

## West Virginia State Museum Lesson Plan

Basic Information			
<b>Lesson Title:</b>	Wheeling and The Big City Lesson 1		
<b>Author(s):</b>	Chris Laumann		
<b>Content Area(s):</b>	Immigration	<b>Subject(s):</b>	WV Studies
<b>Synopsis:</b>	<p>Culminating Activity: Students will work in small groups to create a movie depicting immigrant life in Wheeling, West Virginia during the 19<sup>th</sup> century. Project will require students to visit the WV History Museum and draw material directly from <b>Discovery Room 8: The Big City</b>. Students will research immigration and pick one immigrant group that settled in Wheeling in the 19<sup>th</sup> Century. Students will use Microsoft Movie Maker 2.1 to complete their movie. Movie requirements:</p> <ul style="list-style-type: none"> <li>• A mock interview with an immigrant family who settled in Wheeling. Students will be required to dress in immigrant clothes and use props.</li> <li>• Interview should be 5-10 minutes in length</li> <li>• Minimum topics to cover</li> <li>• Conditions for immigration</li> <li>• When and Where was homeland</li> <li>• Why Wheeling?</li> <li>• Description of Voyage</li> </ul> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Occupations</li> <li>• Discrimination Faced</li> </ul>	<b>Background &amp; Student Relevance</b>	<p>Wheeling has a rich history dating back centuries with the Adena Indian tribe asserting its power and authority in the area by scalping would be land speculators and leaving their skulls out in plain sight to serve as a warning to other visitors to the area. Even the name Wheeling, “<i>place of the skull</i>”, serves as a reminder to the past. Wheeling would grow with the influx of European immigrants and the creation of the National Road. In this unit, students will be given an opportunity to explore the history of Wheeling. Possible topics of discussion will include:</p> <ul style="list-style-type: none"> <li>• “Gateway to the West”</li> <li>• Rivers, Roads and railways</li> <li>• Iron and Steel Mills</li> <li>• Wheeling’s Streetscape</li> <li>• Workforce of Immigrants</li> <li>• The beginning of the labor movement</li> </ul> <p><b>Big Question:</b> What does West Virginia mean to me?</p>
<b>Grade Level(s):</b>	8 <sup>th</sup>	<b>Museum Correlation:</b>	Civil War and Statehood Discovery Room 8
Standards			
<b>WVCSO’s:</b>	<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>SS.O.8.4.5 Explain the reasons for the locations and types of transportation systems developed in West Virginia and recommend future systems.</p> <p>VA.O.8.1.1 Select and apply a variety of media, techniques, technologies, and processes used to express experiences and/or ideas.</p>		
<b>21<sup>st</sup> Century Skills:</b>	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		

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the use of technology.

21C.O.5-8.2.LS.4 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.

21C.O.5-8.3.LS.1 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.

21C.O.5-8.1.TT.4 Student uses audio, video, pictures, clip art, moviemaker programs, webpage design

### Implementation Plan

**Essential Question:** How does a person's decision and actions change his/her life?

#### 1. Before Museum Visit Lesson plans

##### Lesson One

**Content Question: Why did European immigrants choose Wheeling?**

-Teacher will introduce the unit by showing the students pictures of Wheeling from the late 19<sup>th</sup> century. Focus will want to be on immigrants, streetscape and industry.

[www.wvculture.org](http://www.wvculture.org)

-Students will discuss: what is an immigrant, why people immigrate, and what the immigrant might encounter when they arrive in Wheeling. Students will mark on world map the countries where the majority of immigrants came from.

-Students will then complete a web-quest to research Wheeling Now and Then

<http://www.wheelingheritage.com/>

-Students in small groups will use the Internet to complete a graphic organizer to discuss the different immigrant groups that settled in Wheeling.

##### Lesson Two

**Content Question: What were the population trends of the different immigrant groups like in Wheeling in the 19<sup>th</sup> Century?**

-Students will use the internet to research the various immigrant groups that settled in Wheeling.

Students will use Microsoft excel to create diagrams to show difference in population. ([http://en.wikipedia.org/wiki/Wheeling, West Virginia](http://en.wikipedia.org/wiki/Wheeling,_West_Virginia) Demographics Section)

##### Lesson Three

**Content Question: What came first: Industry in Wheeling or Immigrants?**

-Teacher will want to review previous information with the students

-At one time, Wheeling was a center of industry for West Virginia and for a section of the Eastern part of the United States in the late 19<sup>th</sup> century. At the same time, German, Jewish, Polish and many other immigrant groups were steadily streaming into the "Big City."

-Students discuss what immigration is and how does industry play a role.

-Students will complete a K-W-L chart depicting what they know about the topic.

