Virginian John Marshall, took issue with Virginia's defense: that the U.S. Supreme Court had no jurisdiction to review a Virginia Supreme Court ruling. Marshall stated that "the constitution and laws of a state, so far as they are repugnant to the constitution and laws of the United States, are absolutely void." Having established the Court's power, Marshall and his fellow justices ruled unanimously against the Cohens.

Judicial review has often affected Virginia. For example, a 1960 Supreme Court case, *Boynton v. Virginia*, overturned a decision made by the Commonwealth of Virginia's lower courts and confirmed by the Virginia Supreme Court. In 1958, Bruce Boynton was traveling through Virginia on an interstate bus trip that had a 40-minute stopover at the carrier's Richmond terminal. Boynton entered the terminal restaurant—a racially segregated facility. He sat in the white section and ordered a meal. When his server asked him to move, he refused, was arrested, and was later convicted of trespassing. Boynton appealed saying that as an interstate passenger, he was protected from discrimination by the federal Interstate Commerce Act and by the Fourteenth Amendment, which guarantees equal protection under the law. The case was appealed to the U.S. Supreme Court, which decided 7–2 in favor of Boynton. Justice Hugo Black wrote for the majority saying, "Interstate passengers have to eat, and they have a right to expect that this essential transportation food service . . . would be rendered without discrimination prohibited by the Interstate Commerce Act."

Virginia in a Global Perspective

Virginia in a Global Perspective

The traditional image of Virginia is tied directly to its past. Virginia's state motto, *Sic semper tyrannis*, means "Thus always to tyrants." This connects with Virginia's legacy as a leader of the uprising against the British.

Virginia's reverence for its history is visible everywhere, from Colonial Williamsburg to Monticello and Mount Vernon. Virginia also has been a bastion of conservative values throughout its history. The Commonwealth's focus, especially away from Richmond and the Washington, D.C., and Hampton Roads areas, has been mostly local.

However, the world has changed drastically since the early days of Virginia's history. For most of its first 170 years, the United States was an isolationist nation, standing apart from world affairs. Since the end of World War II, the United States has taken on the role of the most powerful and influential nation in the world.

Economic realities have changed as well. At one time, Virginia's strong agricultural and industrial base was enough to secure its prosperity. Now, services, rather than agriculture or manufacturing, dominate the economies of more-developed nations (and U.S. states). In addition, business has become more international than it ever was before. The rise of the global economy, in which businesses around the world are interconnected by technology and trade, has been one of the major economic developments of recent decades.

The Global Economy Increasingly, economies around the world are becoming tightly linked with one another. Many factors have contributed to this trend:

- technology that allows people to communicate almost instantly with business partners on other continents
- improved transportation for the shipment of raw materials and finished goods
- the rise of multinational corporations
- international banking and finances

Globalization of the economy has produced many positive results. It allows for goods to be produced anywhere in the world, wherever manufacturing costs such as labor and materials are cheapest. This efficiency has created a wider variety of products at cheaper prices. Because many more companies are locating factories in developing countries, those countries are seeing a reduction in their poverty levels.

The global economy has its negative impact too. For example, when a U.S. company moves its manufacturing operations overseas to take advantage of cheap labor in the developing world, domestic manufacturing jobs disappear. For a state such as Virginia that has a small but important manufacturing sector, this prospect is a frightening one. Every time a

Virginia factory relocates overseas, Virginians lose jobs. In turn, unemployed people have less money to spend, so service industries such as stores, barbershops, and movie theaters lose business. An entire community can feel the effects when a single factory closes.

Virginia Tech, in Blacksburg, has helped further the development of Virginia's economy through its Advanced Research Institute (ARI), located in Arlington. Northern Virginia is a well-known center of high tech business. ARI helps bring Virginia Tech's engineering and technology researchers in contact with established businesses and governmental agencies who have the money and ideas to make things happen. These partnerships help make Virginia a more robust competitor in the global marketplace.

In addition, the Virginia Economic Development Partnership, a department of state government, has offices in key areas of economic interest. Branches of this office are found in China, Mexico, Japan, and in Brussels, Belgium (a capital of the European Union). The purpose is to promote international business in Virginia.

Global Politics Beyond economic issues, Virginia has been deeply affected by global political events. The terrorist attacks of September 11, 2001, were especially painful to Virginia. When American Airlines Flight 77 was flown into the Pentagon (the headquarters of the U.S. Department of Defense) in Arlington, 189 people lost their lives. Seventy-seven were Virginians.

The conflicts that followed those attacks also affected Virginians. The United States went to war in Afghanistan in 2001 and in Iraq in 2003. By October 2007, more than 7,000 Virginia National Guard had entered federal service in support of these wars and other operations domestically and overseas.



AP Photo/Department of Defense, Tech. Sgt. Cedric H. Rudisill

The Future of Virginia

Prosperity and progress do not happen overnight or by accident. For Virginia to have a bright future, officials at both state and local levels must plan ahead and work to solve problems and promote growth.

CURRENT ISSUES

Modernizing the economy and increasing the Commonwealth's income are two of the biggest needs facing Virginia today. Another concern that Virginia shares with many states is the need to clean up the environment.

Economic Growth Virginia code requires every governor to compile an Economic Development Strategic Plan during his or her first year in office. In September 2006, Governor Tim Kaine unveiled his strategic plan. At its core are 10 goals that the governor hopes will be fulfilled by 2010.

- Increase the total amount of Defense Department–related contracts for Virginia firms by 5 percent, or \$1.5 billion.
- Increase the economic impact of tourism in Virginia from \$16.5 to \$18.5 billion annually.
- Increase exports of goods from the Commonwealth by 7 percent (\$855 million).
- Increase foreign direct investment in Virginia from an annual 2,300 jobs and \$270 million to 3,000 jobs and \$300 million.
- Ensure broadband access for every Virginia business.
- Increase procurement for small businesses to 40 percent of state purchases.
- Increase the number of 18- to 24-year-olds with a high school diploma from 87 percent to 92 percent.
- Increase the number of 18- to 24-year-olds enrolled in college from 34 percent to 39 percent.
- Increase the percentage of Virginia's population with a college degree from 35 percent to 37 percent.
- Decrease government administration transaction time for businesses by 30 percent.

Governor Kaine's hope was that the initiatives outlined in his plan would grow the state's economy. However, the entire world economy has deteriorated since this report was issued, so it's difficult to say what progress can be made. Most states would be satisfied just to prevent large-scale job losses and business failures in such hard times.

The Environment Another crucial issue faced by Virginia is the need to clean up and preserve its natural environment. The Chesapeake Bay is one of the greatest and most treasured parts of Virginia's natural environment. However, a wide range of human activities endangers the bay's health.

Between 1985 and 2005, the population of the Chesapeake Bay watershed (the area of land whose rivers, streams, and other waterways drain into the bay) increased from 13.5 to 16.6 million people. More people create more pollution and use more natural resources.

