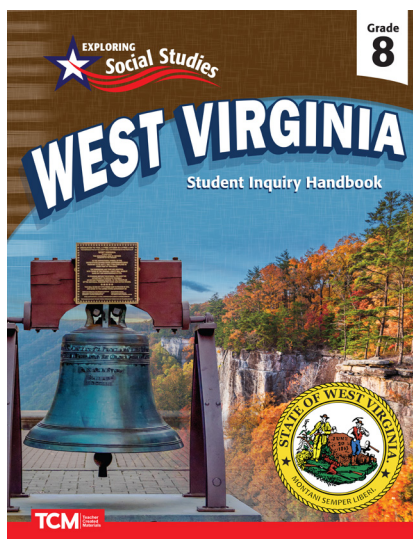




## Grade 8

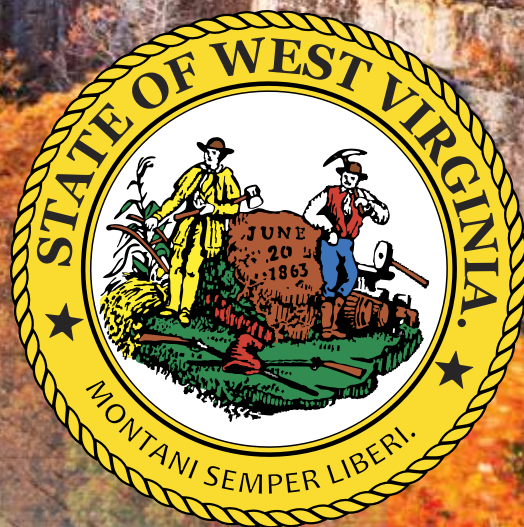
### Table of Contents

Sample from Student Inquiry Handbook (11 pages)



# WEST VIRGINIA

## Student Inquiry Handbook





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## Activities

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# Overview

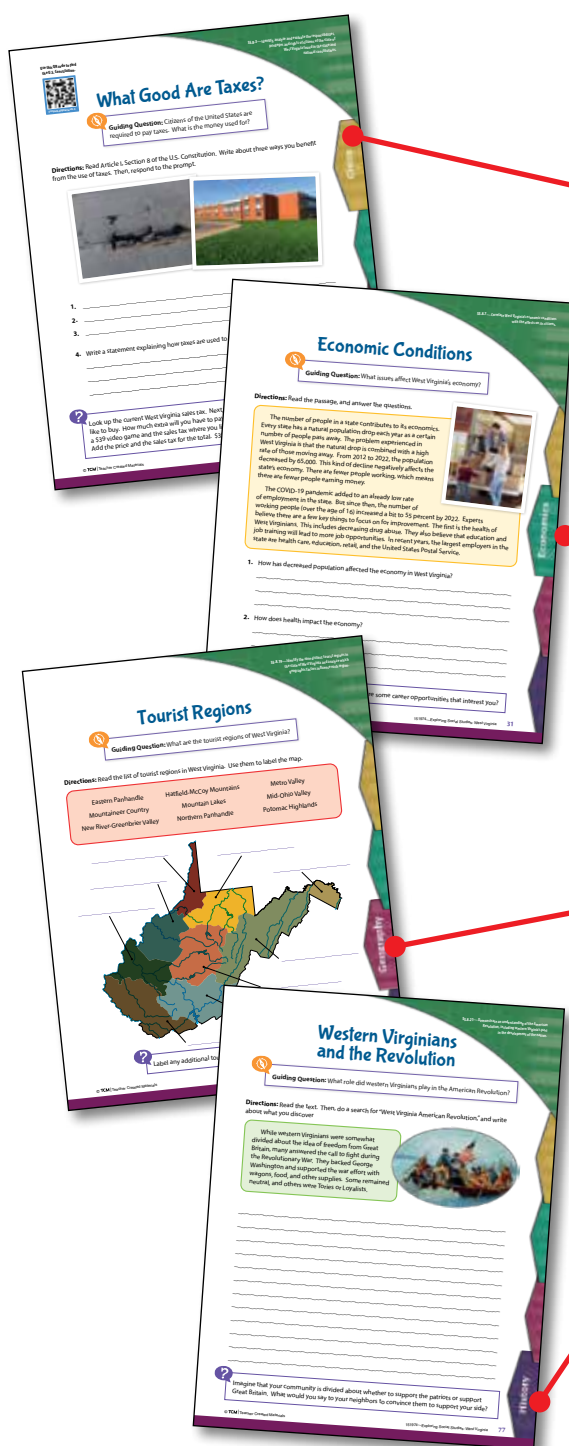
This book is divided into four sections. There is one section for each social studies strand. The activity pages list the standards in the top margin. That way, you'll always know what you're learning.

