

Teach21 Instructional Guide

Eighth Grade Social Studies

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Title	The Formation of West Virginia - The 35th State										
Suggested Quarter	3										
Power Standard	Students will identify and analyze the steps leading to the formation of the state of West Virginia which leads to understanding how the Constitution of the United States must continually be read and interpreted in all instances.										
Content Standards and Objectives	<table><tr><th>Objective ID</th><th>Objectives</th></tr><tr><td>SS.O.8.5.7</td><td>research and construct the sequence of events and cite the reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state. (e.g., French and Indian War, American Revolution, Civil War).</td></tr><tr><td>SS.O.8.5.8</td><td>interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g. letters, journals and publications) and summarize what you have learned.</td></tr><tr><td>SS.O.8.5.13</td><td>assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</td></tr></table>			Objective ID	Objectives	SS.O.8.5.7	research and construct the sequence of events and cite the reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state. (e.g., French and Indian War, American Revolution, Civil War).	SS.O.8.5.8	interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g. letters, journals and publications) and summarize what you have learned.	SS.O.8.5.13	assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.
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21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success								
Information and Communication Skills:	<p>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.</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</p>	<p>In small groups, students will brainstorm ideas for information needed to draw conclusions regarding the different positions on statehood. . (Where do we look? Whom will we ask?) Teacher will model how to follow through on one of the ideas using computer and projector.</p>	<p>Students will use search engines and evaluate web resources. Using a graphic organizer, they will report what sites were visited, which were helpful and why, and which weren't helpful and why.</p>								

	<p>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.LS2 - Student draws conclusions from a variety of data sources to analyze and interpret systems.</p> <p>21C.O.5-8.2.LS3 - Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</p> <p>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.</p> <p>21C.O.5-8.2.TT3 - Student uses multiple technology tools for gathering information in order to solve problems, make informed</p>	<p>In re-assigned groups, students will compare their information. They will combine their information in a manner acceptable to all.</p>	<p>Students will have a list of questions which will help them determine how different people felt toward the formation of a new state.</p>

	decisions, and present and justify the solutions.		
Personal and Workplace Skills:	<p>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.</p> <p>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.</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>	Teacher will distribute rubric for group performance before groups begin work so that they are aware of the criteria on which they will be evaluated. Teacher asks students for clarification of acceptable computer use policies before beginning	Together, each group will complete the rubric that was given at the onset of the activity. With each group, the teacher will compare this with the teacher's completed rubric for that group.
Performance Objectives (Know/Do)	Know: <ul style="list-style-type: none"> How to use search engines for information How to work with others in a group The culture of a society is affected by the geography of an area 		

	<p>West Virginia was "born" during the turmoil of the Civil War President Lincoln agonized over the formation of the new state.</p> <p>Do:</p> <p>Analyze information on websites for the specific information needed. Evaluate the attitudes of prominent people as to statehood. State Abraham's dilemma in making a new state. Analyze primary documents from Lincoln's Cabinet members advising him on the subject of statehood. Develop your own opinion as to the legality of statehood based on your research and your own inclinations. Support and defend your position</p>
Big Idea	Governments can change based on the needs of people, their society, and their culture.
Enduring Understandings	<ol style="list-style-type: none"> 1. Geographic regional differences can result in social, economic, and political differences. 2. Moral, ethical, and legal tensions can lead to irreconcilable issues. 3. Compromise can sometimes give way to conflict. 4. Decisions by those in power must sometimes be made amidst equally conflicting advice. 5. In questions of government, decisions must be based on the Constitution.
Essential Questions	<ol style="list-style-type: none"> 1. How can geography influence an area socially, economically, and politically? 2. Why were western Virginians loyal to Virginia? 3. How can a government decision be based on a Constitution that does not explicitly state the answer? 4. How can a President utilize his Cabinet? 5. Was the formation of the state of West Virginia legal?
Learning Plan & Notes to Instructor	<p>(Sequence – This lesson should occur after the attack on Harper's Ferry, the election of 1860, the secession of Virginia, and the Civil War up to 1863.)</p> <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>(Sequence – This lesson should occur after the attack on Harper's Ferry, the election of 1860, the secession of Virginia, and the Civil War up to 1863.)</p> <p>Motivator: Ask students if they know of any state other than West Virginia that was formed from another state. They may suggest North and South Carolina or North and South Dakota . Explain that these were formed from territories and not a state. Help them conclude that West Virginia is the only state that fits that category. Ask them if it is a legal state. Discuss why or why not.</p> <ol style="list-style-type: none"> 1. Introduce vocabulary – Cabinet, expedient, secession, dilemma, proclamation. Students should define and/or explain the significance of these words in their journals or use a Frayer model graphic organizer. http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf 2. Using maps, the text, and previous knowledge, review the geographic regions of West Virginia. 3. Introduce Essential Question #1 and brainstorm the differences. 4. Assign Academic Prompt #1. Teacher may want to assign groups, especially if the class represents a wide range of skills and talents. Artistic students may want to work on graphic organizers, computer savvy students on power point, verbal students presenting the findings, etc. 5. In their journal or portfolio, all students should take note of the findings of the other groups and be responsible for the information. 6. Introduce Essential Questions # 2. Discuss the phrase "Brother against Brother" and the emotional issues regarding the Civil War which was occurring during this time. Ask volunteers how they would feel, attempting to hear different opinions and why. Teacher should play "devil's advocate" if necessary. 7. Introduce Academic Prompt #2. This activity should be done alone. Ask volunteers to read their letters. Ask for discussion from the other students.

