



Transportation's Role in West Virginia History

Objective: Students will learn about the different types of transportation that influenced the growth of West Virginia.

GRADE LEVEL

Eighth Grade

TIME REQUIRED

Two to three class periods

GUIDING QUESTIONS

1. What were the main types of transportation used in the 1800s?
2. Who was James Rumsey?
3. What were the three roads created before the Civil War?
4. Explain the importance of the three types of transportation to the growth of West Virginia.
5. What were the physical landforms that created hardships for traveling from one part of West Virginia to another?
6. How were goods transported throughout state?
7. Why was there a decline in the creation of turnpikes from 1872-1954?

STRATEGIC VOCABULARY

steamboats
raftboats
vessels
turnpikes
inland port

LESSON ACTIVITIES

1. Have students complete a vocabulary foldable using strategic vocabulary listed above. Create a five-tab foldable by folding a paper in half long ways (hot dog style) and then dividing the top layer into five tabs by making four cuts in the top layer. This will allow the students to put the vocabulary word on top. On the inside they place a definition of the term.



2. Have the students read the following articles to assist in their comprehension of each mode of transportation and its importance in transporting goods into, within, and out of the state.
 - River transportation: <http://www.wvencyclopedia.org/articles/93>
 - Turnpikes: <http://www.wvencyclopedia.org/articles/797>
 - Railroads: <http://www.wvencyclopedia.org/articles/1972>
 - Log Driving and Rafting: <http://www.wvencyclopedia.org/articles/1437>
 - James River & Kanawha Canal: <http://www.wvencyclopedia.org/articles/964>
 - Giles, Fayette & Kanawha Turnpike: <http://www.wvencyclopedia.org/articles/2108>
 - Short Line Railroads: <http://www.wvencyclopedia.org/articles/402>
3. Have students examine the maps associated with the above articles. Have students locate the railroads, canals, and river transportation on three different maps of West Virginia.
4. Have the students create an “I am” poem of their choice of either a laborer or an individual that played an important role in the business of transportation. Directions for the “I am” poem are included with this lesson. The photo at <http://www.wvencyclopedia.org/media/10696> showing actual railroad workers can be used for this activity.
5. Review the timeline associated with the James River & Kanawha Canal” article at <http://www.wvencyclopedia.org/articles/964>. Have students create their own timeline of river, railroads, and turnpike transportation.
6. Have students look at the photograph at <http://www.wvencyclopedia.org/media/3907> and the one at <http://www.wvencyclopedia.org/media/4177>. Students need to closely examine both photographs and compare how people utilized the roads.
7. Have students go to <http://www.wvencyclopedia.org/>. Have students locate the “features” tab at the top of the homepage. From the “features” tab, have students click on “interactive mapping.” Here students can choose transportation as the category. Students then choose specific maps that illustrate transportation during different times in West Virginia history.
8. Have each student read the “Turnpikes” article at <http://www.wvencyclopedia.org/articles/797>. Have students paraphrase the main points and write a brief explanation of why they feel that turnpikes were not built between 1872 and 1954.
9. Have each student create a model or draw a picture of a boat used in the early 19th century. Ideas may come from the following articles:
 - River Transportation: <http://www.wvencyclopedia.org/articles/93>
 - Log Driving and Rafting: <http://www.wvencyclopedia.org/articles/1437>
 - James River & Kanawha Canal: <http://www.wvencyclopedia.org/articles/964>
 - James Rumsey: <http://www.wvencyclopedia.org/articles/141>
 - Coal River Navigation Company: <http://www.wvencyclopedia.org/articles/1368>
10. As a final activity have students complete the quiz on railroads and roads at <http://www.wvencyclopedia.org/quizzes/19> to determine the knowledge gained from their research.



WEST VIRGINIA NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES

SOCIAL STUDIES

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.

SS.8.23: Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century.

- Identify the types of transportation that facilitated the growth of West Virginia.
- Compare and contrast the West Virginia Constitutions of 1862 and 1872.
- 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.
- 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.

Lesson plan created by Tina Myers, Pocahontas Middle School, Putnam County, tmyers@access.k12.wv.us.



Historic “I Am” Poem

Ask the student to go back to a moment in time and create a poem that describes what was happening during that time. They need to take on the role of one of the characters who could hear and see what was going on. It is important that students have had an opportunity to see visual sources (primary or secondary) to help them picture the place in time before they try to write this first-person poem. Primary source photographs make wonderful sources for this poem.

Have students think about these things: What does your character really value? What is important to him or her? What is going on around him or her in the picture? What things are parts of his or her everyday life? Is your character rich or poor? How can you tell? What might have happened to him or her before this day that is a part of his or her story? Has your character always been in this location? What things are going on in other places in the nation that might be a part of his or her life story?

Have students answer the following questions to create the poem:

I am a . . . (Choose a character in the picture or a reading you have done on this topic. Name two special things about your character.)

I wonder . . . (something your character would really wonder about if he or shee lived there in that time period).

I hear . . . (something you would hear).

I see . . . (something your character sees).

I am a . . . (repeat the first line of your poem).

I pretend . . . (something your character would want to pretend).

I feel . . . (a feeling about something that is going on in your character’s life).

I touch . . . (what your character might touch).

I worry . . . (what would really bother your character).

I cry . . . (what makes your character feel really sad, or what might make the character cry out as a warning, or what might he or she shout out if he is upset or angry about something in his life).

I am a . . . (Repeat the first line of your poem.)

I understand . . . (something your character knows very well).

I say . . . (something your character believes in).

I dream . . . (something your character actually dreams about).

I try . . . (something your character really makes an effort about).

I hope . . . (something your character actually hopes for).

I am a . . . (Repeat the first line of your poem.)

Source: Adapted by Nancy Taylor, St. Michael School, Worthington, Ohio



