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Virginia History Standards & Inclusivity

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EDCI 590: Individual Research

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Abstract

Diversity in the Commonwealth of Virginia is increasing rapidly and there is some concern among citizens that the Social Studies Standards of Learning are not accurately representative of the student population. The purpose of this study was to analyze and assess the current Standards of Learning for diversity and inclusion. The research study was a content analysis of the 2023 Social Studies Standards of Learning. It was found that the standards do not currently reflect the diversity of the student population. The results of this research study highlights gaps in diversity and inclusion of racial/ethnic groups and genders in Standards of Learning for the Commonwealth of Virginia.

Virginia History Standards & Inclusivity

The goal of this research study was to analyze the United States History Standards of Learning (SOLs) in the Commonwealth of Virginia and evaluate them for inclusivity and representation based on racial/ethnic group and gender. In Virginia, the SOLs drive the content teachers are required to teach in their classrooms. The SOLs outline the information the Virginia Department of Education deems significant to academic development and achievement. These are the standards that drive the mandatory curriculum framework for all public schools in the Commonwealth of Virginia.

In recent decades, there have been many conversations in education about utilizing Culturally Relevant Pedagogy (CRP) to ensure that educators are meeting the diverse needs of all students. One of the issues is that state standards and curriculum framework may not be following suit, which can lead to many students feeling marginalized by the education system (Nieto & Bode, 2018). Focusing only on pedagogy puts the sole responsibility for cultural sensitivity and inclusion on individual classroom teachers. Without adapting curricula, the message to minority students is that their histories, and their cultures, do not matter as much as that of their White peers.

The population of the United States is becoming increasingly diverse, and this is especially true of the student population in the country. In the fall of 2021, 45% of public-school students were White, 28% were Hispanic/Latino, 15% were Black, 5% were Asian, and 5% were multi-racial (National Center for Education Statistics, n.d.). Between 2010 and 2021, there was a drop in the percentage of White and Black students and increases in the numbers of Hispanic/Latino, Asian and multi-racial students (National Center for Education Statistics, n.d.). The National Center for Education Statistics (n.d.), is predicting that these numbers will continue

their current trends into 2031 leading to an even more diverse student population. In the Commonwealth of Virginia, the diversity index was up seven percent to 61.1% between 2010 and 2020 (America Counts, 2021). A diversity index is a measure of diversity in a community, that tells researchers the likelihood that two people from different ethnicities would be chosen at random. The diversity index used by the United States Census Bureau uses seven racial and ethnic groups: Hispanic/Latino of any race, White alone, Black/African American alone, American Indian or Alaska Native alone, Asian alone, Native Hawaiian or Other Pacifica Islander alone, Some other race alone, Multiracial (Rabe, 2023).

Problem Statement

In 2016, the Southern Poverty Law Center (SPLC) conducted an analysis of the way slavery was being taught across the country. What they found was that many state curricula were missing many of the key concepts they believed were vital to understanding slavery and the Civil War (Shuster, 2018). Of the ten key concepts regarding slavery identified by the SPLC, Virginia curriculum was missing nine (Shuster, 2018). Among the missing concepts in Virginia, topics included the importance of enslaved labor to the development of the United States economy, the protections that were built into the founding documents of the country, the experience of slavery as an enslaved person and the role of slavery in establishing the concept of white supremacy (Shuster, 2018).

In 2023, Virginia voted on a new set of Social Studies standards despite concerns from the public and some members of the American Historical Association (Elwood, 2023). One of the concerns brought forth was the potential “whitewashing” of history study (Elwood, 2023), which will be the focus of this research. With the growing diversity in U.S. schools, policy

makers and educators need to ensure that all students' histories are represented in our standards and curriculum.

Rationale

The purpose of this study was to identify areas of Virginia's United States History curriculum and standards to assess the extent that Virginia SOLs reflect a diverse perspective. By analyzing the content of the standards, areas were identified where schools can better serve their diverse student populations.

By identifying areas where there may not be enough representation, policymakers, teachers and school administrators can modify and enhance curriculum to accurately reflect the diverse student population in Virginia schools today. Studies have shown that students engage with material in the classroom when they feel positively represented in the content being presented (Abacioglu et al., 2023; Nieto & Bode, 2018).

Literature Review

Culturally Relevant Pedagogy

Culturally relevant pedagogy (CRP) is a concept that encompasses the teaching methods and tools used to teach students from different backgrounds in the classroom (Castagno & Brayboy, 2008; Nieto & Bode, 2018; Savage et al., 2011). The theory of CRP is the guiding framework for teachers to ensure they are differentiating their instructional methods to fit the needs of a diverse student population. Ragoonaden and Mueller (2017) found that by including the languages and customs of indigenous students' culture into classroom instruction, engagement and achievement were increased.

While implementing CRP is one great way to engage students from different cultures, incorporating CRP into the standards would further help facilitate CRP in the classroom.

Students need to see themselves in standards, curriculum and textbooks in order to make meaningful connections to material (Gambrell, 2017, Nieto & Bode, 2018). Nieto and Bode (2018) also found that it is important for students to see other cultures represented in their learning as it allows them to expand their worldview and learn how to coexist with others from different backgrounds.

Some research has shown that student engagement increases when students see people who look like themselves in the curriculum, textbooks and lessons being taught (Abacioglu et al., 2023). With a growing focus on CRP in education, it is vital that curricula reflect the diversity of the classrooms (Gambrell, 2017; Villegas & Lucas, 2002).

Villegas and Lucas (2002) argue that individuals need curricular and instructional supports for a full multicultural education. Courses teaching the history of minority racial/ethnic groups are often optional, sending the message that they are less important (Villegas & Lucas, 2002). Incorporating varying perspectives into the standards would take the burden off teachers while also sending the message to minority students that their histories are significant and belong in the mainstream curriculum.

Scoring the inclusivity of a curriculum can aid policy makers and curriculum developers in identifying areas of the curriculum that may need to be diversified to be more inclusive of students' ethnic backgrounds. The justification for this research study was to identify gaps in the standards of the Commonwealth of Virginia in areas of multiculturalism and racial and gender inclusion. This will allow policymakers and curriculum developers to increase the diversity in the curriculum and ensure that the standards are reflective of the student population of the state.

Background of Multicultural Education

The Beginning

Reports of racial and ethnic minority groups attempting to incorporate their histories into curriculum go as far back as the early 20th Century (Dennis, 2022). In an effort to combat the many issues facing African American students in education in Chicago Public Schools in the 1940s, an educator named Madeline Morgan created a Black history curriculum (Dennis, 2022). According to Dennis (2022), this curriculum was the first mandatory Black history curriculum in the United States, but it was only mandatory from 1942-1945. In 1945, the law that required this curriculum to be taught in Illinois schools changed one key word from “shall” to “may”, making this an optional course to be offered (Dennis, 2022). To this day, only twelve states have mandated Black history education, but even some of those states incorporated laws that restrict what can be taught (Lyons, 2024).

Modern Day

Some scholars believe that by continuing the conversation about expanding curricula, educators can incorporate more diverse history beyond what is taught during months celebrating minority groups (Charles & Boyle, 2022). Charles and Boyle (2022) believe this conversation is deliberately being ignored and assert that many authorities intentionally exclude diverse histories as a way to maintain the current power structure.

Merryfield and Subedi (2006) assert that Social Studies curricula in the United States is often used as a tool to educate immigrants and people from minority groups on what it means to be American and assimilate them into society. Both reports equate the lack of diversity in curricula to a form of colonization (Charles & Boyle, 2022; Merryfield & Subedi, 2006).

Charles and Boyle (2022) suggest that in order to tell a true and accurate history, we must decolonize the curriculum from which we are teaching. In contrast, Merryfield and Subedi (2006) believe that a multicultural curriculum would not be enough to change what people

believe they know. Merryfield and Subedi (2006) assert that a multicultural curriculum would not be enough to change what people believe they know. Students and teachers alike will always have the option to reject the histories they are being taught in favor of stories that align with preconceived notions of other cultures (Merryfield & Subedi, 2006).

In an analytical study of literature done by Castagno and Brayboy (2008), researchers found that even with the incorporation of CRP, students of Indigenous populations in the United States are still failing at significantly higher rates than their White peers. This shows that CRP is an important aspect of effective instruction, but not a silver bullet. Being represented in the curriculum is what allows students to make vital personal connections to the material being presented (Castagno & Brayboy, 2008; Nieto & Bode, 2018).

Castagno and Brayboy (2008) also make the argument that the way minority populations are represented in the curriculum matter and the curriculum should include a more comprehensive and more honest view of the populations in the curriculum. While it is important to teach an honest version of history, racial and ethnic minority groups also need to seem themselves represented in a positive manner (Abacioglu et al., 2023; Nieto & Bode, 2018).

For many, their racial or ethnic minority groups are represented in the curriculum through a lens of negative stereotypes that develops a negative world view of themselves and reinforces the distortion of those people by other groups (Nieto & Bode, 2018). In *Teaching of the Native American*, Hap Gilliland (1999) had several recommendations for culturally responsive curriculum including teaching about contributions of minority populations, ensuring historical and cultural accuracy, and giving those groups their rightful places in our history stories (as cited in Castagno & Brayboy, 2008).

Merryfield and Subedi (2006) argue that much of United States Social Studies curricula is focused on teaching other cultures only in the context of European trade, exploration, and benevolence. This often involves grouping the rest of the world or the “other” into one large group regardless how different their cultures, backgrounds and languages may be (Merryfield & Subedi, 2006).

Global Curriculum Issues

The United States is not the only country in the world that has issues with lack of diversity and inclusion in the curriculum. Research has been done in Canada, New Zealand and Australia highlighting issues in their own curricula that need to be addressed (Connely et al., 2003; Ragoonaden & Mueller, 2017; Savage et al., 2011; Watkins, 2017). Studies done in Canada and New Zealand have largely focused the representation of the Indigenous populations of those countries (Connely et al., 2003; Ragoonaden & Mueller, 2017; Savage et al., 2011). In a two-year longitudinal study in Canada, Ragoonaden and Mueller (2017) found that incorporating CRP into the classroom increased the academic, intellectual, emotional, and social development of indigenous students. The authors incorporated practices typically utilized by the Indigenous peoples’ tribes into the classroom environment and found that the students were more comfortable and experienced higher levels of success than those in traditional Western classrooms (Ragoonaden & Mueller, 2017).

