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The History of Richmond through Maps

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by Greysi Vasquez

Introduction

If I'm being completely honest, the unit topic that I find the most boring to teach to my 10th grade history class is the Industrial Revolution. As much as I tried, I could not find inspiration enough to make this topic interesting. The following curriculum unit sets up an in-depth analysis of Richmond, Virginia through the lenses of industrial, environmental, and artistic changes. By studying maps, students will gain a deeper understanding, more than just geographical representations, on how maps are cultural documents. This unit aims to improve students' historical knowledge while developing their critical thinking, empathy, and visual literacy skills to understand the impact of industrialization. Teaching strategies in this unit will include lectures, discussions, map analysis, identifying key features, and examining what these sources reveal about their time. We will also analyze artistic responses to industrial changes and how the society and landscape changes of Richmond is seen through the various paintings, illustrations, and interpretations from people of their time. The close connection between the Industrial Revolution and the city of Richmond also makes this topic particularly relevant and engaging for my students because it offers them a unique perspective of their local history within a global context.

Demographics

I am a World History II teacher at Huguenot High School located in the city of Richmond, Virginia. Huguenot services the Southside of Richmond, specifically Forest Hill and Bon Air. It consists of about 1,500 students from various socioeconomic backgrounds, roughly 53% African American, 38% Hispanic, and 6% White. With a notable presence of immigrant families, Huguenot's student population includes a high percentage of English Language Learners (ELL). It falls within the district average in the following categories: college readiness, proficient in reading, proficient in mathematics, and proficient in science. The diversity of the school enhances the environment which contributes to an inclusive educational experience for all students. That being said, Richmond was the capital of the Confederacy during the Civil War and was the most industrialized city in the South making it the perfect city for students to analyze.

Content Objectives

This curriculum unit is designed to align with the Virginia Standards of Learning (SOL). Students will apply skills to understand the changes brought on by the Industrial Revolution and analyzing the societal and cultural changes, with emphasis on the evolution of the nature of work and the labor force. The curriculum will explore the industrial development of Richmond right before and during the Civil War, Reconstruction, and integrating the broader context of the Industrial Revolution. The content is divided into three main objectives:

- Map Analysis: Students will understand and analyze historical maps to trace industrial and geographical changes in Richmond in the periods pre-Civil War, Civil War and Reconstruction, and the Industrial Revolution.
- Landscape and Ecological Changes: Students will explore the ecological and landscape transformations brought by industrialization, including the impact of slavery.
- Art interpretation: Students will examine artistic responses to the Industrial Revolution in Richmond and the African American perspective on these changes.

Introduction to Historical Maps as Artifacts

I want to start the unit topic by looking at maps as historical artifacts. The goal is to set students up to understand that maps can be used for more than just tools for navigation, but also as markers of history and culture. By studying maps through a broader lens, we can trace the evolution of the world through expanding empires and trade routes that illustrates how gradually unknown regions were integrated into our understanding of the world.

If we look back through history, we can find two early examples of maps used for navigation. The Stick Sailing Charts used by people native to the Marshall Islands (Marshallese) used sticks and shells, tied together with palm fiber – “the curved sticks, representing ocean currents and swell, curving from contact with islands; the shells representing islands.”¹, as an explorational tool. The Marshallese would memorize the patterns on the charts to help them navigate from island to island in the Pacific. The ancient Greeks, considered the founders of scientific cartography, knew the general size and shape of the Earth. They are also credited to have developed the latitude and longitude grid system. Anaximander, a Greek philosopher (c. 610-546 BC), is known for creating one of the earliest known maps of the world. He used a circular representation of the world to enhance navigation and trade around the Mediterranean and Black Sea.

Moving away from maps as navigational tools, cartographers during the Middle Ages in Europe drew maps to reflect, not only locations, but religious beliefs. Fra Mauro, an Italian monk from the 15th century, created one of the most definitive maps of the world, “he wanted to chart the known world as traversed from the Mediterranean to the horn of Africa and to the far reaches of the Orient.”² This map depicts geography, history, and religious understanding and included 420 cities, plants, animals, birds, and unknown creatures. Mauro’s map also illustrated the changing patterns of Christian pilgrimages. By not placing Jerusalem in the center or marking locations of biblical references, Mauro placed accuracy ahead of religion and tradition marking, “the beginning of the end of the early medieval mappae mundi that reflected biblical geographical

teaching.”³ When students view maps as more than just geographical representations, they can see how maps are cultural and even political documents that show knowledge of their time.

Development of Richmond

Richmond has a close connection to the Industrial Revolution, making it an ideal case study for our class that just so happens to be located in the city of Richmond. We will focus on the historical development of Richmond and its surrounding areas by tracing the region’s development. We will continue by exploring maps from different periods, including pre-Civil War (1800-1860), the Civil War, Reconstruction, and the height of Industrialization (1865-1900). By overlaying maps from these different periods, students will visualize changes in the landscape, the growth of the city, and how industries developed.