One way that more people lead to more pollution is through an increase in construction and in the paving of roads, parking lots, sidewalks, and driveways. Buildings and paved surfaces keep rainwater from soaking into the land. This runoff is funneled toward streams and rivers and picks up pollutants along the way. Polluted storm water running off urban and suburban developments is the fastest growing source of pollution to the bay.



© Cameron Davidson/Alamy

More people also mean more cars and trucks on the roads. Vehicle emissions are full of nitrogen and polycyclic aromatic hydrocarbons (PAHs). These pollutants foul the air, but they eventually end up falling to earth and washing into Chesapeake Bay. Nitrogen causes algal blooms that deprive the bay's wildlife of oxygen, and PAHs can harm marine life in a number of ways and are thought to cause red blood cell damage and some cancers in humans.

The key to slowing and reversing pollution in the Chesapeake Bay does not necessarily lie in less development, but in smarter, greener development. Concentrating development near established urban centers does a number of things. It limits the amount of forest and rural land that is built on and paved over. It also shortens the distances people have to drive to work and shop, reducing vehicle emissions. The state government can help by steering development to established communities and by developing public transportation as another way to lower vehicle emissions.

THE FUTURE OF CITIES

Virginia's cities have a wide variety of concerns for the future. Planning development that is environmentally sustainable is a major goal for some cities. Balancing city budgets in a time of global economic weakness tests the limits of every city's budget.

Green Building Many of Virginia's cities want to make environmentally sound construction practices part of normal city planning and zoning codes. Buildings constructed with a view to environmental sustainability save energy, reduce water usage, generate less pollution, and provide healthier indoor environments.

The city of Alexandria wants its next generation of buildings be long-term assets to the community, rather than liabilities. Alexandria's Green Building Policy follows the Leadership in Energy and Environmental Design (LEED) Green Building Rating System. The system assigns points for positive environmental construction and design traits in six categories. For example, in the "Sustainable Sites" category, 14 points are possible. One point each is earned for public transportation access and on-site bicycle storage and changing rooms. Two points can be earned through good storm water management. Public buildings require a score of 33 or higher out of a possible 69 points. Private developments are encouraged to follow the policy, but they are not legally required to do so.

Budgets and City Services The global economic crisis that struck in 2008 affected the ability of governmental entities to meet their budgets. Virginia's cities were hit hard as tax revenues dwindled and the state trimmed its funding to municipalities. As a result, many cities planned to close budget gaps by cutting services and laying off workers.

The city of Norfolk, for example, foresees a possible budget shortfall of \$40 million for 2010. Norfolk's mayor, Paul Fraim, expects cuts in services and possible layoffs of city workers. Also, a plan to build a new \$100 million courthouse is in jeopardy. Roanoke is looking at a variety of painful actions to help bridge the gap in its public school funding. Laying off teachers, closing schools, increasing student-teacher ratios, and freezing wages are all possibilities.

Script for a Documentary News Show

MATERIALS

Pen and paper

LEARNING STYLE

Verbal-linguistic

Interpersonal

PURPOSE

This activity encourages students to think about a current issue that Virginia faces.

IMPLEMENTATION

1. On the chalkboard, write the following current issues that Virginia faces: economic growth, funding government services, and improving the environment. Ask students to think about why each of these issues is important. List their responses on the board.
2. Explain to students that they will be working in small groups to write a script for a documentary news segment that deals with one of the current issues listed on the board. Make sure that students understand that documentaries tell factual stories about real-life political, social, or historical events. Ask students to keep in mind that their job as documentary filmmakers is to teach other people about the current event chosen for their film.
3. Organize the class into three groups. Have each group choose a different current issue. Ask one volunteer from each group to play the role of the narrator. Then, using the list of roles below and any others that you think are important, invite the other students in each group to select their roles.
 - Scientists or scholars with an expertise in the current issue of the film.
 - Government officials who deal with the current issue of the film.
 - Lay-people who have strong opinions about the current issue of the film.
 - Reporters that interview people about the current issue of the film.
4. Give students enough time to gather key information and important ideas through Internet or library research. They should develop a point of view and a personality for each person featured in the documentary.
5. Have students write their script as a group. Discuss with students what each script should contain: an introduction made by the narrator, a minimum of four speaking lines for each member of the group, and a conclusion. Remind students that they can use the role of the narrator to provide background information, describe time and place, and make connections between scenes.
6. Have each group read its script to the class. Follow up each presentation by asking students: Of all the ideas presented in the documentary, which one is most important to the current issue? Why?

EXTENSION

Conduct a classroom debate about which issue is the most important to the state of Virginia.

RUBRIC

Use the following criteria to help you evaluate students' presentations:

- The presentation includes the appropriate number of performance elements.
- Each group member makes an appropriate contribution to the presentation.
- The presentation indicates an understanding of the issue portrayed.
- Factual information is appropriate and accurate.
- Group members speak clearly and loudly enough to be heard by the entire audience.
- Group members perform in a dramatic and effective style.
- The presentation is informative and entertaining.

Creating a Collage

MATERIALS

Poster board or butcher paper
Magazine, newspapers, and other sources of visual images

LEARNING STYLE

Verbal-linguistic
Interpersonal

PURPOSE

This activity teaches students to examine environmental problems that Virginia faces and to create a collage to visually represent those problems.

IMPLEMENTATION

1. Write the following questions on the chalkboard: What are the major environmental problems that Virginia faces? What are some effects that each problem has on the environment and on people? What are specific examples of each problem? Have students think about each question and write down their answers on a sheet of paper. Students can refer to the textbook and do Internet or library research to support their answers.
2. Have students form pairs. Have each pair share their responses to the above questions.
3. Based on their responses, have each pair create a collage of images and quotes about the environmental problems that Virginia faces.

