

The Impact of Educators of Color: Part Two

Eric Wilson, Rockbridge Historical Society

Consolidation & Curriculum, 1965-2020

Building the Foundations of Learning:

Structuring Schools & Changing Instruction





Lylburn Downing High School, 1965

**Where Part I Ended: Last Graduating Class with Last School Faculty (rear)
At Desegregation, 440 Total Black Students in Grade & High School across Lex, Rock., BV**

Where & With Whom to Study?

School Consolidation Histories Debates & Decisions: 1967-1992

Following 1965 Desegregation:

Other Demographic, Economic, Social Drivers Shape

School Systems' Structure, Structures, Instruction

Density and Distribution of Teachers and Students

At 1965 Desegregation, Again at 1992 Consolidation:

How do these Numbers Shift, Overall?

As Stratified by Race?

(further research ahead)

Major Shifts in People and Place

Local Desegregation (1965) - HS Consolidation (1992)

Who Studies? What Communities do Students Come From?

Who Teaches? Who Coaches? Who Plays? (Who Doesn't?)

More & More Diverse Course Offerings... Class Sizes?

Blending 'School Cultures'?

1970s

***Buena Vista Maintains its Own System,
Withdraws from Joint Planning**

***Different Voting Authorities, Mechanisms, Timetables
Between the School Boards, and Voter Jurisdictions
of Lexington ~ Rockbridge**

***Options Focus in on a Joint Lex-Rock High School**

Consolidation In Early '70s: *How It Would Have Been*

The consolidated, comprehensive high school proposed in the early '70s would have produced an educational experience very different from the one then being offered at the existing high schools.

It would have provided a substantially expanded curriculum, offering 75 courses of instruction. The number of course offerings was not much greater than the number available at Lexington High School — 61 — but it was significantly higher than the 47 courses at Natural Bridge and the 37 at Rockbridge.

Those 75 courses would have been taught in a very modern building designed to incorporate the progressive educational ideas then being promoted. Because of a flexible design, students could have large group lectures, seminar study and independent study within the same course.

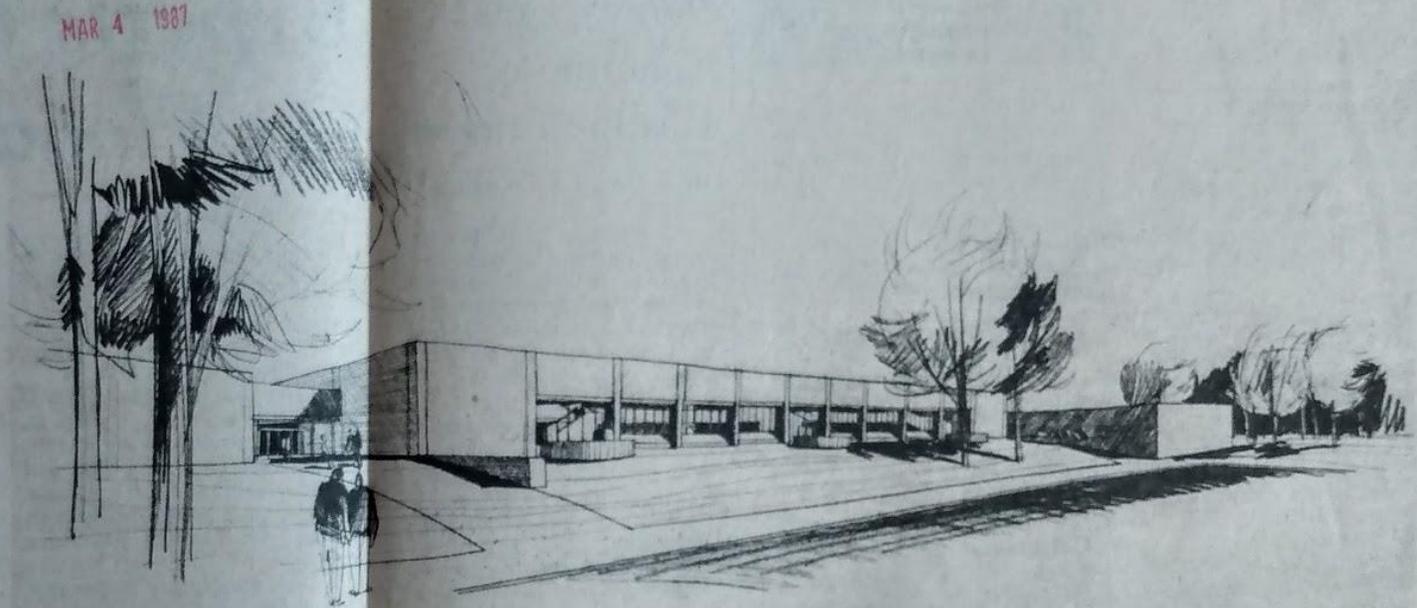
The emphasis of the overall design of the building was on helping students learn to reason rather than to memorize.

The main two-story section of the building, flanked on either side by an auditorium and a gymnasium and cafeteria, would have contained all of the classrooms and other study spaces in the school. These areas centered on what was called an instructional materials center, a modern type of library, that stretched along the entire front of the main section on a level midway between the first and second floors. Besides the stacks of books, the IMC also includes individual student carrels, lounge chairs and chairs and tables.

The classrooms were arranged in groups according to the then-popular "cluster" concept of learning. The three different clusters of classrooms planned for the school had at their centers open study spaces.

For flexibility, many spaces in the school would have been furnished with moveable furniture and ceiling-high partitions.

The auditorium at the south end of the building would have had seating for 400, a curved stage and projection and control booths. The gymnasium on the other end featured seating for more than 1,200 people and two basketball courts or one basketball court and bleachers.



A 1971 architect's sketch shows the front of what would have been the consolidated high school. The auditorium is at left and the gymnasium is on a lower level at right. The large windows across the front of the building form

one wall of the instructional materials center or library. Plans for the building were dropped in 1974.

1967 Peabody Report Recommends Full Consolidation of Rockbridge, Lexington, Buena Vista Schools

Plans Move toward Consolidated Rockbridge-Lexington High School, Middle School Tuition Plans Budget Financing Falls Apart with Rising Costs, Bond Inflation, mid-1970s; Discussions Resume in mid-1980s

League Issues High School Consolidation Study

As it did 20 years ago, the Rockbridge Area League of Women Voters has put its support behind the creation of a consolidated comprehensive high school for the Rockbridge area.

Following up its study last year of educational disparities among the local high schools, the league board voted at its January meeting to encourage action by the school boards and governing bodies toward a consolidated high school.

