

## West Virginia State Museum Lesson Plan

Basic Information			
<b>Lesson Title:</b>	Concern in Eastern Virginia		
<b>Author(s):</b>	Leola Hairston		
<b>Content Area(s):</b>	WV Studies	<b>Subject(s):</b>	WV Statehood
<b>Synopsis:</b>	An heir to a prominent 1800's legislature comes across a very interesting keepsake. Along with his great-great uncle's obituary, he finds attached a piece of paper headed, "Items to take to western Virginia." Along with a listing of several items, at the bottom of the page in another's handwriting he reads, "John's last words."	<b>Background &amp; Student Relevance</b>	Inevitably, when asked why WV separated from Virginia, most people will target slavery as the cause of the rift. This lesson questions this assertion and allows students to uncover facts that factually substantiate reasons for WV separating from Virginia.
<b>Grade Level(s):</b>	5 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grades	<b>Museum Correlation:</b>	Civil War and Statehood Discovery Room 7 and 8
Standards			
<b>WVCSO's:</b>	<p><b>.5.5.4</b> explain why maintaining historical records and landmarks is important to the United States.</p> <p><b>SS.7.5.9</b> use a variety of credible sources to construct and interpret the past.</p> <p><b>SS.8.5.11</b> draw conclusions about West Virginia and other areas from various types of charts, graphs, maps, pictures, models and time-lines.</p> <p><b>SS.8.5.15</b> identify and explain 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><b>SS.8.5.16</b> describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</p>		
<b>21<sup>st</sup> Century Skills:</b>	<p><b>C.O.5-8.1.LS</b> Student, when presented with a problem, identifies the information needed, uses text, people, on line databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.</p> <p><b>21C.O.5-8.2.LS</b> Student creates thoughtful ideas and solutions and takes risks as he/she works toward goal despite mistakes. Student begins to consistently think of all the possibilities and diverges to become more expansive with his/her thoughts/ideas that lead to the creation of original products.</p> <p><b>21C.O.5-8.3.LS</b> Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.</p> <p><b>C.O.5-8.3.LS.2</b> Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.</p>		

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### Implementation Plan

**Essential Question:** How does conflict lead to change?

#### Before the Museum Visit

INTRODUCTION - On a note card students will respond to the question, "Why did WV separate from Virginia?" After writing their answers, as students give their responses orally, replies will be charted, categorized and tallied for the most frequent response. Inform students that they will be uncovering clues to check the validity of their answers. Discuss issues facing the nation at that time that led to WV Statehood. How did immigration from eastern Virginia to western Virginia contribute to WV Statehood?

1. Present the Synopsis to the students.

2. Provide students with the items on the uncle's list:

\*boots

\*blueprints of the newest architecture of the day

\*a book on Virginia Law

\*a book on "*Mountain People Ways*"

\*painting/art supplies

3. Inform students that when they visit the museum, they should have the following questions in mind:

\*Why was the uncle going to western Virginia?

\*Why was he taking the listed items?

\*What does all of this have to do with WV Statehood?

**During the Museum Visit** (actual or virtual) <http://www.wvculture.org/education.html>

*Area Of Concentration* - **Pictures/Documents with Discovery Room 7 and 8**

\*See attached chart to be filled out while touring the museum.

#### After the Museum Visit

1. Students will get into groups according to the row they normally sit in.

2. Students will share/discuss their findings to determine the most validated reasons for the uncle's actions and how this related to WV Statehood.

3. Then groups will select a spokesperson to share and the class will come up with the most validated reasons for the uncle's actions.

### Product Description

All students should have their chart from the museum completed.

### Material's List

\*note cards

\*charting device

\*computers

\*uncle's list chart (attached)

### Assessment

Chart should be filled in with carefully thought out answers and facts to back them up.

**POSSIBLE ANSWERS TO INVESTIGATION:** (*Students may come up with many valid answers on their own.*)

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boots - could represent rugged land that needed to be developed

architecture - could represent the need for internal improvements/building of and insane asylum

law book - could represent only property owners could vote/less delegates in western Virginia

book on mountain ways - could represent that eastern Virginia didn't understand western Virginia

painting - could represent scenery/mountains - the barriers that the mountains imposed

### Technology Integration

\*online computers

\*virtual site

### Additional Notes

#### UNCLE'S LIST CHART

**What evidence did you find?**

**What does it mean?**

**What clues exist that relate to the guiding question of the project?**

**Boots**

**Blueprints of the newest architecture of the day**

**Book on "*Virginia Law*"**

**Book on "*Mountain Ways*"**

**Painting/Art Supplies**