In the following section, we will see maps and visuals that help capture the transformation of landscapes due to industrial activities like mills and factory construction. Understanding these changes through visual representation helps humanize these developments and may help students in understanding the full impact of industrialization. We will compare different periods and identify common themes and differences.

Pre-Civil War

Before the Civil War, Richmond was rapidly growing and was considered the most industrialized city in the South. With the location of the James River and Kanawha Canal, that stretched 197 miles westward, it helped depict this time in the city as a significant hub for trade and commerce in the South. This became the first major transportation artery for emerging industries because it connected farmers, rural flour mills, iron furnaces, and coal mines. Canal boats carried grain, tobacco, wood, coal, iron, and hides from the middle of Virginia to Richmond where goods could be shipped worldwide. Because of the location of the James River, many factories began building in this area in the early 1830s. Tobacco had been the staple crop since the 1700s, expanding to fifty tobacco factories by the 1800s making Richmond the world’s largest tobacco production center. The Franklin Manufacturing Company opened the first papermill in 1835 here because the James River was an ideal place to use the power of water for millwork. The transportation industry continued to grow with the invention of the wood-burning locomotive and iron rails that connected cities along Virginia’s fall line to the interior, which had difficult terrain. The first railway, Chesterfield & Manchester Railroad, opened in 1828 and helped transport coal from the mines faster. In 1837, the Tredegar Iron Works was the first iron forge and rolling mill built in Richmond because, “the railroads and canal brough with them pig iron and raw materials that supplied the Iron Works.”⁴ These railroads ended up supplying Confederate armies. “Five railroads which supplied Confederate armies emanated from Richmond. The city had large warehouses for tobacco and cotton which were used to trade for arms and munitions with foreign nations.”⁵ The layout of the city combined residential areas, commercial districts, and industrial sites.

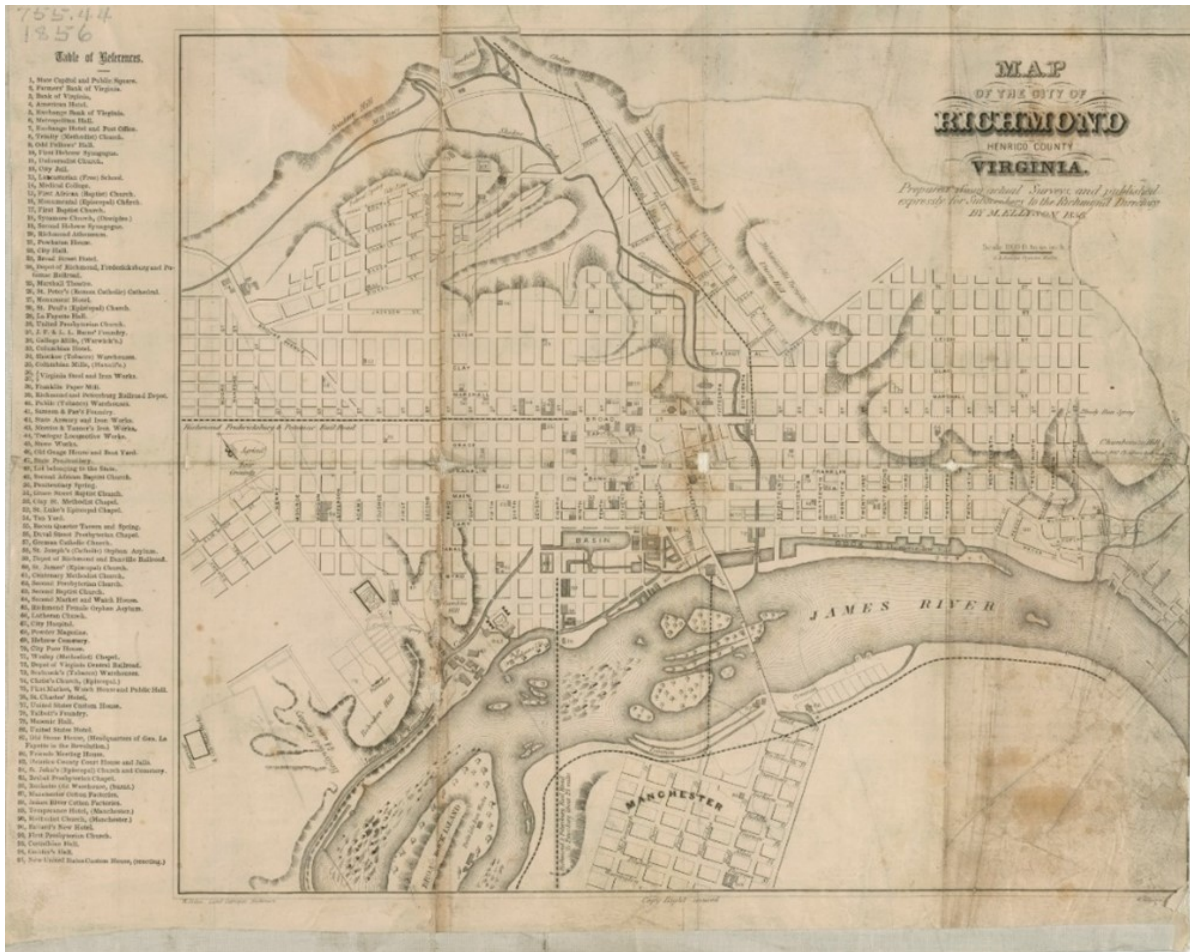


Fig. 1 [ides, William, "Map of Richmond, Ellyson, 1856," Online Exhibitions, accessed July 16, 2024, <https://www.virginiamemory.com/online-exhibitions/items/show/2.>]