The league took a similar position when the idea of a consolidated high school was debated in the late 1960s and early 1970s.

The school consolidation issue was resurrected a little over a year ago by the Rockbridge County School Board. Following a winter and spring of often stormy public meetings, the School Board last summer decided to do a professional study of the consolidation options. The Board of Supervisors agreed to fund the study early in January.

The study is expected to be completed within the next two months.

The following is the statement issued last week by the League of Women Voters on high school consolidation.

Consolidation is a difficult issue. There are many valid arguments on both sides.

The opponents of consolidation stress three major problems. First, they fear consolidation would lead to a loss of local identities. Secondly, they argue, there would be fewer opportunities for the average student to assume leadership positions in sports and extracurricular affairs. Thirdly, they contend the resulting larger school and larger classes would make it more difficult for teachers and students to get to know and trust each other.

The proponents of consolidation say that these problems can be resolved. A countywide identity could supplant the lost local identities. Some people feel this might even remove some of the distrust between the city and the county and among the various districts of the county.

A larger high school could actually offer more opportunities for participation and leadership in extracurricular affairs and sports. Presenting more choices would allow every student to find something to fit his or her interests and abilities. At present, the four local high schools have different extracurricular and sport offerings. Students at one school do not necessarily have the same options as students at another school.

Some classes might be larger at a comprehensive high school, but they need not be too large. At present,

none of the area high schools have large classes. (See pie charts for comparisons.)

The average class size varies widely among the four schools, resulting in inequality among them. Also, it is not cost effective for the county to run so many small classes (under 10 students). At a consolidated high school, many of these smaller classes could be combined to form moderate-sized classes.

Combined classes are another problem resulting from the small size of our schools. This occurs when different but related subjects are taught in the same classroom at the same time (for example, Latin III and IV, Art I and III, and Mechanical Drawing I and II).

Combining different levels of a subject can result in dilution of the material. The teacher has only half the time for each level. In a larger school, there would be sufficient enrollment for a full class on each level.

Educational quality would also be enhanced by reducing the number of class preparations for the teachers. This would give teachers more time to devote to their classes and students. Presently, the number of different class preparations for each teacher varies widely among the four schools.

The course offerings at the four high schools are different. If the

schools were consolidated, all students would have the opportunity to choose among a greater variety of courses.

Many educators think students need not feel lost at a larger school. A commitment to a sound adviser system as well as adequate funding to ensure reasonable class sizes can help to create a real sense of belonging and school spirit.

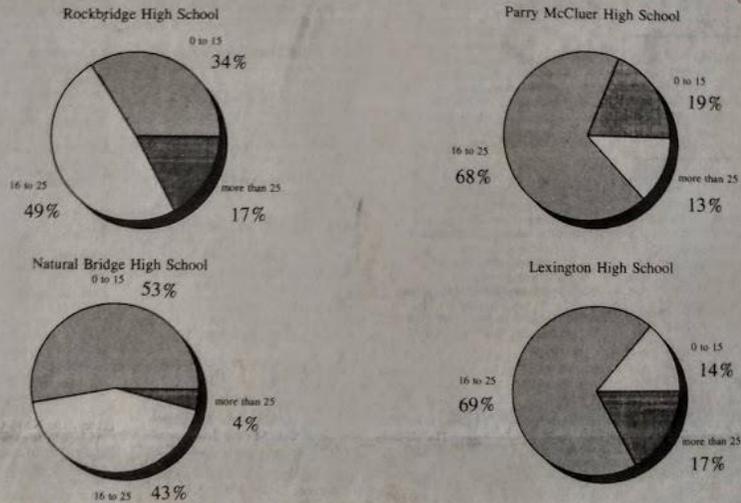
Finally, in the county the huge costs of running and maintaining three different high schools take resources away from the elementary and middle schools. Presently, the average class sizes at some of the elementary and middle schools are larger than those in the high schools. This seems to contradict a state policy encouraging smaller classes in the elementary and middle school years.

The League of Women Voters believes that careful planning and adequate funding can overcome the problems associated with a consolidated high school.

Secondly, the many inequalities in the present system could be resolved by having a single comprehensive high school.

Thirdly, a consolidated high school would greatly enhance educational opportunities for the students of the Rockbridge area.

Class Sizes By Schools



Pro: League of Women Voters Study

1988

Con: Rockbridge Education Association

REA Asks School Board To Rescind Its Action

The Rockbridge County School Board's decision last week to consolidate the county high school program at Lexington High School this fall stunned county and city residents. After the initial shock, just about everyone had something to say on the issue.

The Rockbridge Education Association joined in the profusion of speakers to present their frank dislike of the plan.

At the Tuesday night meeting of the county School Board Gail Sperka, present of the REA, presented School Board members with what she termed the "official position" of the group.

The REA represents teacher members of Lexington, Rockbridge County and Lexington High School.

The position reads as follows:

"The proposal has been made in haste and, if implemented, will cause chaos. The instructional personnel have not been consulted or included in any of this process. Instruction of the students is the reason for the school system's very existence.

"Our concerns are many: —Proper planning is a fundamental key to providing a sound instructional program.

"—Students have a right to be placed in an appropriate environment for their age, maturation, social needs and instruction.

"—Successful programs in both the city and the county should be considered for any transition to take place.

"—Planning for the wise use of present certificated personnel to implement the instructional program is necessary.

"—Parental and public involve-

ment is key to a successful school division providing a quality educational program.

"—Funding is an absolute necessity for providing a smooth transition into any new programs and environments.

"—Selection of key team leader personnel is necessary to insure the delivery of an instructional program by the State Board of Education.

"—Students need to have a sense of security about "their" school. Pride of present and past accomplishments is fundamental in their individual successes.

"—Careful deliberation of the negative and positive effects of change must be weighed in terms of effectiveness and progress.

"—Logistics of busing, parking, eating, playing, sporting events, health standards and extracurricular activities must be carefully planned for successful implementation.

"—Instructional leadership, instructional delivery, staffing, student achievement, training of employees, community relations and community support must all be weighed for transition to become a reality and to meet the state laws and regulations, the standards of learning, the standards of quality and the accreditation standards.

"The standards of quality mandate that "each local school board shall revise, extend, and adopt a division-wide six-year improvement plan (22.1-353.6) and involve the staff and community biennially in the process."

"This plan should include an assessment of the needs of the school division, measurable objectives, strategies for achieving the objectives, and a procedure agreement. In-

The News-Gazette

The best-read newspaper in the Rockbridge area

USPS 388-060

ABC Audited Circulation

LEXINGTON, VIRGINIA, WEDNESDAY, MARCH 29, 1989

Single Copy Price 35¢

VOL. 188,

School Vote Scheduled Tuesday

Area Voters To Settle School Issue

By DARRYL WOODSON

It is once again decision time in Rockbridge County.