EXTENSION

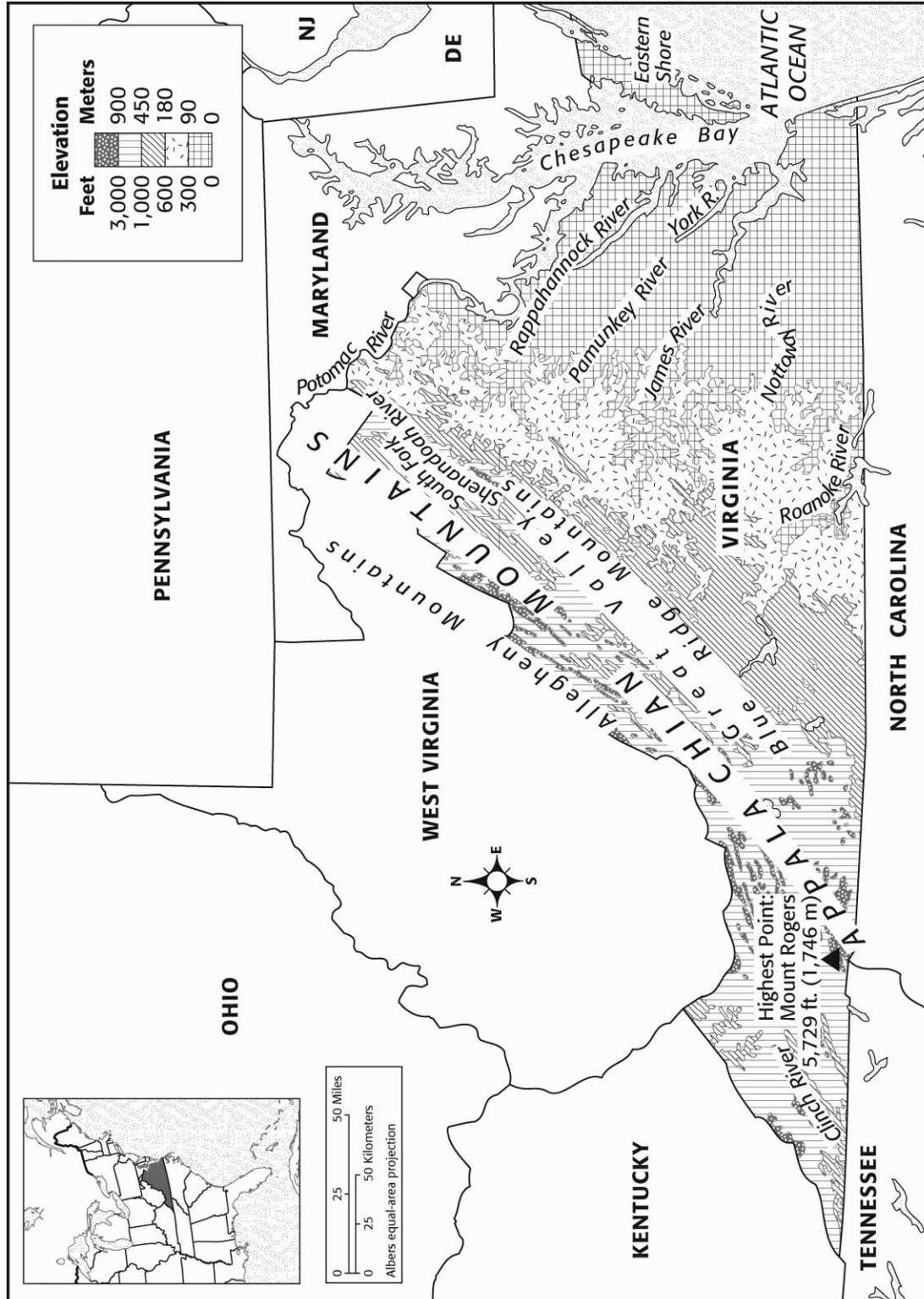
Have each student write an essay that summarizes what he or she learned about Virginia's environmental problems. Encourage students to share their essays with the class.

RUBRIC

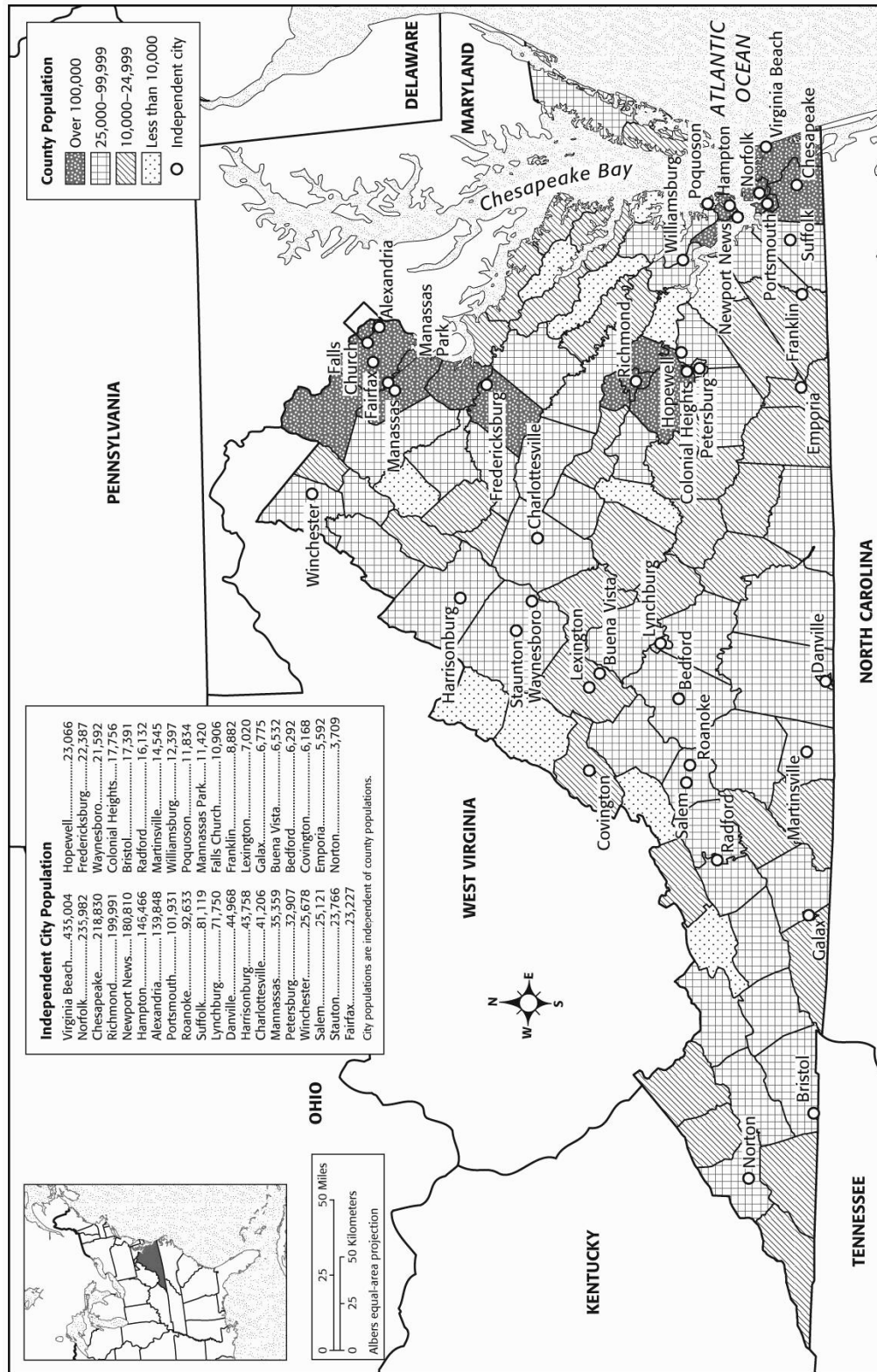
Use the following criteria to help you evaluate students' collages:

- Collage is neat and legible.
- Collage uses images and quotes to effectively show Virginia's environmental problems.

