

Teach21 Instructional Guide

Eighth Grade Social Studies

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Title	Labor Movement of Coal		
Suggested Quarter	Quarter 3		
Power Standard	Students research and analyze the evolution of the coal mining labor industry, including what products are derived from coal and what changes, including environmental and work issues, which may occur due to the development of the coal mining industry.		
Content Standards and Objectives	Objective ID	Objectives	
	SS.O.8.1.3	argue the effectiveness of selected public policies and citizen behaviors.	
	SS.O.8.3.3	research industries and products (e.g., tourism, coal, glass, recreation, agriculture) that are important to the economy of the four regions of West Virginia and how they relate to occupations.	
	SS.O.8.3.6	anticipate the changes in West Virginia’s economy and people due to industrial development and debate the issue of industrialization vs. preserving history and/or the environment.	
	SS.O.8.3.7	examine the effect of technological changes and cost of living on West Virginia’s economy and demographic profile (e.g., in employment, entrepreneurial businesses agriculture, tourism, education, industry).	
	SS.O.8.3.8	recognize major industries in West Virginia and identify representative jobs under each (e.g., manufacturing, mining, tourism, health care).	
	SS.O.8.5.6	analyze the evolution of the labor movement in West Virginia and the United States.	
	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.	
21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.5-8.1.LS1 - 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.	Teacher will lead students to qualified websites for research.	Students engage in selected websites on the environmental conditions and in pairs, students discuss pros and cons of coal mining and record results on graphic organizer.
	21C.O.5-8.1.LS3 - Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and		

	<p>enhances the oral or written presentation through the use of technology.</p> <p>21C.O.5-8.1.TT4 - Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.</p> <p>21C.O.5-8.1.TT5 - Student uses advanced features and utilities of word processing software (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).</p> <p>21C.O.5-8.1.TT10 - Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.</p>		
Thinking and Reasoning Skills:	<p>21C.O.5-8.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</p> <p>21C.O.5-8.2.LS2 - Student draws conclusions from a variety of data sources to analyze and interpret systems.</p>	In small groups, students collaborate to discuss and summarize findings.	Students write letter, based upon findings.

21C.O.5-8.2.LS4 - 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.5-8.2.TT2 - Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

**Personal and
Workplace
Skills:**

21C.O.5-8.3.LS1 - 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.5-8.3.LS2 - 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.

21C.O.5-8.3.LS3 - Student sets challenging goals and strategically plans to reach

Teacher provides designed rubric for evaluation prior to given assignment. Prior to computer use, teacher will review acceptable use policy.

Students will complete the rubric given to them for evaluation of activity. Students will follow acceptable use policy on computers.

	<p>those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.</p> <p>21C.O.5-8.3.TT4 - Student complies with county acceptable use policy. Student discusses legal and ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.</p>		
Performance Objectives (Know/Do)	<p>Know:</p> <ul style="list-style-type: none"> How to use search engines to view web sites How to create a PowerPoint presentation <p>Do:</p> <ul style="list-style-type: none"> Keep journal of key vocabulary terms Identify coal as a major industry in West Virginia Identify coal towns and coal regions of the state of West Virginia In small groups, share information, discuss, and come to a unified opinion Analyze and evaluate labor unions Research coal mining effects on the environment Complete research on coal mining disasters in the state Present findings on research through the use of visuals 		
Big Idea	The coal mining industry has a complex labor history.		
Enduring Understandings	<ol style="list-style-type: none"> 1. When an area becomes industrialized, environmental problems occur. 2. A labor union represents labor workers. 3. Communication in the working environment between labor workers and the company representative is essential for a productive working relationship. 4. Due to unforeseen circumstances, fatal disasters may occur in a coal mine. 5. The product coal has many functional uses in our world. 		
Essential Questions	<ol style="list-style-type: none"> 1. How do the everyday uses of coal affect us? 		

2. What changes occur when an area becomes industrialized, and how do they come about?
3. How does a labor union originate?
4. How can coal mining be productive and protective of the environment and the people living there?

Learning Plan & Notes to Instructor

This unit deals with the coal industry of West Virginia. Ideally, it should be taught during the third or fourth quarter. In order to complete the academic prompts, students must first understand that coal is a major industry of West Virginia. In addition, students should be able to identify the geographical locations of coal, including cities and counties of the state.

Products made from coal

1. Introduce essential question regarding everyday uses of coal.
2. Preview vocabulary words (bituminous, raw material, seams). These vocabulary words, along with their definitions, will be written in a student's journal. Additional vocabulary words will be added through each lesson.
3. Computer lab to research the [functional uses of coal](#). [Graphic organizer](#) is used to place details from website.
4. Teacher prints [crossword puzzle](#) on products from coal.
5. Students and teacher brainstorm to create a final list of items from which coal is a main ingredient.

Environmental Changes

1. Introduce essential questions regarding environmental changes occurring as a result of industry.
2. Vocabulary words associated with industries are added to the student's journal (industry, resources, minerals, bituminous, mineral rights and raw material). Students are responsible for writing the definitions of each as a journal entry.
3. Teacher introduces the evolution of coal industry in West Virginia by giving direct instruction on the history of coal from West Virginia History textbook or other material.
4. Students brainstorm, with teacher modeling, what pros and cons are associated with the coal industry.
5. Activity - Refer to Academic Prompt 1.
6. Activity - Refer to Academic Prompt 2.

