Tending the Commons:

Folk life and Landscape in Southern West Virginia

Teaching with Primary Sources

September 2010

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I. Pennsylvania State Standards

4.4.3.B: Explain how agriculture meets the basic needs of humans.
4.5.3.A: Identify resources humans take from the environment for their survival.
11.1.3.G: Identify the services that communities provide for individuals and families.

II. Inquiry-Based Learning Model (IBLM) Used:

a. **Questioning:** The teacher will ask the students a question about what different landforms can provide for individuals and/or communities.

b. **Researching:** The teacher will provide a copy of a manuscript to follow along while they read it aloud to the class about Southern West Virginia’s Big Coal River Valley.

c. **Discussing:** The students will get into groups and discuss the oral history about Big Coal River Valley and share their thoughts on how they think the people lived off of the land.

d. **Creating:** Each group will create their own place in the community, such as a store, church, school, coalmine, etc.

e. **Reflecting:** They will then perform a skit to help better explain to the class what they do for the community.
III. **Detailed Walk-Thru:**

The lesson is designed for a Third Grade class and will begin by the teacher asking the students “What different types of landforms provide for individuals and communities?” This incorporates the **Questioning** phase of the Inquiry-Based Learning Model. The students will raise their hands and give their responses. The teacher will give a short briefing about what the students are going to do for this project.

The teacher will then pass out several different copies of manuscripts written by the people of Big Coal River Valley. This part of the lesson refers to the **Researching** phase of the Inquiry-Based Learning Model. The teacher will read the manuscripts aloud to the students. The main page the teacher will read is the overview. The students will also listen to a few stories from the people who lived in the valley. This information is provided by the Library of Congress American Memory Digital Collection.
The link to the main page for this information is:

http://memory.loc.gov/ammem/collections/tending/.

The main overview of the pages talks about what the valley provided for the people of the community. There were many things the community got from the valley that were important in their survival. There were many jobs in the valley. The students will split off into groups and discuss more about what they think people could have used to survive off of the land. This is the part of the lesson referred to as the **Discussing** component of the Inquiry-Based Learning Model. The students will then pick a certain topic from the community, such as a store, church, coalmine, farming, etc. They will then research more of what the different types of objects and how that particular place benefitted the community using the oral history recordings. After they are satisfied with what they are going to do they will create a skit to perform for the class. This would be the **Creating** phase of the Inquiry-Based Learning Model. When their skit for the class is complete they will find different props or make props to be used for their skit at a later day in the week. The students need time to prepare and rehearse their skit before performing for the class. The skit needs to fit the time period, props, and the knowledge they gained from working with the primary sources to show their classmates how important their topic was to the community’s survival. This portion of the lesson would be the **Reflecting** phase of the Inquiry-Based Learning Model. To reinforce what the students were to learn throughout this lesson, we will have a brief discussion about each group’s performance.
### Assessment Rubric for Community Role Playing

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4. Response exceeds expectations</th>
<th>3. Response meets expectations</th>
<th>2. Response attempts to meet expectations</th>
<th>1. Response only attempts the minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>All information appeared to be accurate and in chronological order.</td>
<td>Almost all information appeared to be accurate and in chronological order.</td>
<td>Some of the information was accurate and in chronological order.</td>
<td>Very little information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Point-of-view, arguments, and solutions proposed were consistently in character.</td>
<td>Point-of-view, arguments, and solutions proposed were often in character.</td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>Can clearly explain several ways in which his/her character &quot;saw&quot; things differently than other characters and can clearly explain why.</td>
<td>Can clearly explain several ways in which his/her character &quot;saw&quot; things differently than other characters.</td>
<td>Can clearly explain one way in which his/her character &quot;saw&quot; things differently than other characters.</td>
<td>Cannot explain one way in which his/her character &quot;saw&quot; things differently than other characters.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>Student included more information than was required.</td>
<td>Student included all information that was required.</td>
<td>Student included most information that was required.</td>
<td>Student included less information than was required.</td>
</tr>
<tr>
<td><strong>Props/Costume</strong></td>
<td>Student uses several props (could include costume) that accurately fit the role, and the student shows considerable work/creativity.</td>
<td>Student uses 1-2 props that accurately fit the role.</td>
<td>Student uses 1-2 props which make the presentation better.</td>
<td>The student uses no props OR the props chosen detract from the presentation.</td>
</tr>
</tbody>
</table>