

## West Virginia Studies Resource Development

<b>Title of Lesson:</b> <b>Geographic Shifts during and after the American Revolution</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade</b>
<b>Summary:</b> As our country was working on creating and securing its identity there were many shifts that were happening in the area that we now call home. Shifts in population, defense, communities, and many other changes are taking place. Through the interactive mapping created by WV e-Encyclopedia there are opportunities to gather this information visually in an engaging manner and allow students to apply critical thinking as to the reason behind these shifts.
<b>WV CCR Social Studies Standards:</b> <b>SS 8. 13</b> Label the major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest and bordering states on selected maps  <b>SS 8.14</b> Identify the 55 counties and major cities of WV on a map and explain the reason for the development of the major cities in their respective locations  <b>SS 8.15</b> Investigate climate, landforms, natural resources, and population in WV's geographic regions using special purpose maps and evaluate the impact of people's lives and settlement patterns using Geographic Information Systems, topographical maps, and climate and census maps.
<b>Students will know and understand (content) (Essential Questions):</b> <b>What major cities initially formed or were in existence during the Revolutionary War?</b> <b>What kind of population / city growth did we experience between 1763 and 1800?</b> <b>For what reason did these areas grow?</b> <b>What settlement patterns did we begin to see in western Virginia?</b>
<b>Students will be able to do (skills):</b> <b>Create an interactive map with layers using the mapping program through the WV e-Encyclopedia</b> <b>Identify major cities that were present or formed during the Revolution</b> <b>Analyze the population growth in western Virginia and draw conclusions as to why that growth took place</b> <b>Predict future shifts in population and growth of cities based on knowledge of the resources</b>
<b>Materials &amp; Resources:</b> <ul style="list-style-type: none"><li>● laptop</li><li>● WV E-encyclopedia website</li></ul>
<b>Learning Plan:</b>

**Introduction:** The American Revolution was sparking great change for our country but there were also many changes happening in an area we call home. We were seeing growth in many different ways in the area that became western Virginia and watching our state (or portion of it at the time) slowly begin to accumulate a history, geography and identity.

#### **Activity**

- **Start by having students open the interactive map through WV e-Encyclopedia :**  
<https://www.wvencyclopedia.org/maps>
- **Have students click on the choose category and find the major rivers map - this should be familiar to students as we have learned them and discussed them throughout the year**
  - **Take a moment and review the major rivers that we have discussed (Ohio, Monongahela, Kanawha, New, Potomac, Greenbrier, Little Kanawha, Tug Fork, Elk)**
  - **Point out that we are rich in waterways which has brought many opportunities to our state**
- **It is time now for the students to explore the layers that are available to add to the rivers map (show them by clicking “more layers” on the right side of the screen that they can add layers to the rivers map**
  - **Their job now is to add 3 layers that are relevant to the time period that we are discussing. (they are going to create a special purpose map)**
    - **They need to be prepared to discuss each layer, why they chose it, and why or how the representation evolved the way it did or how it would involve in the future (based on prior knowledge)**
    - **Students will do their discussion individually with their teacher as multiple students may have the same findings**
  - **Circulate around the room and discuss 1 on 1 as to why they are selecting the layers that they have selected and their relevance to the time period**
  - **Some layers that might be chosen include the settlement of 1763 and the settlement of 1800, the forts, battles, forts, stockades blockhouses of 1764-1792, early settlements, chartered and unchartered towns to name a few**
  - **Since the program does not save maps you may want to take the time to create the maps you wish to showcase in advance so that during class discussion, they are readily available**
    - **I would show the shift in settlement**
    - **the growth in chartered and unchartered towns**
    - **battle and forts (showing nearness to rivers)**
  - **You can have students print their maps and showcase them on a bulletin board in the classroom**
  - **Discussion questions may include:**
    - **Why has there been an increase in settlements between 1763-1800?**
    - **What do you notice about forts and settlements in relation to resources?**

- **Why do you think the lone battle of Lord Dunmore's War took place where it did?**
- **What future shifts could we add to the map if we expanded through the 1800's, 1900's and now?**
- **What other kind of special purpose maps could we create branching from our original map?**

**Checking for Understanding:**

- **Have students swap special purpose maps - then have them create 3 questions that could be answered or inferred by using their map (include their answers to their own questions)**

**Accommodations:**

- **additional time working with program**
- **Pre-designed special purpose map with questions for guidance**
- **Shifting the assignment to allow for students to create their own hand drawn special purpose map if not comfortable with the program**
- **classroom buddy for support**
- **Expanded writing assignment for gifted students**