

West Virginia State Museum Lesson Plan

Basic Information			
Lesson Title:	My Brother, My Enemy		
Author(s):	Rebecca Moore		
Content Area(s):	Social Studies	Subject(s):	WV in the Civil War
Synopsis:	Students will explore West Virginia's role in the Civil War and especially how families were frequently divided by their loyalty to both the North and the South. Using several activities and a trip through the WV Museum, students will create and publish a newsletter to demonstrate their learning.	Background & Student Relevance	<p>WV was a key player in the fight between Northern and Southern States. In fact, because of its location and resources, WV was born during the Civil War. Abraham Lincoln needed the resources, railroads, soldiers and industry that WV held to assure that the United States would remain united. Many important battles were fought on our soil and West Virginians died for the causes of both the North and South. Slavery, emancipation, and the role of states rights vs. federal rights were ideals that drove brother against brother in most counties of our state. The impact of those differences were felt for decades later.</p> <p style="padding-left: 40px;">Students should understand that West Virginia and its families played an important role in changing the nation. Soldiers and battles were fought in our yards where we walk today. Unfortunately, many of those soldiers were fighting neighbors and their own family members in a bloody battle to save our nation from itself.</p>
Grade Level(s):	4 th and 5 th Grade	Museum Correlation:	Civil War and Statehood Discovery Room 6
Standards			
WVCSO's:	<p>SS.WV.4.1 identify West Virginia on a United States map, and identify bordering states.</p> <p>SS.WV.4.2 identify and describe the four geographic regions of West Virginia and the major communities contained within each region.</p> <p>SS.O.5.5.9 analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.</p> <p>SS.O.5.5.10 identify causes, major events and important people of the Civil War and explain why various reconstruction plans succeeded or failed.</p>		
21st Century Skills:	21C.S.5-8.1 Standard 1: <u>Information and Communication Skills</u> The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.		
Implementation Plan			
Essential Question: How does an individual's point of view affect the way they deal with conflict?			
To link prior knowledge to learning use one or more of these activities: Before visiting the WV State Museum, introduce new vocabulary words and concepts to the students through one or more of these activities.			

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Suggested vocabulary words would include: abolition, slavery, free state, emancipation, Union, Rebel, Confederate, Yankee

1) Vocabulary activities - word search created online and printed by students-

<http://puzzlemaker.discoveryeducation.com/>

2) Word map completed online or printed-

http://www.readwritethink.org/lesson_images/lesson307/wordmap.pdf

3) Print and use a word storm- http://www.readwritethink.org/lesson_images/lesson886/storm.pdf

During the visit to the WV State Museum:

Remind students to listen carefully to the audio tour of the Showpath, especially when entering the portion from Harpers Ferry to the Wheeling Intelligencer Office. Be sure students visit

Discovery Room 6 which houses many artifacts from WV during the Civil War. Remind them to look closely at the everyday items used by both Northern and Southern soldiers and families. Pose questions to them to reflect on during their visit: *Which side would you take if you had lived during the Civil War? How would your life be changed if you disagreed with your family about your choice?*

After visiting the WV State Museum:

For further study: Many resources are available that explain and describe events that lead to “brother against brother” in WV. The teacher should use excerpts from some of them to complete the students' understanding of the events of the period. Examples for resources:

a) <http://www.wvculture.org/history/wvcivilwar.html>- thorough history of WV in the Civil War

b) http://www.wvculture.org/history/journal_wvh/wvh48-1.html- first-hand account of the impact of the war on Sirene Buntin, a girl who lived in WV during the War.

c) Many other great online stories and photos are available on the www.wvculture.org site.

Then choose from the following activities:

1. Whole group activity- create a Venn Diagram to compare and contrast the causes of the Northern States versus the Southern States
2. Pair students so each pair includes one student to represent the Union and one to represent the Confederacy.
3. Pairs will blog or journal simultaneously while assuming their roles. Questions/ topics suggested:
1) Why are we fighting? 2) How do I feel about you? 3) Will we be able to be friends after the war?
4. As teams of 4, students will use a list (and photos provided by the museum) of 5 artifacts/pictures from Discovery Room 6 (chosen by the teacher) and rank the items by importance in the way they represent the struggle between the North and the South. Do this online after the teacher registers for free at <http://www.intel.com/education/tools/index.htm> .
- 5) Students will write a letter to their Civil War era family and explain why they have chosen to support the opposite sides cause.

Product Description

In small groups, students will create a 2 page newsletter using photographs and key vocabulary and concepts from experiences in the museum and activities listed above. Students will use a standard word processing document to cut, paste and layout a newsletter. A rubric will be used to assess their level of learning, and the quality of the product.

Material's List

-Internet Use

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- Word processor program
- Printer for newsletter
- Worksheets printed from webpages listed if teacher chooses not to have students complete them online.

Assessment

A rubric should be used to evaluate the final product. The following is a suggested rubric, with 12 points being the most possible accumulated. Use it online at www.rcampus.com # V2W4AA (easily accessed by free membership) :

Rubric: Copy of Newsletter Rubric
Newsletter Rubric

- 1 pts Fair
- 2 pts Good
- 3 pts Excellent

Layout:

Fair -No title is present and layout is very poor.

Good -Layout is somewhat unorganized and is missing subtitles.

Excellent -Layout is attractive and has a title and subtitles.

Images:

Fair - No images or images do not correlate with the subject.

Good -One image that correlates with the subject.

Excellent -2 or more images which correlate with the subject.

Grammar:

Fair -5 or more grammatical errors.

Good -2-4 grammatical errors.

Excellent -1 or less grammatical errors.

Important Concepts:

Fair -Content only addresses one of the issues.

Good -Content addresses 2-3 of the important issues.

Excellent -Content addresses 4 or more important issues.

Technology Integration

Computer use online
Word processing program
Photographs/images
Newsletter layout

Additional Notes