

Lesson Plan 21 - African-American History in West Virginia

Objective(s) for the Lesson

SS.0.08.05.11 Research and critique the role of ethnic and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors; choose the person you believe contributed the most significant contribution and explain your choice (e.g., statehood, abolition, education, industry, literature, government).

Time Frame

270 minutes

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

This list has more entries than a typical class size of 25 to 28. This will be beneficial to the teacher who teaches more than one West Virginia Studies course.

Abolitionism	p. 1	Walter Dean Myers	p. 514
African Methodist Episcopal Church	p. 2	<i>The Negro Citizen of West Virginia</i>	p. 526
African Zion Baptist Church	p. 2	Niagara Movement	p. 531
African-American Coal Miners	p. 3	John C. Norman	p. 534
African-American Education	p. 3	Christopher H. Payne	p. 557
African-American Heritage	p. 4	Maceo Pinkard	p. 566
Chu Berry	p. 56	Dick Pointer	p. 574
Bluefield State College	p. 69	Nat Reese	p. 608
Fannie Cobb Carter	p. 115	Heyward Shepherd	p. 655
Civil Rights	p. 137	Robert W. Simmons	p. 659
Franklin D. Cleckley	p. 144	Slavery	p. 660
J. R. Clifford	p. 145	Ada "Bricktop" Smith	p. 661
Rose Agnes Rolls Cousins	p. 175	Anne Spencer	p. 670
John Warren Davis	p. 186	Samuel W. Starks	p. 675
Martin Robison Delany	p. 190	Storer College	p. 685
Demography	p. 192	Leon Sullivan	p. 690
Elizabeth Simpson Drewry	p. 202	Clint Thomas	p. 705
Anne S. Dudley	p. 204	Booker T. Washington	p. 743
Memphis Tennessee Garrison	p. 269	Ralph Weinberg	p. 754
Hal Greer	p. 303	West Virginia State University	p. 771
Della Brown Taylor Hardman	p. 314	Bill Withers	p. 804
"John Hardy"	p. 315	Carter G. Woodson	p. 809
Minnie Buckingham Harper	p. 316		
Hamilton Hatter	p. 323		
John Henry	p. 329		
Integration	p. 363		
Mildred Mitchell-Bateman	p. 489		
Randy Moss	p. 502		

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

(optional)

See teacher's list.

Materials Needed

The *West Virginia Encyclopedia* (5)

Pencils and paper

Procedures/Strategies

1. Divide students in groups of 5
 - a. All students' names will be placed on the rubric sheet
2. Provide students with a rubric
3. Divide above list of information under teacher's section among the five groups (One entry per group. As already noted, this list has more entries than a typical class size of 25 to 28. This will be beneficial to the teacher who teaches more than one West Virginia Studies course.)
4. Students need to write the main idea of the article below the article's title
5. Students are to deliver 10 facts from the article that give a clear picture of the main idea (Each student is responsible for finding two facts in the article.)
6. Students will choose a group leader to present the information to the class

Assessment

Rubric

Supporting Resources

None

Teacher's Rubric: African-American History Study

1. All students' names are listed on the rubric
1 2 3 4 5
2. Title of the article is clearly written with the main idea under article
1 2 3 4 5
3. 10 facts about the article are listed and legible
1 2 3 4 5
4. Each student is responsible for finding two facts in the article
1 2 3 4 5
5. Students will choose a group leader to present the information to the class
1 2 3 4 5
6. Students can answer the question: What connection does the article have to African-American History?

Student's Working Guide – African-American History Study using the *West Virginia Encyclopedia*

1. Students' Names (indicate group leader)

- a.
- b.
- c.
- d.
- e.

2. Title of Article (a) and Main Idea (b)

- a. _____
- b. _____

3. Ten facts from the article that share the article's main idea. Change writers as students finding information change.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

4. What is the article's connection to African-American History?