The first section is **civics**. You will learn about government and your rights as a citizen. You'll also learn about taxes and how you benefit from them.

The second section is **economics**. In this section, you'll study about your state's natural resources and major industries. You will also be encouraged to explore future career paths and the possibility of going to college or trade school.

The third section is **geography**. This section includes activities about the uniqueness and wonder of West Virginia.

The fourth section is **history**. You'll look at primary and secondary sources and learn about how West Virginia was settled, how it became a state, and how it has grown and changed.





# Commemorating Constitution Day



**Guiding Question:** How can we help others better understand the U.S. Constitution?

**Directions:** Work as a group to plan a Constitution Day event at your school. Each student or small group will choose one section of the Constitution (the Preamble, one of the seven Articles, or the Bill of Rights). Use a trusted source, such as the National Archives website, to read your section of the Constitution and research its meaning. Then, find a way to share your learning with others, such as one of the following Constitution Day projects.

**Constitution Museum**—Create works of art or writing to teach others about the Constitution. Then, display completed works in a hallway or common area in the school on Constitution Day.

**Constitution Alive**—Prepare short monologues from the points of view of each section of the Constitution. (*For example, "I am the Preamble. I'm special because I'm first."*) Make props and simple costumes to highlight the key ideas in each section. Invite other students to a performance of the monologues on Constitution Day.

**Constitution Slideshow**—Create 1–3 slides about your section of the Constitution. Share the slideshow with other classes or present to an audience on Constitution Day.

1. I will focus on section \_\_\_\_\_ of the Constitution.

2. Key words/phrases in this section: \_\_\_\_\_

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3. Why was this section included?

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4. Why is this section important today?

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# Be an Influencer



**Guiding Question:** How can citizens influence the democratic process?

**Directions:** Read the ways citizens participate in our democracy. Write the number that shows how much influence you think each activity has on the democratic process. Then, answer the questions.

4—extremely influential	3—very influential	2—somewhat influential	1—not very influential
_____ read newspaper/magazine articles and determine their accuracy		_____ lobby for new laws	
_____ serve on a jury		_____ wear or display political slogans, stickers, or signs	
_____ earn the names of your representatives for local, state, and national offices		_____ write letters to or email elected representatives	
_____ vote		_____ attend meetings about political issues	
_____ volunteer to help with a candidate's campaign		_____ participate in rallies, marches, boycotts, and other protests	
_____ serve in the military		_____ run for political office	
_____ talk about political issues with friends and family		_____ join a political party or other political group	

1. What activity did you rank as the most influential? Why?

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2. What activity did you rank as the least influential? Why?

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# Economic Conditions



**Guiding Question:** What issues affect West Virginia's economy?

**Directions:** Read the passage, and answer the questions.

The number of people in a state contributes to its economics. Every state has a natural population drop each year as a certain number of people pass away. The problem experienced in West Virginia is that the natural drop is combined with a high rate of those moving away. From 2012 to 2022, the population decreased by 65,000. This kind of decline negatively affects the state's economy. There are fewer people working, which means there are fewer people earning money.

