

West Virginia State Museum Lesson Plan

| Basic Information | | | |
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| Lesson Title: | Immigration and Helvetia Lesson 1 | | |
| Author(s): | Chris Laumann | | |
| Content Area(s): | Social Studies | Subject(s): | WV Studies |
| Synopsis: | <p>This project-based scenario will be used as a culminating activity after the students have visited the museum and have background knowledge of immigration in West Virginia. Present to students: “You are a businessperson who wishes to start an online business in order to sell goods from West Virginia. While conducting research throughout West Virginia, you stumble upon a small historic town deep in the mountains called Helvetia. Inspired by the people you meet and the goods they produce, you make it your goal to introduce Helvetia to the 21st century and help sell their goods to the rest of the world.”</p> <p>In order to know exactly what the Helvetians have to offer it is necessary to understand fully who these people are and why they chose West Virginia. Many of the goods they make and sell date back centuries. In your research, you learn about and analyze the history of Helvetia and have a chance to take a look back at your own family roots.</p> | Background & Student Relevance | <p>It has often been said that a person’s life is a mirror reflection of their family's past. From rituals to traditions, celebrations to reunions, all of our families have histories that bring the past to the present. This lesson plan will allow students to analyze and evaluate those individuals who came to settle in a rural mountainous setting known as Helvetia and understand why they chose West Virginia as their final living site.</p> <p>Students will analyze the following information:</p> <ul style="list-style-type: none"> *Reasons to emigrate *Why West Virginia *Connections to the Old Country *Special skills, special people *Evidence of ethnic communities today |
| Grade Level(s): | 8 th | Museum Correlation: | Civil War and Statehood Discovery Room 9 |
| Standards | | | |
| WVCSO’s: | <p>SS.O.8.5.10 Explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.</p> <p>VA.O.8.1.1 Select and apply a variety of media, techniques, technologies, and processes used to express</p> | | |
| 21st Century Skills | <p>21C.O.5-8.1.LS.1 Student, when presented with a problem, identifies the information needed, uses text, people, online 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>21C.O.5-8.1.LS.3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</p> | | |

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21C.O.5-8.3.LS.4 Student demonstrates ethical behavior and works responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and team goals related to improved academic, extracurricular and co-curricular performances.

Implementation Plan

There are three parts to this unit. There is a before, during, and after museum visit section. Each part will allow the students to build upon new knowledge and extend critical thinking.

Essential Question: What caused “new” immigration to a specific area and what problems did immigrants face?

Big Idea: What does West Virginia mean to me?

Content Question: Why did Swiss immigrants choose West Virginia?

1. Pre-Visit Museum Visit Plans

Lesson 1

Content Question: Why were people interested in moving to the United States?

-Teacher will present immigration unit by conducting a KWL chart to gather some pre-lesson information geared towards the student’s knowledge. (**KWL chart**

<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)

-Teacher will give the students immigration figures. Students will work on figuring out percentages for where immigrants settled in the US in 1800’s. History Sites:

(<http://www.wvculture.org/history/wvhs1311.html>)

(<http://www.wvculture.org/arts/ethnic/potomac.html>)

(<http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.01.x.html>)

(<http://www.spartacus.schoolnet.co.uk/USA1800.htm>)

(<http://www.nps.gov/archive/stli/serv02.htm>)

-Teacher will show students short video clip of immigrants coming to Ellis Island.(http://video.google.com/videoplay?docid=3420130088013319502&q=Ellis+Island&ei=p3RqSLi2Baj2rAKzy_DXBw&hl=en) Clip is in BW and has no sound, but shows how the immigrants were dressed and the items they brought with them.

-Break students into small groups and brainstorm possible reasons for immigration to the United States (**Why come to US:** http://www.pbs.org/destinationamerica/usim_wn.html). Have students record possible reasons onto poster board and present information to students. Class will compare and contrast group responses (Group Work Rubric: http://teach-nology.com/web_tools/rubrics/teamwork/)

Lesson 2

Content Question: What skills did immigrants need to be successful in West Virginia?