Pre-Civil War maps also show Richmond's history of slavery. The maps emphasized the spatial distribution of wealth and race with affluent white neighborhoods distinctly separate from areas where free African Americans and enslaved people lived. As you can see from the map of Richmond from 1856, slave markets and quarters were marked which highlights how heavily Richmond relied on enslaved labor. These maps give us not only a geographical idea, but a reflection of the social hierarchies and economic dependencies at the time. "In Richmond, the slave trade was interwoven into the fabric of the city, close to the state's governmental center, its religious structures, and its retail district, yet was simultaneously concealed. With storefronts and signs to advertise their businesses, the slave trade participated in the modern urban commercial culture."⁶ Maps don't typically show the public

As Richmond continued to industrialize, enslaved people were trained to adapt to the labor demands brought on by modern industries. By the 1860s, tobacco manufacturing was boosting the economy of the city. More than fifty-three tobacco factories employed more than four thousand workers, most, if not all of them being enslaved people. Richmond also had the largest iron mills in the south, Tredegar Iron Works being one of the biggest. Enslaved people were trained to work the iron foundries even replacing skilled positions previously held by white workers. These industries centered around the system of slavery; the milling and tobacco industries needed agricultural products which tied the countryside to the urban hub creating a circle of demand.

Civil War and Reconstruction

With Richmond being the capital of the Confederacy, the Civil War period brought profound changes to city. With the constant threat of invasion, the onslaught of deaths from nearby battlefields, and the presence of Confederate soldiers, sutlers, prostitutes, and Union prisoners, Ernest B. Furgurson, wrote in his book *Ashes of Glory: Richmond at War*, “Richmond was by far the most expensive, corrupt, overcrowded, and crime-ridden city in the Confederacy.”⁷ To further the destruction, in April of 1865 as Union forces advanced on the capitol, Confederate soldiers set fire to tobacco warehouses which quickly spread throughout leaving a majority of the city in ruins. Photographs from this time give us a glimpse of the struggling transition to rebuild its infrastructure and economy.

During the following era, that of Reconstruction, maps started to reflect the changing social dynamics of Richmond. Freedmen’s Bureau offices began instituting schools, hospitals, and newly established neighborhoods for formerly enslaved people. This map of Richmond in 1876, shows how the city was heavily divided. The city’s African American population was widely dispersed, with the center being Jackson Ward, located just north of the city center. It became a thriving hub of commerce and social life, referred to as the “Harlem of the South”. Unfortunately, the potential of Reconstruction was not fulfilled. With the restoration of White supremacy, Richmond allowed all-White city leadership to return the city to a racial hierarchy that continues to shape the city’s life to this day.

