

## West Virginia Studies Resource Development

<b>Title of Lesson: East vs. West Virginia How Geography Impacted Secession in Virginia</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade (West Virginia Studies)</b>
<b>Summary: In this lesson students will learn about Civil War and what tensions arose within the nation that pushed the nation to the brink of war. Students will also learn about the differences between East and West Virginia and how geography impacted the separation of the state of Virginia.</b>
<b>WV CCR Social Studies Standards:</b> <ul style="list-style-type: none"><li>• <b>SS.8.21: Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation</b></li><li>• <b>SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.</b></li><li>• <b>Explain the effect of key events leading to western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid).</b></li><li>• <b>Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).</b></li></ul>
<b>Students will know and understand (content):</b> <ul style="list-style-type: none"><li>• <b>What is a Civil War?</b></li><li>• <b>What is the American Civil War?</b></li><li>• <b>What events/tensions led to the American Civil War?</b></li><li>• <b>What were the similarities between Virginia and West Virginia?</b></li><li>• <b>What were the differences between Virginia and West Virginia?</b></li></ul>
<b>Students will be able to do (skills):</b> <ul style="list-style-type: none"><li>• <b>Students will be able to assess and explain the causes of the American Civil War.</b></li><li>• <b>Learn and understand the importance of maintaining a balance between free and slave states;</b></li><li>• <b>Learn about the tensions that caused the American Civil War.</b></li><li>• <b>Identify the differences in lifestyles between Eastern and Western Virginia</b></li><li>• <b>Students will compare and contrast different aspects of the geography of Virginia and West Virginia and analyze their impact on the statehood movement.</b></li></ul>
<b>Materials &amp; Resources:</b> <ul style="list-style-type: none"><li>• <b>James McPherson's article "An Overview of the American Civil War (Located in American Battlefield Trust Middle School Curriculum)</b></li><li>• <b>American Battlefield Trust Civil War in 4 video clip "The War Between the State" located on Youtube.</b></li><li>• <b>east vs. west Virginia drawings from Howe's History of Virginia (Located in A State of Convenience Online Exhibit from the West Virginia Culture and History)</b></li><li>• <b>Maps of West Virginia and Virginia</b></li><li>• <b>You Are There: West Virginia Statehood Series (Located on West Virginia Learning Media)</b></li></ul>

**Learning Plan:**

1. At the start of the class have the students define the term “Civil War.” Discuss the term with students. Read James McPherson’s article “An Overview of the American Civil War” together as a class and discuss the tensions that arose causing the country to move towards the brink of war. The article is located in the American Battlefield Trust Middle School Curriculum. The link to the curriculum is:  
<https://www.battlefields.org/learn/educators/curriculum/middle-school/pre-1860-disunion>
2. Show students the Civil War Trust (Civil War in 4) video clip entitled “The War Between the States” to briefly discuss the topics that will be discussed in the chapter. The link to the video is:  
[https://www.youtube.com/watch?v=44wJ1gnBK0c&list=PLZrhqv\\_T1O1vGjphbnTVXpNpiFKUpVy8&index=62](https://www.youtube.com/watch?v=44wJ1gnBK0c&list=PLZrhqv_T1O1vGjphbnTVXpNpiFKUpVy8&index=62).
3. Ask students the following questions: What was tearing this country apart? Do you think the situation had to end in war? Had all other options to solve the disagreements been tried? Ask students how the North and South might have resolved their differences, other than fighting a Civil War.
4. Have students view clips of “Gone with The Wind” to identify stereotype of the “Old South” How is the south viewed during this time and how is it remembered today in history. Lead a class discussion on this topic with students. The link to “Gone with the Wind” is: <https://www.youtube.com/watch?v=Q8iIbO9uBkc>.
5. Next ask students to predict issues that divided eastern and western Virginia and write students’ responses on the white board.
6. Show students the image of the drawings between eastern and western Virginia from Howe’s History of Virginia and divide students into small groups. Have students in their small groups discuss the differences of lifestyles that they see in the depictions of the two parts of Virginia and analyze the images. Students will need to identify who is present in each image, identify how the lives of those people would differ in each image, and identify how geography in the images would play a role in the division of eastern and western Virginia. The images from Howe’s History of Virginia can be found at the following website: <http://archive.wvculture.org/history/statehood/statehoodtoc.html>
7. Ask them to respond to the following prompt: What are some reasons a country or state might revise its formation? Discuss the question and the possible reasons through a student led discussion.
8. Identify Geography as a main reason for a state to change its structure. Show students a map of Virginia and West Virginia and have students identify the differences between the two states.
9. Students will watch the You are There: West Virginia Statehood; Menu 2; Chapter 9: “A Discussion of How Geography Shaped the State of WV.” The video can be located on the WV PBS Learning Media. The link to the video is:  
<https://www.pbslearningmedia.org/resource/60780002-a821-4912-87fa-563b295d2e86/you-are-there-west-virginia-statehood-video-and-lesson-plans/>.
10. During the lecture Have students create a Venn diagram to compare the demands of eastern and western Virginia using a template on the elmo. Some topics covered are: economic and political; sectional tensions; history and geography; developed east and frontier west; aristocratic and frontiersmen; Virginia Constitution favored the east over the west; suffrage for white men with property; men in the east owned property and

could vote but men in the west did not own property so they couldn't vote; legislation based on population which included slaves; slavery in east but less prominent in west.

**Checking for Understanding:**

Students will be evaluated on their ability to learn about the tensions that led to the American Civil War. Students will be evaluated on their ability to define the term Civil War and participate in a class discussion on the introduction of chapter 11. Students will be evaluated on their ability to discuss and identify the differences and similarities between the North and the South and how those differences brought the country to the brink of war. Students will be evaluated on their ability to participate in a class activity to identify the differences between the two regions of the United States during the time period prior to the war.

**Accommodations:**

**Through this lesson there are modifications that need to be made with a diverse group of students. There are modifications that are listed on specific student's IEPs in regards to this lesson and class work. It will be crucial to keep the students on task and organized during the class period. The teacher will keep the students on task by constantly walking throughout the room to check on the student's progress through the lesson and will create handouts or write lists on the white board that will direct the students step-by-step to let them know what is coming next within the class period. If students have learning disabilities in the area of reading, the teacher will modify how students will read the text selections with the text being read aloud by either the teacher or other students in the class or by using the audio recordings from the textbook if the teacher has access. The teacher will also read directions aloud and repeat the directions several times throughout the class period. Redirection will be used to keep students on task during instructional time. The teacher will walk around the room during the lesson to answer any questions one on one with the students and also to assist them in reading the material they may have difficulty reading. Extended time may be given to students during class activities and homework assignments if needed and recommended in their IEPs.**

**High Level Learners: Pass out the East vs West writing activity handout which comes from the following website: <http://www.wvculture.org/history/statehood/statehood01.html>. Have students pick one of the following writing assignments to check for comprehension of their understanding of this chapter section.**