In New Zealand, much like the United States, disparities exist in education between the Indigenous populations and the descendants of the Europeans who settled the land and now dominate the societies (Savage et al., 2011). In a study conducted on the incorporations of native Māori values and language, including spoken language learned by classroom teachers, Savage et al. (2011) found the students in that group reported to value the education more.

Gaps in Standards Analysis

The studies analyzed in this literature review have all focused on various elements of multicultural education (pedagogy, classroom management, curricula) but have not provided focus on specific state standards and curriculum framework. This research study provided a step toward setting a more solid foundation by focusing on the standards and curriculum framework that guide instruction in classrooms.

Importantly, there is a lack of broad focus in the teaching of racial and ethnic minorities in American History. Much of what is being taught in American History in the United States and in Virginia is being taught from a Euro-centric perspective and largely focused on the contributions and conquests of Europeans (Merryfield & Subedi, 2006). This research study explored the inclusion of each of these groups to ensure representation of diverse student populations across the board.

While there is an abundance of literature on the topic of multicultural education, there is little that covers the Commonwealth of Virginia. The SPLC conducted a content analysis in 2018; however, the study was limited to history textbooks used in classrooms and focused only on the topic of slavery and the manner in which it was being taught (Shuster, 2018). This research study aimed to broaden the scope of analysis to multiple US and Virginia history topics and focus on the standards voted on and set by the Virginia Department of Education. This research study will be a starting point to help ensure inclusion and diversity in the curricula taught to students across the Commonwealth of Virginia.

Commonwealth of Virginia Standards of Learning

In 2023, the Commonwealth of Virginia's Department of Education voted on a new set of History and Social Science standards. There was some concern and debate surrounding the new

set of standards that history was being whitewashed (Elwood, 2023). The purpose of this research study was to analyze the standards for race and gender inclusivity based on the presence of historical figures in the standards posted on the Virginia Department of Education website. There is a growing population of minority peoples in Virginia, and it is important that the history standards being taught are reflective of the histories of the diverse population of the state.

The SOLs for the Commonwealth of Virginia are on a seven-year revision schedule currently (Virginia Department of Education, 2023). A review and revise committee is convened to create each new set of standards (Virginia Department of Education, 2023). Proposed SOLs are posted on the Virginia Department of Education website for public comment prior to being voted on (Virginia Department of Education, 2023).

Conclusion

The need for multicultural education has long been recognized by educators in the United States. As early as the mid-twentieth century, educators were pushing for more diversity in curriculum and pedagogy. Research is still being done in the United States and abroad on the need to incorporate more diverse perspectives into curricula and standards. Pedagogy, classroom management, curriculum and materials have all been placed under the proverbial microscope to see how they measure up to the expectations and needs of our students. This is an issue that is not unique to the United States. Research has been done in many countries, most of which have a background of being colonized by European nations. The disparity created in those countries generally favors the descendants of the European settlers and puts Indigenous populations and other ethnic groups at a significant disadvantage in education systems.

This research study focused specifically on the Commonwealth of Virginia. Research in this area is missing and would benefit the student population of the state by identifying areas of

the Virginia SOLs that may not be fully representative of the perspectives and cultures of our citizens in 2024.

The standards are the guiding light for curriculum, textbook decisions, and assessments. Policy makers should ensure the standards are as diverse as the student population of the state to get everything else to follow suit in terms of representation. The analysis of American and Virginia History standards will serve as a starting point to ensuring that Virginia student populations are appropriately and accurately represented in curriculum, materials, textbooks, and teaching.

Education should provide a comprehensive package of multiculturalism that includes the curriculum, standards, textbooks, and pedagogy to ensure that each student in a classroom feels comfortable enough to tell their story. At the present time, I could find no studies that analyze Virginia's SOLs that guide the curriculum framework for teaching American and Virginia state History.

By gaining an understanding of the concepts and historical figures of American History that are being taught in the Commonwealth of Virginia, policy makers and curriculum developers would have a better idea of what may need to be modified, added, or removed to ensure a curriculum more representative of student populations across the state. This would ensure that the entire student population of Virginia public schools would see themselves in the standards and curriculum. This analysis will highlight historical figures that are missing or underrepresented in the curriculum and the events or concepts we need to add to ensure a more comprehensive teaching of United States and Virginia history.

Methodology

This research study analyzed the History SOLs for the Commonwealth of Virginia to assess whether its diverse student population was appropriately represented. Representation in curriculum and learning can increase student engagement, leading to higher levels of student achievement (Abacioglu et al., 2023). By analyzing the SOLs, this research can inform policy makers and curriculum developers on where work may need to be done to ensure all students see themselves in their learning.

This research study was a content analysis of the Virginia State SOLs, looking at United States and Virginia State History. Focusing only on United States and Virginia history in the SOLs allowed the researcher to gain a more accurate picture of the level of diversity in the SOLs. United States history tends to be one of the more contested and controversial subjects in Social Studies, though other Social Studies subjects can be topics for debate. The theory behind a content analysis research study is that often in written communication, the implicit biases, beliefs, or ideas of the authors are revealed in their writing (Fraenkel et al., 2019). By analyzing the SOLs, researchers may be able to identify the presence of possible biases that were written into the standards. This analysis may aid curriculum developers and policy makers in adjusting the SOLs as necessary to ensure they are as objective and inclusive as possible.

The two were analyzed together as the content is closely related and there is significant overlap between the two.

Research Questions

1. To what extent are students' cultural backgrounds reflected in the America and Virginia history standards?
2. What might an effective culturally responsive scorecard look like for History standards?

Theoretical Framework

The use of a culturally relevant curriculum in a classroom can make the difference between students wanting to engage or disengage with the content being taught (Abacioglu et al., 2023). In the Commonwealth of Virginia, the SOLs are the foundation of the curriculum framework teachers are required to teach in their classrooms. The SOLs are comprised of the content the Virginia Department of Education deems necessary to a successful education. In order to get the curriculum to the level of multiculturalism necessary, the SOLs must be analyzed and adjusted to reflect the diverse student population of the state.

Culturally Relevant Pedagogy in classrooms generally lies on the shoulders of the teachers which means it is incorporated differently in each class (Abacioglu et al., 2023; Nieto & Bode, 2018). This could be because pedagogy is focused on instruction by teachers. This study may also aid in determining whether this is also due to the standards not being culturally relevant. Pedagogy, standards, and curriculum should be used in conjunction with one another to ensure a fully multicultural learning experience for students. Generally speaking, only having one part figured out is not going to go very far when it comes to ensuring inclusion and representation for students (Nieto & Bode, 2018).

Data Collection

Materials

The document analyzed for this research study was the 2023 Virginia History and Social Science SOLs (Appendix A). The Commonwealth of Virginia was chosen as it is the current residence and licensure state for the researcher and due to the recent, high-profile revision of the state SOLs. This researcher was focused solely on the standards regarding American and

Virginia History in grades one, two, four, five, six and eleven. These grades were selected as they are the grades where students learn United States and Virginia History.

To begin the data collection, time periods of significant presence of racial/ethnic groups in United States history were identified. All names mentioned in the SOLs were identified and listed. The individual name of each historical figure was counted one time for the purposes of the analysis. Each historical figure was checked to verify race/ethnic background and gender before being tallied. Each time period was assessed individually with a list of historical figures mentioned. A separate analysis was done to identify the number of times each name is mentioned in the SOLs. This will give the researcher an idea of concepts and people the Commonwealth of Virginia believed were significant enough to reinforce across multiple grades.

Data Analysis

Once the data for the research study was collected, it was used to determine whether the SOLs reflect the diverse student population of Virginia. A comparison of the student population and the figures represented in the SOLs will be conducted. The comparison will look at both race/ethnicity and gender to determine whether the SOLs are a true reflection of the student population of Virginia.

The ELA Culturally Responsive Curriculum Scorecard (CRCS) served as an inspiration for data analysis in this study, but ultimately proved too difficult to adapt for History standards. For example, in ELA, a teacher can choose texts representing any number of diverse perspectives to accomplish instructional objectives. In history, a history teacher may not be able to clearly highlight an Asian-American or LGBTQ individual during the colonial period. Therefore, it was determined that the standards needed to be analyzed in their specific time frames as it would not make sense during certain time frames to have mention of individuals of certain racial or ethnic

groups. The time frames were chosen based on periods of significant presence of racial and ethnic groups from various parts of the world.

To measure the diversity of the SOLs, time periods were first identified by significant periods of presence of racial/ethnic groups and gender. Names were then extracted from the SOLs and the racial identity and gender of each historical figure was identified. This gave the researcher an overall view of the ratio of mentions of each racial/ethnic group and gender.

The SOLs were then read through to determine the number of times each historical figure was mentioned, and in which grades they were mentioned. This data was then analyzed to determine the difference between the number of mentions for each racial/ethnic and gender group. Breaking down the number of mentions gave the researcher a view of the historical figures the SOLs reinforce through the years of education in the Commonwealth of Virginia. This was done to find the historical figures that were deemed important enough to reinforce as students grew older.

The SOLs analyzed are publicly available on the Virginia Department of Education website (Virginia Department of Education, 2023) (Appendix A). The CRCS is also publicly available for download and was used as inspiration for the analysis (Bryan-Gooden et al., 2023) (Appendix B).

Findings

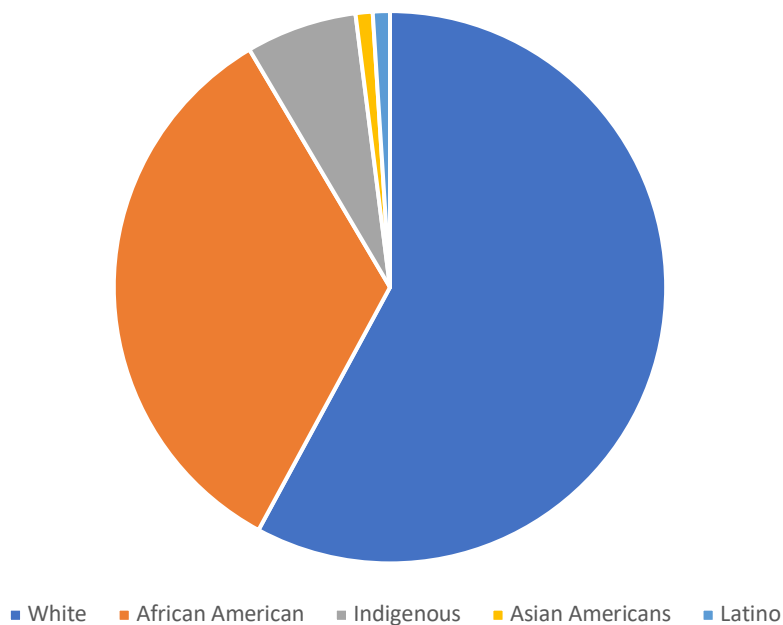
Findings by Race

The findings by race are represented in the pie charts below. There are 107 historical figures mentioned by name in the American History and Virginia State History Standards. The names were broken down into categories by race and by gender to analyze for rates of occurrence in each category. In terms of race, there was significant disparity between the racial

groups. Names of white historical figures represented 57.9% of the names mentioned while Indigenous, African American, Latino and Asian American were split among the remaining 42.1%. This disparity was further emphasized in the rates of occurrence (number of times the names were mentioned). For rates of occurrence, white names made up 60.8% of mentions with the other 39.2% being split between the remaining racial groups. The disparity in gender was significant as well. Male names comprised 77.6% of the list and 80.4% of the times mentioned.