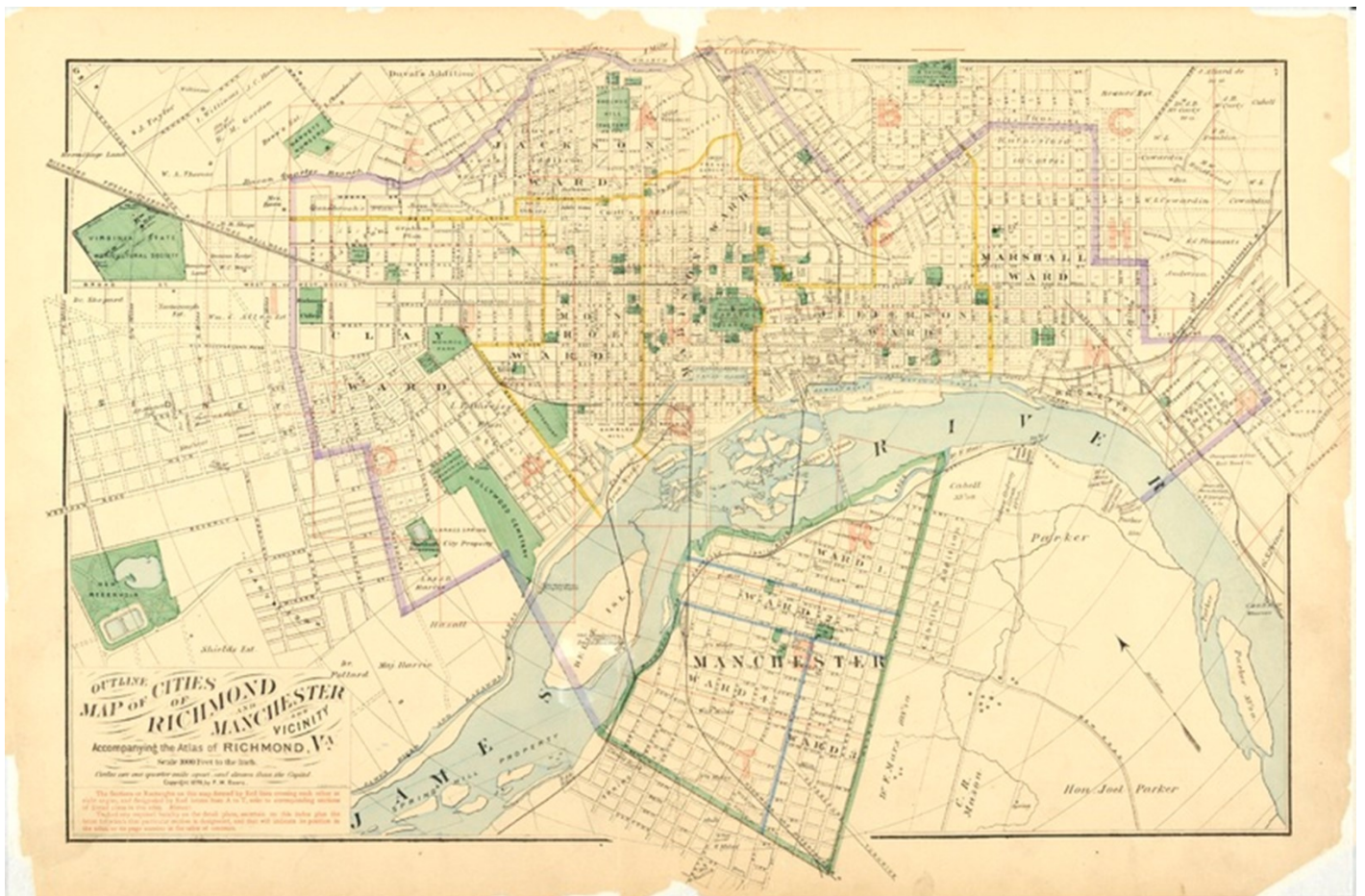


Fig. 2 [F. W. Beers, Illustrated Atlas of the City of Richmond, 1876. Accession 36095, Local government

Industrial Revolution and beyond

The late 19th and early 20th centuries marked a period of rapid industrialization in Richmond. The city's industrial landscape expanded significantly with numerous factories, mills, and warehouse dotting the maps. By the end of the 19th century, Richmond was the nation's leading manufacturer of cigarettes because of the multiple tobacco factories. Fueled by the growing urban north, The James River remained a central figure, but improvements in transportation allowed the city to grow physically. After the Civil War, electric street cars were introduced which connected the suburbs to the city.

The growth of new industries such as textiles, machinery, and chemicals, alongside traditional ones like cotton and tobacco, increased the need for workers and that is when an influx of European immigrants and African Americans from rural areas moved into the city. Residential areas expanded to accommodate the population increase and new neighborhoods sprang up. This influx of laborers caused wealthier residents to move to newly developed suburbs, along the outskirts of Richmond's city limits, while the working-class communities formed around the factories, closer to the city center. This further divided the different social classes and races which is reflected in the different neighborhoods that were created in the early 20th century.

After the peak of the Industrial Revolution, Richmond continued to evolve by shifting towards service-oriented sectors, including finance, education, and healthcare. Many of the old factories and industrial sites were repurposed or demolished for new developments. Infrastructure continued to expand with the introduction of highways. This time also reflects the changing demographics and socio-economic patterns.

Concluding the talks of maps for a bit, reflecting on Richmond's historical periods, maps offer an invaluable insight into the city's transformation. Before the Civil War, maps reflected a society deeply divided by slavery and economic disparities. During Reconstruction, the city documented its efforts to rebuild and integrate African Americans into its social fabric. The Industrial Revolution brought significant growth, changing the city's landscape and demographics. By studying these maps, students can gain a deeper understanding of the historical forces that shaped the city by providing a deeper comprehension of Richmond's development.

Artistic Responses to Industrialization

Building on the analysis of visual representations, we will study how artists responded to the changes brought by industrialization. By examining artwork illustrating landscape changes, urbanization, and environmental deterioration due to industrialization, students can be cognizant of how artists used their work for social and environmental commentary.

Landscape and Urban Changes

To start, I want to show how artists interpreted this change in the city through landscape art. The factories, smokestacks, and railroads altered the natural scenery and while some embraced the technological advancements, others mourned the loss of green space. We'll compare illustrations from artworks, a few decades apart, that really shows the fast changes in the landscape.