Several years of discussions, negotiations, politicking and heated arguments — all part of the 1980s school consolidation debate — will come down to next Tuesday's referendum.

County voters will be asked whether or not they want the county to issue up to \$13.2 million in gen-

County, City Near H.S. Agreement

City Would Pay 20 Percent Of Building Costs, County Would Run School

By DARRYL WOODSON

Rockbridge County and Lexington leaders this week are within one paragraph of reaching an agreement on high school consolidation.

The agreement, if the differences in that one paragraph are worked out, would commit

agreement states.

The agreement would also become a moot issue if the city and county eventually reach an agreement on total school system consolidation. The arrangements for construction and operation of the high school would be included in the school system merger plan.

School Plan On Ballot In Spirit

Question: Shall Rockbridge County be allowed to issue general obligation bonds in an amount not to exceed THIRTEEN MILLION TWO HUNDRED THOUSAND DOLLARS (\$13,200,000), the proceeds of which are to be used for school purposes and to contract a debt therefore?

By DARRYL WOODSON

When Rockbridge County voters go to the polls next week, the phrase "consolidated high school" will not be on the ballot.

But — because of actions and comments by county leaders and this week's city-county "near" agreement — it will be there in spirit.

That the ballot mentions only "for school purposes" and does not specify that the money will be used for the new consolidated high school has caused concern among some people. They are concerned

the traditional way such bond referendums written and the way prescribed by state statute said.

Charles Trimble, chairman of the Board of Supervisors, said last week that he feels confident bonds, if approved, would be used only for the consolidated high school. He noted that four of the supervisors said at the public hearing on the referendum in February that if the bonds pass in the referendum, they would vote to issue the bonds for the purpose of building the new school. He also noted the resolution asking for the referendum stated

Rockbridge County Residents Approve \$13 Million in Bonds to Fund High School Consolidation:

March 29, 1989 ~ With 40% Voter Turnout, Passes by only 30 votes: 1,398 Approve – 1,368 Against

Course Offerings Compared To Teachers' Wish List

What courses Rockbridge County high school students can take sometimes depends on which high school they attend.

A student attending Lexington High School, for example, can take German and Latin, but he can't take Spanish. Students attending Natural Bridge and Rockbridge high schools can take Spanish but courses in Latin and German are not available to them.

These differences in course offerings among the three county high schools are being cited by promoters of a consolidated high school as among the reasons a consolidated program is needed.

If all of the county students attended a single high school, they would have equal educational opportunities and probably have expanded course opportunities, supporters say.

When the teacher-administrator committees met last fall to determine educational goals and strategies that would be included in the "Master Plan '87" proposals, they drafted a list of courses they would like to see at the high school level. That "program of studies for grades 9-12" has been released by Jay at the various public hearings on the master plan.

The proposed program of studies includes some courses, such as advanced level courses, that are not currently offered at any of the three high schools. Other courses are offered at one school and not at the others.

To give an idea of where the course offerings of the different high schools stand in comparison with where many teachers would like them to be, below follows a list of courses in the proposed program of studies and

bined economics and sociology class
Sociology and Psychology — none except for the economics/sociology class at NBHS

Current Affairs — none
Introduction to Law — none
Specialized Courses (i.e. Civil War) — none

Third World Development — none
HEALTH AND PHYSICAL EDUCATION

Physical Education and Health Education 9 and 10 — LHS, NBHS and RHS; RHS also has adaptive and advanced physical education
Driver Education — NBHS, RHS and LHS

Life Sport — none
Aerobics-weight lifting — none have aerobics but NBHS does have weight lifting

CULTURAL ARTS
Music Appreciation — none
Instrumental Band — none
Concert Band — LHS and NBHS

Vocal Music — LHS
Art Appreciation — part of general art courses at all three high schools
Art Drawing, Painting, etc. — NBHS, LHS and RHS

Advanced Art Classes for Specialities — none
BUSINESS

Typewriting — NBHS, LHS and RHS
Office Technology I and II — NBHS, LHS and RHS
Accounting I — NBHS and RHS

Accounting II — none
Introduction to Business — LHS
Business Computer Applications — NBHS

Word Processing — RHS, LHS
Career Office Education — LHS
Business Exploration — none
Keyboarding — none
Programs for special needs students

— none
Adult Educational Programs — none

INDUSTRIAL ARTS
Mechanical Drawing I and II — LHS; RHS and NBHS have Mechanical Drawing I

Exploring Technology — none
Woodworking I, II and III — LHS; NBHS has Woodworking I and II
Exploratory — NBHS
Computer Aided Drafting and Design — none

Engineering Drafting — none
Architectural Drafting — none
Modern Industry — none

HOME ECONOMICS
Home Economics I, II and III — NBHS and RHS; LHS has Home Economics I

Life Management Skills II — none
Family Living — RHS
Single Living — LHS
Six-Week Exploratory — none

Semester courses in marriage, parenting, nutrition and clothing management — some subjects found in family and single living courses

Occupational Courses (instructional and home care services) — none
Coop Programs (child care/food service and building trades) — none at the high schools but food service coop does exist at Floyd S. Kay

Vocational-Technical Center
SPECIAL EDUCATION

Learning Disabled — LHS, NBHS and RHS
Trainable Mentally Retarded — RHS
Emotionally Disturbed — LHS

Severe-Profound — none
Speech/Hearing — when needed
Adaptive Physical Education — RHS
Educable Mentally Retarded — RHS, LHS and NBHS

ENGLISH
English 9, 10, 11 & 12 — LHS, RHS and NBHS
Composition — LHS, RHS and NBHS
Advanced placement for college — none
Speech — only through forensics clubs
Drama — LHS and RHS have drama clubs

Journalism — photojournalism at all three schools; journalism at LHS and NBHS
Vocational English — none
Reading (remedial work) — RHS
Specialized Literature — none

FOREIGN LANGUAGE
French 1, 2, 3 & 4 — through French 3 at NBHS, LHS and RHS
Latin 1, 2 & 3 — through Latin 3 at LHS

Spanish 1, 2, 3 & 4 — NBHS and RHS
German 1 and 2 — LHS
Introductory Japanese and Russian — none

MATH
Basic Skill (Remedial) — NBHS, LHS and RHS
General Math 9 and 10 — NBHS and LHS

Pre-Algebra — NBHS, LHS and RHS
Algebra — NBHS, LHS and RHS
Advanced Algebra — none
Algebra II and Trigonometry — NBHS, LHS and RHS