-After completing internet research guided by the teacher, the students will utilize the Intel "Showing Evidence Tool". (<http://educate.intel.com/en/ThinkingTools/ShowingEvidence/>)

-Students will be required to respond to all other groups' information

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-Group work and Project Rubric will be used

Project Rubric [http://teach-nology.com/web\\_tools/rubrics/project/](http://teach-nology.com/web_tools/rubrics/project/)

Team Work Rubric [http://teach-nology.com/web\\_tools/rubrics/teamwork/](http://teach-nology.com/web_tools/rubrics/teamwork/)

### 2. During Museum Visit Project

-Students will work in small groups to gather information about the various immigrant groups during the Museum visit. Students will want to pay particular attention to **Discovery Room 8: The Big City**.

-Teacher might want to have students choose which immigrant nationality before the Museum visit.

-Utilize the **North Connection** room to fill out a graphic organizer, which will center student group notes and research.

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

### 3. Post-Museum Visit Project

Culminating Activity: Students will work in small groups to create a movie depicting immigrant life in Wheeling, West Virginia during the 19<sup>th</sup> century. Project will require students to visit the WV History Museum and draw material directly from **Discovery Room 8: The Big City**. Students will research immigration and pick one immigrant group that settled in Wheeling in the 19<sup>th</sup> Century. Students will be required to dress in immigrant clothes and use props. Video can be completed on a digital camera or Flip Camera. Students will use Microsoft Movie Maker 2.1 to complete their movie. Movie requirements:

1. Students will complete 5-W's graphic organizer before completing video (Who, What, Where, When and Why)

- A mock interview with an immigrant family who settled in Wheeling.

- Interview should be 5-10 minutes in length

- Minimum topics to cover

- Conditions for immigration
- When and Where was homeland
- Why Wheeling?
- Description of Voyage
- Religion
- Occupations
- Discrimination Faced

- Assessment Rubric for project and group work

Rubric [http://teach-nology.com/web\\_tools/rubrics/project/](http://teach-nology.com/web_tools/rubrics/project/)

Team Work Rubric [http://teach-nology.com/web\\_tools/rubrics/teamwork/](http://teach-nology.com/web_tools/rubrics/teamwork/)

#### Product Description

See above

#### Material's List

Internet

Intel Showing Evidence Tool

Computers

Rubrics

Microsoft Movie Maker 2.1

Graphic Organizers

Web Quests

Digital Video Camera or Flip Phone

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### Assessment

Most of the assessment for these lessons will be informal checks, but rubrics (listed under the Implementation Plan) will be used to evaluate students throughout these lessons.

### Technology Integration

Intel Showing Evidence Tool  
Microsoft Movie Maker 2.1  
Microsoft Excel Spreadsheets

### Additional Notes

#### Differentiating Instruction

All groups can be arranged to meet the needs of all student  
Projects can be adjusted to meet the needs of all students

## West Virginia State Museum Lesson Plan

Basic Information			
<b>Lesson Title:</b>	Wheeling and The Big City Lesson 2		
<b>Author(s):</b>	Chris Laumann		
<b>Content Area(s):</b>	Social Studies	<b>Subject(s):</b>	WV Studies
<b>Synopsis:</b>	<ul style="list-style-type: none"> <li>▪ Each group will tell how their activity illustrates how 19th century life was the same and or different from today in Wheeling paying particular attention to immigrants.</li> <li>▪ The students will make a visual dictionary of objects they saw at the Museum. Each item could have a picture and explanation of use and materials.</li> <li>▪ Finally, the students will create a time capsule from 2009 (or year of lesson), which if opened 100 years from now would show something of how we live today. Possible items could include package wrappings, small toys, and whatever the children suggest. What would these objects tell a person 100 years from now about our life and culture?</li> <li>▪ Extension Project: Students would interview local people in their hometown to discuss the differences from when they were a kid to the present. Interviews would be recorded utilizing digital video camera or flip camera. Presentations could be completed in power point or web-page</li> </ul>	<b>Background &amp; Student Relevance</b>	<p>Wheeling has a rich history dating back centuries with the Adena Indian tribe asserting its power and authority in the area by scalping would be land speculators and leaving their skulls out in plain sight to serve as a warning to other visitors to the area. Even the name Wheeling, “<i>place of the skull</i>”, serves as a reminder to the past. Wheeling would grow with the influx of European immigrants and the creation of the National Road. In this unit, students will be given an opportunity to explore the history of Wheeling. Possible topics of discussion will include:</p> <ul style="list-style-type: none"> <li>• “Gateway to the West”</li> <li>• Rivers, Roads and railways</li> <li>• Iron and Steel Mills</li> <li>• Wheeling’s Streetscape</li> <li>• Workforce of Immigrants</li> <li>• The beginning of the labor movement</li> </ul> <p><b>Big Question:</b> What does West Virginia mean to me?</p>
<b>Grade Level(s):</b>	8 <sup>th</sup>	<b>Museum Correlation:</b>	Civil War and Statehood Discovery Room 8
Standards			
<b>WVCSO’s:</b>	<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>SS.O.8.4.5 explain the reasons for the locations and types of transportation systems developed in West Virginia and recommend future systems.</p> <p>VA.O.8.1.1 select and apply a variety of media, techniques, technologies, and processes used</p>		

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	to express experiences and/or ideas.
<b>21<sup>st</sup> Century Skills:</b>	<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> <p>21C.O.5-8.2.LS.4 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>21C.O.5-8.3.LS.1 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>

### Implementation Plan

**Essential Question:** How did decisions, actions and consequences differ depending on the perspective of people involved?