Figure 1

Racial Breakdown of Historical Figures in Virginia Standards of Learning (Percent)



Shown in Figure 1, the breakdown by race showed that of the 107 names listed in the standards, 57.9% were White, 33.6% were African American, 6.5% were Indigenous, .9% were Asian American and .9% were Latino. The full list of names with race and gender can be found in Appendix C. Some of the names in the standards are mentioned multiple times spanning multiple grades. In total, the 107 names were mentioned 179 times. The breakdown of number of mentions are shown in Table 1.

Table 1*Racial Breakdown of Historical Figures in Virginia Standards of Learning (Count)*

Race	Number of Mentions
White	109
African American	61
Indigenous	7
Asian American	1
Latino	1
Total	179

The names listed by race were then broken down by time period to account for differences in presence during certain periods in the United States. The time periods selected and the races of people one would expect to see listed are shown in Table 2. Each time period represents the beginning of significant presence of different racial groups. For each time period, there is a reasonable expectation that persons from each racial/ethnic group would begin to appear, as well as racial/ethnic groups from previous time periods. The beginning of United States history is considered from the first point educators begin teaching about Europeans landing on the North American continent. There are some names that will overlap time frames.

Table 2*Significant Time Periods of Racial Groups Present in the United States*

Time Period	Racial Groups Present in Significant Populations in US
Beginning-1848	Indigenous, White, African American
1848-1864	Latino
1864-1979	Asian American
1979-Present	Middle Eastern

Beginning to 1848

During this time frame, one would expect to see Indigenous peoples, Whites and African Americans mentioned by name. Given that this is the time of the founding of the country, the racial breakdown of the names was expected. This is the time the Founding Fathers would be discussed and a concept that is reinforced often and thoroughly throughout the years. This was also the height of the institution of slavery. The enslaved persons at the time were treated as property making it unlikely they had much opportunity to make their names known. Given the interactions known between settlers and Indigenous populations, it seems there could have been more names of Indigenous persons listed. The breakdown of race, number of names listed, and number of times mentioned are in Table 3.

Table 3

Number of Names Listed by Race to 1848

Races	Number of Names Listed	Number of times Mentioned
Indigenous	7	7
White	37	73
African American	6	10
Total	50	90

1848-1864

In 1848, immigration from Mexico and Central America was officially opened and encouraged (Gutierrez, 2019). This is the time frame one would expect to see Latino Americans begin to be mentioned in the standards. The most significant event of this time frame was the United States Civil War. During this time frame, the United States also took over land heavily populated by Latino people. The standards are focused mainly on the Civil War during this time,

leaving out much of the history of the Southern border and Latino people. The breakdown of race, number of names listed, and number of times mentioned are in Table 4.

Table 4

Number of Names Listed by Race 1848-1864

Races	Number of Names Listed	Number of times Mentioned
White	17	30
African American	8	14
Total	25	44

1864-1979

During this time frame, immigration was slowly opened to groups from Asia, leading to an expectation that we would see names of Asian Americans starting to appear in this time (Gilder Lehrman Institute of American History, n.d.). Notable during this time frame was the Civil Rights movement, which likely explains the sharp increase in number of African Americans represented in the standards. The breakdown of race, number of names listed, and number of times mentioned are in Table 5.

Table 5

Number of Names Listed by Race 1864-1979

Races	Number of Names Listed	Number of times Mentioned
White	36	54
African American	33	57
Latino American	1	1
Asian American	1	1
Total	71	113

1979-Present

Beginning in 1979, the United States started seeing refugees coming from the Middle East in response to social and political unrest in the area (Gilder Lehrman Institute of American History, n.d.). One should expect to see mention of people from Middle Eastern heritage beginning in this time frame. While there is a breakdown of races mentioned during this time below, there are no people of Middle Eastern descent mentioned in the standards. The breakdown of race, number of names listed, and number of times mentioned are in Table 6.

Table 6

Number of Names Listed by Race 1979-Present

Races	Number of Names Listed	Number of times Mentioned
White	6	6
African American	8	13
Latino American	1	1
Asian American	1	1
Total	16	21

Findings by Gender

Of the 107 names listed in the standards, 83 were male and 24 were female. The male names were mentioned a total of 144 times whereas the female names were mentioned a total of 35 times. Due to the limited roles women played in society for much of American history, this imbalance could be explained that women did not have access to formal positions of economic or political power and the SOLs choose to focus on people in formal positions of power.

The timeline for the gender analysis was chosen to mark significant events in women’s history. These events likely would have led to an increase in the names of women we see in the SOLs. In 1865, E. Cady Stanton, Susan B. Anthony and Lucy Stone began the petition for women’s suffrage (National Archives and Records Administration, 2022). The 19th Amendment was passed in 1919, granting women the right to vote. The Equal Pay Act was passed in 1963, promising equal wages for equal work (National Archives and Records Administration, 2022). In 1972 and 1973, two significant pieces of legislation were passed regarding women’s rights; Title IX and Roe v. Wade (National Archives and Records Administration, 2022). These dates were chosen as benchmarks as women had to fight for all of these rights.

The percentage breakdown of results is shown in Figure 2. Table 7 depicts the breakdown of males and females listed with number of times mentioned by time frame.

Figure 2

Gender Breakdown of Historical Figures in Virginia Standards of Learning (Percent)

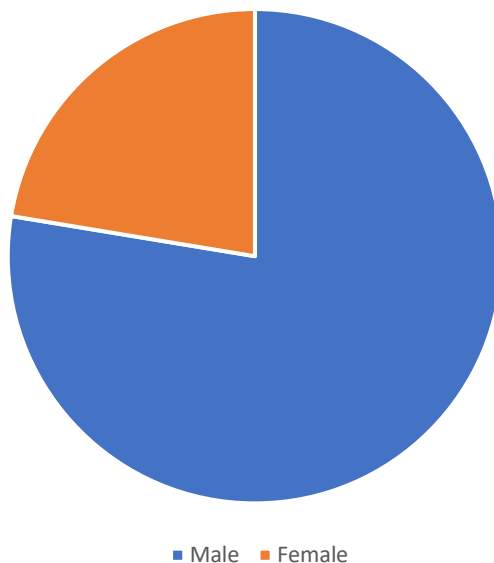


Table 7

Gender Breakdown of Historical Figures of Virginia Standards of Learning (Count)

Time Frame	Male		Female	
	Number of Names Listed	Number of Times Mentioned	Number of Names Listed	Number of Times Mentioned
Beginning-1865	50	94	10	14
1865-1919	22	34	14	22
1919-1963	29	40	14	21
1963-1973	20	26	8	11
1973-Present	13	17	6	9

A majority of the women listed in the SOLs are found during the Women’s Suffrage and Women’s Rights movements of the late 19th Century and the 20th Century. In the late 19th Century, students begin to see women petitioning for the same rights men had. This fight continued into the 20th Century, with a lot of the Women’s Rights movement overlapping with the Civil Rights movement. In 1973, Roe v. Wade was established giving women more control over their bodies and more rights than they previously had. At this time, the number of women mentioned in the SOLs dropped.

Discussion

As of the 2023-2024 school year, the racial makeup of Virginia public schools was 44.1% White, 21.4% African American, 19.4% Latino, 7.6% Asian American, 6.8% two or more races and .4% Indigenous (including Pacific Islander, Hawaiian and Native Alaskan) (United States Census Bureau, n.d.). The schools were also broken down 51.5% male and 48.4% female (United States Census Bureau, n.d.). The purpose of this study was to evaluate the diversity of the SOLs and assess how well the student population is represented in them.

Research Question 1: How are the cultures represented in the American History SOLs in Virginia a reflection of the diverse student population of the state?

From a standpoint of race, the SOLs are quite imbalanced in favor of teaching about White Americans throughout the course of history. White historical figures made up 57.9% of the name listed in the SOLs, leaving only 42.1% split between four other racial groups. This comes through in the number of White names mentioned, but also the number of times those names are reinforced throughout the years of education in the Commonwealth of Virginia. The names of White people throughout history are more likely to be mentioned multiple times, across multiple grades, reinforcing their significance to history. It was more likely the historical figures from minority races would be mentioned one time in a single grade and not mentioned again.

An example of this would be Malcolm X, Medgar Evers, and John Lewis. All three were pivotal figures in the Civil Rights Movement, a time period studied in multiple grades. They are all listed in the SOLs in sixth grade, but not in eleventh grade when students also study the Civil Rights Movement. In contrast, Dr. Martin Luther King, Jr. is listed in the SOLs for second, sixth and eleventh grades. Based on the complexity of the Civil Rights Movement and the multiple ways that people fought for their freedom, students would likely come away from their education with a very narrow view of the Civil Rights Movement. This narrow view leaves students with less understanding about American history, making it harder for them to understand present-day society.

There is only one Asian American listed in the SOLs, a politician of Japanese descent. While he had an impressive resume, he was not the first Asian American to be elected to the Senate or the House of Representatives and is no longer the Asian American who held the highest rank in the federal government. As President pro tempore of the Senate, he held that title

until Vice President Kamala Harris (of Indian descent) was sworn into her role in 2021. There are mentions of Asian Americans as general groups. This can be problematic as it minimizes the accomplishments of individuals within those groups, but also implies that their history is less important than others. There is also no mention of the young Chinese American girl by the name of Mamie Tape, whose family, in 1885, sued the San Francisco Board of Education for her right to attend school. She had previously been denied entry because of her race (A&E Television Networks, 2024). Thomas (2021) calls this case “one of the most important civil rights decisions that you’ve likely never heard of” (para. 1).