The COVID-19 pandemic added to an already low rate of employment in the state. But since then, the number of working people (over the age of 16) increased a bit to 55 percent by 2022. Experts believe there are a few key things to focus on for improvement. The first is the health of West Virginians. This includes decreasing drug abuse. They also believe that education and job training will lead to more job opportunities. In recent years, the largest employers in the state are health care, education, retail, and the United States Postal Service.



Economics

1. How has decreased population affected the economy in West Virginia?

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2. How does health impact the economy?

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Investigate job industries in your area. What are some career opportunities that interest you?





# Saving for College



**Guiding Question:** How do today's choices affect the future?

**Directions:** Think about one of your options for college or trade school. Research to find out how much it costs to attend. Are there financial aid opportunities? What expenses will you have besides tuition (books, food, lodging, clothing)? Check out the College for West Virginia website at [tcmpub.digital/wv8-10](http://tcmpub.digital/wv8-10) to help you complete the chart.



**Needed for Tuition**

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**Other Expenses**

---

**Total**

---

**Financial Aid Opportunities**

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**Savings per Year**

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Don't be discouraged! In addition to financial aid, college loans can be paid back over time. Research to learn more.

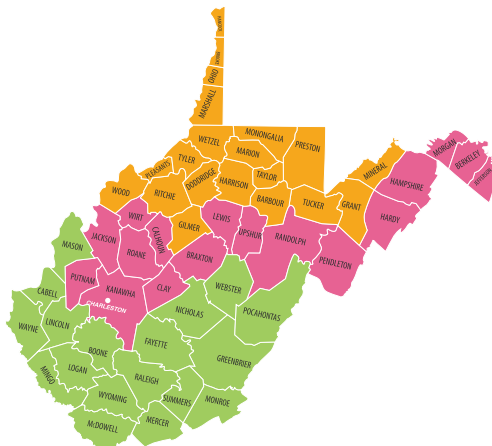


# Mapping for Politics

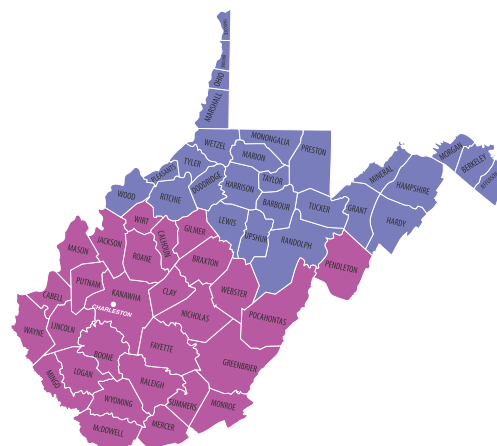


**Guiding Question:** Why are states divided into congressional districts?

**Directions:** Look at the maps, and read the text. Then, answer the questions.



West Virginia's congressional districts  
(2013–2023)



West Virginia's congressional districts  
(since 2023)

States are separated into congressional districts. When a new census is done, the district lines are often redrawn. Following the 2020 Census, West Virginia lost one congressional seat in the U.S. House of Representatives.

1. Look at the West Virginia congressional districts map for 2013–2023. Why might the districts be drawn in the ways they are?

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2. Look at the West Virginia congressional districts map since 2023. How are the two districts mapped? What do you notice about how counties are included?

