

**West Virginia Studies Delegates**

<b>Title of Lesson:</b> <b>Comparing the 1862 West Virginia Constitution to the 1872 West Virginia Constitution</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade</b>
<b>Summary:</b> Students will be able to identify the key figures of each constitutional convention and explain the role each delegate played in the meeting.
<b>WV CCR Social Studies Standards</b> <b>SS.8.23 –</b> <ul style="list-style-type: none"><li>• <b>Demonstrate an understanding of major social, political, and economic developments that took place in West Virginia during the second half of the nineteenth century.</b></li><li>• <b>Identify the types of transportation that facilitated the growth of West Virginia.</b></li><li>• <b>Compare and contrast the West Virginia Constitutions of 1862 and 1872.</b></li><li>• <b>Summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry.</b></li><li>• <b>Explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity</b></li></ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• <b>What role did each delegate have in the constitutional convention they attended and what was their impact?</b></li></ul>
<b>Materials:</b> <ul style="list-style-type: none"><li>• <b>Computer / Technology</b></li><li>• <b>Paper</b></li><li>• <b>Pencils</b></li><li>• <b>rubric</b></li></ul>
<b>Learning Plan:</b> <ul style="list-style-type: none"><li>• <b>Provide students with a list of delegates from both the 1862 &amp; 1872 West Virginia Constitutional Conventions</b></li><li>• <b>Have each student choose a delegate to research from either convention</b></li><li>• <b>Have students create a “Fakebook” page about their delegate</b></li><li>• <b>Each page must have the name of the delegate and photo of the delegate, date of birth, family history, important facts about their political career, political party, &amp; events they participated in during the convention</b></li><li>• <b>“Fakebook” page must have five friends from the same convention the delegate would have been acquainted with</b></li><li>• <b>Each page must have a minimum of three posts their delegate made and a minimum of three replies from the friend list</b></li></ul>
<b>Checking for Understanding:</b> <ul style="list-style-type: none"><li>• <b>Completion of the “Fakebook” page - rubric</b></li></ul>

**Accommodations: Peer tutoring / Pair students who have good research skills with those who struggle.**