-This lesson will be focused on West Virginia Immigration.

-Teacher will present information concerning immigration to West Virginia. Teacher will want to give background information into the various groups who decided to come to West Virginia (Main focus will want to be on immigrants from Switzerland)

(<http://www.wvculture.org/history/wvhs1311.html>)

(<http://www.wvculture.org/arts/ethnic/potomac.html>)

-Writing Prompt: In a well written paragraph please list and describe 5 essential skills that are necessary to have in order to emigrate successfully to West Virginia.

Writing Rubric: http://teach-nology.com/web_tools/rubrics/writing/

-Break students into groups and have students prioritize essential skills by using Intel Virtual Ranking Tool. Each group will also need to comment on at least three other group responses. (**Visual Ranking Tool:**

<http://educate.intel.com/en/ThinkingTools/VisualRanking/>)

Lesson 3

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Content Question: What types of tools did the Helvetians use? What did they produce with the tools?

-Students will utilize computers to visit the virtual Museum. This unit plan is based on the museum "Showpath" and **Discovery Room 9: The Family Farm**.

-The teacher will then break students into small groups to analyze tools used by the Helvetians. Students will use the SCIM-C Model to analyze artifacts (**SCIM-C Model**

http://www.molebash.com/loyola/history/handouts/SCIM_CModel.pdf) **Artifacts:**

Logging- <http://www.wvculture.org/history/agrext/helvet6.html>

Hauling- <http://www.wvculture.org/history/agrext/helvet24.html>

Mowing Hay- <http://www.wvculture.org/history/agrext/helvet17.html>

Fur Traps- <http://www.wvculture.org/history/agrext/helvet15.html> Farming-

<http://www.wvculture.org/history/agrext/helvet1.html>

-Students will then present their SCIM-C analysis of artifacts.

-Teacher will then discuss assignment to be completed while touring museum.

2. During Museum Visit

-Students will have two assignments to complete while touring at the museum.

-Part 1: To be completed individually. Students will complete a 3-2-1 informational graphic organizer after touring the "Showpath" (**3-2-1 graphic organizer**

<http://www.readingquest.org/pdf/321.pdf>), which can be completed in the North Connections Room. (3 things you found out, 2 interesting things and 1 question you still have)

-Part 2: Students will work in groups of 5. Each group needs to take 5 pictures from Discovery Room 9: The Family Farm. These pictures will be used in the creation in their final pamphlet project. (Possible technology ideas: Flip Phone, Cell Phone Camera, Digital camera, and/or Video Camera) **Group Work Rubric:**

http://teach-nology.com/web_tools/rubrics/teamwork/

3. Post Museum Visit

-Class discussion covering the museum visit. Possible topics to discuss:

- 3-2-1 "Showpath" graphic organizer
- Impact of pictures and how they each tell a story
- Use of tools on farms in Helvetia
- Goods produced by the Helvetians
- Connecting the Old Country to present day Helvetia
- Review KWL Chart to assess student learning

-Culminating Project: Students will complete this project in the same small group they toured with at the museum.

-Project Scenario: You are a businessperson who wishes to start a business in order to sell goods from West Virginia. While conducting research throughout West Virginia, you stumble upon a small historic town deep in the mountains called Helvetia. Inspired by the people you meet and the goods they produce, you make it your goal to introduce Helvetia to the 21st century and help sell their goods to the rest of the world. Your team will be responsible for developing a pamphlet detailing the Helvetians and the goods that they produce. May use any sources found including, museum information, Internet, and/or books. (**Pamphlet Maker:**

<http://www.mybrochuremaker.com/>) (**Final Project Rubric:** http://teach-nology.com/web_tools/rubrics/project/) Must include these items in your pamphlet:

- Title page with name of your business and names of group members
- Pictures taken by the group while touring the museum
- 5 items of goods produced by Helvetians with descriptions

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- A brief history of Helvetia and its people.
- Geographical information for Helvetia
- Graphics where appropriate

Product Description

Culminating Project: Students will complete this project in the same small group that they toured the museum.

