

# Grades 5-8

## Applicable History Standards of Learning:

5-1, 7, 9 10; 6-1, 2, 3, 10, 11; 7-10; 8-10

1. Develop an enciphered message code to supply General Grant with details about the activities of the Confederacy during the Civil War. Determine methods on how they could best be sent.
2. Draw a dress circa 1860s that might have been designed and made by Elizabeth Keckley for Mary Todd Lincoln.
3. Research the medical facilities available to wounded soldiers in Richmond during the Civil War. Why do think Sally Louisa Tompkins survival rate was the highest? Explain.
4. Discuss the rationale of late nineteenth century white Virginians for keeping the public schools where Rosa Dixon Bowser taught segregated.
5. Review the passages in the U.S. Constitution regarding the incapacity of the President. (Article II, Section 1; Amendment XXV) Consider that only Article II mentioned incapacity in 1919 and debate whether Edith Wilson should have encouraged the Vice President to take over.
6. Utilizing artists' pictures, direct students to identify characteristics of the Ash Can School of artistry and compare them with the work of the social realists of the Federal Art Project. Then introduce Theresa Pollak's work as a contrast. (Note: U. of Richmond and Va. Commonwealth U. have some of her work on display.)
7. Elizabeth Campbell was farsighted enough to understand the impact television could have on learning. Discuss the educational programs you have watched and how they expanded your knowledge of a subject.
8. Discuss the changing lifestyles of Virginia native Americans over time. Why was Thomasina Jordon's participation in Indian Folk Festivals important to her and her people?