

## West Virginia Studies Resource Development

<b>Title of Lesson:</b> <b>Early Explorers Lecture and Vocab</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade</b>
<b>Summary:</b> In this lesson, students will receive the direct instruction providing them with the knowledge of the early explorers in Western Virginia that will be necessary to complete the activity in the following class. Students will take notes about the key explorers that contributed to the discovery of Western Virginia and will gain an understanding of the vocabulary relating to the time period.
<b>WV CCR Social Studies Standards:</b>  SS.8.20  Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.  · Differentiate between the cultures and daily life of the Native Americans.  · Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers.  · Explain the role of western Virginia in the French and Indian War
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• <b>Who were some of the early explorers in western Virginia?</b></li><li>• <b>What caused the conflict between the French and the English in western Virginia?</b></li></ul>
<b>Materials</b> <ul style="list-style-type: none"><li>• <b>PowerPoint (Attached)</b></li><li>• <b>Vocabulary Chart (Attached)</b></li></ul>
<b>Learning Plan:</b> <ol style="list-style-type: none"><li>1. <b>When students enter, there will be a bell-ringer question on the board that needs to be answered in two complete sentences. The questions will be “What would cause people to leave Jamestown to explore other parts of the Virginia colony? What challenges would they face in these expeditions?”</b></li><li>2. <b>After a brief discussion of the bell-ringer where we will approach topics such as limited resources, the need to provide materials for the King, the concept of a charter, etc..., students will be asked to take out paper so we can take notes.</b></li><li>3. <b>Students will view a PowerPoint that can be narrowed down to simply focus on the explorers of western Virginia, the areas that they explored, the goals of their expedition, and the results of their expeditions.</b></li></ol>

4. Students will finish up the class by being given a vocabulary chart and a set of vocabulary terms relating to the early exploration and settlement of western Virginia.
5. Students will identify their familiarity with the terms by checking off whether they:
  - Know the word well (can tell you the definition without looking it up)
  - Have no clue (the word is completely new to them)
  - Kind of know it (Have heard it before but they do not remember the definition)
  - Then, they will look up the definitions to the words and write them in the chart
6. The terms are: *charter, expedition, monopoly, militia, surveyor, frontier, speculator, denomination, discriminate, indentured servant, slavery, contagious, epidemic, vaccination, dialect.*
7. Students will be instructed that they will have a vocabulary quiz at the end of the unit on explorations where they will need to identify the terms with their definitions.

**Checking for Understanding:**

- Students will be asked to draw connections as they view the PowerPoint to ensure they are understanding the material
- Teacher will circulate through the room to ensure students are writing down the key information

**Accommodations:**

- Students who are slower at writing and determining what is important, can be given a copy of the PowerPoint to ensure they have the information that they need.
- If necessary, students can be given a vocabulary sheet that has the completed vocabulary definitions