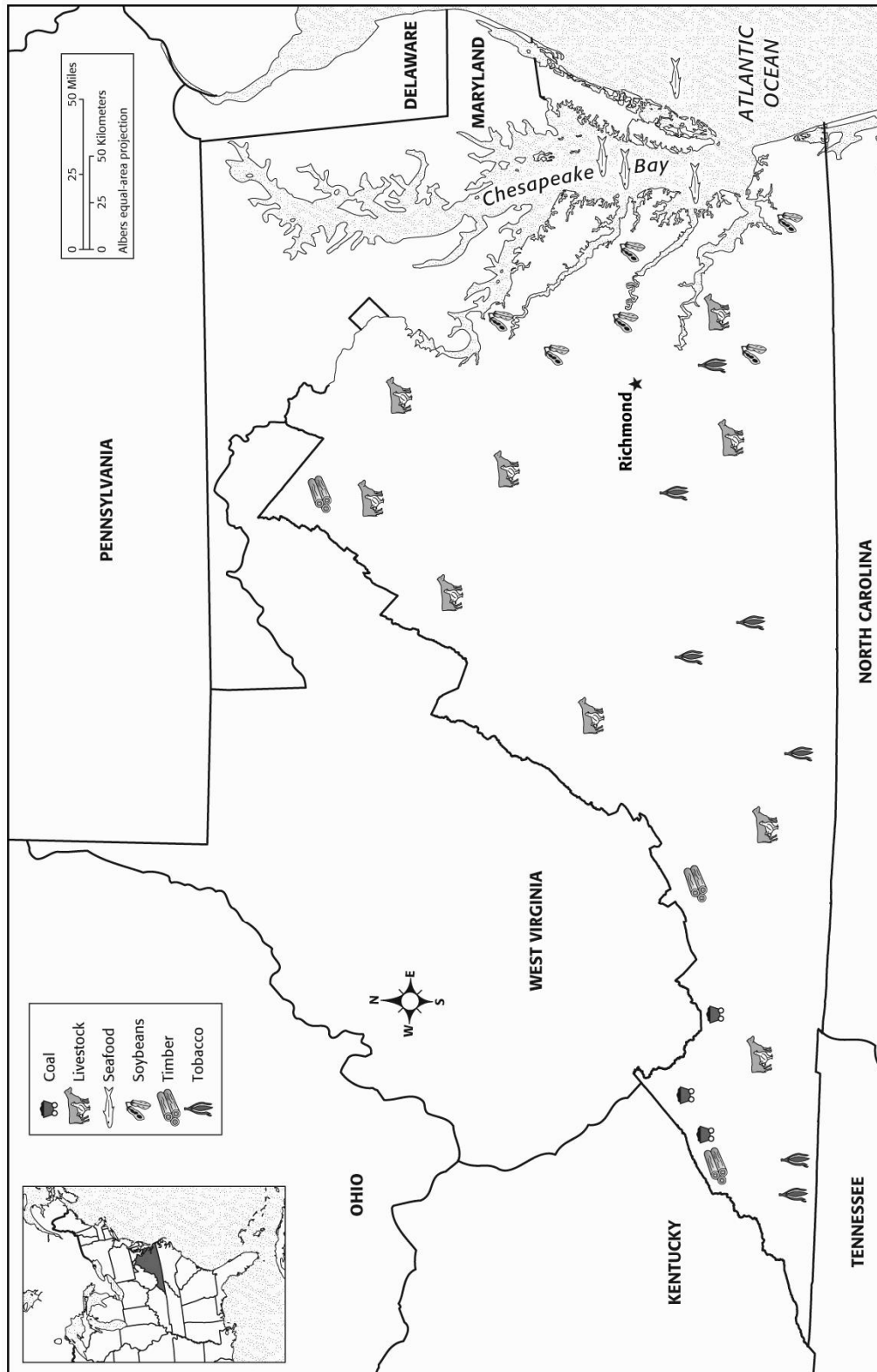
Virginia: Physical Geography



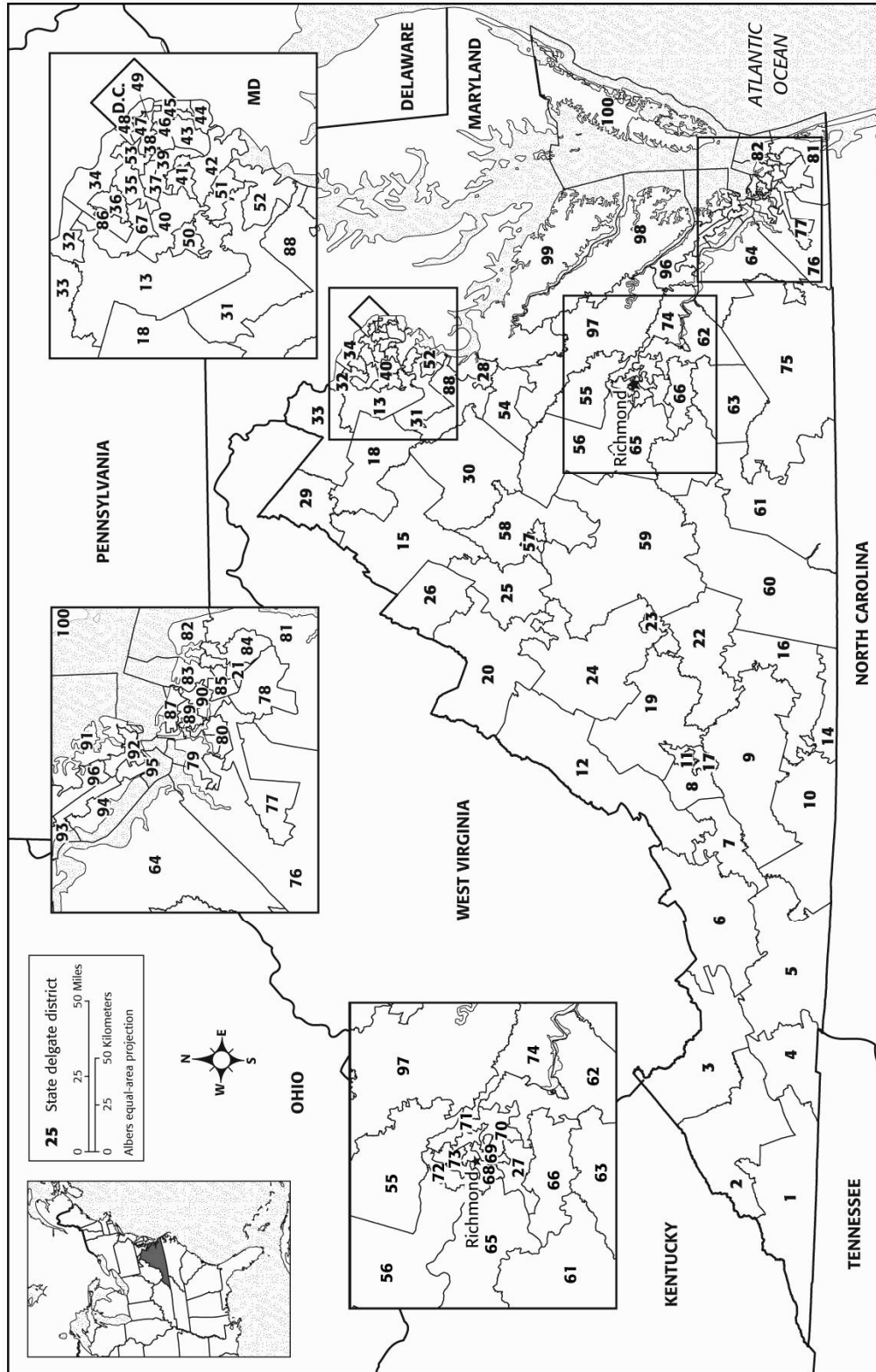
Virginia: Population Density



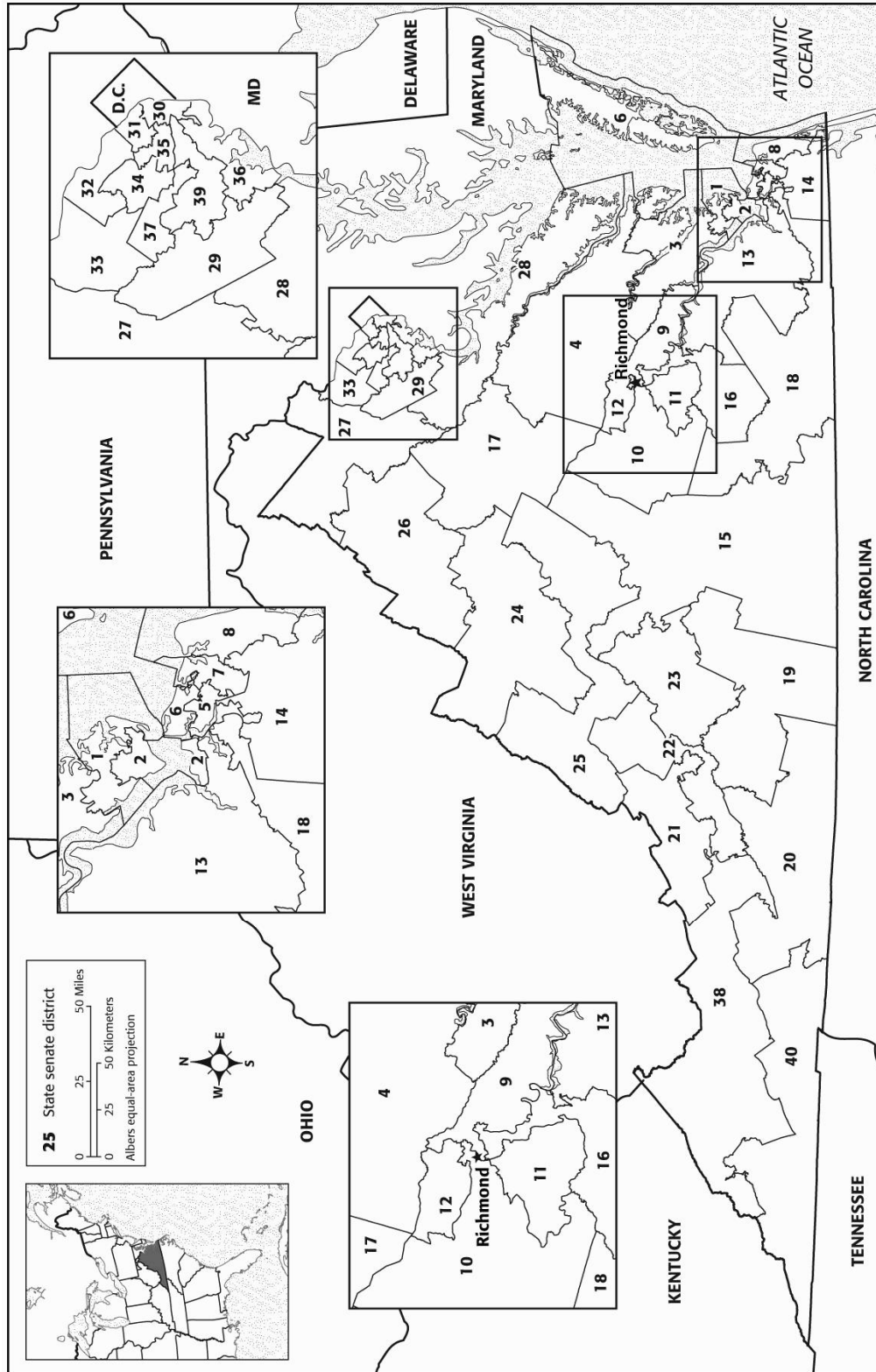
Virginia: Products



Virginia: State Delegate Districts



Virginia: State Senate Districts



State Facts and Symbols

VIRGINIA FACTS

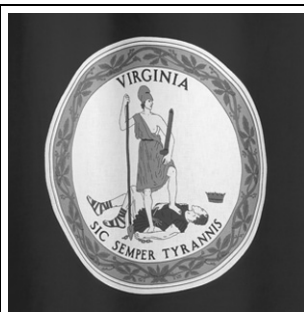
Size	39,594 miles
Admitted to Statehood	June 25, 1788
Motto	<i>Sic semper tyrannis</i> (“Thus always to tyrants”)
Nickname	The Old Dominion
Song	None presently, was “Carry Me Back to Old Virginia” until 1997
Population (2007)	7,712,091

Most Populous Cities (2007)	
Virginia Beach	435,004
Norfolk	235,982
Chesapeake	218,830
Arlington	204,568
Richmond	199,991
Newport News	180,810
Hampton	146,466
Alexandria	139,848
Portsmouth	101,931
Roanoke	92,633

Most Populous Counties (2007)	
Fairfax	1,010,241
Prince William	360,411
Chesterfield	299,689
Henrico	289,822
Loudoun	278,797
Arlington	204,568
Stafford	120,723
Spotsylvania	119,194
Hanover	98,946
Albemarle	93,117

VIRGINIA SYMBOLS

© Stockbyte



State Flag of Virginia

At the center is the coat of arms of the Commonwealth. In 1954, the General Assembly adopted an official salute to the flag of Virginia: "I salute the flag of Virginia, with reverence and patriotic devotion to the 'Mother of States and Statesmen,' which it represents—the 'Old Dominion,' where liberty and independence were born."

