

West Virginia State Museum Lesson Plan

Basic Information			
Lesson Title:	WV Cartoons		
Author(s):	Leola Hairston		
Content Area(s):	WV Studies	Subject(s):	WV Statehood
Synopsis:	<p>- Students will research information about key players in the WV Statehood Movement.</p> <p>-Students will view Brainpop/Civil War presentation to become familiar with secession and Civil War</p> <p>-Students will view cartoons about WV Statehood.</p> <p>-Students will create their own cartoon about WV Statehood.</p> <p>EXTENSION ACTIVITY - Students will write an essay on the legality of WV Statehood. Do you think WV is a legal state or not? Defend your position.</p>	Background & Student Relevance	<p>It has been said that a picture is worth a thousand words. Even though students might not understand the meaning of many cartoons, the humor presented engages students.</p> <p>Once engaged, students are open to analyzing cartoons until they realize the intended meanings. This lesson uses cartoons to enhance student's understanding of how WV became a state.</p>
Grade Level(s):	8 th	Museum Correlation:	Civil War and Statehood Discovery Rooms 7
Standards			
WVCSO's:	<p>8.5.14 identify men and women in West Virginia who have made significant contributions to our history in the public and/or private sectors (e.g., statehood movement, abolition movement, education, industry, literature, government).</p> <p>SS.8.5.15 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>SS.8.5.16 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>		
21st Century Skills:	<p>1C.O.5-8.1.LS Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require</p> <p>the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).</p> <p>21C.O.5-8.1.LS 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>		
Implementation Plan			
Essential Question: How would it feel to live through a conflict that disrupts your way of life?			

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Before the Museum Visit

INTRODUCTION

1. Provide students with [cartoon analyzing template](#) (click or use url address in materials list.)
2. Have students make a **T-Chart**. One column will be labeled **Before** and the other will be labeled **After**. Inform students that they will be viewing cartoons/pictures about WV Statehood and after filling out the cartoon analyzing template for a cartoon, in the **Before** column, they are suppose to write the message that the cartoonist is trying to convey. *Collect T-Charts to finish **after** touring the museum.*
3. Present cartoons on data projector one at a time and analyze:
<http://www.wvculture.org/history/statehood/statehood03.html>
<http://www.wvculture.org/history/statehood/statehood06.html>
<http://www.wvculture.org/history/statehood/statehood01.html>
<http://www.sonofthesouth.net/leefoundation/civil-war/virginia-constituent-convention.htm> (Scroll down to see picture)
<http://www.sonofthesouth.net/leefoundation/civil-war/1861/july/harpers-ferry.htm>
(Scroll down to see picture)

Part I

1. Students will choose a number from a bag/possible choices 1- 8. Each number will have one of the following names: *John Lechter, John Carlile, Francis Pierpont, Waitman T. Willey, Arthur I Boreman, Gordon Batelle, Peter Van Winkle, and Abraham Lincoln.*
2. Students will use computers to research person chosen. Possible research sites <http://www.wvculture.org/museum/exhibitsonline.html>
<http://www.wvculture.org/history/statehood.html> but not limited to this sites.
3. In groups with one of each number, students will tell how the person they researched contributed to WV Statehood.

Part II

1. Students will view **Brainpop/Civil War** (<http://www.brainpop.com/socialstudies/ushistory/civilwar/>)
(Pay careful attention to parts about secession)
2. As a class, answer questions presented with the film clip.

During the Museum Visit(actual or virtual)

*Look For - **East Rail and West Rail with Discovery Room 7**

(Pay careful attention to items/people related to the WV Statehood Movement.)

After the Museum Visit

1. Students will make a **Venn Diagram** comparing and contrasting secession and WV leaving Virginia
2. Students will finish **After** column of **T-Charts** they started at the beginning of unit.
3. Students will **create their own cartoon** associated with WV Statehood (see attached rubric)-*Upon completion, students are to share their cartoons with each other.*
4. Students will use **Clip Art** to define essential vocabulary. *Emphasize to students that they should look for representations of meanings of words not representations of the words.*
(Example of words to use (confederacy, union, civil, etc.)

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5. View Lincoln's Dilemma <http://www.wvculture.org/history/statehood/statehood14.html>
Complete **EXTENSION ACTIVITY** - Students will write an essay on the legality of WV Statehood. Do you think WV is a legal state or not? Defend your position.

Material's List

Data projector
Links to sites indicated (Brainpop, WV Culture.Org, etc.)
cartoon links http://mdk12.org/instruction/curriculum/hsa/critical_thinking/pol_cartoon.html

Assessment

Rubric for Cartoon (5 the highest)

Effort 1-5
Shows understanding of at least one dynamic of WV Statehood 1-5
Creativity 1-5
Presentation 1-5
rubistar.4technology.org/ (create your rubric)

Technology Integration

- *Computers
- *Virtual tour
- *Education sites
- *Video clip
- *Clip art

Additional Notes