Geometry — NBHS, RHS and LHS
Advanced Geometry — none
Analysis — NBHS, LHS and RHS
Calculus — LHS and RHS

Consumer Math — NBHS, RHS and LHS
Advanced Computer — LHS has Computer Science 1, 2 and 3, NBHS has Computer Skills and Computer 2 and RHS has Computer Science 1 and 2

SCIENCE
Earth Science — RHS and LHS
General Science — NBHS and LHS; RHS has physical science and applied physical science

Biology 1 — LHS, RHS and NBHS
Advanced Biology — LHS
Applied Biology — none
Chemistry 1 — NBHS, LHS and RHS
Advanced Chemistry 1 — none

Environmental Studies — none
Physics — NBHS, LHS and RHS
SOCIAL STUDIES

World Geography — NBHS, LHS and RHS
World History — NBHS, LHS and RHS
Emotionally Disturbed — LHS

U.S. History-Virginia History — all three have U.S. History
U.S. Government — NBHS, LHS and RHS
Civics — none
Economics — LHS; NBHS has a com-

Expanded Curricular Offerings at Consolidated as Proposed by Teachers: 'Master Plan 1987'

See Columns 2, 4: Social Studies Courses offered at RHS, LHS, NBHS, New Electives Possible
Sociology & Psychology, Current Affairs, Introduction to Law, Civil War, Third World Development

Ground Broken For New Consolidated High School

By DARRYL WOODSON

The speeches have now all been made and the work is beginning.

More than 100 dignitaries, school officials and citizens turned out Monday evening for the "official" start of the construction of the consolidated high school that will serve Rockbridge County and Lexington.

In the speeches made, local and state leaders hailed the school as a symbol of cooperation between localities and of the area's commitment to education. The ceremonial groundbreaking itself was left to some of the students who will be in the first classes at the school when it opens in 1992.

The students turned over small shovelfuls of previously dug dirt (the ground was so hard it had to be dug with picks beforehand) where the academic section of the building will be. Bulldozers were scheduled to begin moving larger amounts of earth Tuesday afternoon.

Meanwhile, businessmen and lawyers are beginning the final phase of financing for the school. The Board of Supervisors Monday authorized the issuance of the remaining \$1.6 million in general obligation bonds needed for the school. The rest of the funds for the approximately \$13.2 million school have already been accounted for.

"It is truly a great day for Rockbridge County and Lexington," Del. Lacey Putney told the crowd in the harsh late afternoon summer sun Monday.

Putney was one of eight people who spoke at the groundbreaking ceremony. Leaders of the city and county governing bodies, school boards and fellow House of Delegates representative S. Vance

Wilkins also gave their words of thanks and praise to the crowd.

Putney applauded the city and county for coming together to fight the "great enemy of ignorance," taking note that it had been a tough decision.

A graduate of Big Island High School with eight others in his class, he said he remembered getting "bent out of shape" when Bedford County leaders started talking about consolidating the eight small high schools in the county then. "I know how (Supervisor) Maynard Reynolds and people in Glasgow, Natural Bridge and other areas of (Rockbridge) county feel. I've lived through it and seen it happen in my own county," he said.

"It was not a tasteful experience to endure, but I can say without hesitation I think it was not only the correct decision, I think it was the only viable decision," Putney said. He added that he believed the offerings at the new high school are going to be broader and that more county students will be going to institutions of higher education and doing better in those schools.

Both he and Wilkins said the cooperation shown by Rockbridge County and Lexington in the school is a "shining example" to other areas of the state. "The attitudes we've had now by your supervisors and City Council are hard to come by," said Wilkins.

"It takes leadership to buck popular opinion sometimes," Wilkins continued. "But when you have people who are looking for what's best in the long run and make a decision based on that, you've got the right kind of people leading you."

Board of Supervisors Chairman Daniel Snider and Lexington Vice

Mayor Laurence Mann also talked about the cooperation between the city and county. Snider noted that over the past 10 years, the city and county have reached a revenue sharing agreement to end the annexation conflict, built a regional jail, brought in new industries and are working on a new court facility and a regional airport.

"It is often the discord that gets the attention," said Mann, "but I ask you to look at the event you've witnessed today. That is cooperation. As we compare notes with counterparts across the state, we find that Rockbridge County and Lexington cooperate on much more than we've ever fought about."

Both Mann and Rockbridge School Board Chairman Keith L. Swisher said they hoped the cooperation on the new high school would lead to the total merger of the two school divisions.

Jane Ellington, representing the Lexington School Board, noted that she and her husband were members of the third class to fully complete its education at the "new consolidated Lexington High School," now, their eldest son would be in the third class to fully complete its education in the new consolidated high school.

Snider indicated that the school had been a long time in coming. "I am very pleased to finally be able to take part in the groundbreaking of our new consolidated high school," he said. "As we know, this should have been done years ago, but it's better late than never."

Less than an hour after the groundbreaking ceremony, members of the Board of Supervisors were back in their board room debating the final phase of fi-

ancing for the new school. Two of the supervisors, Maynard Reynolds and Kenneth Moore, had not attended the groundbreaking.

At the conclusion of their discussion, the supervisors voted 4-1 to hire Carter, Hovis and Caplan of Richmond to underwrite the issuance of \$1.6 million in general obligation bonds for the school. Reynolds voted against the motion.

The \$1.6 million, said Wayne Heslep of the county attorney's office, would complete the amount of money needed for the construction of the \$13.2 million high school. Last year, the supervisors had issued \$4 million in bonds — also underwritten by the Richmond financial firm — and the State Board of Education had approved two Literary Fund loans totalling \$5 million. Lexington also issued \$2.6 million in bonds last year to pay for its portion of the project.

The motion to authorize the \$1.6 million bond issue also included approval of a short-term loan of \$750,000 through a "bond anticipation note." Heslep explained that a portion of the state Literary Fund loan money was not going to be available during the first half of 1991 when it would be needed. This short-term loan would carry the School Board through the summer of 1991 when those state funds would come in.

Heslep said by borrowing the \$750,000 now and putting the money in the bank until next winter, enough interest would be made to pay off the county's interest payments on the loan.

The net interest cost to the county for both the \$1.6 million long-term loan and the \$750,000 short-term loan, figuring in underwriting costs, would be 6.79 percent, Heslep said.



Trees At School Site To Go

By DARRYL WOODSON

Progress is claiming another victim.

To make way for the consolidated high school, dozens of trees on the site will have to go.

And they will have to go the hard way — by bulldozer. They can neither be moved nor harvested for pulpwood.

"They're too big to move and not big enough to be cut for pulpwood," said Don Drake with the Virginia Department of Forestry.