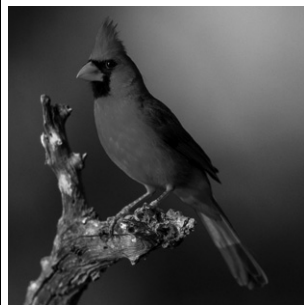
© Visions of America, LLC/Alamy



The Great Seal of the Commonwealth of Virginia

The Great Seal has been in use since 1776. The front side of the seal shows the Roman goddess Virtus holding a spear in one hand and a sword in the other. She stands over the body of Tyranny. The word *Virginia* is across the top, and the state motto is across the bottom. On the back are the Roman goddesses of Liberty, Eternity, and Fruitfulness and the word *Perseverando* ("by persevering").

© Photodisc



State Bird of Virginia: Cardinal

Male cardinals are red, while the females are dull red or brown in color.

© Wiskerke/Alamy



State Tree and State Flower of Virginia: Dogwood

Dogwood trees begin to flower in early spring, and the flowering lasts two to three weeks. The white flowering dogwood is the native variety in the United States, but pink and red flowering varieties have been developed.

Arthur Ashe

(1943–1993) In 1968 Arthur Ashe won the U.S. Open men’s singles title and became the top-ranked tennis player in the world. These are remarkable achievements for any person but all the more so for an African American kid who got his start playing on playground courts in the segregated world of Richmond in the 1940s and 1950s. After his junior year in high school, Arthur moved to St. Louis, Missouri, to live and train with Richard Hudlin, a respected African American tennis coach. From there, he went to UCLA on a tennis scholarship, becoming an All-American and leading his team to the NCAA national championship. He graduated with a degree in business administration in 1966. During his career, Ashe won singles and doubles titles at Wimbledon, the Australian Open, and the French Open and helped the U.S. Davis Cup team win three world titles. But Ashe was known as much for his courage, honor, and intelligence, as he was for his tennis. He campaigned against apartheid in South Africa, worked for civil rights in the United States, and even wrote a three-volume history of African American athletes, *A Hard Road to Glory*. Ashe contracted the HIV virus from a blood transfusion during an operation in 1983. Before his death in 1993, he started the Arthur Ashe Foundation for the Defeat of AIDS, which raised millions of dollars.



© Corbis

June Carter Cash

(1929–2003) Valerie June Carter was born in Maces Spring, in the southwestern corner of Virginia. June, as she came to be known, grew up as part of the Carter Family—one of the most popular and influential country music groups of the first half of the twentieth century. After performing with the group as a young girl, June joined with her mother, Maybelle Carter, and two sisters to record and tour as Mother Maybelle and the Carter Sisters. By 1950 the group appeared regularly at the Grand Ole Opry in Nashville, Tennessee. It was during this period that June met both Elvis Presley and Johnny Cash, who she would later marry. In 1963 she wrote the song “Ring of Fire,” which spoke of her guilt and suffering over her feelings of love for Johnny Cash, while she was married to another man. Carter and Cash recorded and toured together in the late 1960s and were married in 1968. The two stayed together until June’s death in 2003.



© Michael Ochs Archives/Getty Images

Willa Cather

(1873–1947) No writer played a greater role in describing the prairie landscape and society of the Great Plains than Willa Cather. However, she was originally from Back Creek Valley (now Gore), Virginia. Cather’s family left Virginia for Nebraska in 1883, when she was nine years old. The wide-open spaces of Nebraska could not have been more different from the familiar, lush landscape she left in Virginia. The people were different, too. Cather grew up surrounded by immigrants from Europe—Swedes, Bohemians, Norwegians, and Russians—who had come to the United States to escape the poverty and limited horizons of their home countries. Many of her stories were their stories. Cather went to the University of Nebraska in Lincoln and later moved to New York City, where she lived and wrote for over 40 years. *My Ántonia*, probably her most famous novel, tells the story of Ántonia Shimerda’s Bohemian immigrant family on the Nebraska plains. It is told through the story and words of Jim Burden, a narrator whose history shares much with that of the author. *One of Ours*—her 1922 novel of life in the Nebraska farm fields and death on a French World War I battlefield—won the Pulitzer Prize.



© Bettman/Corbis

Moses Jacob Ezekiel

(1844–1917) Moses Ezekiel was a world-renowned sculptor who was a native of Richmond. His family was of Spanish/Jewish origin and had immigrated to the United States from Holland in 1808. (They had been forced to leave Spain 400 years earlier because of the Spanish Inquisition.) In 1862 Ezekiel became the first Jewish cadet at the Virginia Military Institute (VMI). In May 1864 Ezekiel fought as a member of the VMI Cadet Battalion in the Battle of New Market. Ezekiel graduated from VMI in 1866 and set sail for Europe three years later to study sculpture in Berlin. In 1873 he was the first non-German to win the Michel-Beer Prix de Rome (for his sculpture *Israel*) and the year of study in Rome that came with it. He lived in Rome from that point forward. The majority of Ezekiel’s works were in bronze or marble, and they were dramatic and ornate—typical of the era in which he lived. His many pieces include *Homer* (at the University of Virginia, Charlottesville), and *Thomas Jonathan (Stonewall) Jackson* and *Virginia Mourning Her Dead* (both on the campus of the Virginia Military Institute in Lexington).



Virginia Military Institute Archives

Ella Fitzgerald

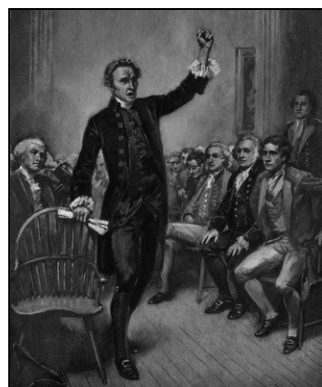
(1917–1996) Over the span of her 60-year career, Ella Fitzgerald became a world-famous jazz singer, thought by many to be the best ever. Little in her early years pointed to the possibility of reaching such heights, but Fitzgerald's talent and drive saw her through. She was born in Newport News to unmarried parents who split up soon after her birth. Her mother took her to Yonkers, New York, a few years later. Ella had a troubled childhood that included the death of her mother in 1932, and short periods of living in an orphanage and on the streets of Harlem. At 17, Fitzgerald took first place in an amateur talent contest at Harlem's Apollo Theater. Before her eighteenth birthday she had landed a job singing with band leader Chick Webb's outfit. Over the years she recorded and toured with the best bandleaders of all time, including Benny Goodman, Louis Armstrong, Duke Ellington, and Dizzy Gillespie. Fitzgerald also won 12 Grammy Awards and many other honors.