Beginning with William James Bennet (1787-1844), a British-born artist known for his landscape art, he painted *Richmond, from the Hill Above the Waterworks* in 1834. At the foreground of the painting, we see gentle, sloping hills, with lush trees and shrubs creating a natural frame. We see a small group of well-dressed people, inferring that they are prosperous members of the bourgeoisie, lounging leisurely, adding to the serenity of the scene. In the middle ground, we see the calming flow of the James River. The surface of the water is reflecting the sky and surrounding landscape. The river serving as a natural boundary between the rural and urban environments. In the distance we see the city of Richmond; buildings, homes, churches, and other structures that reflect the style of the time. The artist is careful to delineate key landmarks, such as the classical architecture of the Virginia State Capitol, inferring Richmond's political power. The colors in this painting have a light, natural color palette with greens and blues dominating the space. Bennet perfectly captures what Richmond looked like right as the city is starting to industrialize.



Fig. 3 [Bennett, W. J. , Engraver, and G Cooke. Richmond, from the hill above the waterworks / engraved by W.J. Bennett from a painting by G. Cooke. Virginia James River Richmond, ca. 1834. New York: Published by Lewis P. Clover. Photograph. [https://www.loc.gov/item/96510852/.](https://www.loc.gov/item/96510852/)]

Another telling example of a landscape painting of Richmond is *Views of Richmond, Virginia*⁸ by an unknown artist painted in 1835. In this painting we see a different point of view of the James River, but a very similar landscape to Bennet’s interpretation. Again, we see a picturesque image of the time complete with trees, hills, and wealthy strollers leisurely enjoying nature, and the state capitol building standing tall in the background. The natural lighting and green foliage remind us of Richmond before industrialization.

Edward Beyer (1820-1865) was a German-born artist who traveled through the Antebellum South during the height of the Industrial period and is known for his landscape and panoramic art. From 1857-1858, Beyer traveled across Virginia creating a portfolio of 41 lithographic views called *Album of Virginia*. In 1857, he painted, *View from Gambles Hill, Richmond, VA*, where he shows us a now industrial Richmond. Like Bennet’s perspective, upfront we see trees, shrubs, and a grassy area. A group of well-dressed, presumably upper-class, people are engaging in activity, either walking or admiring the view from the hill. In the middle we see an industrial zone. The James River is still a focal point, but now we see flour mills, tobacco factories, arsenals, and even the Tredegar Iron Company off to the right side of the frame. In the distance we see two newly

constructed railroad bridges that span the river. The smokestacks coming from these factories add to the discoloration of the painting, no longer showing a green, natural landscape, but a city being transformed into an urban space. We also want to take the time to reflect on who created this through unseen and unrecognized labor; enslaved people. Reflecting on the hard work that was put into the city cannot be understood without fully understanding that enslaved people would most likely not be allowed to be visible at this time, but contributed so much to Richmond.



Fig. 4 [View from Gambles Hill, Richmond, VA, from "Album of Virginia". 1857, by Edward Beyer, Virginia Museum of Fine Arts)

As more and more people started immigrating into the city to find jobs in the factories, we start to see a burgeoning cityscape with crowded streets and a stark contrast between the wealthy and working class. Frances Benjamin Johnston⁹ (1864-1952), a Virginian native, was one of the first American female photographers to help capture these urban societal changes by photographing the daily lives of workers. Her pictures often had a social reform angle by using her lens to draw attention to the work conditions of laborers, often African Americans, and drawing attention for the need of improved working conditions.

African American Response to Industrialization

The African American response to industrialization in Richmond is marked by resistance, adaptation, and contributions to the city's changing economy. After the Civil War, Richmond's economy had to transition out of a society that relied heavily on slave labor. For newly emancipated African Americans, this period represented opportunity, but with many challenges. Many former enslaved people became sharecroppers, but this proved challenging because white landowners provided tenants with a portion of the crop in exchange for labor, with little to no payout. Of those who did own land, the farms were so small they had to supplement their income by working as laborers on other farms or factories. The war had devastated the city and the rebuilding process opened new avenues for employment in industries like tobacco, iron, and railroads.

Since African Americans were excluded from the whites-only economic system, they started relying on each other to create black businesses, like restaurants and retail shops, in segregated urban areas to service one another. Pioneers like Maggie L. Walker, born and raised in Richmond, became the first Black woman to establish and be president of a bank in 1903, St. Luke Penny Savings Bank, in the United States. Her bank was, "part of a larger network of businesses that served and employed African Americans who would otherwise have been left outside the economic mainstream"¹⁰

African Americans entered the workforce in large numbers, often taking the most labor-intensive and low-wage jobs. They would endure harsh working conditions in factories who often exploited their labor. Workers in Richmond exhibited resilience and resourcefulness by forming labor unions and other collective organizations to advocate for fair wages, better working conditions, and put an end to discriminatory practices. Relying on interracial solidarity, Black and white workers came together to form their own union, under the Knights of Labor¹¹ umbrella, to improve conditions by leveraging widespread boycotts. Crossing racial lines, all workers exerted pressure on the factories as one. Terence Powderly, the General Master Workman of the Knights said, "We organize the colored workers into separate assemblies, working under the same laws and enjoying the same privileges as their white brethren...The politicians have kept the white and black men of the South apart, while crushing both. Our aim shall be to educate both and elevate them bringing them together."

