



# West Virginia and the Revolution

**Objective:** Students will review events, people, and battles that affected Western Virginia during the American Revolution.

## **GRADE LEVEL**

Eighth Grade

## **TIME REQUIRED**

90 minutes

## **GUIDING QUESTIONS**

1. Who were the key people involved in the American Revolution?
2. What were the major reasons why Americans wanted independence from Great Britain?
3. What countries and groups of people were involved in the American Revolution?
4. How were the battles fought in the west different from those fought in the east?

## **STRATEGIC VOCABULARY**

1. Tories
2. rebellion
3. siege
4. treaty
5. confederation
6. fort

## **LESSON ACTIVITIES**

This lesson can be used as an introduction or a review of western Virginia's role during the American Revolution.

1. Give students a word bank that has to be used in developing their crosswords. Students use *e-WV* to research the people, places, or events to develop questions pertaining to the American Revolution. Students could use various online puzzle makers or write them out on graph paper. One crossword puzzle site is <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>.

Here is an example word bank: Andrew Lewis, Bee Line, Daniel Morgan, Dick Pointer, Betty Zane, Foreman Massacre, Fort Randolph, Hamilton, Horatio Gates, John Claypool, Mad Anthony, Matthew Arbuckle, Nonhelema, Stephenson, Tories, and Zackquill Morgan.



2. Have students exchange their crosswords. Have students look up articles in *e-WV* to complete the crosswords.
3. Here are links to articles that can be used to create and/or complete the crosswords:
  - Revolutionary War: <http://www.wvencyclopedia.org/articles/70>
  - Andrew Lewis: <http://www.wvencyclopedia.org/articles/1358>
  - Fort Henry: <http://www.wvencyclopedia.org/articles/2045>
  - Betty Zane: <http://www.wvencyclopedia.org/articles/1396>
  - Dick Pointer: <http://www.wvencyclopedia.org/articles/1891>
  - Tories: <http://www.wvencyclopedia.org/articles/748>
  - Foreman Massacre: <http://www.wvencyclopedia.org/articles/2019>
  - Matthew Arbuckle: <http://www.wvencyclopedia.org/articles/265>
  - Cornstalk: <http://www.wvencyclopedia.org/articles/1602>
  - Horatio Gates: <http://www.wvencyclopedia.org/articles/2088>
  - Zackquill Morgan: <http://www.wvencyclopedia.org/articles/2051>
  - Bee Line March: <http://www.wvencyclopedia.org/articles/425>
  - Grenadier Squaw: <http://www.wvencyclopedia.org/articles/59>
  - Battle of Fallen Timbers: <http://www.wvencyclopedia.org/articles/2237>
  - Anthony Wayne: <http://www.wvencyclopedia.org/articles/930>

## **WEST VIRGINIA NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES**

### **SOCIAL STUDIES**

- SS.8.20: Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.
- Differentiate between the cultures and daily life of the Native Americans.
  - Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers.
  - Explain the role of western Virginia in the French and Indian War.
- SS.8.21 Demonstrate an understanding of the American Revolution, including western Virginia's part in the development of the nation.
- Compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans.
  - Identify the key conflicts, battles and people of the American Revolution in western Virginia and their effects on the area (e.g., Battle of Point Pleasant, Siege of Fort Henry, Attacks at Fort Randolph and Fort Donnally).
  - Summarize events related to the adoption of Virginia's constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the U.S. Con



stitution.

- Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation.

*Lesson plan created by Jason Villers, Charleston Catholic High School, jasonvillers28@yahoo.com*