© Mirrorpix/Newscom

Patrick Henry

(1736–1799) Patrick Henry was born in Studley, Virginia. He had some formal schooling as a child but was mostly educated by his father, a graduate of King's College, University of Aberdeen in Scotland. By the age of 16, Henry opened a store with his brother William. Unfortunately for Patrick, that store and another and then a farming venture all failed before his twenty-fourth birthday. By 1760 Henry had decided to become a lawyer. He quickly found that the law and politics were where his talents lay. Henry won a seat in the House of Burgesses, just in time to help confront the Stamp Act of 1765. His courageous stand against the act earned him a reputation for outspokenness throughout the colonies. He took part in the First and Second Continental Congresses in Philadelphia but played only a minor role. In 1775, as part of his successful drive to prepare for war, Henry ended a speech with the well-known quotation: "Give me liberty or give me death!" Always an independent thinker who spoke his mind, Henry became a fervent Anti-Federalist, working unsuccessfully to defeat the federal Constitution. In 1799 he ran for a seat in the Virginia legislature and won, but he died before he could take his seat.



The Granger Collection, New York

Lewis and Clark

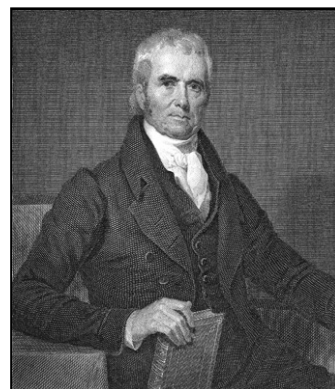
Meriwether Lewis (1774–1809) and William Clark (1770–1838) were native Virginians—Lewis from Albemarle County and Clark from Caroline County. Both were sons of planters, and both eventually joined the army and gained experience in frontier diplomacy, Lewis dealing with Native Americans and Clark with Spanish forces. In 1803, President Jefferson asked Lewis, who he knew from back home, to lead an expedition to explore the American continent. Lewis enlisted Clark, an old army colleague, to help lead the mission. The expedition set out from near St. Louis in May 1804 and returned in September 1806. In that time, the party trekked westward over the Rocky Mountains and used several rivers to reach the Pacific coast. Lewis and Clark worked together almost flawlessly to keep friendly relations with the Native Americans they encountered and to keep the party safe and healthy. The two kept important journals, made maps, gathered information on Native languages, and brought back plant and animal specimens and cultural artifacts. All in all, the voyage of the two Virginians was a triumph.



The Granger Collection, New York

John Marshall

(1755–1835) John Marshall was born in the foothills of the Blue Ridge Mountains in Fauquier. Marshall fought in the Revolutionary War and was part of the army’s winter encampment at Valley Forge, Pennsylvania in 1777–1778. His experiences as a soldier helped solidify his belief that he was not just a Virginian; he was an American. After the war, the talented and well-connected Marshall went into law, eventually building a successful practice in Richmond. He was appointed Chief Justice of the Supreme Court by John Adams and was confirmed in this position in January 1801. For the next 34 years, Marshall and his court were a key force in defining how the U.S. government of the developed and evolved. For example, the case of *Marbury v. Madison* (1803) established the concept of judicial review—the Supreme Court’s power to nullify federal laws that are judged to be in conflict with the Constitution. Also, in *McCulloch v. Maryland* (1819), Marshall’s court established the doctrine of “implied powers” given to Congress by the Constitution. In the case, the decision allowed Congress to establish a national bank, even though the Constitution did not overtly grant this power. Important cases from the Marshall era also helped define the relationship between the federal government and state governments, generally limiting states’ powers.

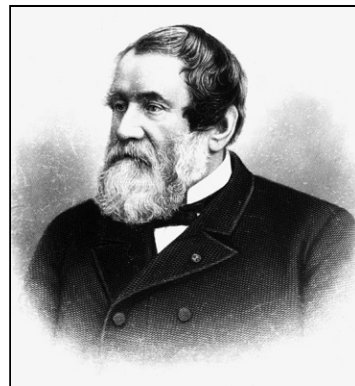


The Granger Collection, New York

Cyrus McCormick

(1809–1884) An inventor and industrialist from Rockbridge County, McCormick is credited by many with fundamentally changing the lifestyles of people worldwide. His invention, a machine for harvesting grain, known as a reaper, allowed fewer people to harvest more grain in a fraction of the time. As a result, people were freed from having to perform manual agricultural labor and could now pursue greater education, work in business and industry, seek leisure activities, and so on. The increased ease of production also motivated many more people to begin farming—increasing food supplies.

Although McCormick was a talented inventor, he was an even more talented business leader and marketer. His business, centered in Chicago after 1847, outstripped those of his competitors through better advertising, production techniques, warranties, and financing schemes. When his factory was destroyed by the Chicago fire of 1871, his answer was to rebuild on an even greater scale—a move that brought even more success to this already wealthy and accomplished man.



The Granger Collection, New York

Pocahontas

(c. 1595–1617) Pocahontas was an Algonquian Native American whose people lived in the Tidewater region. Her father, whom the Virginia colonists called Powhatan, was the leader of the Powhatan Confederation—a powerful alliance of Algonquian peoples. She was no more than 11 years old when she first came into contact with Europeans at Jamestown. Settlers' accounts say that she was very curious about these new arrivals and befriended several of the children in the colony. One colonial leader, John Smith, claimed that Pocahontas had intervened to save his life when the Powhatan held him captive. Many doubt the story, but there is no doubting that Pocahontas aided white settlers on more than one occasion. She was taken prisoner by the English settlers in 1613, was held for a time at Jamestown, converted to Christianity and was baptized, and married a prominent settler, John Rolfe. This marriage was intended to ease tensions between the colonists and the Powhatan. In 1616 Pocahontas took a trip to England with Rolfe and their one-year-old son, Thomas. Unfortunately, Pocahontas died while in England in 1617.



The Granger Collection, New York

Joseph Jenkins Roberts

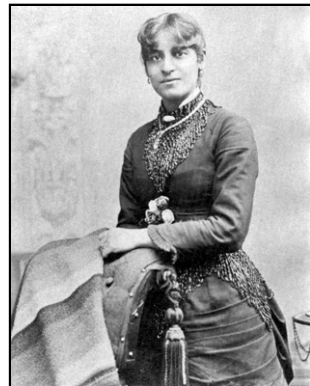
(1809–1876) Virginia is sometimes referred to as the “mother of presidents.” Eight U.S. presidents called it home. However, another president was also from Virginia. Joseph Jenkins Roberts—born in Petersburg, the son of free African American parents—became the first president of Liberia in West Africa. Liberia was founded in 1822 as a destination for free blacks living in the United States. At the time, attitudes toward Liberia were mixed and complex. Many white Americans saw free-black emigration as a way to rid the country of what they saw as a problem. Many people, both black and white, saw it as a way out for African Americans who would never get fair treatment in the United States. Many free blacks were against immigration to Liberia because they wanted to stay and fight against slavery and for equal rights. Roberts emigrated in 1829. After years as a successful merchant, he became governor of Liberia in 1842. When Liberia became a republic in 1847, Roberts was elected president and served through 1856. In 1871, Roberts was recalled as president, where he served until 1876.