There is a significant disparity between the Latino population of the Commonwealth and the number of Latino figures mentioned in the SOLs. There is only one Latino person mentioned in the SOLs throughout history, Cesar Chavez. Dolores Huerta, fought right alongside of Cesar Chavez for rights for farm workers and was influential in establishing the National Farm Workers Association (National Museum of the American Latino, n.d.). This omission also speaks to the extreme disparity between male and female figures in history. There is mention of the gay rights movement, but no mention of Sylvia Rivera who fought for LGBTQ+ rights (National Museum of the American Latino, n.d.). They also do not discuss political figures such as Justice Sonia Sotomayor, who was the first Latina woman to sit on the United States Supreme Court (National Museum of the American Latino, n.d.). This is another case that speaks to racial and gender inequality in the SOLs. Students are taught about the Manhattan Project, but not about Luis Alvarez, who worked on the project and won a Nobel Prize in Physics (National Museum of the American Latino, n.d.).

In terms of the Indigenous population, there are not very many names listed and most of them are from the earliest parts of United States history. There are no Indigenous people

mentioned in the 20th Century or later, despite there still being active Native American tribes in the United States today. The most glaring omission to the researcher was the absence of Red Cloud, Sitting Bull, Crazy Horse and Geronimo. All four fought heroically against European expansion in North America and are considered heroes to the tribes for which they fought. They also omitted a female by the name of Wilma Mankiller, the first female chief of the Cherokee Nation, boosted tribal membership and aided in the founding of the federal Office of Tribal Justice (Ott, 2020).

The disparity between the genders should also be discussed. Despite being almost half of the student population, females only represent 22.4% of the names listed in the SOLs. The even bigger disparity is the number of times the names are mentioned with the males being mentioned a total of 144 times versus the females who are mentioned a total of 35. There were notes throughout the earlier discussion about females who likely should have been included. It is also worth noting here that there are only five female names listed in the eleventh-grade standards.

The eleventh-grade lessons are the lessons that are most likely to stick with the students as they are the ones taught latest in education. There is a significant gap between the times the students are taught United States history, so the later grades are likely to be the most influential in helping create the world views of each of the students.

Research Question 2: What might an effective culturally responsive scorecard look like for History standards?

An effective scorecard would need to take into account, first, the specific time periods being studied. In United States history, different racial and ethnic groups either become part of the country through the expansion of the United States, the Transatlantic Slave Trade or immigration, at different times. This means that it would not make sense to see mention of

certain racial/ethnic groups during certain time periods. A second feature of an effective scorecard would be the context in which each historical figure is being taught. Human beings are complex and multi-faceted and often have many stories about them that comprise their whole story. It is important to ensure that historical figures are being taught from a holistic view, including any positive and negative impacts they may have had on the United States.

The ELA Culturally Responsive Curriculum Scorecard was not highly effective in this research study. Partially due to the fact that it was developed to analyze books, both fiction and non-fiction, for an ELA class, but also due to the limited information in the SOLs regarding the authors and the context in which content is being taught. The information about who wrote the standards was also not publicly available so evaluating the perspectives of the authors was not possible. The curriculum framework would go a long way in providing some of the context that historical figures are being taught in and would have allowed the researcher to more effectively analyze perspectives.

Implications

This study could lead to more insight in the creation of future SOLs for the Commonwealth of Virginia. Having an idea of how students in the Commonwealth are or are not being represented in the SOLs will allow the authors of the next set of SOLs to see how they could improve upon what is already there and potentially include historical figures from more diverse backgrounds to teach history from a true multicultural perspective.

Implications of this study could be quite consequential for some students in Virginia. If deficiencies found were addressed, students in schools may see themselves represented in a way they have never seen before. This research study could also be replicated with World History, Civics and Government SOLs to identify inclusiveness versus exclusiveness of those SOLs. This

research study could also provide a framework for other states to analyze their own standards to ensure diversity and inclusion.

The recommendation of the researcher is to develop a scorecard specifically for use in History and Social Studies. This would allow researchers to better analyze state mandated standards, curriculum framework and teacher materials effectively. An effective tool would incorporate the standards, curriculum framework and teacher materials together to ensure they worked as a functional, multicultural unit. This would allow policymakers and teachers to evaluate the effectiveness of all materials teachers use to plan content in their classrooms and ensure they lent themselves to a multicultural education for the students.

For teachers that are currently using the standards, this research can aid in helping them see where they may need to fill in some gaps to ensure the inclusion of their entire student population. By seeing the breakdown of names, it becomes easier to identify what or who is missing from or is underrepresented in the standards. Teachers then can plan to add in information where it is appropriate so students can gain a fuller and better understanding of American history and the contributions that all racial and ethnic groups have on the country.

This research study would also be more conducive to a qualitative approach. History is a very complex and fluid topic that requires more context than was taken into account using a quantitative approach. Breaking the content down into numbers takes away the context in which history is being taught and was not very effective in gaining an understanding of the equity and inclusion of the SOLs.

For future research, this study helped identify the lack of an appropriate and effective analysis tool for scoring standards and curriculum framework developed and written by states. It also helped identify gaps where more research needs to be done. The standards and curriculum

frameworks provided to educators by states are the foundation of what is taught in the classroom. Those documents should be analyzed to assess inclusiveness and diversity and potentially modified to give students a better understanding of the history of the United States.

Limitations

The most significant limitation to this research study is the lack of appropriate curriculum scorecard. Without a proper scorecard, rubric, or standard of measurement, it is difficult to ensure the standards are as inclusive as they should be. This also means there are no explicit guidelines for the creation or modification of standards. A reliable scorecard would allow policy makers, administrators, and teachers to look at standards, curriculum framework and teaching materials to ensure the most comprehensive multicultural education experience possible for students.

The data in this research study is also limited due to the lack of curriculum framework and teaching materials. While the SOLs lay the foundation for what is to be taught, the curriculum framework and teaching materials would give more insight into the context in which people are being discussed and the perspectives highlighted in the lessons. For many of the standards listed, only names are listed with very little detail about the aspects of the person being taught about. The SOLs also include language such as “including, but not limited to” in a majority of the standards (Virginia Department of Education, 2023). Language like this allows teacher discretion when it comes to what is being taught in the classrooms. This means that while this research study is focusing on the SOLs, researchers will not be able to account for what is being taught outside the scope of the standards. The information contained in this research study only allows the researcher and the reader to gain a broad view of the names mentioned, with no information to accompany it.

Conclusion

Upon evaluating the United States and Virginia History SOLs for the Commonwealth of Virginia, it appears as though there is a large percentage of the student population that may have a hard time finding themselves represented in the content they are learning. Some students may see groups of their racial or ethnic groups represented with very few or no individuals named at all. By naming groups and not individuals, it minimizes the accomplishments of people in those groups, but also minimizes the importance of their history as a whole. The implicit message is that their history was not important enough to talk about individuals who made an impact. This can affect the way students in that racial/ethnic group see themselves, but also impact the way students from other racial/ethnic groups see them and their contribution to society.

These conclusions are generalized based solely on the names listed in the SOLs and what the researcher already knows about those historical figures. This is a broad generalization as the curriculum framework, which would provide more context, is not yet publicly available.

The need for a comprehensive and subject appropriate CRCS cannot be overstated. It is the job of educators to ensure our students see themselves in positive lights in their classrooms and their lessons. It is also important for students to expand their worldview by seeing those who are different from them being highlighted and uplifted. The development of a scorecard for use in the Social Sciences would go a long way in ensuring a true multicultural experience for all students, leading to greater engagement and higher levels of student success.

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Appendix A

Virginia State American History Standards of Learning

Below outlines the standards that will be scored for the purposes of this study. Grades one, two, four, five, six and eleven were chosen as those are the grades where United States or Virginia History are taught in the Commonwealth.

To view the full History and Social Science standards for the Commonwealth of Virginia visit:

<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/standards-of-learning>.

Grade One: Commonwealth of Virginia

The standards for first-grade students include an introduction to the lives of leaders in the history of Virginia and their contributions to the Commonwealth. Students should develop basic map skills. They should study the economic concepts of goods and services, consumers and producers, and economic choices. Students should learn to apply the traits of a responsible citizen and recognize that communities in Virginia have local governments. They should learn that communities include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

History

1.4 The student will apply history and social science skills to understand Virginia's history by

- a. identifying and describing important events and locations throughout the early history of the Commonwealth, including, but not limited to Werowocomoco and the first English colony in North America at Jamestown;
- b. describing how life in various Virginia communities has changed over time; and
- c. identifying local cities or counties on a map of Virginia.

1.5 The student will apply history and social science skills to describe contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth, including, but not limited to

- a. Indigenous peoples: Chief Powhatan and Pocahontas;
- b. Explorers: John Smith and Christopher Newport;
- c. Presidents: George Washington, Thomas Jefferson, James Madison, and James Monroe; and
- d. Barrier Breakers: John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe, Jr., and L. Douglas Wilder.

Grade Two: United States of America

The standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States, as well as the heritage of the Indigenous peoples. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify the contributions of individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

History

- 2.5 *The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous peoples past and present, including*
- Indigenous nations and tribes of the Eastern Woodlands;
 - Indigenous nations and tribes of the Plains;
 - Indigenous nations and tribes of the Southwest; and
 - understanding Tribal Sovereignty, including but not limited to the importance of land, history, and culture.
- 2.6 *The student will use history and social science skills to identify the geographic location, use of resources, and contributions of European explorers, and their influence on the development of North America, including, but not limited to the English, French, and Spanish.*
- 2.7 *The student will apply history and social science skills to describe the revolutionaries who fought for America’s freedom (1764–1781), including, but not limited to*
- John Adams;
 - Benjamin Franklin;
 - Alexander Hamilton;
 - Patrick Henry;
 - Thomas Jefferson;
 - James Madison (“Father of the Constitution”);
 - Paul Revere; and
 - George Washington (“Father of our Country”).
- 2.8 *The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by*
- identifying reasons for the settlement of the thirteen colonies;
 - explaining the relationships between the colonies and Great Britain; and
 - identifying key components of the Declaration of Independence.
- 2.9 *The student will apply history and social science skills to understand key events in United States history including, but not limited to*
- recognizing the reasons for moving the nation’s capital from Philadelphia to Washington, D.C., and the importance of the nation’s capital; and
 - describing the impact of the Louisiana Purchase on the westward expansion of the United States.
- 2.10 *The student will describe the contributions and roles of changemakers in United States history, including, but not limited to*
- Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson;
 - Explorers and Adventurers: Meriwether Lewis, William Clark, and Sacagawea, Neil Armstrong, Amelia Earhart;
 - Reformers and Champions: Abraham Lincoln, Theodore “Teddy” Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., Sen. Daniel Inouye, John F. Kennedy, and Barack Obama.

