



Landmark Events of the 20th Century

Objective: Students will understand the impact of important events of the 20th century upon West Virginia.

GRADE LEVEL

Eighth Grade

TIME REQUIRED

Two to three class periods

GUIDING QUESTIONS

1. How did events such as school integration, the civil rights movement, the Cold War, and the Vietnam War affect West Virginia?
2. What was the significance of each of these events in West Virginia?
3. What was the economic impact of these events in West Virginia?
4. What was the social impact of these events in West Virginia?
5. What was the political impact of these events in West Virginia?

STRATEGIC VOCABULARY

school integration
civil rights movement
Cold War
Vietnam War

LESSON ACTIVITIES

1. Prior to beginning the exercise, you will need to:
 - Print copies of the attached “One Moment in Time” templates on card stock for each student. (Use two different colors of card stock.)
 - Obtain masking tape/colored tape for use in creating a timeline.
 - Obtain colored pencils/markers and scissors to use to create cards for the timeline
 - Obtain paper/card stock cards for use in designating time periods— 1950, 1955, 1960, 1965, and 1970.
 - Obtain computer access for research.
 - Divide students into four groups to address the four subjects: school integration, the civil rights movement, the Cold War, and the Vietnam War.
 - Print copies of the following articles. (Additional related articles may be found upon searching *e-WV* at <http://www.wvencyclopedia.org/>)



School Integration/African-American Education: <http://www.wvencyclopedia.org/articles/26>

School Integration/Integration: <http://www.wvencyclopedia.org/articles/859>

School Integration/Storer College: <http://www.wvencyclopedia.org/articles/599>

Civil Rights: <http://www.wvencyclopedia.org/articles/1189>

Civil Rights/Rock Lake Pool: <http://www.wvencyclopedia.org/articles/106>

Civil Rights/African-American Heritage: <http://www.wvencyclopedia.org/articles/27>

Civil Rights/The Great Society: <http://www.wvencyclopedia.org/articles/2156>

Cold War/McCarthy's speech: <http://www.wvencyclopedia.org/articles/1610>

Cold War/Korean War: <http://www.wvencyclopedia.org/articles/1254>

Cold War/Kennedy-Humphrey Primary: <http://www.wvencyclopedia.org/articles/1186>

Vietnam War: <http://www.wvencyclopedia.org/articles/869>

Vietnam War/Tom Bennett: <http://www.wvencyclopedia.org/articles/446>

2. Open the class with a general discussion of the time period for each of these groups. Many of them overlap. Be prepared later in the class session to offer detailed information regarding each of these topics and their impact on the political, economic, and social arenas.
3. Make a timeline using the masking tape/colored tape. You will need one for each of your classes. Place the designated time cards (1950, 1955, 1960, 1965, and 1970) on the timeline, leaving appropriate amount of space between each time designation.
4. Announce the divided student groups—school integration, civil rights movement, Cold War, and Vietnam War.
5. Distribute appropriate copies of the designated articles to the group members.
6. Allow time for the students to read and discuss their articles. Remind the students to think in terms of the political, social, and economic impact for West Virginia for each of these topics.
7. Distribute one copy of the “One Moment in Time/West Virginia” card to the students.
8. Assignment: Have students draw a picture that would depict something learned from the assigned articles. This must reflect West Virginia. Students are to include the date/time period and the picture on the front of the card. On the back, the students are to write a short summary of the picture, relating it to West Virginia. Cut out the card.
9. Allow the students to place their card on the timeline. Encourage the students to pay attention to the time periods and place the card appropriately. Prior to the students placing their card on the time line, have them briefly discuss their selected picture/information.
10. Lead a discussion relating these topics to the social, economic, and political impact of these 20th-century events on West Virginia. Encourage student participation. Students may also complete the template (helpful with note-taking) during this discussion.
11. Distribute the “One Moment in Time/United States” card, using the following instructions: “Now that we have discussed these events in relation to West Virginia, I would like for you to research additional events that relate to your assigned areas that affected the United States. You are to create a “One Moment in Time” card for that event as well.” (This is to allow the students to have a greater understanding of important U.S./West Virginia events.) Cut out the card.
12. Once the students have completed their research and card, have them place the card on the timeline in the appropriate place.



13. Ticket Out The Door: Students are to name one event and describe its social, economic, and political effects on West Virginia.

WEST VIRGINIA NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES

SOCIAL STUDIES

- SS.8.2: Evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., lobbying, voting, community service, letter writing and school elections).
- SS.8.25: Demonstrate an understanding of West Virginia's development during the mid-twentieth century.
- Summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry and coal industry).
 - Evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia.
 - Identify the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions and lock-outs).
 - Explain the economic, social, and political impact of twentieth century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War and Vietnam)
- SS.8.13: Label the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest and bordering states on selected maps.

Lesson plan created by Paula Meadows, Sherman Junior High School, pmeadows@access.k12.wv.us





**ONE MOMENT IN TIME
WEST VIRGINIA**

On this side draw a picture to depict something you learned from your assigned articles. Include the date/time period and a title for your picture. On the back side write a short summary explaining your picture.



**ONE MOMENT IN TIME
UNITED STATES**

**On this side draw a picture to depict something you learned from your assigned articles. Include the date/time period and a title for your picture.
On the back side write a short summary explaining your picture.**



West Virginia and the Impact of School Integration, Cold War, Vietnam and the Civil Rights Movement

School Integration	Cold War	Vietnam	Civil Rights Movement



