

Lesson Plan 1 - Debate: West Virginia's Natural Resources – Most Valuable to the State

Objective(s) for the Lesson

SS.O.WV.04.08 Research West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources and draw conclusions from the information.

Time Frame

45 minutes: 5-Intro, 15-Research, 15-Silent Debate/Determine most valuable of the two, 10-Class Discussion/Debate/Closing

Title(s) and Page Number(s) in the West Virginia Encyclopedia which provide content background for the teacher

Coal	p. 147
Forests	p. 255
Natural Resources	p. 522
Soils of West Virginia	p. 666
Water Resources	p. 745

Title(s) and Page Number(s) in the West Virginia Encyclopedia which provide instructional opportunities for the students

(optional) Students may themselves use the encyclopedia for additional research for the lesson.

Materials Needed

Paper/pencil
Any trade book for West Virginia History

Procedures/Strategies

Intro: Teacher will use pictures and headings from the tradebook to introduce the state's natural resources. Students will be instructed to research, using their book, a particular resource.

Research: Students will use 15 minutes to become experts about their particular resource. The focus question is: Why is this the most valuable resource for West Virginia?

Silent Debate: Students will work in pairs silently debating which resource is the most valuable for our state. (Silent Debate: one piece of paper, two students, paper is passed back and forth while students are making points for their topic in the debate.) For example, a pair of students may have coal and water to debate. One will debate why coal is more valuable than water, and the other will debate why water is more valuable than coal. One of the students will have to concede, leaving them with one item/resource per pair of students.

Class Discussion/Closing: In closing, the teacher will highlight important aspects of each resource. Then the students will share which resource "won" in their debates. We will tally this information on the board, and select a final "winner." Further debate as a class will cause students to justify and defend the class findings

leading to a better understanding of the topics at hand.

Assessment

The silent debates will be graded for content accuracy, understanding, and mechanics/grammar.

Supporting Resources

None