-Project Scenario: You are a businessperson who wishes to start a business in order to sell goods from West Virginia. While conducting research throughout West Virginia, you stumble upon a small historic town deep in the mountains called Helvetia. Inspired by the people you meet and the goods they produce, you make it your goal to introduce Helvetia to the 21st century and help sell their goods to the rest of the world. Your team will be responsible for developing a pamphlet detailing the Helvetians and the goods that they produce. May use any sources found including, museum information, Internet, and/or books. (**Pamphlet Maker:** <http://www.mybrochuremaker.com/>) (**Final Project Rubric:** http://teach-nology.com/web_tools/rubrics/project/) Must include these items in your pamphlet:

- Title page with name of your business and names of group members
- Pictures taken by the group while touring the museum with descriptions
- 5 items of goods produced by Helvetians with descriptions
- A brief history of Helvetia and its people.
- Geographical information for Helvetia
- Graphics where appropriate
- Compare and contrast current immigration to that of the late 1800's
- What does immigration and West Virginia mean to me?

Material's List

Graphic Organizers (KWL and 3-2-1)
Rubrics
Computers
Internet
Pamphlet Maker
Camera (Cell Phone, Flip Camera, Video Camera, Digital Camera)

Assessment

Teacher can use the KWL, 3-2-1- Chart and group work as informal, but can use the rubrics (listed within lesson) for work as formal assessments

Culminating Pamphlet project is the final assessment and rubric can be used for scoring

Technology Integration

Pamphlet Maker
Cameras
Internet

Additional Notes

Differentiating Instruction

Any group work can be changed up to accommodate student's needs
Final project can have any number of variations to meet the needs of all students

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| Basic Information | | | |
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| Author(s): | Chris Laumann | | |
| Content Area(s): | Social Studies | Subject(s): | WV Studies |
| Synopsis: | <p style="text-align: center;">Scenario</p> <p>Culminating Project -Students will use information gathered at the museum to create an original website detailing their information and research. (Teacher will want to research and use web-site provider that meets their school's policy) -Website requirements -Original title with the name of your group members -Contain 8 pictures of Helvetian tools used and the goods they produced with them. -Section that discusses the history of the Helvetians with geographical information. -Original Song or Poem dedicated to the Helvetians -What-if section-What would life be like if you lived in Helvetia? -Project Rubric http://teach-nology.com/web_tools/rubrics/project/</p> | Background & Student Relevance | <p>It has often been said that a person's life is a mirror reflection of their family's past. From rituals to traditions, celebrations to reunions, all of our families have histories that bring the past to the present. This lesson plan will allow students to analyze and evaluate those individuals who came to settle in a rural mountainous setting known as Helvetia and understand why they chose West Virginia as their final living site.</p> <p>Students will analyze the following information: *Reasons to emigrate *Why West Virginia *Connections to the Old Country *Special skills, special people *Evidence of ethnic communities today</p> |
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| 21st Century Skills: | 21C.O.5-8.1.LS.1 Student, when presented with a problem, identifies the information needed, uses text, people, online 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. 21C.O.5-8.1.LS.3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology. 21C.O.5-8.3.LS.4 Student demonstrates ethical behavior and works responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and | | |

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team goals related to improved academic, extracurricular and co-curricular performances.

SS.O.8.4.9 Student researches various regional configurations found in West Virginia (e.g., geographic, tourist, health, educational, language patterns, cultural, occupational), and analyze the impact of these factors on the regional mental maps developed by West Virginia students and all other West Virginia citizens, and then present an example using one or more of these factors.

Implementation Plan

There are three parts to this unit. There is a before, during and after museum visit section. Each part will allow the students to build upon new knowledge and extend critical thinking.

Essential Question: What caused “new “immigration to a specific area and what problems did immigrants face?