Under the auspices of the Department of Forestry, some 20 acres of loblolly and white pine trees were planted on both sides of the road east of the F.S. Kay Technical Center in the late 1970s and early 1980s. School students and maintenance staff members did the actual planting of most of the trees, which were paid for by Westvaco in Covington.

Even though the trees had been planted on land purchased for the construction of the high school in the late 1960s, it had seemed a safe bet when the trees were planted that the land would not be used for that purpose. The Rockbridge County School Board had

LEXINGTON, VIRGINIA, WEDNESDAY, JUNE 27, 1990

Single Copy Price 35¢



**New Consolidated County & City High School:
Rockbridge High (Fairfield), Natural Bridge, Lexington Centralize as RCHS**

Groundbreaking June 27, 1990; Opens Fall 1992

Shifts in People and Place

Local Desegregation (1965), High School Consolidation (1992)

Who Studies? What Communities do Students Come From?

Who Teaches? Who Coaches? Who Plays? Who Can't?

More & More Diverse Course Offerings. Class Sizes?

Blending 'School Cultures'?

How, What, Whom to Study?

Continued Curricular Re-Vision

**Revised VDOE Standards (7-Year Cycle)
For History and Social Science, 2022**

**New State Standards & ‘Culturally Responsive School Practices’
For Teaching African-American History in Virginia:
Governor Northam’s Commission, 2020**

Civil War and Postwar Eras

- VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
- explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
 - describing Virginia's role in the war, including identifying major battles that took place in Virginia; and
 - describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.
- VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
- identifying the effects of Reconstruction on life in Virginia;
 - identifying the effects of segregation and "Jim Crow" on life in Virginia for American Indians, whites, and African Americans; and
 - describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

4th Grade Virginia Studies

2015 History and Social Science Standards (for Revision 2022)

https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/

Virginia: 1900 to the Present

- VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;
 - b) describing how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens;
 - c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and
 - d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

4th Grade Virginia Studies

2015 History and Social Science Standards (for Revision 2022)

https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/

Civil War and Reconstruction

- VUS.7 The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by
- a) describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - b) evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
 - c) evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
 - d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
 - e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

11th Grade Virginia and US History

2015 History and Social Science Standards (for Revision 2022)

https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

- a) explaining the factors that led to United States expansion;
- b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;
- c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;
- d) analyzing changes in immigration policy and the impact of increased immigration;
- e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;
- f) explaining how scientific and technological advances altered American lives; and
- g) evaluating and explaining the changes that occurred in American culture.

11th Grade Virginia and US History

2015 History and Social Science Standards (for Revision 2022)

https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/



- About VDOE
- Board of Education
- News
- Superintendent's & Principals' Memos
- For Families & Students
- Education Directories
- Standards of Learning (SOL) & Testing**
- Instruction
- Special Education
- Early Childhood
- Student & School Support
- Teaching in Virginia
- Federal Programs
- Statistics & Reports
- Information Management
- School Finance

REVIEW AND REVISION OF HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING

New academic content Standards of Learning for history and social science were first developed in 1995 and revised in 2001, 2008, and again in 2015. The Standards of Quality require the Board of Education to review the Standards of Learning on a regular seven year schedule. §22.1-253.13:1 and §22.1-17.5. On January 28, 2021, The Virginia Board of Education authorized the Virginia Department of Education (VDOE) proceed with the review and revision process of the *History and Social Science Standards of Learning* consistent with the schedule adopted by the Board in September 2000. It is anticipated that the Standards revision will be completed before November 2022.

[Timeline for the History and Social Science Standards of Learning Review and Revision Process](#) (Word)

News & Announcements

Educator Committees

The VDOE is also seeking nominations from division superintendents for individuals who are qualified and available to serve on committees to review the K-12 History and Social Science Standards of Learning during the summer of 2021. Nominees for the Educators' Committee should be teachers, principals, administrators, content specialists, or others who have expertise with the content areas and the Standards. Additional details can be found in [Superintendent's Memo #025-21 \(January 29, 2021\)](#) (Word).

Public Comment (January 29, 2021-March 1, 2021)

Virginia Code states that the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

The public comment period will be open January 29, 2021-March 1, 2021. All comments received by March 1, 2021 will be considered for the Review and Revision of the *History and Social Science Standards of Learning*.

Please provide public comment by course using the following forms:

- [Kindergarten Public Comment Form](#)
- [Grade 1 Public Comment Form](#)
- [Grade 2 Public Comment Form](#)
- [Grade 3 Public Comment Form](#)
- [Virginia Studies Public Comment Form](#)
- [United States History to 1865 Public Comment Form](#)
- [United States History 1865 to present Public Comment Form](#)
- [Civics and Economics Public Comment Form](#)
- [World Geography Public Comment Form](#)
- [World History and Geography to 1500 Public Comment Form](#)
- [World History and Geography 1500 to present Public Comment Form](#)
- [Virginia and United States History Public Comment Form](#)
- [Virginia and United States Government Public Comment Form](#)

STANDARDS OF LEARNING (SOL) & TESTING

- Computer Science
- Digital Learning Integration
- Driver Education
- Economics & Personal Finance
- English
- Family Life
- Fine Arts
- Health
- History & Social Science**
- Mathematics
- Physical Education
- Science
- World Language

Resources:

- [TeacherDirect](#)
- Practice Items
- Released Tests & Item Sets
- SOL Approval Schedule (Word)
- SOL & Common Core Standards Integrating SOL & Technology (PDF)

CONTACT US

The pages for Standards of Learning & Testing are managed by several divisions and offices. See [Staff Contacts](#).

*Public Comment Solicited: January 29 – March 1, 2021
Revised History & Social Science Standards of Learning, to Implement 2022*

Final Report of the
Virginia Commission on
African American
History Education in the Commonwealth

August 2020

AAHEC Report, Revisions, Recommendations

Dr. Cassandra Newby-Alexander is Dean of the College of Liberal Arts at Norfolk State University where she is also a Professor of History and Director of the Joseph Jenkins Roberts Center for African Diaspora Studies. She earned her BA in American Government and African American Studies from the University of Virginia and her PhD in American History from the College of William and Mary in 1992. She was the project director of the 1619 Conference Series, served in various academic and civic roles, received numerous grants, consulted with community groups and published extensively. Most recently she co-chaired the Governor's Commission on African American History Education in the Commonwealth. Dr. Newby-Alexander has a passion for history and for educating the public about our real history.



Dr. Cassandra Newby-Alexander

Dr. Derrick P. Alridge is the Philip J. Gibson Professor of Education and an affiliate faculty member in the Carter G. Woodson Institute for African-American and African Studies at the University of Virginia.

