

To Collect, Protect, and Serve: Behind the Scenes at the Library of Virginia
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Illustrated by Les Harper

Virginia Standards of Learning Correlation

STANDARD 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on **George Washington**, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

STANDARD 1.4

The student will develop map skills by

- a) recognizing **basic map symbols**, including references to land, water, cities, and roads;
- b) using **cardinal directions** on maps;
- d) locating Washington, D.C., the capital of the United States, and **Richmond**, the capital of Virginia, on a United States map.

STANDARD 1.12

The student will recognize that communities in Virginia

- a) have **local governments**;
- b) benefit from **people who volunteer** in their communities;
- c) 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**.

STANDARD 2.3

The student will **identify and compare changes in community life over time** in terms of buildings, jobs, transportation, and population.

STANDARD 2.11

The student will identify **George Washington**, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.

STANDARD 2.12

The student will understand that the people of Virginia

- a) have **state and local government officials** who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are **united as Americans by common principles**.

STANDARD 3.10

The student will recognize the importance of government in the community, Virginia, and the United States of America by

- a) explaining the **purpose of rules and laws**;
- b) explaining that the **basic purposes of government** are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that **government protects the rights** and property of individuals.

STANDARD 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual **rights to life, liberty, and the pursuit of happiness**; and equality under the law;

- b) identifying the contributions of **George Washington; Thomas Jefferson**; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
- c) recognizing that **Veterans Day** and Memorial Day honor people who have served to protect the country's freedoms;
- d) **describing how people can serve the community, state, and nation.**

STANDARD 3.12

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are **united by the basic principles of a republican form of government and respect for individual rights and freedoms.**

STANDARD VS.1a, b, c, d, e, f, g, h, i

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

- a) **identify and interpret artifacts and primary and secondary source documents to understand events in history;**
- b) **determine cause-and-effect relationships;**
- e) **make connections between past and present;**
- f) **sequence events in Virginia history;**

STANDARD VS.3d

The student will demonstrate knowledge of the first permanent English settlement in America by

- d) identifying the importance of the **General Assembly** (1619) as the first representative legislative body in English America.

The student will demonstrate knowledge of life in the Virginia colony by

- c) **explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.**

STANDARD VS.5a

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a) **identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.**

STANDARD VS.5b

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including **George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.**

STANDARD VS.6b

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

- c) identifying the ideas of **George Mason and Thomas Jefferson** as expressed in the **Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.**

STANDARD VS.9d

The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; **Oliver W. Hill**; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and **L. Douglas Wilder.**

STANDARD VS.10a

The student will demonstrate knowledge of government, geography, and economics by

- a) identifying the three **branches of Virginia government and the function of each.**