

**West Virginia State Museum Lesson Plan**

<b>Basic Information</b>			
<b>Lesson Title:</b>	War, What is it Good For?		
<b>Author(s):</b>	Rebecca Moore		
<b>Content Area(s):</b>	WV Studies	<b>Subject(s):</b>	WV in the Civil War
<b>Synopsis:</b>	Students will use online resources and their museum experience to answer critical questions about WV's role in the Civil War. As a final project they will create an electronic portfolio of their research, using a format of their choice.	<b>Background &amp; Student Relevance</b>	<p>West Virginia and West Virginians were in the thick of the Civil War. Our state was born because of our location, resources, and many frustrations with our mother state, Virginia. Our values and belief systems were different, and the physical mountains and forests all affected the way we lived. While we were separating ourselves from Virginia, we were aligning ourselves with a group of northern states determined to maintain the union of all states as a nation. Our railroads, industries, and natural resources were important to the outcome of the war and Abraham Lincoln needed them to ensure a victory. Consequently, many battles were fought within our borders, including the first land battle of the war, and thousands of West Virginians died (on both sides) during this horrific struggle.</p> <p>Students can still find evidence of these skirmishes and the impact of those battles in nearly every county.</p>
<b>Grade Level(s):</b>	8th Grade	<b>Museum Correlation:</b>	Civil War and Statehood Discovery Room 6
<b>Standards</b>			
<b>WVCSO's:</b>	<p>SS.S.8.3 analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). - analyze the elements of competition and how they impact the economy (Competition).</p> <p>SS.O.8.3.5 analyze the effects of national and state government actions on West Virginia's economy.</p>		

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	<p>SS.O.8.5.8 interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g. letters, journals and publications) and summarize what you have learned.</p> <p>SS.O.8.5.12 critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society.</p> <p>RLA.8.2.1 use the writing process to demonstrate the ability to compose a variety of written work (e.g., creative; informative; expository; persuasive; chronological explanatory; compare/contrast; cause/effect; article; essay; journal; letters; reports; poetry).</p> <p>SS.O.8.5.7 research and construct the sequence of events and cite the reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state. (e.g., French and Indian War, American Revolution, Civil War).</p>
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<p><b>21<sup>st</sup> Century Skills:</b></p>	<p>21C.S.5-8.1  <b>Standard 1: <u>Information and Communication Skills</u></b> 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</p> <p>21C.S.5-8.2  <b>Standard 2: <u>Thinking and Reasoning Skills</u></b> The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</p> <p><b>Standard 3: <u>Personal and Workplace Skills</u></b> The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</p>
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### Implementation Plan

**Essential Question:** How does conflict influence decisions and actions?

**Implementation Plan:**

**Before the trip** to the museum:

- 1) Be sure to give the students a brief review of the time frame, issues, and vocabulary of the Civil War (Rebel, Yankee, Confederacy, Union, abolitionist, emancipation, etc).
- 2) In groups of 5-6 students ask brainstorming questions - Why was West Virginia important in the Civil War? How was WV different from Virginia? How was WV different from the northern states? Was slavery an issue in WV? What resources did WV have that may have been useful in a war?

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### **During the trip:**

- Remind students to pay close attention to the audio tour on the Showpath from the portion begins with *Pioneer Life* through the *Coming of the Railroad*.
- Be sure students spend time in **Discovery Room 6**- "The War within a State".

### **After the trip:**

\*For further study, a good resource about WV in the Civil War is  
<http://www.wvculture.org/history/wvcivilwar.html>

### Questions to research:

- 1) What natural resources did WV have that were critical to the outcome of the war?
  - 2) What were the transportation issues within WV and how did our transportation sources impact the outcome of the war?
  - 3) What goods were being produced in our state? What were the sentiments of the mountaineers about the struggle to maintain a united country?
  - 4) What were some important battles fought in WV and what was the result of the outcome?
- Choose 3 or more of the following activities:

- 1) Divide class into groups of 4 and assign each student one of the above questions.
- 2) Assign students user names and passwords and create a page for blogs on edublogs.org for students to post questions and answers from the above.
- 3) Have groups create a comprehensive timeline from <http://www.wvculture.org/history/wvmemory/timeline.aspx> - including important battles of the war, statehood, and other important events that occurred during the Civil War.
- 4) Have groups research and create a map locating the above events within our state. (Many maps can be found online on the [www.wvculture.org](http://www.wvculture.org) website (look under archives/history).
- 5) Have groups create a "photo album" using pictures from the museum website or other appropriate sites to WV history. Photos should represent people, concepts, technology, issues, battles, and/or flags from WV' s involvement in the war.
- 6) Have groups create a visual ranking tool to determine the importance of rivers, railroads, iron, coal, glass, guns, politics, religion, independence, and slavery in WV's role in the Civil War. Do this online for free at <http://educate.intel.com/en/ThinkingTools/VisualRanking/>. Discuss outcomes.

### **Product Description**

The groups will answer the question - *What role did WV play in the outcome of the Civil War?*  
- by creating an electronic portfolio from the answers to the critical questions they researched

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in the above activities. Groups may create a newspaper, PowerPoint, podcast, documentary or other electronic product to organize the activities into their portfolio.

### Material's List

Internet Use

Electronic storage devices- floppy disk, thumb drives, etc.

Possible needs for final products:

Video equipment

Printer

Projector

### Assessment

Assessment of the individual activities and the final product above can be taken through the creation of rubrics. The rubric should include a score for content, group dynamics, and creativity. An easy way to create a rubric is online at a free website: [www.rcampus.com](http://www.rcampus.com).

### Technology Integration

Computer use

Word processing use

Photo format use

Video equipment use

### Additional Notes