Grade 4: Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the contributions and cultures of its Indigenous peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Ideas that form the foundation for political institutions in Virginia and the United States will be included as part of the story of Virginia.

Virginia's Indigenous Peoples

VS.2 The student will apply history and social science skills to describe the Indigenous nations of Virginia past and present by

- a. describing how archaeologists have recovered artifacts from important places in the history of Indigenous people, including, but not limited to Werowocomoco;
- b. describing Virginia's three most prominent Indigenous language groups (i.e., the Algonquian, the Siouan, and the Iroquoian);
- c. describing the diversity among the Indigenous nations;
- d. describing the relationships and interactions of Virginia's Indigenous Peoples and their environment, circa 1600; and
- e. describing the lives and cultures of Virginia's Indigenous Peoples leading to the present day.

1607 through the American Revolution

VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by

- a. explaining the reasons for English colonization;
- b. describing the economic and geographic influences on the decision to settle at Jamestown;
- c. describing the importance of the Virginia Company of London Charter (April 10, 1606) in establishing the Jamestown colony;
- d. describing the interactions between the English colonists and the Indigenous Peoples, including the role of the Powhatan in the survival of the colonists;
- e. describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival, including, but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco;
- f. analyzing the impact of the arrival of Africans and women to the Jamestown settlement; and
- g. identifying the significance of establishing the General Assembly (1619), the first representative legislative body in English America.

VS.4 The student will apply history and social science skills to understand life in the Virginia colony by

- a. explaining the importance and influence of agriculture;
- b. examining how colonial Virginia reflected the culture of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans;
- c. distinguishing between indentured servants and enslaved people, including how European countries traded for, transported, and sold Africans to be enslaved to British North

- America beginning in the 17th century;
- d. describing the laws that established race-based enslavement;
- e. explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg; and
- f. describing ways people exchanged goods and services in Colonial Virginia.

VS.5 The student will apply history and social science skills to explain Virginia and Virginians’ role during the American Revolution by

- a. explaining the principles and events that convinced the colonists to declare independence and go to war with Great Britain, as expressed in the Declaration of Independence;
- b. examining the important contributions, leadership, and experiences of Virginians during the war, including, but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, James Armistead Lafayette, Indigenous Peoples, women, and free and enslaved Blacks;
- c. identifying the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond; and
- d. identifying the importance of the American victory at Yorktown.

Political Growth and Western Expansion: 1775 to the Mid-1800s

VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by

- a. explaining the roles of George Washington (“Father of Our Country”), James Madison (“Father of the Constitution”), and Patrick Henry (“Give Me Liberty or Give Me Death” speech);
- b. explaining the development of founding Virginia documents, including the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson);
- c. describing how principles of these founding Virginia documents inspired the Declaration of Independence, the Virginia Constitution, the Constitution of the United States, and the Bill of Rights;
- d. explaining how geographical features and technological advances impacted the western movement in the first half of the 1800s; and
- e. explaining the causes and events of Nat Turner’s Rebellion and how it impacted the institution of slavery.

Civil War and Postwar Eras

VS.7 The students will apply history and social science skills to understand the key people, events, and issues of the Civil War and Virginia’s role by

- a. explaining the role of John Brown and the impact of the raid at Harper’s Ferry;
- b. describing how the institution of slavery was the cause of the Civil War, and secondary factors that contributed to the secession of the southern states;
- c. explaining the significance of the Underground Railroad and the contributions of Harriet Tubman;
- d. explaining major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia;
- e. identifying major battles that took place in Virginia;

- f. identifying and explaining the leadership roles of Virginians, including, but not limited to Thomas “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty; and
- g. evaluating the experiences and contributions of Indigenous Peoples and enslaved and free Blacks and their allies during the war, including, but not limited to Elizabeth Van Lew and Mary Bowser.

VS.8 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by

- a. describing what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished;
- b. examining the effects of Reconstruction on life in Virginia;
- c. describing the role that the “Freedmen’s Schools” played in the lives of African Americans in Virginia after the Civil War;
- d. discussing the election of African American leader John Mercer to Congress in 1890;
- e. describing the effect of the Supreme Court’s decision in *Plessy v. Ferguson*; and
- f. analyzing the effects of segregation and “Jim Crow” laws on life in Virginia.

VS.9 The student will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by

- a. explaining the importance of railroads, waterways, new industries, and the growth of cities to Virginia’s economic development in the late 1800s; and
- b. explaining the economic and social transition from a rural society to a more urban society.

Virginia: 1900 to Present

VS.10 The student will apply history and social science skills to understand the role Virginians played in American history during World War I and World War II by

- a. examining how key leaders and citizens prepared for wartime; and
- b. describing the contributions made by military veterans and Medal of Honor recipients.

VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by

- a. explaining the social and political events connected to disenfranchisement of African American voters in Virginia in the early 20th century, desegregation, court decisions, and Massive Resistance, with emphasis on the role of Virginians in the Supreme Court cases, including, but not limited to *Brown v. Board of Education*; and
- b. investigating the political, social, and economic effects of choices made during the Civil Rights Era by Virginians including, but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder.

VS.12 The student will use history and social science skills to recognize why Virginia is known as the “Mother of Presidents”.

- VS.13 The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st Century by*
- examining major products and industries important to Virginia; and
 - examining the impact of the ideas, innovations, and advancements of Virginians on a global market.

Grade 5: United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the Union. The standards for this course relate to the history of the United States from pre-Colonial times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

Early Cultures of North America

- USI.2 The student will apply history and social science skills to describe how early cultures developed throughout North America by*
- describing how archaeologists have recovered artifacts from ancient settlements, including, but not limited to, Cactus Hill in Virginia; and
 - locating and explaining where Indigenous peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.
- USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America by*
- describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and
 - describing cultural and economic interactions between Indigenous peoples and Europeans that led to cooperation and conflict.
- USI.4 The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by*
- identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;
 - examining the arrival of the first Africans to colonial America at Old Point Comfort (Fort Monroe);
 - explaining the Transatlantic Slave Trade and its impact on the African coast and Western Hemisphere; and
 - identifying the cultural connections, conflicts, and common values of enslaved people in the Western Hemisphere, as well as challenges and hardships endured by enslaved people brought to the United States.

Colonial America and the American Revolution

- USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by*
- describing the characteristics and differences among the New England, the Mid-Atlantic,

- and the Southern colonies;
- b. explaining Virginia’s importance as one of the most populous and wealthiest colonies;
- c. comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;
- d. explaining the specialization and interdependence of the regions; and
- e. explaining the changing political and economic relationships between the colonies and Great Britain, including, but not limited to representative government and self-rule in the colonies.

USI.6 The student will apply history and social science skills to explain the American Revolution by

- a. identifying the causes and effects of the French and Indian War;
- b. identifying the issues of dissatisfaction that led to the American Revolution, including, but not limited to the “injuries and usurpations” outlined in the Declaration of Independence;
- c. comparing and contrasting the political ideas and principles that shaped the revolutionary movement;
- d. describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and
- e. examining the causes, course, and consequences of key events and battles of the era.

A New Nation and its Expansion

USI.7 The student will apply history and social science skills to describe the challenges faced by the new nation by

- a. explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation;
- b. describing the Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison;
- c. examining constitutional issues debated, including the role of the national government and the debate over ratifying of the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights;
- d. explaining the Three-Fifths Compromise; and
- e. examining the three branches of government.

USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by

- a. describing how territorial expansion affected the political map of the United States, including, but not limited to the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican American War;
- b. describing the causes, course of events, and effects of the War of 1812, the role of Andrew Jackson, and the development of the Monroe Doctrine;
- c. identifying geographic, economic, and religious motivations that influenced the movement of settlers;
- d. analyzing the impact of westward expansion on Indigenous peoples, including, but not limited to the Indian Removal policies, the Trail of Tears, and the Seminole Wars;
- e. explaining technological advancements and innovations and their effects on life in

- America, including but not limited to the cotton gin, the reaper, the steam engine, and the steam locomotive;
- f. describing major developments in the abolitionist and women’s suffrage movements; and
 - g. explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women’s suffrage movements.

The Civil War

USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by

- a. describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and led to the secession of southern states;
- b. describing the differences in the economies of the North and the South, growth of agriculture and industry, and how those economies impacted the outcome of the war;
- c. evaluating the leadership and impact of Abraham Lincoln during the Civil War;
- d. describing how individuals influenced the course of the Civil War, including, but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas “Stonewall” Jackson, and Frederick Douglass;
- e. describing major political texts during the war, including but not limited to Lincoln’s Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and Lincoln’s Second Inaugural Address; and
- f. analyzing the effects of the war from various perspectives of Union and Confederate soldiers, Indigenous peoples, women, European Americans, and enslaved and free Blacks during the war including, but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser.

Grade 6: United States History: 1865 to the Present

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students will continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world’s political and economic landscapes.

Westward Expansion and Its Impact on Indigenous Peoples

USII.1 The student will apply history and social science skills to examine westward expansion after the mid-19th century by

- a. explaining how technology allowed settlers to adapt to the physical features and climate of the West;
- b. identifying the motivations for westward expansion;
- c. examining the impact of policies, legislation, and treaties associated with the growth of the nation; and
- d. explaining the effect that the growth of the United States had on Indigenous peoples.

Effects of Reconstruction

- USII.2 The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by*
- describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War;
 - analyzing the goals and effects of the Reconstruction Amendments, the Freedmen's Bureau, and civil rights policies that changed the meaning of citizenship in the United States;
 - describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass;
 - describing the role of Congress and the Supreme Court in Reconstruction plans and policies, including, but not limited to Lincoln's Ten Percent Plan;
 - describing the role and motivations of individuals who sought to gain from Reconstruction, including, but not limited to formerly enslaved people elected to office during the years right after the Civil War; and
 - explaining how the 1876 presidential election led to the end of Reconstruction.