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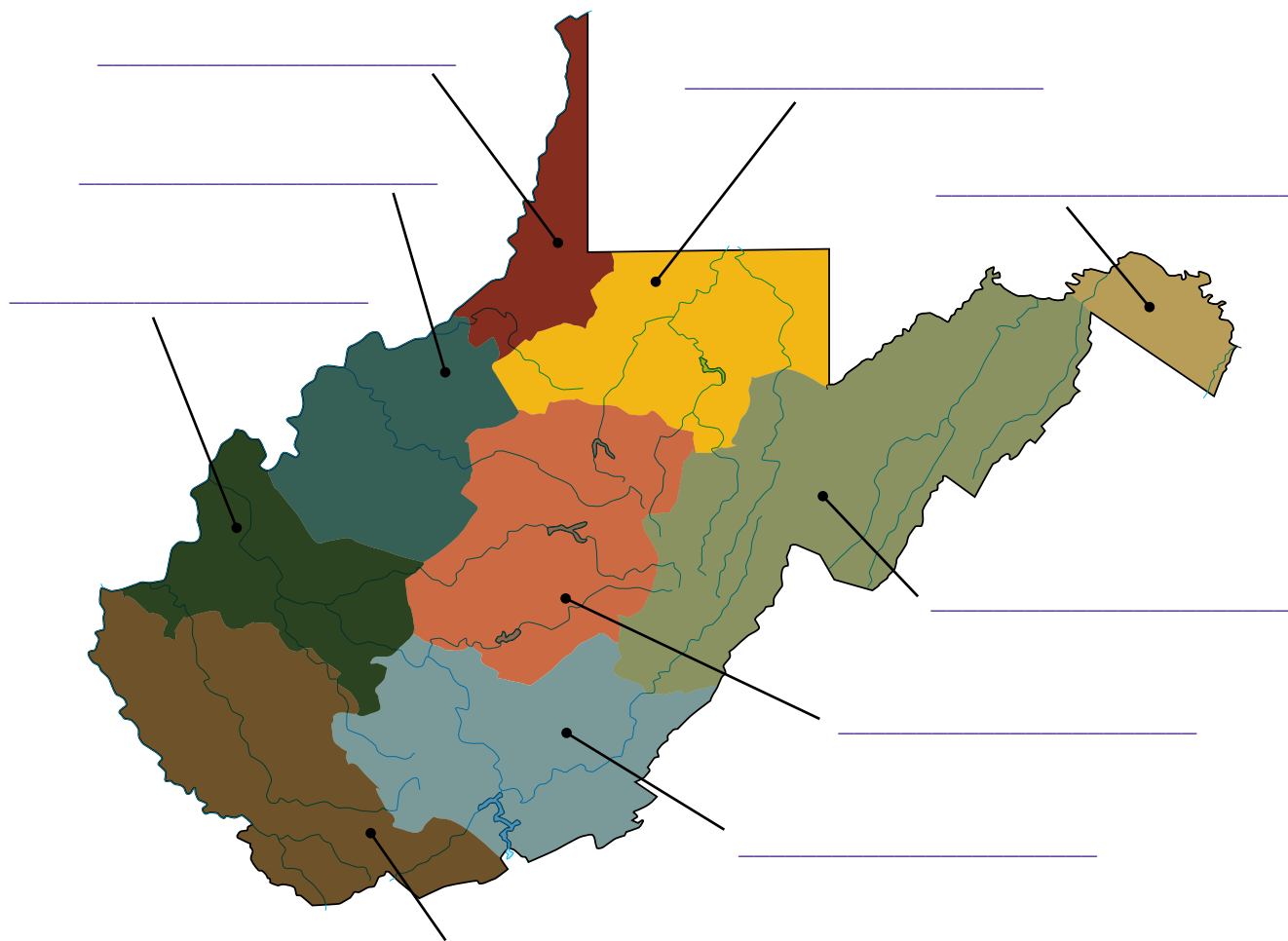
# Tourist Regions



**Guiding Question:** What are the tourist regions of West Virginia?

**Directions:** Read the list of tourist regions in West Virginia. Use them to label the map.

Eastern Panhandle	Hatfield-McCoy Mountains	Metro Valley
Mountaineer Country	Mountain Lakes	Mid-Ohio Valley
New River-Greenbrier Valley	Northern Panhandle	Potomac Highlands



Label any additional tourist destinations you have visited.

# The Boston Massacre

**Directions:** Read the text, and study the image. Then, answer the questions on page 73.

British troops had been permanently stationed in the colonies since the French lost control of Canada in the French and Indian War. The Quartering Act of 1765 forced colonists to house and feed these troops. The presence of the troops made tension worse among the hostile colonists.

