

## West Virginia Studies Resource Development

<b>Title of Lesson:</b> <b>The Abolitionist Movement in West Virginia: Who was Z.D. Ramsdell?</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade</b>
<b>Summary:</b> Students will complete a biographical research of Z. D. Ramsdell. Students will concentrate on his early, middle and later life, and gather pictures depicting various times of his life. Students will also research his contributions to the abolitionist movement in West Virginia, his important contacts, and his successes. Students will create and design a PowerPoint presentation detailing their research.
<b>WV CCR Social Studies Standards:</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. <ul style="list-style-type: none"><li>• Explain the effects 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).</li><li>• 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).</li><li>• Compare and contrast the military strategies of the North and South with regards to specific events and geographical locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).</li><li>• Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.</li></ul>
<b>Essential Question (content):</b> <ul style="list-style-type: none"><li>• Who was Z.D. Ramsdell?</li><li>• What was his life like growing up, and as an adult with a family?</li><li>• Why was he advocating for abolition of slavery</li><li>• What steps did he take in furthering the abolitionist movement in West Virginia?</li><li>• Did he have important contacts that could help him?</li><li>• Was he successful?</li></ul>
<b>Students will be able to do (skills):</b> <ul style="list-style-type: none"><li>• Research Z.D.Ramsdell’s life and connection to the abolitionist movement in West Virginia</li><li>• Ascertain Ramsdell’s steps toward the abolishment of slavery, and if he was successful</li><li>• Make a picture gallery of Ramsdell’s life</li><li>• Create and design a PowerPoint detailing all the research and pictures</li></ul>
<b>Materials &amp; Resources:</b> <ul style="list-style-type: none"><li>• Library resource books, magazines, newspaper articles, etc.</li><li>• Computer lab, mobile lab, laptops, or tablets</li><li>• On line resource: <a href="https://www.wvencyclopedia.org/articles/1984">https://www.wvencyclopedia.org/articles/1984</a></li></ul>

**Learning Plan:**

- After completing Section 1 of Chapter 12 in the textbook, students will be able to define the term “abolition” and be able to cite with accuracy, what the abolitionist movement was about, and describe a famous abolitionist- John Brown and his contribution to the movement.
- Students will complete individually, a biographical research of the life of Z.D. Ramsdell from childhood years, through young adult years, and later years with a family.
- Students will also research his connection to the abolitionist movement in West Virginia and his efforts to abolish slavery, cite important contacts that would help him make a difference, and list what, if any, successes he had.
- Students will collect a gallery of pictures that will show various time periods in his life.
- Students will design and create a PowerPoint presentation culminating all research.

**Checking for Understanding:**

- The teacher will restate the assignment in question form.
- Students will restate the assignment.
- Teacher will proof each segment of the research as students work through the assignment.
- Teacher will also circulate around the room to assess work and offer suggestions and/or help if needed.

**Accommodations:**

- Below average students will be paired with another student of higher ability to complete the assignment.
- IEP students will be accommodated based on individual IEP requirements (e.g., extra time, less work load, etc.).
- Gifted or above average students may go further in-depth with additional information, add a sketch or a poster to illustrate the presentation.