

West Virginia Studies Resource Development

Title of Lesson: Early Explorers Lecture and Vocab
Grade level: 8th Grade
Summary: 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.
WV CCR Social Studies Standards: 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
Essential Questions: <ul style="list-style-type: none">• Who were some of the early explorers in western Virginia?• What caused the conflict between the French and the English in western Virginia?
Materials <ul style="list-style-type: none">• PowerPoint (Attached)• Vocabulary Chart (Attached)
Learning Plan: <ol style="list-style-type: none">1. 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?”2. 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.3. 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.

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

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Title of Lesson: Early Explorers Scavenger Hunt
Grade level: 8th Grade
Summary: In this lesson, students will take the information that they learned in the “Early Explorers Lecture and Vocab” lesson and apply it to a fun, engaging lesson where they will work in teams to find information about the explorers we discussed in the lecture.
WV CCR Social Studies Standards: 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.
Essential Questions: <ul style="list-style-type: none">• What early explorers played a significant role in the discovery of western Virginia?• What were the results of the early expeditions into western Virginia?
Materials <ul style="list-style-type: none">• QR Codes to be placed around the hallway/classroom• Cellphone/Ipad that has a QR Reader• Early Explorer Chart
Learning Plan: <ol style="list-style-type: none">1. Prior to the class, the teacher will place QR codes at various locations – ideally, these will be placed throughout the hallway near the classroom in different locations so that students are not simply following each other to the same locations.2. Most of these QR codes are going to have answers that relate to the explorers they are looking for to complete their chart. However, some codes will have a “real life” problem that early explorers may have faced which will tell them to return to the classroom and send another student to continue their hunt. Because there is a reward for the team to finish first, this penalty will hurt their team each time they receive it.3. Only one person per team may leave at a time. It is a relay activity so as soon as a student returns to the class, another student may leave.4. Students will be given a blank “Early Explorer Chart” which they will complete as they discover the information.

5. Students will use a device with a QR Reader to move around to the different QR codes. The team that completes all tasks first and accurate, will show it to the teacher and receive 10 extra credit points on their assignment.

Checking for Understanding:

- **Because this is a complex assignment, instructions will be given in a step-by-step basis. Students will repeat back instructions to the teacher to ensure a full understanding**
- **Students will be formatively assessed by observing their ability to identify and analyze key information. This activity will help them in differentiating essential information from non-essential information when researching**

Accommodations:

- **If classrooms do not have accessible QR readers, teachers can have the students simply research the information on their own using classroom technology**
- **If doing the scavenger hunt, the teacher can choose to group individuals together in a way that will help meet the needs of all students**

WV Studies:

Fast Walk Explorer Relay Graphic

Explorers were responsible for sparking interest in wanting more beyond the horizon, but first we need to find who the explorers were, what they explored, why they explored, and the role they played in the 18th Century or 1700's. Unfortunately, I lost them as I was walking in the hallway at several points. It is up to your team to find them. There are a couple rules that you will have to follow:

1. Only one team member can be in the hallway at one time.
2. Only one explorer (QR code) can be found for each trip made.
3. Phones are being used but they MUST be used educational in the hallway and in the classroom.
4. Each team member coming back into the classroom shares the information that they found to teammates.
5. NO Running!!!
6. 1st team to finish get 5 bonus points.

WHO: Explorers	WHERE: Location explored:	WHY: Reason for exploration:	WHAT: Impact or Role had:
1.			
2.			
3.			
4.			
5.			
6.			

*At that time, anyone who discovered a stream or a river could claim all the lands drained by it. – Exploring Rules of the 17th and 18th century or late 1600s and 1700s.

WHO: Abraham Wood:

Where: Location Explored:

WHY: Reason for Exploration:

What: Impact:

1. Abraham Wood:

During the late 1640's, as more and more people came to Virginia from England, forts were built to protect the costal settlements and growing fur trade with Native American groups. Forts were built along important river.

Abraham Wood was a fort commander of Ft. Henry on the Appomattox River in Virginia. He planned an expedition to enlarge his territorially claim and ensure England gain more control of Virginia. He would explore the origin of Roanoke River. His traveling partner would eventually publish a pamphlet entitled "The Discovery of New Brittain", which sparked interest in the colonies on the coast to expand west.

2. John Lederer:

In 1669 and 1671, John Lederer led three expeditions to expand the area claimed by Virginia. John was the first to document the Blue Ridge Mountains and enter the area where present-day Harper Ferry is located. He also mapped western Virginia. (Atlantic Ocean to the Blue Ridge Mountains) which provided costal settlements with more details and mapped out areas.

3. Thomas Batts and Robert Fallam:

In 1671, Thomas Batts was leader of the expedition. The group left Ft. Henry in Virginia and travelled along the Appomattox River. They continued westward on the horses on uncharted territory. They traveled to the New River which is found in present West Virginia. They burned letters into trees as they traveled CR (English King Charles) and WB (Virginia Governor William Berkeley) They strengthened England's claim to the Allegheny Valley which includes the Ohio River Valley.

4. James Needham and Gabriel Arthur:

In 1671, Expedition was planned to increase trade with the Cherokee. The trip started in Ft. Henry. It took two attempts to make it to the Cherokee because of hostility from the Occaneechi (another Native American group). They traveled to present-day Tennessee. The trip set up a direct trade agreement with the Cherokee and Virginia. This gave a direct supply of fur to England. (A big money maker)

5. Alexander Spotswood:

In 1716, Alexander Spotswood was sent from Great Britain to serve as Lt. governor in Virginia. With stories of vast rich land beyond the mountains. He planned his own journey to expand Great Britain's settlements, establish new markets, and counter French expansion in the area. One thing that Spotswood focused on was documenting his travels. Alexander left from Williamsburg, Virginia and traveled West. When he crossed the Shenandoah River, he buried a bottle with a proclamation in it claiming the land for the British king.

He pushed Great Britain to establish forts in the Shenandoah Valley. He convinced more settlers to move West and establish settlements on the frontier (the explored land.)

6. Robert Cavalier Sieur de La Salle:

In 1669, Robert Salle started in Canada on the St. Lawrence River and wanted to claim more land for France. He traveled to the Ohio River and sailed down it to present-day Louisville, Kentucky. As a result, he claimed the Ohio Valley, but the English claimed the same land two years prior. Dual claims would eventually cause problems between English and France.



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3.



4.





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