#### 1. Before Museum Visit Lesson plans

##### Lesson One

**Content Question: What types of industry existed in Wheeling in the late 1800s?**

- Teacher will give an overview of the geography of the Northern Panhandle and Wheeling ([www.googleearth.com](http://www.googleearth.com))
- After overview have students complete a KWL chart (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- In small groups, teacher will want to pick 4-5 major industries and assign each group one industry to set-up for JIGSAW. Each group will use the Internet and/or textbook to research their industry. (<http://www.jigsaw.org/>)
- Groups will record answers using a 3-2-1 method on poster board. (<http://www.readingquest.org/strat/321.html>)
- Class discussion of 3-2-1 after JIGSAW

##### Lesson Two

**Content Question: How did transportation improvements put Wheeling on the map?**

- Teacher reviews previous information with the students covering Wheeling.
- Teacher leads a class discussion on the impact of transportation on a city's industry. (Cover Key Vocabulary and events)
- Wheeling was directly impacted by three sources of transportation; have students analyze the Steamboat, National Road and B&O Railroad.
- For each transportation system, have students write a brief description of each system and describe how they impacted Wheeling.
- Class debate
  - Break students into three larger groups
  - Give each group one of the three transportation systems
  - Each group will be responsible for debating why their transportation system is more effective.
  - Students will use the Internet to research their transportation system.
  - Students will record information discussed within group on the Persuasion Map graphic organizer (<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf> )
- Use group review rubric for scoring

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[http://teach-nology.com/web\\_tools/rubrics/teamwork/](http://teach-nology.com/web_tools/rubrics/teamwork/)

### Lesson Three

#### Content Question: How did our state capital end up being located in Charleston?

1. Teacher will review previous information with the students
2. Teacher will introduce the new section dealing with the location of the state capital. (Utilize [www.googleearth.com](http://www.googleearth.com) for visual of cities)
3. Students will be broken up into small work groups to solve a problem
4. Teacher will need to give each group a city to research
5. Problem Scenario: Your group was just placed back in time to the mid 1800's. Your group will use the Internet and/or additional resources to pick the location of the state capital. Project will be completed using **Microsoft Office Publisher 2007** and all information must be dated to the mid 1800's. (Project can be completed using Power Point if Publisher not available).
  6. Title page and works cited
  7. Name of West Virginia City and Key geographical information
  8. City data figures (Population, Immigrants, Industry, Income Averages, Strategic Importance to State, ect...)
  9. Satellite or aerial images of city's location in relation to state
  10. Key WV political figures involved with the city
  11. Graphics
12. Proposal needs to be creative and unique
13. Project Rubric [http://teach-nology.com/web\\_tools/rubrics/project/](http://teach-nology.com/web_tools/rubrics/project/)
14. Group Work Rubric [http://teach-nology.com/web\\_tools/rubrics/teamwork/](http://teach-nology.com/web_tools/rubrics/teamwork/)

#### 2. During Museum Visit Project

- Teacher will want to brief students on conduct within the Museum
- Before Museum visit, teacher will split each class of students up into five groups. Assign each group one of the following: Style of Art, Clothes, Language, Influential People and Industry. Each group will want to focus on their particular topic while visiting **Zone 5** and **Discovery Room 8: The Big City**.
- Each group will have an assigned student to record the group's observations onto a graphic organizer while in the **North Connections Room**.
- The main goal of this section and the post-Museum visit project is to compare the life in Wheeling from the past to the present.

#### 3. Post-Museum Visit Project

- Each group will tell how their activity illustrates how 18th century life was the same and how it was different from today in Wheeling paying particular attention to immigrants.
- The students will make a visual dictionary of objects they saw at the Museum. Each item could have a picture and explanation of use and materials.
- Finally, the students will create a time capsule from 2008 (or year of lesson), which if opened 100 years from now would show something of how we live today. Possible items could include package wrappings, small toys, and whatever the children suggest. What would these objects tell a person 100 years from now about our life and culture?
- Extension Project: Students would interview local people in their hometown to discuss the differences form when they were a kid to the present. Interviews would be recorded utilizing digital video camera or flip camera. Presentations could be completed in power point or web-page.

## West Virginia State Museum Lesson Plan

<b>Product Description</b>
See Above
<b>Material's List</b>
Group Rubrics and Team Project Rubrics Digital Camera Flip Camera Google Earth Graphic Organizers JIGSAW Set-up Poster Board
<b>Assessment</b>
Informal and Formal Assessments (identified in Implementation Plan) will be completed throughout the lesson by observing students work and by utilizing rubrics for student group work and project completions.
<b>Technology Integration</b>
Digital Camera Flip Camera Internet Web Page Development
<b>Additional Notes</b>
<b>Differentiating Instruction</b>
Grouping of student can be switched up to meet the needs of all students Projects and Assignments can be diversified to meet the needs of all students