Industrialization and Growth

- USII.3 The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by*
- explaining relationships among natural resources, transportation, and industrial development from 1865;
 - explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;
 - evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, support for eugenics as a social policy, immigration policy, women's suffrage, and the temperance movement;
 - explaining the events, factors, and motivations that caused individuals and groups to migrate to the United States towards the end of the 19th century;
 - examining the cause-and-effect relationship between rapid population growth and city government services and infrastructure;
 - explaining how governmental actions, including, but not limited to the Chinese Exclusion Act of 1882, caused harm to Chinese Americans and other immigrants;
 - explaining how various groups worked to alleviate the issues facing new immigrants and how immigrants advocated for themselves; and
 - describing the technological advances and the broader impact of the 1893 Chicago World's Fair on America's rise as a world leader in innovation, business, and trade.

- USII.4 The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by*
- explaining the legacy of Theodore Roosevelt, including, but not limited to conservation contributions, progressivism, the building of the Panama Canal, and his role in the Spanish-American War;
 - explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine;
 - analyzing the major causes and consequences of World War I and examining the roles of key leaders and groups;
 - examining the evolution of warfare tactics and technology, including, but not limited to cavalry, air, submarine, chemical, trench warfare, and other technological advancements;

- e. explaining how the war was a catalyst for the United States gaining international power and expanded its sphere of international influence; and
- f. examining how post-war sanctions and the failure of the League of Nations set the stage for World War II.

USII.5 The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by

- a. explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, and communication and how rural electrification changed American life and the standard of living;
- b. examining how the rise of communism affected America, including, but not limited to the first Red Scare;
- c. describing the reasons for and impact of the Great Migration;
- d. describing the events and leaders that lead to prohibition, the Women’s Suffrage Movement, and the passage of the Nineteenth Amendment, including, but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells-Barnett, and Sojourner Truth;
- e. examining the art, literature, and music of the 1920s and 1930s, including, but not limited to the Roaring Twenties and the Harlem Renaissance;
- f. analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans;
- g. describing the features, effects, programs, and lasting institutions of Franklin D. Roosevelt’s New Deal;
- h. describing racial segregation, housing discrimination via redlining, the rise of “Jim Crow” laws, Black Codes, and threats of violence, including, but not limited to intimidation, lynchings, armed conflicts, suppressed voting rights, and limits on political participation faced by African Americans and other people during post-Reconstruction; and
- i. analyzing events and impacts of African American leaders in response to “Jim Crow,” including, but not limited to the formation of the NAACP, strikes, protests, the role of HBCUs, and the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, Ida B. Wells-Barnett.

The Second World War and America’s Transformation

USII.6 The student will apply history and social science skills to understand the major causes and events of World War II and the effects of America’s role by

- a. explaining the rise and spread of fascism and totalitarianism internationally and the policy of appeasement towards Nazi Germany;
- b. explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
- c. locating and describing the major events and turning points of the war in Europe, including, but not limited to the allied invasion of Italy, the invasion of Normandy (D-Day), the Battle of the Bulge, and the Battle of Berlin;
- d. locating and describing the major events and turning points of the war in the Pacific, including, but not limited to the Battle of Iwo Jima, the Battle of Midway, and the Battle of Okinawa;
- e. explaining and evaluating the role of key political and military leaders of the Allies and Axis powers, including, but not limited to the United States, Germany, Japan, the Soviet Union, Italy, and Great Britain;

- f. identifying the roles and sacrifices of American armed forces, including prisoners of war, women, and segregated units, as well as other notable heroics, including, but not limited to the contributions of the Tuskegee Airmen, the 442nd Regimental Combat Team, Women's Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford boys;
- g. evaluating the effects of the war on the home front, including, but not limited to women in the workforce, the incarceration of Japanese Americans, rationing, conservation, and war bonds;
- h. examining the causes and consequences of the Holocaust, including, but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws, persecution of Jews and other targeted groups, resistance efforts, the United States' response, and the Nuremberg Trials; and
- i. describing the events that led to the surrender of the Axis Powers and America's role in the Allied victory, including, but not limited to the Manhattan Project, as well as events that shaped post-war peace.

The Cold War

USII.7 The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by

- a. explaining how key decisions and agreements, including, but not limited to the Atlantic Charter, formation of the United Nations, and NATO, established international allies;
- b. describing the Marshall Plan's objectives for rebuilding Europe, the occupation and reconstruction of Japan, and the emergence of the United States and the Soviet Union as superpowers;
- c. describing the differences between communism and a democratic nation, including, but not limited to self-governance and economic philosophy;
- d. examining the role of the United States in fighting communism and defending freedom during the Cold War, including, but not limited to the Berlin Airlift, conflicts in Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall, and the collapse of communism in Eastern Europe; and
- e. explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Ronald Reagan and Mikhail Gorbachev.

Late 20th–Early 21st Century

USII.8 The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by

- a. examining the contributions of key leaders and events during the Civil Rights Era, including, but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, the Selma march, sit-ins, and boycotts;
- b. explaining the significance of urban renewal plans, including, but not limited to Jackson Ward in Richmond and Vinegar Hill in Charlottesville;
- c. examining key events of the 1960s and 1970s, including, but not limited to the Apollo Missions, the moon landing, assassinations, the women's movement, the creation of public sector labor unions, Watergate and Nixon's resignation, and the passing of the Clean Air Act and the Clean Water Act;
- d. describing the impact of the Baby Boom, the changing demographics of the United States, and the ending of the military draft; and
- e. describing the protections and provisions of the Americans with Disabilities Act (ADA);

- f. describing the similarities and differences between the objectives of the women’s movement of the early and mid-20th century;
- g. describing expanded educational and economic opportunities for military veterans, women, and minorities; and
- h. describing how the terrorist attacks of September 11, 2001, including the heroic sacrifices of Flight 93 passengers, significantly impacted domestic policies, American society, and global perspectives on the war on terror.

Science and Technology Since the Turn of the Century

- USII.9 The student will apply history and social science skills by
- a. studying the iterative and ongoing advancements in science and technology; and
 - b. describing the changes in American culture related to music, art, media, and communication, as well as advancements in American economics related to banking, business, and industry.

Grade 11: Virginia and United States History

The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country’s prominence in world affairs.

Early America Through the Founding of the New Nation

- VUS.1 The student will apply history and social science skills to describe early North America by*
- a. distinguishing how different Indigenous Peoples of North America used available resources to develop their culture, language, skills, and perspectives, including, but not limited to the nations in the Northeast, the Mississippi River Valley, the Atlantic seaboard, the Pacific coast, and the Southwest of North America;
 - b. describing the entrepreneurial characteristics of early explorers, including, but not limited to Christopher Columbus, Francisco Vázquez de Coronado, and Ponce de León and the technological developments that made nautical exploration possible;
 - c. connecting the aims, obstacles, and accomplishments of the explorers and sponsors of key expeditions to the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation; and
 - d. examining the trade routes, resources, and products that linked Africa, the West Indies, the American colonies, and Europe.
- VUS.2 The student will apply history and social science skills to describe the political, religious, social, and economic characteristics of the first 13 colonies by*
- a. describing the reasons for establishing colonies in North America and the individuals and groups involved, including but not limited to John Smith, Roger Williams, William Penn, Lord Baltimore, William Bradford, and John Winthrop;
 - b. describing European settlement in the Americas, the Great Awakening, the character, practices, and growth of religious toleration, and the free exercise of religion;
 - c. describing the development of political self-government and a free-market economic

system, as well as the differences among the British, Spanish, and French colonial systems; and

- d. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town councils.

VUS.3 The student will apply history and social science skills to explain the development of African American culture in America and the impact of the institution of slavery by

- a. describing the diverse cultures, languages, skills, and perspectives of Africans who were captured there and enslaved in the Americas;
- b. describing the Middle Passage, the Transatlantic Slave Trade, chattel slavery, indentured servitude, and forced labor;
- c. describing the slave trade in the U.S., Virginia, and Richmond;
- d. analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and race-based enslavement of Africans; and
- e. examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

VUS.4 The student will apply history and social science skills to analyze the cooperation and conflict between the Indigenous peoples and the new settlers by

- a. describing the competition among the English, French, Spanish, Dutch, and Indigenous peoples for control of North America;
- b. describing the cooperation that existed at times between the colonists and Indigenous peoples during the 1600s and 1700s, including, but not limited to agriculture, the fur trade, military alliances, treaties, and cultural interchanges;
- c. describing the significance of Bacon's Rebellion;
- d. explaining the conflicts before the Revolutionary War; and
- e. describing the violent conflicts among the Indigenous peoples' nations, including the competing claims for control of lands.

VUS.5 The student will apply history and social science skills to understand the issues and events leading to and during the revolutionary period by

- a. describing the results of the French and Indian War;
- b. describing how political, religious, and economic ideas and interests contributed to the start of the American Revolution, including, but not limited to the resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, the Coercive Acts, the Boston Tea Party, the Boston Massacre, Patrick Henry's "Give Me Liberty, or Give Me Death" speech, the Battles of Lexington and Concord, the Battle of Bunker Hill, the Second Continental Congress and the Olive Branch Petition, and Thomas Paine's *Common Sense*;
- c. describing efforts by individuals and groups to mobilize support for the American Revolution, including the Minutemen, the Sons of Liberty, the First and Second Continental Congresses, and the Committees of Correspondence;
- d. examining the contributions of those involved in the drafting and signing of the Declaration of Independence and the lasting legacy of the document;
- e. analyzing the intervention of France and other factors that led to colonial victory in the Revolutionary War;
- f. evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy; and

- g. analyzing the U.S. Presidents of this era, with emphasis on the presidents from Virginia.

VUS.6 The student will apply history and social science skills to describe the development and significance of the American political system by

- a. examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- b. identifying the strengths and weaknesses of the Articles of Confederation;
- c. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the struggles of ratification, the reasons for the Bill of Rights, and the roles of James Madison, Alexander Hamilton, George Mason, John Adams, and George Washington;
- d. comparing the powers granted through the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;
- e. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era; and
- f. explaining the significance of Chief Justice John Marshall and the *Marbury v. Madison* decision.

