

Geography Integrated Lesson Plan

Title: Early Cultures of West Virginia

Subjects: WV Studies Duration of lesson:4 days Teacher: Pamela Bush

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Students will develop a good understanding of the early inhabitants of West Virginia and the cultures and lifestyles they demonstrated.

ESSENTIAL OR GUIDING QUESTION:

What were some of the characteristics of the earliest inhabitants and how do we know they were located in our region?

VOCABULARY:
Paleo Culture
Adena Culture
Woodland Culture
Agriculture
anthropologist
archaeologist
artifact
atlatl
culture
famine
friction
geologist
heritage
historic period
Hopewell culture
Immunity
Nomad
old field
prehistoric period

WEST VIRGINIA	CONTENT STANDARDS
	t characteristics of various Native American cultures in West Virginia from period to the arrival of Europeans.
GEOGRAPHY STA	<u>ANDARDS</u>
SS.O.G.4. 16	analyze on-going convergence and divergence of regional cultures in a global society (e.g., getting stronger, maintaining, or getting weaker).
SS.O.G.4.2	use maps, charts and graphs to analyze the world, to account for consequences of human/environment interaction, and to depict the geographic implications of world events.

21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS
21C.O.5-8.3.LS1 Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.
MATERIALS: (include resources)
• Elmo
Data projector
• Textbook
Graphic organizer
Vocabulary list

WV State Map
PROCEDURE: (include activity sheets)
Discuss Vocabulary with students
• Discuss where and how first inhabitants entered North America and why they relocated to WV
Divide the class into groups of three and assign each group a prehistoric culture
Have each group research the characteristics of their the culture assigned
Share findings of research with the class
• Complete graphic organizer on characteristics and artifacts of each group / Vocabulary match-up
(Click on link for activity sheets)

Students will begin to understand how each group of early inhabitants' evolved and changed due to resources and needs. Students will understand why groups lived in the areas in which they did

MAP INTEGRATION:

Globes

CONCLUSION/SUMMARY

and why were never settled.

ASSESSMENT (include assessment)
 Completion of research – Teacher observation
Completion of handouts
 Chapter 3 Test – Using handouts

Greated by: Sherri Mitchem ad Danielle Spencer 2010