	<p>8. Introduce and discuss Essential question #3.</p> <p>9. Ask students where to look for answers regarding our government. Help them see that the Constitution is the source of our governmental laws. Ask them under what area they might find the laws regarding the formation of states. If no copies of the Constitution are available, go to: http://www.law.cornell.edu/constitution/constitution.table.html (Article 4, Section 3)</p> <p>10. 11. Introduce Essential Questions 3, 4, and 5. Conduct a class discussion.</p> <p>12. Ask students if they believe Lincoln asked for advice from anyone regarding the formation of the new state.</p> <p>13. List the following names on the board: William H. Seward, Salmon P. Chase, Edwin Stanton, Edward Bates, Montgomery Blair, and Gideon Welles. Explain the concept of the President's "Cabinet."</p> <p>14. Students should either be assigned to groups – one Cabinet member per group – or each student may choose one to do. Make certain all the men have been selected.</p> <p>15. Ask students to write an obituary for their Cabinet member. It must include the man</p>
Academic Prompts	<p>Academic Prompt 1 Your research group has been hired by the state of Virginia in 1860. Your task is to find the major areas of difference that exist between western Virginians and those in the east. Using visual aids of your choice; overhead projector, power point, graphic organizer, foldables, etc, you will present and explain your findings to the Virginia Legislature. They have also asked for your expert opinion as to the probability of these differences being settled. Sites with primary documents is: http://www.virginiaplaces.org/military/civwar.html http://www.civilwar.org/education/history/primarysources/#Official_Records http://www.wvculture.org/history/civilwar.html</p> <p>Academic Prompt 2 You are a western Virginian during the Civil War. Your older sister, who has married a New Yorker and is an abolitionist, heard that you have southern sympathies. (You may also choose that your sister has married a man from South Carolina who owns slaves.) She writes and asks how this can be, as you were raised in the same family. After examining and analyzing your beliefs, explain to her in a letter why you feel you must join the Confederate (or United States) army. Present specific data such as geographical, cultural, and political differences. Also include your interpretation of the Constitution regarding formation of new states.</p> <p>Academic Prompt 3 You are a research librarian. A teacher in West Virginia has hired you to find the opinions of Lincoln</p>
Culminating Assessment or Product	<p>Lincoln's Cabinet has voted 3-3 on the Constitutionality of the formation of West Virginia as a state. Because of the stressful situation under which President Lincoln has been operating, he has forgotten about you, his 7th Cabinet member. You could sway his decision one way or another. Based on all the research and analysis that has occurred, take a stand on what you believe regarding the legality of West Virginia and answer the President's letter. Refer to arguments the other Cabinet members have made, either agreeing with or refuting them, your own interpretation of the Constitution, and your personal belief. Your letter must include all the parts of a letter, complete with well formed paragraphs containing topic sentences, be grammatically correct, and neat. Present your letter to President Lincoln.</p>
Links and Other Resources	<p>Related Rubric links: Prompt 1 Prompt 2 Prompt 3 Culminating Assessment http://teach-nology.com/web_tools/rubrics/teamwork/ This is a quick and easy rubric to evaluate team work. One rubric should be given to each group – to the team leader if there is one – so that students know on what they will be evaluated. The rubric may be personalized by you. http://teach-nology.com/web_tools/rubrics/project/ This is an efficient rubric to evaluate products such as those in Academic Prompts 1 and 3. http://go.hrw.com/resources/go_ss/teacher99/rubrics/RUBRIC25.pdf This rubric can be used to evaluate the letter in Academic Prompt #2.</p> <p>Student Materials:</p>

text, computer, Constitution, stationery (made to look old if student prefers,) art supplies such as poster board, construction paper, markers, etc.

Related Websites:

1. <http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf> This is a copy of the Frayer Model graphic organizer that can be used to help students with vocabulary words.
2. For help with Academic prompt #1 using primary documents, go to this site: <http://www.vahistory.org/reconfiguring/index.html>
3. http://www.wvculture.org/HISTORY/journal_wvh/wvh24-4.html A summary of the positions of Lincoln's Cabinet along with his statement as he signed the statehood bill – for use with Academic Prompt #3,
4. <http://www.as.wvu.edu/WVHistory/documents/037.pdf> This site helps with Academic Prompt #3. This is specific to Lincoln's letter to his Cabinet members and two letters from Bates and Chase in their entirety – an excellent site. For a broader look at primary documents dealing with the statehood movement and WV in general, go to the home page: <http://www.as.wvu.edu/wvhistory/html/doc.html>
5. <http://www.law.cornell.edu/constitution/constitution.table.html> - This is a copy of the Constitution. You click on titles, which would be good to help the students "discover" under what heading the formation of states might be.

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