Evolution of Labor Unions

1. Teacher introduces essential question relating to labor unions.
2. Teacher introduces labor unions by sharing the history of labor and labor unions.
3. Students add vocabulary words to journal (collective bargaining, compromise, contract, delegate, labor, management, ultimatum, negotiate, ratify, representative, right-to-work laws, strike, union, yellow-dog contract, injunctions, scabs and cribbing) Students are responsible for writing the definitions, along with the terms, in their journals.
4. Teacher will schedule guest speakers of Union and Company representative to share each side's viewpoints. Prior to their visit, students will write three questions they would like to ask each speaker. Teacher will share relevant questions with guest speaker.
5. Activity - Refer to Academic Prompt 3.
6. Divide the class into two groups. Designate one group as labor workers and the other as company representatives. Elect delegates for each side. The labor students complete a task of building a tower with wooden blocks where certain working conditions must be met. The working conditions are delegated by the student company officials. The acting company official adds more working conditions where the job is nearly impossible to complete. In the assigned groups, the labor students list the ways in which they are being mistreated. They present these findings to the company officials. A formal discussion, along with negotiation on both sides, takes place. A formal contract is signed by both parties.
7. Students watch movie, "[Matewan](#)." After viewing, students openly discuss the labor union and company officials' point of view.

Mining Disasters

1. Students research mining disasters in [Monongah, WV](#) and [Sago, WV](#). Teacher uses [Venn diagrams](#) to compare and contrast.

	<p>Allowing for Differentiated Instruction: Recognizing your students' abilities, learning preferences, and interests, these activities lend themselves to easily differentiate the instruction. This can be accomplished through the content, the process, or the product. Grouping may be done by interest, different levels of complexity, or by varying the end product. Thus, the content is being differentiated by interest, the process by readiness and the complexity of thinking skills required, and the product by student learning modality preferences. This multiple approach has the added advantage of creating more interesting presentations than if all groups were a repetition of one another.</p> <p>Additional Notes: Prior to beginning this unit, an interest inventory should be given to each student. The interest inventory should assess the student's strengths, as in regards to computer, reading, writing, research, etc. Also, the interest inventory should find the students interests in the unit – functions of coal, environment conditions of coal, labor unions, or mining disasters. This information will be vital when placing the students into groups and determining their culminating product titles and assignments.</p>
Academic Prompts	<p>Academic Prompt 1 You work for the Environmental Protection Agency and your assignment is to find out what types of environmental concerns are associated with the coal industry. To do this, you will research information on how environmental changes may occur as a result of industries by reading newspaper articles on coal mining and the effects it may have on the environment. Working with a partner, will choose two of the newspaper articles and write a letter to the Division of Land Restoration of the West Virginia Government based upon the readings. The letter should state what environmental changes may occur as a result of coal mining. For assigned rubric, refer to Academic Prompt Rubric 1, located at end of instructional guide.</p> <p>Academic Prompt 2 You live in the town of Welch where strip mining (mountain top removal) is used. Although your community thrives economically on the coal mining industry, it has caused much disaster within your surroundings, such as washed away homes and roads. Miners, representatives of the legislature, union and company representatives, as well as those who have suffered from the industry have gathered at City Hall for a debate on whether or not coal mining should continue in the community. Choose which side you care to defend. Each side chooses a representative to express their unified opinion. Upon the conclusion of the debate, representatives from the legislature will evaluate the proceedings and their decision will be given by their representative. For assigned rubric, refer to Academic Prompt Rubric 2, located at end of instructional guide.</p> <p>Academic Prompt 3 You are a coalminer representing a labor union. The company you work for is insisting you work under harsh, unsafe conditions which are detailed in a letter. Create a response letter to company officials stating why these conditions are not acceptable and how you plan to meet and negotiate these concerns. For assigned rubric, refer to Academic Prompt 3, located at end of instructional guide.</p>
Culminating Assessment or Product	<p>You are part of a team from a foreign country who has just discovered coal. They are sending you to West Virginia to research the coal mining industry. Your country would specifically like information on the functional uses of coal, environmental changes due to the coal industry, evolution of industry, or mining disasters that may have occurred. You may choose which area you would prefer. The task is to gather information, both positive and negative, organize the material, analyze, and present it orally with visuals, such as PowerPoint, charts, graphs, or graphic organizers, to your countries.</p>
Links and Other Resources	<p>Related Rubric links: Prompt 1 Prompt 2 Prompt 3 Culminating Assessment</p> <p>Student Materials: Text, journal, computers, art supplies, wooden blocks</p>

Related Websites:

<http://www.geocities.com/gbgwbel/miningwva.html>

<http://en.wikipedia.org/wiki/Coal>

<http://www.coaleducation.org/lessons/twe/coalpr.htm>

http://en.wikipedia.org/wiki/Monongah_Mining_Disaster

<http://www.answers.com/topic/sago-mine-disaster>

<http://www.teach-nology.com/worksheets/graphic/venn2/>

<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/foursquareperspective.PDF>

Contact Authors:

Kathy L. Jones, Ravenswood Middle School, Jackson County: kthjones@access.k12.wv.us

Gerry Kohler, VanDevender Junior High, Wood County: gkohler@access.k12.wv.us

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