African American Artistic Response

Leslie Garland Bolling (1898-1955), was a self-taught African American sculptor from Richmond whose work primarily focused on the lives and experiences of African Americans during the early 20th century. Bolling began wood carving in 1926 taking inspiration of everyday scenes that highlighted the dignity and humanity of his subjects. He is best remembered for his series of figures – *Aunt Monday*¹³, *Sister Tuesday*, *Mama on Wednesday*, *Gossip on Thursday*, *Cousin on Friday*, *Cooking on Saturday* – that illustrates the typical daily activities of African Americans in the Jackson Ward district where he lived. These figures demonstrate the domestic labor of servants in Richmond's white households. He also sculpted the grace, strength, and beauty of African American athletes in sculptures titled, *Boxer*, *Runner*, and *Shot Putter*¹⁴, based on people he knew from his neighborhood. By focusing on ordinary people and their daily experiences, Bolling's work offers a

powerful counter-narrative to the dehumanizing effects of racial discrimination. His attention to detail and commitment to representing the Black experience make his work an essential part of Richmond’s artistic heritage.

Unfortunately, we don’t have much more information on the Black artistic response to industrialization in Richmond specifically, but we have other examples from artists like John T. Biggers, an influential African American muralist and painter, who spent some time in Richmond and the South. His murals often address themes of industrialization and its impact of life, culture, and history in his community. Samella Lewis is another African American artist who contributed her own experiences of identity and social justice that shaped her artistic vision while traveling through the South. Her artwork has helped to elevate the visibility of Black artist and their contributions to American culture. Lewis’ commitment to social justice and her use of art as a tool for activism resonate with the broader themes of industrialization.

These artists and their contributions continue to be celebrated and studied for their historical significance and their ongoing relevance to contemporary discussions about race, culture, and social justice. Their legacy is a testament to the power of art to both reflect and shape the human experience, particularly during time of significant societal change.

Teaching Strategies

Now that we have the background knowledge, we are going to bring it all together in a week-long curriculum unit that connects the different time periods. I will assess student understanding and engagement the unit through formative and summative assessments. The formative assessments will include participation in class discussions, completion of the various activities throughout the week, and progress checks as they complete their summative assessment: Lives through Time in Richmond, VA.

Day 1: Introduction to the Industrial Revolution and Map Analysis

1. *Lecture and Discussion:* We will begin by introducing the Industrial Revolution globally and discussing the various technological advancements, economic changes, and the role of slavery in the economy. I will then narrow the focus to Richmond.
2. *Map Introduction:* I will show maps of Richmond from three different time periods (Pre-Civil War, Civil War, and Industrial Revolution). I will discuss the basics of map analysis and the information they can reveal about historical changes. The map analysis will be broken down to eight different sections: Geography, Transportation, Public and Historic Sites, Residential and Commercial Areas, Boundaries, Economic Activity, Changes Over Time, and Cultural and Social Insights. Through open ended questions, students will develop critical thinking skills through the analysis of primary sources and class discussions.
3. *Activity:* Divide students into groups of 3-4, each group will have a map of Richmond from 1856 and 1876 where they will examine and analyze while answering questions from the chart below. They will compare the developmental changes. These groups will continue to work together throughout the unit topic.

Geography	Transportation	Public and Historic Sites	Residential and Commercial Areas
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- What are the natural geographic features visible on the map? (rivers, hills, etc.) - How is the city laid out? - What areas are labeled or named and what does this indicate about their significance during this time?	- What transportation routes are evident on the map, such as roads, bridges, or railroads? - How does the map show the connection between Richmond and the outskirts of this map?	- What public buildings or landmarks are marked on the map? - Can you identify any historical sites or structures that might still be around today?	- How are residential areas distinguished from commercial or industrial areas on the map?
Boundaries	Economic Activity	Changes Over Time	Cultural and Social Insights
- How are residential areas distinguished from commercial or industrial areas on the map?	- Are there any indications of economic activity, such as markets or industrial areas? - What does the placement and type of economic activity suggest about the city's economy at the time?	- How might the map of Richmond in 1856/1876 differ from modern maps of the city?	- Are there any indications of cultural or social institutions, such as churches, schools, or theaters? - What do these features reveal about the culture and social priorities of Richmond's residents in 1856/1876?

Fig. 5

4. *Exit Ticket*: Students will write a brief reflection on how they think industrialization and slavery might have changed Richmond's landscape and society based on their map analysis.