Library of Congress

Maggie Lena Walker

(1867–1934) Maggie Walker was born in Richmond, the daughter of a former slave, Elizabeth Draper, and an Irish American journalist, Eccles Cuthbert. Virginia law prohibited the two from marrying. A year later, Draper married William Mitchell. However, Mitchell was murdered in 1876, leaving Elizabeth to raise Maggie and her younger brother alone. Elizabeth sent her kids to the Quaker-run Lancaster School where Maggie excelled. Later she graduated from the Richmond Colored Normal School. After graduating, Maggie taught school for three years while taking business courses at night. She gave up teaching upon getting married in 1886 but soon became involved in the Independent Order of St. Luke (IOSL), an African American fraternal society. Maggie rose through the ranks of the organization, eventually becoming its leader. In this position, she championed new causes and ventures, such as a newspaper (the *St. Luke Herald*) and a bank (the St. Luke Penny Savings Bank). She also cofounded the Richmond chapter of the NAACP and served on the boards of a number of African American organizations and societies.

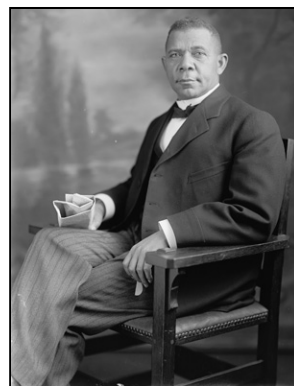


The Granger Collection, New York

Booker T. Washington

(1856–1915) Booker T. Washington was probably the most influential African American leader in the twenty years before his death in 1915. He espoused patience, education, and hard work in mainly blue-collar fields for African Americans in the post-Reconstruction period. By gaining economic power in a quiet, dignified manner, Washington believed African Americans would gain the respect of whites and eventually secure equality. Washington was born a slave in Franklin County, Virginia. After emancipation, he worked in a coal mine but also found time to attend elementary school. At age 16, he made his way to Hampton Normal and Agricultural Institute. Washington later taught at Hampton before being selected in 1881 to head the new Tuskegee Institute in Alabama.

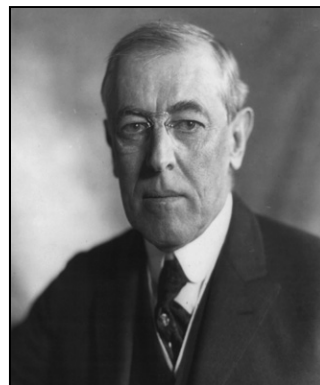
Tuskegee's monumental growth and success during his 34 years in charge are a testament to Washington's vision and dedication. After 1900, W.E.B. DuBois and others criticized Washington, saying he accepted segregation and menial work for African Americans too readily. These critics felt African Americans deserved higher education and full civil rights.



Library of Congress

Woodrow Wilson

(1856–1924) Thomas Woodrow Wilson was born in Staunton, Virginia. Wilson loved literature and history and earned a degree from Princeton University in 1879. He later earned a Ph.D. at Johns Hopkins University (the only U.S. president to do so). Wilson became president of Princeton in 1902 and had mixed results in his attempts to reform and democratize the institution. Progressive reform efforts would be one of Wilson's hallmarks throughout his career. After two years as governor of New Jersey, he came out on top at the Democratic Convention in 1912 and beat Theodore Roosevelt and William Howard Taft in a three-way race to become the twenty-eighth president of the United States. His first term was filled with legislative victories and domestic reforms, including establishment of an income tax, the Federal Reserve System, and the Federal Trade Commission. Overseas, Wilson maintained American neutrality in World War I. After his reelection in 1916, Wilson was forced to respond to German provocation by entering the war. At war's end, his efforts at the Paris Peace Conference and in trying to establish the League of Nations earned him the Nobel Prize for Peace in 1919.



Library of Congress

Writing and Performing a Short Play

MATERIALS

Photocopies of a chosen biography

LEARNING STYLE

Verbal-linguistic

Interpersonal

Kinesthetic

PURPOSE

This activity teaches students to examine the life of a famous person and to dramatize that life in a short play.

IMPLEMENTATION

1. Review with the class the biography of Woodrow Wilson. Remind students that Wilson was a very accomplished person who achieved a great deal throughout his life, not just as president. Ask members of the class to identify his accomplishments and explain why they are important.
2. Organize the class into groups of four or five students. Have each group select a person other than Woodrow Wilson from the biographies on pages 65–71. Make sure that each group chooses a different person. Then have each group write a short play that dramatizes the life of the person they have chosen. Remind students to create a speaking role for each student in their group and to include stage directions in their script.
3. Have groups perform their plays for the class

EXTENSION

After each group has performed its play, have each student write a short critique of another group's play. Remind students to review the play in terms of dialogue and interest level.

RUBRIC

Use the following criteria to help you evaluate students' plays:

- Script is lively and interesting and accurately depicts a historical event.
- Script includes stage directions and a role for each student in the group.
- Students worked together as a group to write and perform their play.
- Students' dialogue was clear and easy to understand.

Creating a New Holiday

MATERIALS

Pen and paper

LEARNING STYLE

Intrapersonal

PURPOSE

This activity helps students learn to assign value and meaning to events and actions in a person's life that have affected the world today.

IMPLEMENTATION

1. Explain to students that some people's accomplishments are so important to society that special days have been assigned holiday status in their honor. Christopher Columbus, George Washington, and Abraham Lincoln each have holidays in their honor. Columbus Day was originally celebrated on October 12, the anniversary of Columbus's landing on San Salvador. Now it is the second Monday in October. George Washington's birthday on February 22 and Abraham Lincoln's birthday on February 12 were originally celebrated as holidays. In 1971 President Nixon changed these holidays to one federal holiday honoring all presidents, known as Presidents' Day. It is celebrated on the third Monday in February.
2. Have students choose a person they find interesting from the biographies on pages 65–71.
3. Ask students to create a holiday to celebrate the accomplishments of the person they have chosen. The holiday could be a federal holiday that commemorates his or her importance to the nation or a state holiday that commemorates his or her contribution to Virginia.
4. The students should write a short speech describing the type of holiday they chose and why. They should also describe the day they chose to celebrate this holiday and why.

EXTENSION

Instruct students to think of a way to celebrate the holiday. What kind of celebration would be appropriate for the holiday they have created?

RUBRIC

Use the following criteria to help you evaluate students' speeches:

- The topic of the speech meets the requirements of the assignment.
- The speech is well organized and cohesive.
- The speaker delivers ideas in a clear, concise fashion, without relying too much on notes.
- The speaker speaks loudly and clearly enough to be heard by the audience.
- The speaker maintains eye contact with the audience.