Learning about West Virginia’s Cities and Towns

Objective: Students will learn about where people live and work in the Mountain State.

GRADE LEVEL
Fourth Grade

TIME REQUIRED
90 minutes

ASSESSMENT
Both the students’ cubes and oral presentations will be assessed for content. A rubric is provided.

MATERIALS NEEDED

e-WV
Copies of the chart “Facts for the GEO-CUBE”
Supplemental resource materials
Copies of the cube pattern on light-weight poster board or light-weight card stock
Scissors
Glue
Colored pencils/markers

ARTICLES RELATED TO CITIES AND TOWNS

Place Names: www.wvencyclopedia.org/articles/1865
Barboursville: www.wvencyclopedia.org/articles/348
Beckley: www.wvencyclopedia.org/articles/415
Berkeley Springs: www.wvencyclopedia.org/articles/459
Beverly: www.wvencyclopedia.org/articles/2269
Bluefield: www.wvencyclopedia.org/articles/562
Bramwell: www.wvencyclopedia.org/articles/641
Bridgeport: www.wvencyclopedia.org/articles/2343
Buckhannon: www.wvencyclopedia.org/articles/682
Burnsville: www.wvencyclopedia.org/articles/730
Ceredo: www.wvencyclopedia.org/articles/1040
Charles Town: www.wvencyclopedia.org/articles/1064
Charleston: www.wvencyclopedia.org/articles/1089
Clarksburg: www.wvencyclopedia.org/articles/1204

Clay: www.wvencyclopedia.org/articles/1257
Dunbar: www.wvencyclopedia.org/articles/1977
Elizabeth: www.wvencyclopedia.org/articles/2179
Elkins: www.wvencyclopedia.org/articles/2189
Fairmont: www.wvencyclopedia.org/articles/2231
Fayetteville: www.wvencyclopedia.org/articles/2246
Follansbee: www.wvencyclopedia.org/articles/2006
Franklin: www.wvencyclopedia.org/articles/2064
Gauley Bridge: www.wvencyclopedia.org/articles/2093
Glenville: www.wvencyclopedia.org/articles/2124
Grafton: www.wvencyclopedia.org/articles/2141
Grantsville: www.wvencyclopedia.org/articles/2149
Hamlin: www.wvencyclopedia.org/articles/137
Harpers Ferry: www.wvencyclopedia.org/articles/263
LESSON ACTIVITIES

1. The teacher will pass out copies of the “Facts for the GEO-CUBE” to each student. The teacher will assign each student a town or city in West Virginia to research.
2. The student will use e-WV and any necessary supplemental resources to complete the chart.
3. The teacher will pass out a sheet of light-weight card stock or poster board containing the GEO-CUBE pattern to each student. Students will draw pictures to represent each of the areas researched.
4. The student will then prepare the GEO-CUBE by cutting out the sheet, folding on the dotted lines, placing glue on the tabs, and tuck the tabs inside to form the cube.
5. Students will make an oral presentation about the information contained on the GEO-CUBE.

WEST VIRGINIA NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES

SOCIAL STUDIES-WEST VIRGINIA HISTORY

SS.4.19: Pose, research, and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).

ELA.4.28: Draw evidence from literary or informational texts to support analysis, reflection, and research.

* Apply grade 4 Reading standards to literature (e.g., “describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

* Apply grade 4 Reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text.”).
<table>
<thead>
<tr>
<th><strong>Places of Interest</strong></th>
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<tbody>
<tr>
<td><strong>Climate</strong></td>
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<tr>
<td><strong>Economy</strong></td>
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<tr>
<td><strong>Major Landforms</strong></td>
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<tr>
<td><strong>History</strong></td>
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<tr>
<td><strong>Famous People</strong></td>
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<tr>
<td><strong>What is special about your town/city?</strong></td>
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</tbody>
</table>
# Rubric for GEO-CUBE Project and Presentation

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
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<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (85-94%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or cannot be understood OR mispronounces more than one word.</td>
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<tr>
<td><strong>Volume</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
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<tr>
<td><strong>Total</strong></td>
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