Day 2: Richmond Before the Civil War

1. *Lecture and Discussion*: We will explore Richmond's economy and industry before the Civil War, focusing on key industries such as tobacco and ironworks, and the role of enslaved labor in these industries.
 - a. Primary source analysis: We will go back to the map of Richmond from 1856 (pre-Civil War) and identify key industrial sites, transportation networks, and areas where enslaved people lived and worked.
2. *Activity*: Students will go back to their groups, and they will work together to create a detailed analysis of the pre-Civil War map with focusing on the following aspects: industrial sites, transportation networks, residential areas, and natural landscapes.
 - a. Presentation: each group presents their finding to the class.

Day 3: Richmond During the Civil War and Reconstruction

1. *Lecture and Primary Source Analysis*: We will discuss Richmond's strategic importance during the Civil War. Including its role as the Confederate capital and the impact on enslaved people.
 - a. Map analysis: We will analyze a Civil War-era map of Richmond. We will identify changes in infrastructure, battlefields, industrial activity, and the movement of enslaved people.
2. *Group discussion*: I will ask my students the following questions to reflect:
 - a. How did the Civil War impact Richmond's industry, landscape, and the lives of African Americans?
 - b. How do you think Richmond responded from the disaster left behind after the Civil War and what

needs to be done to reconstruct the city?

3. *Exit ticket*: Students will write a diary entry from the perspective of a Richmond resident during the Civil War, focusing on the industrial and ecological changes and what they may have witnessed and experienced.

Day 4: Industrial and Ecological Changes Post- Civil War

1. *Lecture*: We will discuss the Industrial Revolution in Richmond after the Civil War, focusing on the late 19th and early 20th I will emphasize the transition out of enslaved labor.
 - a. Ecological and Landscape Changes: We will explore how industrialization transformed Richmond's landscape and environment.
 - i. Art Analysis: I will show them the two paintings, previously mentioned above, *Richmond, from the Hill Above the Waterworks (1834)* and *View from Gambles Hill, Richmond, VA (1857)*, and have the students fill out a S.P.A.M. chart:
 1. S - What do you See?
 2. P - What People do you see?
 3. A - What Actions are taking place?
 4. M - What is the Meaning of this painting?
 - ii. Students will gain a deeper understanding of the ecological and industrial changes seen in the short of amount of time.
2. *Exit Ticket*: Write a paragraph on the impact industrialization caused on the ecology and landscape of Richmond and if there are any measure that can be taken to address the changes today.

Day 5: African American Response and Reflection

1. *Lecture and Primary Source Analysis*: We will discuss how the African American community responded to the Industrial Revolution by analyzing art and African American narratives that reflect these changes.
 - a. Primary Source Analysis: We will examine artistic works and African American narratives from this period that depict Richmond's industrial changes with focus on a few individuals.
 - i. Maggie L. Walker - first African American woman to open a bank.
 - ii. John Mitchell Jr. - African American newspaper editor, *Richmond Plant*, and civil rights activist.
2. *Exit ticket*: Students will write a reflective paragraph on the African American response shaped what Richmond looks like today.

Summative Assessment: Lives Through Time in Richmond, VA

Objective: Students will research and compare lives of three individuals from Richmond, VA each representing a different historical period: before the Civil War, Reconstruction, and during the Industrial Revolution. This assignment will help students analyze and understand how the Industrial Revolution and Civil War affected various aspects of life in Richmond.

1. *Instructions*: We will discuss how the African American community responded to the Industrial Revolution by analyzing art and African American narratives that reflect these changes. Students will select individuals who lived in Richmond, VA that were affected by the events in their time. They can be

from different backgrounds, laborers, women, African Americans, business owners, immigrants.

2. *Information:* For each of the following individuals, students will research the following aspects of their lives as best as they can:
 - a. Background: Birthplace, family, education, and early life.
 - b. Occupation and Social Status: Job, economic status, and social class.
 - c. Impact: How the events and changes of the time affected their lives and work.
 - d. Contributions: Any significant contributions made to their community or society.
 - e. Personal Challenges: Hardships, if any, they faced.
3. *Essay*
 - a. Introduction: Introduce the three individuals and provide a brief overview of the periods they lived in.
 - b. Body: Students will write a profile on each individual and compare the lives of each, discussing similarities and differences in their occupation, social status, contributions, and challenges.
 - c. Conclusion: Students will summarize their findings and reflect on the broader impact of the Industrial Revolution and the Civil War in Richmond that they can see in their daily lives.
4. *Presentation:* Students will prepare a visual presentation (Google slides, poster, diorama etc.) to share with the class and must include images, maps, and key points from their research.
5. *Mapping:* To conclude the summative assessment and bring the whole class together, I will print a large Google view map of current day Richmond and will have students pin their researched individuals on the map, using different pin colors to represent the different time periods, so students can visualize where these individuals lived and worked and show how closely connected, we all are even decades apart.
6. *Grading Criteria*
 - a. *Research Quality:* Depth and accuracy of each individual chosen.
 - b. *Analysis:* Ability to effectively compare the lives of the three individuals, highlighting the influence of the time.
 - c. *Writing Quality:* Clarity, coherence, and organization of the essay.
 - d. *Presentation:* Creativity, clarity, and visual presentation.