Expansion, Civil War, and Reconstruction

VUS.7 The student will apply history and social science skills to analyze major events in Virginia and United States history during the first half of the 19th century by

- a. assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;
- b. explaining the role of broken treaties and the factors that led to military defeat of Indigenous peoples, including, but not limited to the resistance of Indigenous nations to encroachments and assimilation and the Trail of Tears;
- c. explaining the influence and achievements of significant leaders of the time, including, but not limited to John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah;
- d. analyzing the United States' subsequent actions with respect to its Indigenous peoples, including, but not limited to the Indian Reorganization Acts and *McGirt v. Oklahoma*;
- e. describing the political results of territorial expansion and its impact on Indigenous peoples;
- f. analyzing the social and cultural changes during the period, including, but not limited to immigration and “The Age of the Common Man” (Jacksonian Era);
- g. examining the Texas Revolution and the Mexican-American War; and
- h. evaluating the cultural, economic, and political issues that divided the nation, including the role of slavery, the abolitionist movements, and tariffs, in the conflicts that led to the Civil War.

VUS.8 The student will apply history and social science skills to analyze the development and abolition of slavery in the United States by

- a. explaining how slavery is the antithesis of freedom;
- b. describing the impacts of abolitionists, including, but not limited to Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;
- c. analyzing key policies and actions, including, but not limited to the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott v. Sanford*,

- and the Emancipation Proclamation; and
- d. explaining the extension of rights provided in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.

VUS.9 The student will apply history and social science skills to analyze the major turning points of the Civil War and Reconstruction eras by

- a. describing major events and the roles of key leaders of the Civil War Era, including, but not limited to Abraham Lincoln, 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, but not limited to 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, enslaved and free Blacks, the common soldier, and the home front;
- d. evaluating postwar Reconstruction plans presented by key leaders of the Civil War;
- e. evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States, sharecropping, the Freedman’s Bureau, and the rise of white supremacist groups;
- f. evaluating Virginia’s stance on the Fourteenth Amendment, Virginia’s 1870 Constitution, and readmittance to Congress; and
- g. evaluating the role of the biracial Readjuster Party in Virginia during Reconstruction in providing funds to expand a system of public schools and expanding employment opportunities for African Americans.

Industrialization, Emergence of Modern America, and World Conflicts

- VUS.10 The student will apply history and social science skills to analyze how the nation grew and changed from the end of Reconstruction through the early 20th century by
- a. analyzing the effects of westward movement and the admission of new states on the Indigenous peoples and the conflicts with the U.S. government, including, but not limited to the Battle of Little Bighorn and Wounded Knee;
 - b. examining and evaluating the motivations, contributions, and challenges immigrants to the United States faced before, during, and upon arrival;
 - c. analyzing the transformation of the American economy from agrarian to industrial, the growth of cities and trade, the role of the railroads and communication systems, and the concentration of wealth and mass production that created goods at cheaper and faster rates, including, but not limited to industrial leaders such as Andrew Carnegie, Andrew Mellon, and John D. Rockefeller and the growth of American philanthropy;
 - d. explaining the social and cultural impact of industrialization, including, but not limited to rapid urbanization, the effects on living and working conditions, the development of labor unions, and the emergence of more leisure time and activities;
 - e. evaluating and explaining the Progressive Movement and the impact of its legislation, including, but not limited to regulations for pollution, child labor, and food safety;
 - f. examining the “Byrd machine” and its dominance in Virginia government in the first half of the 20th century;
 - g. analyzing the effects of prejudice, discrimination, and “Jim Crow” laws including,

- but not limited to the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, race riots, the suppression of voting rights in Virginia and other Southern states, Ida B. Wells-Barnett's anti-lynching crusade, the practice of eugenics, and the U.S. Supreme Court 1927 *Buck v. Bell* decision;
- h. explaining the emergence of public colleges, HBCUs, and land-grant institutions in Virginia and the United States as a way to expand educational opportunities and build specific skills and knowledge in agricultural and technological advances.

VUS.11 The student will apply history and social science skills to analyze the emerging role of the United States in world affairs during the end of the 19th and early 20th centuries by

- a. explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, including, but not limited to the impact of the Spanish-American War;
- b. explaining the international significance of U.S. decisions and actions, including, but not limited to the Roosevelt Corollary to the Monroe Doctrine, the Spanish-American War, the acquisition of Alaska and Hawaii, and the Panama Canal construction;
- c. evaluating the events, leaders, and changes that brought America out of a period of isolationism to enter WWI;
- d. evaluating the United States' involvement in World War I, including, but not limited to Woodrow Wilson's Fourteen Points and the establishment of the League of Nations; and
- e. evaluating and explaining the terms of the Treaty of Versailles, including, but not limited to the national debate in response to the formation of the League of Nations.

VUS.12 The student will apply history and social science skills to understand key international and domestic events, interests, and philosophies of the 1920s and 1930s by

- a. analyzing the attacks on civil liberties, including, but not limited to the re-emergence of the Ku Klux Klan, the Chicago riot of 1919, the Tulsa Race Massacre and the decimation of Black Wall Street, and the institution of redlining and resulting racial wealth gaps;
- b. analyzing the connections between the Bolshevik Revolution and the First Red Scare, anarchist bombings, and the Palmer Raids;
- c. analyzing the effects of changes in immigration to the United States including, but not limited to the Immigration Act of 1918 and the Immigration Act of 1924;
- d. examining the purposes of Marcus Garvey's "Back-to-Africa" movement, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League;
- e. analyzing the Roaring 20s, post-wartime effects on the American economy, how life changed as a result of innovation and inventions, and the diffusion of American popular culture;
- f. examining the changing role of women in society and in the passage of the Eighteenth Amendment and the Nineteenth Amendment to the Constitution of the United States; and
- g. examining the Great Migration and its influence on the Harlem Renaissance, prompting new trends in literature, music, and art, and the work of writers, including, but not limited to Zora Neale Hurston and Langston Hughes.

- VUS.13 The student will apply history and social science skills to describe the effects of the Great Depression and New Deal policies on the United States by*
- explaining the causes of the Great Depression, including, but not limited to bank failures, stock purchases on margins, credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash; and
 - evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy, its features, and effects.

- VUS.14 The student will apply history and social science skills to analyze the United States' involvement in World War II by*
- comparing and contrasting totalitarianism in Imperial Japan, communist Soviet Union, fascist Italy, and Nazi Germany;
 - analyzing the causes and events that led to America's involvement, including the attack on Pearl Harbor, the U.S. response with Executive Order 9066 and the incarceration of Japanese Americans, and the Supreme Court case *Korematsu v. United States*;
 - identifying the similarities and differences in the strategy, major battles, and impacts of key leaders of the Axis and Allied Powers;
 - evaluating and explaining the contributions of heroic military units including, but not limited to segregated, minority units, women, and the role of Virginia units in the America war effort;
 - describing major battles of World War II, including Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge, as well as battles in Holland, Italy, and North Africa;
 - analyzing the Holocaust, beginning with the history and role of antisemitism in the persecution of Jews, the persecutions of other targeted groups, challenges related to the immigration of Jews, Hitler's "Final Solution," liberation, post-war trials, post-war immigration to the United States, and the creation of the modern state of Israel;
 - explaining American military intelligence and technology, including island hopping, the Manhattan Project, and the bombings of the Japanese cities of Hiroshima and Nagasaki; and
 - describing the significance of America's role in the Allied victory, the Marshall Plan, and the significance of the United Nations.

The United States since World War II

- VUS.15 The student will apply history and social science skills to analyze the United States' foreign policy during the Cold War era by*
- explaining the origins and early development of the Cold War and how it changed American foreign policy, including, but not limited to the Truman Doctrine and the policy of containment;
 - explaining the long-term impact of the Marshall Plan, the formation of NATO, the Warsaw Pact, and the efforts of the United States to protect Western Europe;
 - describing events and leaders of the Cold War, including the Bay of Pigs, the Cuban Missile Crisis, John F. Kennedy, and Nikita Khrushchev;
 - analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China, and the experiences of refugees from those nations; and
 - explaining how American foreign policy pressure, economic power and defense

policy, and the assertion of American values led to the end of the Cold War.

VUS.16 The student will apply history and social science skills to analyze the causes and effects of the Civil Rights Movement by

- a. analyzing the origins of the Civil Rights Movement, the effects of segregation, and efforts to desegregate schools, transportation, and public areas;
- b. evaluating and explaining the impact of the *Brown v. Board of Education* decision and Virginia's response of Massive Resistance, including, but not limited to the roles of Barbara Johns, R.R. Moton High School in Prince Edward County, Thurgood Marshall, and Oliver W. Hill, Sr;
- c. evaluating the legacy of Dr. Martin Luther King, Jr., including "A Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, the "I Have a Dream" speech, and his assassination;
- d. analyzing key events, including, but not limited to the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, Birmingham demonstrations, the 1963 March on Washington, the Freedom Summer, and Selma to Montgomery Marches, with additional emphasis on events in Virginia;
- e. explaining how the tenets of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an effect on all Americans; and
- f. analyzing the effect of the Black Power Movement.

VUS.17 The student will apply history and social science skills to analyze political and social conditions in the United States during the second half of the 20th century and early 21st century by

- a. assessing the development of and changes in domestic policies due to Supreme Court decisions and acts of Congress, including, but not limited to *Brown v. Board of Education*, the Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, the Equal Pay Act, the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, the Marriage Equality Act, *Obergefell v. Hodges*, *Gideon v. Wainwright*, *Miranda v. Arizona*, and *Roe v. Wade* leading to *Dobbs v. Jackson Women's Health Organization*;
- b. analyzing key events and conditions that have given rise to terrorism as an attack on democracy and the United States' role in defending democracy, including, but not limited to the 1993 bombing of the World Trade Center, the 2000 bombing of the USS Cole, attacks on U.S. Embassies in Kenya and Tanzania, and the 9/11 attacks on the United States in 2001;
- c. explaining social movements, including but not limited to the Vietnam War and the rise of the anti-war movement, Woodstock, the rise of the conservative movement and the election of Ronald Reagan, Women's Movement, Gay Rights Movement, Pro-life Movement, and an increased domestic focus on HIV/AIDS, the rise of antisemitism and hate crimes, and domestic terrorism;
- d. connecting the legacy of the Civil Rights Movement to the election of Barack Obama; and explaining scientific and technological changes and evaluating their impact on American culture, including media.

Appendix B

Culturally Responsive Curriculum Scorecard

The following Culturally Responsive Curriculum Scorecard will be used to score the American History SOLs for the state of Virginia. As shown below, this score will include representation, diversity of authors, social justice orientation and teacher's materials. Scores will be tallied for a total score in each section.

