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| **Subject / Course:** | **WEST VIRGINIA STUDIES** |
| **Topic:** | **LATIN AMERICA, WEST VIRGINIA, THE USA** |
| **Lesson Title:** | **LATIN AMERICA IN YOUR BACKYARD** |
| **Level:** | **Middle/ High School** | **Lesson Duration:** | **7 Class Periods (45-50 minutes)** |

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| **Lesson Objectives:** |
| 1. Compare Latin American immigration issues to immigration issues seen by West Virginia during the 19th and 20th centuries.
2. Compare West Virginia mining accidents to Latin American mining accidents.
3. GRAPES Comparison – West Virginia and Latin America
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| **Summary of Tasks / Actions:** |
| 1. Day 1
* Bell Ringer – What and where is Latin America?
* Discuss with students
* Discuss the characteristics of the Appalachian region of the United States.
* Students will be split into groups and will use computers/iPad to research the similarities and differences
* Groups will use their findings to create a poster displaying the similarities and different between Latin America and Appalachia.
* Groups will then present their projects to the class
* Teacher may hang final products around the room if they choose to do so.
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| 1. Day 2
* Bell Ringer – Review Latin America and Appalachia similarities and differences. Teacher will bring up topic of mine disasters in our state. Teacher will then connect the discussion to mining disasters in Latin America.
* Discuss bell ringer with students
* Students will be put into same groups as previous day and will again use computers/iPad to research topics.
* Groups will be tasked with examining the history of mine disasters in both areas, looking into the causes of the disasters, and looking at the response of the community, nation, and region to the event.
* Students will then record results in notebooks or on a word document in order to compare them at the end of class.
* Class discussion – How are the disasters different? How are they similar?
* Groups will share results with class. Teacher will prompt for different discussion points and prompts.
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| 1. Day 3
* Bell Ringer – GRAPES – What is this an acronym for? Government, Religion, Accomplishments, Politics, Economy, and Society
* Discuss with students, explain that each of the next 6 days they will be researching a portion of GRAPES.
* Students will be with same groups as last two activities.
* Students will research governments of various Latin American countries.
* Students will complete a comparison chart going over several different types of governments across the entire region.
* Students will then discuss within groups how this can compare to the Appalachian region.
* Students will record thoughts for G section of project.
* Groups will design small poster for each section.
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| 1. Day 4
* Bell Ringer – Get with groups and begin preparing to work on projects.
* Students will research religion of various Latin American countries.
* Students will complete a comparison chart going over several different types of religions across the entire region.
* Students will then discuss within groups how this can compare to the Appalachian region.
* Students will record thoughts for R section of project.
* Groups will design small poster for each section.
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| 1. Day 5
* Bell Ringer – Get with groups and begin preparing to work on projects.
* Students will research accomplishments of various Latin American countries. Accomplishments include notable people, businesses, developments, tourism, or anything else noted worldwide.
* Students will complete a comparison chart going over several different types of accomplishments of nations across the entire region.
* Students will then discuss within groups how this can compare to the Appalachian region.
* Students will record thoughts for A section of project.
* Groups will design small poster for each section.
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| 1. Day 6
* Bell Ringer – Get with groups and begin preparing to work on projects.
* Students will research politicians of various Latin American countries.
* Students will complete a comparison chart detailing various politicians across the entire region.
* Students will then discuss within groups how this can compare to the Appalachian region.
* Students will record thoughts for P section of project.
* Groups will design small poster for each section.
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| 1. Day 7
* Bell Ringer – Get with groups and begin preparing to work on projects.
* Students will research economies of various Latin American countries.
* Students will complete a comparison chart going over several economies across the entire region.
* Students will then discuss within groups how this can compare to the Appalachian region.
* Students will record thoughts for E section of project.
* Groups will design small poster for each section.
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| 1. Day 8
* Bell Ringer – Get with groups and begin preparing to work on projects.
* Students will research society/culture of various Latin American countries.
* Students will complete a comparison chart going over several different types of societies and cultures across the entire region.
* Students will then discuss within groups how this can compare to the Appalachian region.
* Students will record thoughts for S section of project.
* Groups will design small poster for each section.
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| 1. Day 9
* Bell Ringer – Get with groups and begin getting all materials together from GRAPES project.
* Students will get materials together and go over checklist to make sure they have everything completed.
* Each group will present their GRAPES letters to the class and discuss their findings.
* After all groups, have presented and turned in projects the teacher may display them.
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| **Materials / Equipment:** |
| * Computers
* iPad
* Internet
* Poster board
* Student notebooks
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| **CSO’s** |
| * SS.8.E.1 - evaluate West Virginia’s role in the global economy as it relates to natural resources and national/international business and trade.
* SS.8.H.CL4.3 - summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry
* SS.8.H.CL4.4 - explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity.
* SS.8.H.CL5.4 - explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects.
* SS.6-8.L.10 - read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.
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