By completing this summative assessment, students will gain a deeper understanding on how historical events shaped the lives of individuals in Richmond and add a personal narrative to these individuals that influenced their city.

Differentiation Strategies

- **Advanced Learners:** Students will be provided opportunities for deeper research projects and leadership roles in group activities.
- **Struggling Learners:** Students will be offered additional support through guided notes, one-on-one discussions, and simplified primary source documents.
- **English Language Learners:** Students will be given visual aids, bilingual resources, and peer support to ensure comprehension.

Conclusion

This unit aims to provide students with an in-depth comprehension of the Industrial Revolution and its impact on Richmond, VA by engaging students with historical maps, exploring ecological changes, and analyzing the role of enslaved people. Students will develop a deeper appreciation of the different period's complexities and its lasting effects on Richmond's landscape, society, and culture.

(Developed for World History II; recommended for US/VA History)

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Appendix On Implementing District

The unit aligns with the following Virginia Standards of Learning for World History II in the following ways:

The unit aligns with Standards WHII.1 by applying historical skills to evaluate primary and secondary sources to obtain historical and cultural perspectives.

The unit aligns with Standards WHII.8 section b by analyzing the effects of the Industrial Revolution on society and culture with an emphasis on how industrialization impacted the ecology and economy as well as Standard WHII.8 section c by describing how industrialization affected political and economic systems like slave labor.

Notes

- ¹ Waldoch, Laura. 2015. "Marshall Island Sailing Charts." www.lib.cam.ac.uk. April 20, 2015. <https://www.lib.cam.ac.uk/collections/departments/royal-commonwealth-society/collections/marshall-island-sailing-charts>. *images of the stick maps can be found here
- ² "Fra Mauro's Mappa Mundi." NASA Landsat Science. January 17, 2014. Accessed July 9, 2024. <https://landsat.gsfc.nasa.gov/article/fra-mauros-mappamundi/#:~:text=Fra%20Mauro%2C%20a%20Venetian%20monk,map%20as%20citations%20of%20integrity>.
- ³ Brotton, Jerry. 2013. *A History of the World in 12 Maps*. Penguin.
- ⁴ National Park Service. 2017. "Tredegar Iron Works - Ironmaker to the Confederacy." *Nation Park Service U.S. Department of the Interior*, August. <https://www.nps.gov/articles/tredegar-iron-works-ironmaker-to-the-confederacy.htm>.
- ⁵ "10 Facts: Richmond, Virginia." 2019. American Battlefield Trust. March 20, 2019. <https://www.battlefields.org/learn/articles/10-facts-richmond-virginia#:~:text=Richmond%20was%20a%20heavily%20industrialized>.
- ⁶ McInnis, Maurie D. 2011. *Slaves Waiting for Sale*. University of Chicago Press.
- ⁷ Furgurson, Ernest B. 1996. *Ashes of Glory: Richmond at War*. Knopf.
- ⁸ Unknown. 1835. *View of Richmond, Virginia*. The Valentine. <https://artsandculture.google.com/story/a-history-of-richmond-in-50-objects-the-valentine-richmond-history-center/GwUxQxwLzA4A8A?hl=en>. *Image of *View of Richmond, Virginia* can be found here
- ⁹ The Museum of Modern Art. 2016. "Frances Benjamin Johnston." The Museum of Modern Art. MoMA. 2016. <https://www.moma.org/artists/7851>. *Photographs can be found here
- ¹⁰ Virginia Museum of History and Culture. 2024. "Jim Crow to Civil Rights in Virginia." Virginia Museum of History & Culture. 2024. <https://virginiahistory.org/learn/jim-crow-civil-rights-virginia>.
- ¹¹ Backer, Joseph. 1886. *Tenth Annual Convention of the Knights of Labor, at Richmond*. <https://www.loc.gov/item/98506155>. *Newspaper illustration from 1886 that depicts the tenth annual convention of the Knights of Labor, at Richmond - Frank J. Farrell, colored delegate of District Assembly No. 49, introducing General Master Workman Powderly to the convention/from a sketch by Joseph Becker can be found here
- ¹² Borja, Mel. 2023. "Richmond's Tradition of Black-Led Labor Organizing: Then and Now." The Commonwealth Institute. July 19, 2023. <https://thecommonwealthinstitute.org/the-half-sheet/richmond-labor-organizing-history/>.
- ¹³ Bolling, Leslie. 1930. *Aunt Monday*. Richmond, VA. Virginia Museum of Fine Art. <https://vmfa.museum/piction/6027262-311498144/>. *Image of *Aunt Monday* can be found here

¹⁴ The Library of Virginia. n.d. "Library of Virginia - Leslie Garland Bolling Exhibition - List of Titles - Sports." [Www.lva.virginia.gov](https://www.lva.virginia.gov/exhibits/bolling/list_sports.asp). Accessed July 12, 2024. https://www.lva.virginia.gov/exhibits/bolling/list_sports.asp.
*Images of *Boxer*, *Runner*, and *Shot Putter* can be found here

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