An educational and intellectual historian, Alridge's work examines American education with foci in African American education and the civil rights movement.



Dr. Derrick P. Alridge

Dr. Rosa Atkins is Superintendent of Charlottesville City Schools, a division that serves economically, ethnically, and racially diverse students in nine schools. During Dr. Atkins' tenure, Charlottesville City Schools has become one of the top performing school divisions in the state with an on time graduation rate of 95.7% and one of the best Advanced Placement programs in the area. In 2011, she was named Virginia Superintendent of the Year by the Virginia Association of School Superintendents. In 2015-16, she served as President of the Virginia Association of School Superintendents. Dr. Atkins was recognized by the U.S. Department of Education as one of 100 Future Ready Superintendents in 2014 and invited to the American Association of School Administrators' Digital Consortium at the White House. In October 2016, Dr. Atkins was named as one of two national finalists for the Women in School Leadership Award for Superintendents, presented annually by the School Superintendents Association (AASA) in cooperation with the Bill & Melinda Gates Foundation. In June 2017, Governor McAuliffe appointed Dr. Atkins to the State Council of Higher Education for Virginia (SCHEV), where she serves as Vice-Chair of the Academic Affairs Committee. In October 2017, Governor McAuliffe appointed Dr. Atkins to the Commonwealth Commission on Diversity, Equity and Inclusion. In August 2019, Governor Northam appointed Dr. Atkins to the Commission on African American History Education. Dr. Atkins is an alumna of Virginia State University and Virginia Tech.



Dr. Rosa Atkins

Virginia is the place where enslaved Africans first landed and where American representative democracy was born.

Virginia is the place where emancipation began and the Confederate capitol was located.

Virginia is the place where schools were closed under Massive Resistance, rather than desegregate and allow Black children to attend, and it is the state that elected the nation's first African American governor.

Virginia is a place of contradictions and complexity. We take a step forward and, often, a step back.

We have to acknowledge that. We have to teach that complexity to our children, and often to our adults. We are a state that for too long has told a false story of ourselves.

The story we tell is insufficient and inadequate, especially when it comes to Black history. We must remember that Black history IS American history.

That's why I signed an executive directive to establish a Commission on African American History Education in the Commonwealth.

This Commission will review our educational standards, instructional practices, content, and resources currently used to teach African American history in the Commonwealth. We want to make sure all students develop a full and comprehensive understanding of the African-American voices that contribute to our story.

While we cannot change the past, we can use it and learn from it. When we know more, we can do more.

As we reckon with the painful legacy of Virginia's racist past, and acknowledge that it continues to shape our present, we can and must continue to act to improve the future. We must work to tell our full and true story.

It is our job—all of us that make up this diverse society—to ensure that when the next generation looks back—a generation that is hopefully more inclusive than we have been—they see a more accurate narrative, one that tells the truth, and includes everyone.

***Virginia Gov. Ralph Northam: Old Point Comfort, August 24, 2019
400th Anniversary Commemoration of the First African Landing***

Standard	Original language	AAHEC Recommendation
	Jamestown settlers affected the success of the Jamestown settlement.	<ul style="list-style-type: none"> Describe how the relationship between diseases and weapons of the English settlers impacted the Virginia Indians.
1.1g	<p>Experiences may include but are not limited to the following:</p> <ul style="list-style-type: none"> Discuss how jobs in Virginia have changed over time 	<p>Experiences may include but are not limited to the following:</p> <ul style="list-style-type: none"> Discuss how jobs in Virginia have changed over time for all Virginians.
1.2a,b,c	<p>Essential Understandings Many people, and events contributed to Virginia history.</p> <p>Essential Knowledge Many different people, and events helped shape Virginia's history.</p>	<p>Essential Understandings Many people, from diverse backgrounds, and events contributed to Virginia history.</p> <p>Essential Knowledge Many different people, cultures, and events helped shape Virginia's history.</p>
1.3a-e	<p>The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</p> <ol style="list-style-type: none"> Powhatan; Pocahontas; Christopher Newport; Maggie L. Walker; Arthur R. Ashe, Jr.; 	<p>The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</p> <ol style="list-style-type: none"> Powhatan; Pocahontas; Christopher Newport; Maggie L. Walker; Arthur R. Ashe, Jr.; Lawrence Douglas Wilder; and John Mercer Langston.
1.3f,g		<ul style="list-style-type: none"> Lawrence Douglas Wilder: He was the first elected African American Governor of Virginia and in the United States. John Mercer Langston: First African American Congressmen from Virginia.
1.4d		<p>The student will describe the lives of people associated with major holidays, including</p> <ol style="list-style-type: none"> George Washington Day (Presidents' Day); Independence Day (Fourth of July); and Martin Luther King, Jr., Day. Juneteenth
1.4d		<ul style="list-style-type: none"> Juneteenth: It is traditionally the day that celebrates the end enslavements of African-Americans in the United States. It is observed on June 19th.
1.10a - f		<p>Essential Understandings Not everyone was considered a citizen when our country began, and for a long time after that, even until today.</p> <p>Essential Knowledge Students can demonstrate good citizenship by</p> <ul style="list-style-type: none"> being inclusive of others despite differences exercising civic duties like voting and paying taxes

*Revisions to
1st Grade
and
4th Grade
VA Studies*

Standard	Original language	AAHEC Recommendation
		<ul style="list-style-type: none"> The Confederates were using slaves to help them in the war effort. Three men (Shepherd Mallory, James Baker, and Frank Townsend) refused and escaped to Fort Monroe, this led to the Contraband decision, which led to tens of thousands of enslaved people to seek refuge with the Union Army.
VS.7c	American Indians, whites, enslaved African Americans, and free African Americans had various roles during the Civil War.	American Indians, whites, enslaved African Americans, and free African Americans had experienced the Civil War different ways. various roles during the Civil War.
VS.7c	<p>Varied roles of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War</p> <ul style="list-style-type: none"> Many enslaved African Americans sought freedom by following the Union Army, where many found work. Clara Barton, a Civil War nurse, created the American Red Cross. 	<p>Varied experiences roles of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War</p> <ul style="list-style-type: none"> Many enslaved African Americans sought freedom by following the Union Army, where many found work. African American soldiers were paid less than white soldiers. Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy. Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.
VS.8a	<p>Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs. Virginia's economy was in ruins: <ul style="list-style-type: none"> Money had no value. Banks were closed. Railroads, bridges, plantations, and crops were destroyed. Businesses needed to be rebuilt. <p>Measures taken to resolve problems The Freedmen's Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia.</p> <ul style="list-style-type: none"> Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops 	<p>Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> African Americans faced injustice, increased violence, and discrimination immediately after the end of slavery. <p>Measures taken to resolve problems</p> <ul style="list-style-type: none"> Sharecropping was a system with unfair practices that locked people into poverty. Sharecropping was common in Virginia after the war, in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops. African Americans pushed for education for their children. This directly resulted in Freedom's First Generation of who some became doctors, lawyers, and teachers. African Americans saw education as a path to greater opportunities. Despite the obstacles they faced, many African Americans achieved excellence.
VS.8b	During Reconstruction, African Americans began to have power in Virginia's government, and black and white men could vote and hold office.	During Reconstruction, African Americans began to have power in Virginia's government, and black and white men could vote and hold office. Black Virginians led the fight for the first public school system in Virginia.