On the evening of March 5, 1770, a group of men and boys began taunting a single sentry outside the customs house in Boston. The crowd grew to as many as 50 people. The crowd soon became unruly. About seven British Grenadiers, commanded by Captain Thomas Preston, came to the sentry's assistance. People threw snow, ice, and oyster shells. It is said that one soldier got trapped by the mob. He became so flustered that he accidentally shot his weapon. Then, other soldiers heard it and thought there had been a command to fire. So, they began to fire their weapons, too. Three colonists died immediately. The first was a formerly enslaved man named Crispus Attucks. Two others also died. Colonial papers printed stories about the incident. These stories were not favorable to the British actions.



The Patriots used the incident to their full advantage. Paul Revere created an engraving called, "The Bloody Massacre on King Street." He sold color prints of the engraving throughout Boston. The engraving shows the British firing on the crowd as an officer gives the order. Revere's portrayal of the incident as a massacre is considered the common American interpretation. Captain Preston was brought to trial and acquitted. John Adams was, at the time, a little-known lawyer in Boston. He defended Preston. The soldiers were also tried and all but two were acquitted. The Boston Massacre became a rallying cry for the Patriots. The Boston Massacre began as a riot. And the tragic results showed what happened when soldiers feared for their lives. The actions of the Bostonians can be traced to their years of being ruled and oppressed by the British. The Boston Massacre, however, was a poor example of colonial patriotism when compared to the well-planned Boston Tea Party. Nevertheless, the Boston Massacre was effective in promoting the patriots' cause.



Why was Boston at the center of so many pre-war conflicts?

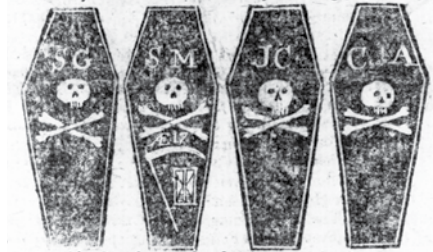


# Obituary of the Victims

**Directions:** Use page 72 and the primary source on this page to answer the questions.

Hours to the Gates of this City many Thousands of our brave Brethren in the Country, deeply affected with our Distresses, and to whom we are greatly obliged on this Occasion—No one knows where this would have ended, and what important Consequences even to the whole British Empire might have followed, which our Moderation & Loyalty upon so trying an Occasion, and our Faith in the Commander's Assurances have happily prevented.

Last Thursday, agreeable to a general Request of the Inhabitants, and by the Consent of Parents and Friends, were carried to their Grave in Succession, the Bodies of Samuel Gray, Samuel Maverick, James Caldwell, and Crispus Attucks, the unhappy Victims who fell in the bloody Massacre of the Monday Evening preceeding!



On this Occasion most of the Shops in Town were shut, all the Bells were ordered to toll a solemn Peal, as were also those in the neighboring Towns of Charlestown Roxbury, &c. The Procession began to move between the Hours of 4 and 5 in the Afternoon; two of the unfortunate Sufferers, viz. Mess. James Caldwell and Crispus Attucks, who were Strangers, borne from Faneuil-Hall.

obituary of four men who died during the Boston Massacre from the Boston Gazette and Country Journal on March 12, 1770

1. What do the initials on the coffins stand for?  
\_\_\_\_\_
2. The newspaper article stated that the men were carried to their graves in succession. What kind of impact might this have had on the people of the town?  
\_\_\_\_\_  
\_\_\_\_\_
3. The youngest of the victims was only 17 years old. On the coffin image, there is a symbol of a scythe and an hourglass. What might these symbols mean?  
\_\_\_\_\_  
\_\_\_\_\_
4. How was Paul Revere's engraving and the obituary used as propaganda?  
\_\_\_\_\_  
\_\_\_\_\_



How did the Boston Massacre promote the patriot's cause?