Big Idea: What does West Virginia mean to me?

Content Question: Why did Swiss immigrants choose West Virginia?

1. Before Museum Visit Lesson plans

Lesson One

Content Question: Who were the Helvetians and why did immigrants want to come to the United States?

-Teacher will first introduce the Helvetians and immigration by covering a brief historical introduction into the subject matter through pictures.

(www.wvculture.org search for Helvetia)

-Teacher will then give the students the immigration citizenship test and discuss test (<http://cltr.co.douglas.nv.us/Elections/100QuestionTest.htm>)

-Teacher will then have the students break into small groups of 5 to use REED-LO model to examine pictures from Helvetia. REED-LO originally meant for the analyzing of paintings, but can be adapted for pictures as well.

(http://www.artmuseumroanoke.org/media/zeditor-uploads/files/reed-lo_interpretive_process.pdf)

-Teacher will lead a class discussion and compare and contrast group thought about pictures.

Lesson Two

Content Question: Where did immigrants who settled in West Virginia originally come from?

-Teacher will utilize computers to have students research where the immigrants came from.

-Class will then compare and contrast research

-Teacher will utilize Google Earth to visually show students the different places from which immigrants came and to point out places of interest near Helvetia. (Could be used as a geography game)

Lesson Three

Content Question: What type of families settled in Helvetia

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- Students will use the Internet to research various Helvetian families to complete a JIGSAW.
- Teacher will want to break the students into small groups of 4-6 students. See website for JIGSAW Set-up.
- Teacher can assign groups the following Helvetian families: Andereggs, Koerners, Teuschers, Blaties, Stutzmanns, Senhausers, and Gottlieb Fahrner (www.wvculture.org) (www.google.com).
- Information to research: Where did these families originally come from? When did they come to the United States? When did they emigrate to Helvetia? What conditions in their homeland made it necessary that they leave?
- Have student groups record answers on poster board
- Expert students will then present information to other groups.

2. During Museum visit plans

- Teacher will want to break students up into small groups of 4-5 students
- Students will use information gathered from the museum to create a website geared towards tools used by the Helvetians and the goods they produced.
- Students will use their museum visit to gather information about the various tools that the Helvetians used to make goods. A good portion of these tools are still used today. Students will want to use some type of means to either photograph various tools from Discovery Room 9: The Family Farm or record those tools to research on the Internet.
- Each group will be required to research 8 tools the Helvetians used.
- Students will fill out the Helvetian tool Spider Map organizer in the North Connections room. (<http://www.eduplace.com/graphicorganizer/pdf/spider.pdf>)

3. Post Museum Visit Lesson Plan and Culminating Project

- Teacher will want to debrief the students the day after their museum visit.
- Teacher will want to play a review game with the students to review information already covered. (<http://www.kimskorner4teachertalk.com/classmanagement/reviewgames.html>)
- Students will use information gathered at the museum to create an original website detailing their information and research. (Possible website www.geocities.com)
- Website requirements
 - Original title with the name of your group members.
 - Contain 8 pictures of Helvetian tools used and the goods they produced with them.
 - Section that discusses the history of the Helvetians with geographical information.
 - Original Song or Poem dedicated to the Helvetians
 - What-If Section-What would life be like if you lived in Helvetia?
 - Project Rubric http://teach-nology.com/web_tools/rubrics/project/

Product Description

See Above

Material's List

West Virginia State Museum Lesson Plan

Computers
Poster Board
Markers
Internet
Jigsaw Notes
Rubrics
Graphic Organizers

Assessment

Rubrics will be used to evaluate students' work in groups and work in the museum. See rubric listed under #3 Implementation Plan.

Website creation will be used as main assessment for this unit

The teacher should conduct informal assessments throughout the unit

Technology Integration

Internet
Website Creation

Additional Notes

Differentiating Instruction

Groups can be arranged to meet the needs of all students

Criteria for website can be adjusted to meet the needs of all students