

Lesson Plan 16 - Transportation Shapes Western Virginia

Objective(s) for the Lesson

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| SS.0.08.04.05 | Explain the reasons for the locations and types of transportation systems developed in West Virginia and recommended future systems. |
| SS.0.08.05.04 | Relate the types of transportation that facilitated the growth of West Virginia and western expansion. |

Time Frame

240 minutes (over the course of approximately 3 days)

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

Chesapeake & Ohio Railway	p. 131
Covered Bridges	p. 175
Ferries	p. 236
James River & Kanawha Canal	p. 377
Railroads	p. 597
Turnpikes	p. 719

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

(optional)

Same as above.

Materials Needed

(enough for each student)

White 11x17 construction paper
Crayons, colored pencils, or markers
Scissors
Glue sticks

Procedures/Strategies

- Teacher will introduce lesson in a large group discussion format, then divide the students into 7 groups. Students will prepare a transportation poster and present it to the class at the completion of the lesson.
- Begin introduction by using large classroom map and discussing settlement patterns of Western Virginia. Then introduce the various modes of transportation that were available to settlers throughout the era of westward settlement.
- 7 modes of transportation have been selected for the purpose of this lesson. Assign one mode of transportation to each of the groups, and have them conduct research. The 7 types are
 1. Conestoga Wagon
 2. Ferry
 3. Flatboat

4. Keelboat
5. Stagecoach
6. Steamboat
7. Locomotive

- Teacher should allow approximately 45 minutes of computer time for students to research their topic.

Students are looking for:

1. Photo of their mode of transportation
2. Description
3. Approximate time it was developed and where it was demonstrated
4. Who designed it?
5. What method of transportation did it replace?

• Upon conclusion of research, students will take the art materials and make a display poster with all of the above-listed information.

- Groups will then present their informative posters to fellow classmates.
- Teacher can then display the posters in a timeline format around the room or in a hallway.

Assessment

Teacher can evaluate groups using the enclosed checklist, or develop a rubric with all of the required elements listed. The oral presentations will also be a part of the assessment.

Supporting Resources

West Virginia: The History of an American State, Chapter 9, p. 158

“Crossings – Bridge Building in West Virginia”, DVD prepared by the West Virginia Department of Transportation, 2006

Transportation Presentation Checklist

Group members: _____

Method of transportation: _____

Photo of topic _____

Description _____

Time frame _____

Designer _____

Where was it demonstrated? _____

What method did it replace? _____

Group presentations _____

Total _____