Culturally Responsive Curriculum Scorecard

Representation

Diversity of Characters Tally

	Girl/Woman	Boy/Man	Non Binary	Unknown	Total
Middle Eastern					
Asian/ Pacific Islander					
Black/ African					
Latinx					
Native American					
White					
Racially Ambiguous					
Multiracial					
Peoples with Disabilities					
LGBTQIA+					
Animals					
Total Characters Depicted:					

Diversity of Authors Tally

	Girl/Woman	Boy/Man	Non Binary	Unknown	Total
Middle Eastern					
Asian/ Pacific Islander					
Black/ African					
Latinx					
Native American					
White					
Racially Ambiguous					
Multiracial					
Peoples with Disabilities					
LGBTQIA+					
Total # of authors:					

Representation Score

	Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
Diversity of Characters	1. The curriculum features visually diverse characters, and the characters of color do not all look alike.					
	2. Queer, trans and non-binary characters are represented and are main characters.					
	3. There are references to different ethnic and cultural traditions, languages (non-English and multilingual speakers), religions, names and clothing, abilities and gender expressions.					
	4. Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.					
	5. Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.					
	6. Characters of color are main characters and not just sidekicks.					
	7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.					
Accurate Portrayals	8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.					
	9. Characters with disabilities aren't presented as the problem in the story, as bad, wrong or abnormal, or as the butt of jokes.					
	10. Transgender characters are not depicted as abnormal, evil, or problems to be solved.					
	11. Gender is not determinative in the storyline. Characters are portrayed with a variety of roles and gender expressions, not just the ones that align with traditional expectations of their sex.					
	12. Social situations and problems are not seen as individual problems but are situated within a societal context.					
	13. Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.					
	14. Characters with disabilities are represented with a full range of experiences and emotions, and not as inspirational because of their disability or used to emphasize the goodness of the people without disabilities.					
	15. Trans characters are represented with a full range of experiences and emotions, not exclusively for their gender identity or the oppression they face.					
	16. Problems faced by people of color or women/girls are not resolved through the benevolent intervention of a white person or a man/boy.					
	17. Diverse characters are rooted in their own cultures and are not ambiguous.					
Total		0	0	0	0	0
Total Representation Score						0

Social Justice Orientation Score

	Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
Decolonization /Power and Privilege	18. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.					
	19. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.					
	20. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
	21. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.					
Centering Multiple Perspectives	22. The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, communal spaces created by non-dominant communities, collectivist cultures, matriarchal societies, and non-Christian religions.					
	23. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities.					
Connect Learning to Real Life & Action	24. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.					
	25. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.					
Total						
Total Social Justice Score		0				

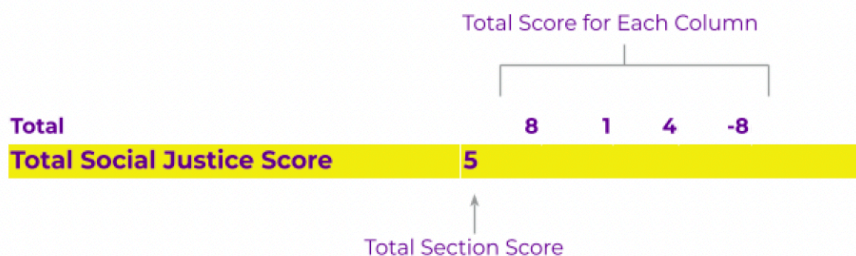
Teachers Materials Score

Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
26. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).					
27. Guidance is provided on being aware of one's biases and the gaps between one's own culture and identities and students' cultures and identities.					
28. Guidance is provided to teachers on understanding the connection between gender identity and cultural competence, and encouraging students to engage with diverse gender expressions and abilities in curriculum.					
29. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.					
30. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.					
31. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.					
32. Guidance is provided on engaging students in culturally sensitive experiential learning activities.					
33. Guidance is provided on opportunities to engage students' families to enhance lessons.					
34. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.					
35. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.					
Total	0	0	0	0	0
Total Teachers Materials Score					0

Scorecard Calculations

There are two ways to understand the results of your team's scorecard calculations: (1) interpret the total score for each section of the scorecard, and (2) interpret the distribution of scores within each section. These two approaches in combination will help you understand the extent to which your school's curriculum is culturally responsive. If you are working with a team and used average scores for each statement, round each average score up or down to the nearest whole number. Add all the scores in each column in the "Total" row at the bottom of each section. Next, add all the total scores for each column to calculate a total section score. The following example shows calculations for the Representation section of the Scorecard. The total for the Very Satisfied column is 8, the total for the Satisfied column is 1, the total for the Unclear column is -4, and the total for the Not Satisfied column is -8. The total section score for Representation is -3 because $8 + 1 + -4 + -8 = -3$.

Example



Appendix C List of Names

The list of names extracted from the Commonwealth of Virginia Standards of Learning. Also listed are the racial/ethnic group and gender group to which each historical figure belongs and the grades they are taught in. Names that have the same grade listed more than one time have that name mentioned more than one time in that grade.

Name	Race/Ethnicity	Gender	Grades Named In	Number of mentions
Chief Powhatan	Indigenous	M	1	1
Pocahontas	Indigenous	F	1	1
John Smith	White	M	1, 11	2
Christopher Newport	White	M	1	1
George Washington	White	M	1, 2, 4, 4, 5, 11	6
Thomas Jefferson	White	M	1, 2, 2, 4, 4, 5	6
James Madison	White	M	1, 2, 4, 4, 5, 11	6
James Monroe	White	M	1	1
John Mercer Langston	African American	M	1, 4	2
Booker T. Washington	African American	M	1, 2, 6, 11	4
Maggie L. Walker	African American	F	1, 4	2
Barbara Johns	African American	F	1, 4, 11	3
Arther R. Ashe, Jr.	African American	M	1, 4	2
L. Douglas Wilder	African American	M	1, 4	2
John Adams	White	M	2, 5, 11	3
Benjamin Franklin	White	M	2, 2, 5	3
Alexander Hamilton	White	M	2, 11	2
Patrick Henry	White	M	2, 4, 5, 11	4
Paul Revere	White	M	2	1
Benjamin Banneker	African American	M	2	1
George Washington Carver	African American	M	2	1
Orville Wright	White	M	2	1
Wilbur Wright	White	M	2	1
Steve Jobs	White	M	2	1
Jonas Salk	White	M	2	1
Thomas Edison	White	M	2	1
Alexander Graham Bell	White	M	2	1
Mary Jackson	African American	F	2	1
Meriwether Lewis	White	M	2	1
William Clark	White	M	2	1
Sacagawea	Indigenous	F	2	1

Neil Armstrong	White	M	2	1
Amelia Earhart	White	F	2	1
Abraham Lincoln	White	M	2, 5, 6, 6, 11	5
Theodore Roosevelt	White	M	2, 6	2
Helen Keller	White	F	2	2
Thurgood Marshall	African American	M	2, 11	2
Rosa Parks	African American	F	2, 6	2
Jackie Robinson	African American	M	2	2
Cesar Chavez	Latino	M	2	1
Dr. Martin Luther King, Jr.	African American	M	2, 6, 11	3
Sen. Daniel Inouye	Japanese American	M	2	1
John F. Kennedy	White	M	2, 6, 11	3
Barack Obama	African American	M	2, 11	2
George Mason	White	M	4, 4, 11	3
James Armistead Lafayette	African American	M	4	1
John Brown	White	M	4, 5	2
Harriet Tubman	African American	F	4, 5	2
Thomas "Stonewall" Jackson	White	M	4, 5	2
Robert E. Lee	White	M	4, 5, 6, 11	4
William Harvey Carney	African American	M	4	1
Winfield Scott	White	M	4	1
Powhatan Beaty	African American	M	4	1
Elizabeth Van Lew	White	F	4, 5	2
Mary Bowser	African American	F	4, 5	2
Robert Russa Moton	African American	M	4	1
Samuel Wilbert Tucker	African American	M	4	1
Oliver W. Hill	African American	M	4, 11	2
Irene Morgan	African American	F	4	1
A. Linwood Holton, Jr.	White	M	4	1
Thomas Paine	White	M	5, 11	2
Marquis de Lafayette	White	M	5	1
Andrew Jackson	White	M	5, 11	2
Jefferson Davis	White	M	5, 11	2
Ulysses S. Grant	White	M	5, 6, 11	3
William Tecumseh Sherman	White	M	5	1
Frederick Douglass	African American	M	5, 6, 11, 11	4
Clara Barton	White	F	5	1
Robert Smalls	African American	M	5	1
Hiram Revels	African American	M	6	1

Susan B. Anthony	White	F	6	1
Lucy Burns	White	F	6	1
Elizabeth Cady Stanton	White	F	6	1
Carrie Chapman Catt	White	F	6	1
Ida B. Wells-Barnett	African American	F	6, 6, 11	3
Sojourner Truth	African American	F	6, 11	2
Franklin D. Roosevelt	White	M	6, 11	2
W.E.B. DuBois	African American	M	6, 11	2
Mary White Ovington	White	F	6	1
Ronald Reagan	White	M	6	1
Robert Kennedy	White	M	6	1
Malcolm X	African American	M	6	1
Medgar Evers	African American	M	6	1
John Lewis	African American	M	6	1
Ruby Bridges	African American	F	6	1
Jonathan Daniels	White	M	6	1
Dorothy Height	African American	F	6	1
Christopher Columbus	White	M	11	1
Francisco Vazques de Coronado	White	M	11	1
Ponce de Leon	White	M	11	1
Roger Williams	White	M	11	1
William Penn	White	M	11	1
Lord Baltimore	White	M	11	1
William Bradford	White	M	11	1
John Winthrop	White	M	11	1
Chief Justice John Marshall	White	M	11, 11	2
Chief Tecumseh	Indigenous	M	11	1
Chief Logan	Indigenous	M	11	1
Chief John Ross	Indigenous	M	11	1
Sequoyah	Indigenous	M	11	1
William Lloyd Garrison	White	M	11	1
Harriet Beecher Stowe	White	F	11	1
Andrew Carnegie	White	M	11	1
Andrew Mellon	White	M	11	1
John D. Rockefeller	White	M	11	1
Zora Neale Hurston	African American	F	11	1
Langston Hughes	African American	M	11	1

Appendix D

Explanatory Definitions

Culturally Responsive Curriculum Scorecard – tool to help determine the extent to which English Language Art, Science, Technology, Engineering, Arts, and Mathematics (STEAM) curricula are (or are not) culturally responsive (Bryan-Gooden et al., 2023).

Culturally Relevant Pedagogy – a student-centered approach to teaching in which the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world (Lynch, 2016).

Multicultural Education – any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds (The Glossary of Education Reform, 2013).