Standard	Original language	AAHEC Recommendation
		<ul style="list-style-type: none"> The resistance of white Southerners to the rights of formerly enslaved people, in Black Codes and violence, led Lincoln's party to begin a more thorough Reconstruction two years after the war's end Believed preservation of the Union was more important than punishing the South
USH.3c	Robert E. Lee <ul style="list-style-type: none"> Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight 	Robert E. Lee <ul style="list-style-type: none"> Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight Remained silent as laws to create equality for African Americans were proposed and did not encourage white Southerners to cooperate Died in 1870 before Reconstruction was fully in place After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
USH.3c	Frederick Douglass <ul style="list-style-type: none"> Fought for adoption of constitutional amendments that guaranteed voting rights Was a powerful voice for human rights and civil liberties for all 	Frederick Douglass <ul style="list-style-type: none"> Fought for adoption of constitutional amendments that guaranteed voting rights Was a powerful voice for human rights and civil liberties for all until his death in 1895
USH.4a	Essential Understandings New opportunities and technological advances led to westward migration following the Civil War. Westward expansion had an impact on the lifestyle of American Indians.	Essential Understandings New opportunities, population growth , and technological advances led to westward migration following the Civil War. Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes. had an impact on the lifestyle of American Indians.
USH.4a	Reasons for increase in westward expansion <ul style="list-style-type: none"> Opportunities for land ownership Technological advances, including the Transcontinental Railroad Possibility of obtaining wealth, created by the discovery of gold and silver Desire for adventure Desire for a new beginning for former enslaved African Americans 	Reasons for increase in westward expansion <ul style="list-style-type: none"> Land was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land Opportunities for land ownership Technological advances, including the Transcontinental Railroad Possibility of obtaining wealth, created by the discovery of gold and silver Desire for adventure Desire for a new beginning for former enslaved African Americans Immigration of workers from China who built much of the Transcontinental Railroad Escape from cyclical poverty and white intimidation and violence

6th Grade US History Revisions

Standard	Original language	AAHEC Recommendation
		<ul style="list-style-type: none"> The resistance of white Southerners to the rights of formerly enslaved people, in Black Codes and violence, led Lincoln's party to begin a more thorough Reconstruction two years after the war's end Believed preservation of the Union was more important than punishing the South
USH.3c	Robert E. Lee <ul style="list-style-type: none"> Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight 	Robert E. Lee <ul style="list-style-type: none"> Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight Remained silent as laws to create equality for African Americans were proposed and did not encourage white Southerners to cooperate Died in 1870 before Reconstruction was fully in place After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
USH.3c	Frederick Douglass <ul style="list-style-type: none"> Fought for adoption of constitutional amendments that guaranteed voting rights Was a powerful voice for human rights and civil liberties for all 	Frederick Douglass <ul style="list-style-type: none"> Fought for adoption of constitutional amendments that guaranteed voting rights Was a powerful voice for human rights and civil liberties for all until his death in 1895
USH.4a	Essential Understandings New opportunities and technological advances led to westward migration following the Civil War. Westward expansion had an impact on the lifestyle of American Indians.	Essential Understandings New opportunities, population growth , and technological advances led to westward migration following the Civil War. Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes. had an impact on the lifestyle of American Indians.
USH.4a	Reasons for increase in westward expansion <ul style="list-style-type: none"> Opportunities for land ownership Technological advances, including the Transcontinental Railroad Possibility of obtaining wealth, created by the discovery of gold and silver Desire for adventure Desire for a new beginning for former enslaved African Americans 	Reasons for increase in westward expansion <ul style="list-style-type: none"> Land was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land Opportunities for land ownership Technological advances, including the Transcontinental Railroad Possibility of obtaining wealth, created by the discovery of gold and silver Desire for adventure Desire for a new beginning for former enslaved African Americans Immigration of workers from China who built much of the Transcontinental Railroad Escape from cyclical poverty and white intimidation and violence

Standards	Original Language	AAHEC Recommendations
VUS.2b	Interactions among American Indians, Europeans, and Africans <ul style="list-style-type: none"> The first Africans were brought against their will to Jamestown Virginia, in 1619 to work on tobacco plantations. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led an enslaved labor force. This system eventually led to the introduction of African slavery in British North America. 	Interactions among American Indians, Europeans, and Africans <ul style="list-style-type: none"> The first Africans were brought against their will to Old Point Comfort (Fort Monroe), Virginia, in 1619 to work on plantations, were taken from the Ndongo which is modern-day Angola. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an alien people into the colony. This system eventually led to the introduction of African slavery in British North America. English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world. By the time of English settlement in North America a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought “twenty and odd” Africans to trade for food in Virginia. British North America would remain on the margins of the Atlantic slave trade, importing 6 percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619. Virginia’s English colonists struggled to adapt Atlantic slavery to their law, culture, and religion. Over the half century after 1619 white Virginians made those adaptations so that by the 1660s racial slavery had been firstly established. Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.
VUS.3a	Economic characteristics of the colonial period <ul style="list-style-type: none"> A strong belief in private ownership of property and free enterprise characterized colonial life everywhere. 	Economic characteristics of the colonial period <ul style="list-style-type: none"> Private ownership of property characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.
VUS.3b	Social characteristics of the colonies <ul style="list-style-type: none"> New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. The middle colonies were home to multiple religious groups 	Social characteristics of the colonies <ul style="list-style-type: none"> New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. Both colonies established a system of enslavement that included both Africans and Native Americans. The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures for

11th Grade VA-US History Revisions

Standards	Original Language	AAHEC Recommendations
		<ul style="list-style-type: none"> Juneteenth: was celebrated on June 19, 1865, when enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation
VUS.7a	Key leaders and their roles <ul style="list-style-type: none"> Robert E. Lee <ul style="list-style-type: none"> Confederate general of the Army of Northern Virginia Opposed secession, but did not believe the Union should be held together by force 	Key leaders and their roles <ul style="list-style-type: none"> Robert E. Lee <ul style="list-style-type: none"> Confederate general of the Army of Northern Virginia After his death, Lee became the leading symbol for the “Lost Cause” movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery Opposed secession, but did not believe the Union should be held together by force
VUS.7b	Abraham Lincoln’s leadership <ul style="list-style-type: none"> Initial goal: Preserve the Union, 	Abraham Lincoln’s leadership <ul style="list-style-type: none"> Initial goal: Preserve the Union, even if that meant leaving slavery in place
VUS.7b	Emancipation Proclamation <ul style="list-style-type: none"> Developed after enslaved African Americans given asylum at Fort Monroe were declared “contraband of war” Freed those slaves located in the “rebell” states (Southern states that had seceded) Made the abolition of slavery a Northern war aim Discouraged any interference of foreign governments Allowed for the enlistment of African American soldiers in the Union Army 	Emancipation Proclamation <ul style="list-style-type: none"> Developed after enslaved African Americans given asylum at Fort Monroe were declared “contraband of war” Lincoln issued the Emancipation Proclamation as a military necessity Freed those enslaved people slaves located in the “rebell” states (Southern states that had seceded) Made the abolition of slavery a Northern war aim Discouraged any interference of foreign governments Allowed for the enlistment of African American soldiers and sailors in the Union ArmyUnited States military
VUS.7c	Essential Knowledge African Americans <ul style="list-style-type: none"> African Americans served in the Union Army and Navy following the implementation of the Emancipation Proclamation. African Americans served as a part of contraband armies and aboard Union naval ships. Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom. Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers. Common soldiers <ul style="list-style-type: none"> Warfare often involved hand-to-hand combat. 	Essential Knowledge African Americans <ul style="list-style-type: none"> Nearly two hundred thousand African Americans served in the United States Union Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors. African Americans served as a part of contraband armies and aboard Union naval ships. Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom. Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers. African American soldiers and sailors were discriminated against and served in segregated units under the command of white officers Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war. Common soldiers

Culturally Responsive Practices in Four Critical Levels

Culturally Responsive Schools	Culturally Responsive Leadership
<ul style="list-style-type: none">● Safe, inclusive, and secure environments where all students are affirmed.● Have established and evolving pathways, access, and support to rigorous college and career preparatory classes for all students.● Provide universal access to culturally relevant pedagogy that builds positive cultural identities.● Have an educational environment that is free from implicit and explicit racial/ethnic and gender biases.● Produce high student achievement rates in state accountability (the most basic outcome).● Have systems in place to mitigate racial or cultural tensions.● Have a climate in which all students and staff have a sense of membership and belonging and provide forums both inside and outside of the classroom where everyone can learn about each other's diverse backgrounds.	<ul style="list-style-type: none">● Deploy resources and professional learning opportunities to advance cultural proficiency.● Evaluate cultural responsive efficacy during teaching observations and evaluations.● Establish high expectations for all students.● Mitigate power imbalances based on race, culture, ethnicity, and class.● Establish policies and procedures to advance anti-racist school culture and climate.● Ensure recruitment and retention of teachers of color and demonstrable cultural responsiveness competencies.● Establish mentoring practices for new teachers and staff in culturally responsive pedagogy and practice.● Accept cultural responsiveness as endemic to effectiveness in all areas of learning for students from all ethnic groups.● Create caring learning communities where heritages are valued.

*Recommendations from 2020 Virginia Governor's Commission
Competencies, not just Content*

Culturally Responsive Educators	Culturally Responsive Pedagogy/Teaching
<ul style="list-style-type: none"> ● Reflect on their own cultural lens. ● Model high expectations for all students. ● Promote respect for student differences. ● Recognize and redress bias in the system. ● Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression. ● Are change agents for social justice and academic equity. ● Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation. ● Engage in reflection of their beliefs, behaviors and practices. ● Communicate in linguistically and culturally responsive ways. 	<ul style="list-style-type: none"> ● Is student-centered. ● Identifies and nurtures students' cultural strengths to promote student achievement. ● Affirms cultural and individual identity. ● Uses cultural differences as assets necessary to inform the development of instructional resources. ● Mediates power imbalances based on race, culture, ethnicity, and class. ● Utilize students' culture as a vehicle for learning. ● Establishes high expectations for all students and provides support to ensure success. ● Diverse groups from all rings of culture are represented, validated, and affirmed. ● Establishes a 3-pronged approach: institutional, personal, and instructional. <ul style="list-style-type: none"> ○ Institutional: recognizes a need for reform of school policies and procedures based on cultural factors. ○ Personal: requires teachers to become culturally responsive. ○ Instructional: provides educational materials that are culturally affirming and aid in delivering culturally responsive instruction.

*Recommendations from 2020 Virginia Governor's Commission
Focus on Competencies, not just Content*

Teaching African American History in Virginia

This webinar is a conversation with members of Governor Northam's Virginia Commission on African American History in the Commonwealth for special insight on the development of this groundbreaking report and its impact on the interpretation of African American History in Virginia.

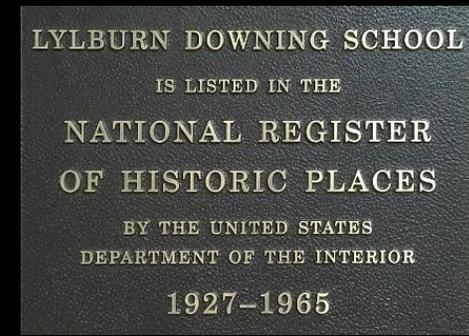
Our Mission

Virginia Africana seeks to promote African American history and culture by sharing best practices and development opportunities, advocating for the preservation and protection of African American heritage within the state, and providing network support.



THE NETWORK OF MUSEUM, HISTORY
AND PRESERVATION PROFESSIONALS

January 2021: Governor's Commission Webinar with Virginia Humanities, Virginia Africana, Collaboration with School Administrators, Faculty, Museum & History Professionals



Diamond-Green Hill Historical Walking Tour & Lylburn Downing School History Scavenger Hunt

Waddell Elementary School & Lylburn Downing Middle School Projects (2015 →)
First Baptist Church, Lylburn Downing Alumni Room ~ LCS School Board Room

Panelists:

Byron Winchester, LDMS '14, RCHS '18

Halle Kline, LDMS, '13, RCHS '17

Marylin Alexander, Lex. Vice-Mayor, former LCS School Bd.

Dr. Tim Diette, LCS School Board Chair

Dr. Phillip Thompson, RCPS Superintendent

Audience Questions, Comments