



Appalachia: Perceptions of People and Place

Grade Level: 9-12

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Time Frame: One 50 minute class period

Curriculum Connection: This lesson is intended to be used as part of a World Regional Geography course in a unit on North America. The lesson explores cultural perceptions, and so would also be appropriate for an AP Human Geography course in a unit on Culture. It might be helpful to have students complete the lesson entitled “Where is Appalachia?” before beginning this lesson, but it is not necessary.

Learning Outcomes:

Upon completion of this lesson, students should be able to:

1. Explain how people perceive Appalachia, and
2. Analyze and evaluate various sources of information regarding perceptions of Appalachia

TEKS Strand(s) Objective(s):

(16) *Culture*. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently;

(21) *Social studies skills*. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;

(22) *Social studies skills*. The student communicates in written, oral, and visual forms. The student is expected to:

(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;

(B) generate summaries, generalizations, and thesis statements supported by evidence;

(C) use geographic terminology correctly;

(D) use standard grammar, spelling, sentence structure, and punctuation;

Materials :

For Student Use:	
Excerpts from The Encyclopedia of Appalachia	Available on NPR’s Celebrating the History of Appalachia webpage; see References below
Excerpts from The United States of Appalachia	Available on NPR’s Celebrating the History of Appalachia webpage; see References below
Computer lab with internet access	
POV-BMETS Handout	One per student – can be printed or made available electronically
For Teacher Use:	
“Christmas in Appalachia, 1965” video	Link to video is located under References
“Celebrating the History of Appalachia” Audio Clip	Link to audio clip is located under References
Computer with internet access, video projection and speakers	

References:

Celebrating the History of Appalachia. (2006, May 7). Retrieved October 22, 2013, from NPR:
<http://www.npr.org/templates/story/story.php?storyId=5386355>

A History of Appalachia - Video Excerpt. (2009, February 15). Retrieved October 23, 2013, from ABC News: <http://abcnews.go.com/2020/video/history-appalachia-6885766>

MTV's 'Buckwild': The 'Jersey Shore' of Appalachia. (2012, December 5). Retrieved October 23, 2013, from ABC News: <http://abcnews.go.com/GMA/video/mtvs-buckwild-jersey-shore-appalachia-17883409>

Christmas in Appalachia, 1965. (n.d.). Retrieved October 22, 2013, from National Archives:
<http://research.archives.gov/description/72876>

Shae Bradley and Shain Gandee Interview. (n.d.). Retrieved October 23, 2013, from Late Night with Jimmy Fallon: <http://www.latenightwithjimmyfallon.com/video/shae-bradley-and-shain-gandee/n31125/>



Strategies: Students will analyze media clips using POV-BMTS strategy.

Procedures to conduct the lesson:

Starting the Lesson: 15 minutes

Write the word “Appalachia” on the board where students can see it. Ask students to write for a short journal entry (or simply make a list) describing what they think of when they hear or see that word.

Make a two column table on the board. Label one column, “Place”, and one column “People”. Ask students to share their perceptions. As students describe their perceptions, briefly summarize or list them in the appropriate column. When the lists are complete, discuss which list is longer. Ask students to explain why that list is longer than the other one. Then, continue the discussion by asking the students to explain why they have those perceptions and what sources have influenced their perceptions of the region.

Asking Geographic Questions: 5 minutes

How do people perceive Appalachia and what sources of information influence those perceptions?

The Lesson:

Acquiring Geographic Information: 10 minutes

Direct students to one of the film/audio clips provided, or allow students to find their own. Have students listen/watch their clip.

NOTE: Additional clips are provided under References. They have been listed for teacher reference, in case the teacher wishes to allow the students to use them, but they have not been listed under Materials because they contain references to alcohol use and may not be deemed acceptable for use in the classroom. Additionally, the teacher may want to gather additional sources, rather than allowing students to choose, for the same reasons. Finally, the clips are different lengths. Allow about 10 minutes for students to find and begin watching their clips. They do not need to watch the entire film if it is longer than the time allotted.

Organizing Geographic Information: 10 minutes

Hand out the POV-BMTS sheets and have students review their clips. Have them complete the handout.

Analyzing Geographic Information: 10 minutes

After students have finished completing their sheets, have them answer the following questions:

1. What images of Appalachia are projected in this clip?
2. How will people who view this clip view Appalachia?
3. Do you think this clip presents an accurate description of Appalachia as a WHOLE?
4. Explain why you do or do not believe this clip presents an accurate description.
5. Did your perceptions of this place change after watching your clip? If so, how?

End the Lesson:

Answering Geographic Questions:

Write a brief paragraph answering the Guiding Question. Include a description of how you viewed Appalachia before watching the clip and again after watching it. Explain how your perceptions were affected (or not) by the clip you watched.

Questions:

Explain why you do or do not believe this clip presents an accurate description of Appalachia as a whole.

Explain how your perceptions were affected by watching this clip.

Evaluation/Assessment :

Rubric:

1	2	3	4
<ul style="list-style-type: none"> • Answers are largely missing or are incorrect • Answers do not utilize appropriate vocabulary • Answers do not utilize appropriate grammar or spelling 	<ul style="list-style-type: none"> • Answers are merely listed, little to no attempt at analysis is made • Answers do not utilize appropriate vocabulary • Answers may or may not utilize appropriate grammar or spelling 	<ul style="list-style-type: none"> • Answers make an attempt at analysis • Answers utilize some appropriate vocabulary • Answers utilize appropriate grammar or spelling 	<ul style="list-style-type: none"> • Answers provides solid analysis of the clip • Answers utilize appropriate vocabulary • Answers utilize appropriate grammar and spelling

Name: _____

POV-BMTS

<p>Bias</p> <p>What part of who they are causes them to say what they say?</p>	<ul style="list-style-type: none"> • Gender • Social Class-wealth • Race, ethnicity • Nationality • Religion • Political party • Education 	
<p>Motive</p> <p>What was the goal of the author or speaker? Do you know or can you guess at the purpose behind the document?</p>	<ul style="list-style-type: none"> • Persuade, influence, convince-propaganda • Entertain • Inform, explain • Deflect blame or criticism(place blame) • Inspire • Criticize • Convert 	
<p>Tone</p> <p>What word can you use to describe the emotions of the work? What emotions are being prompted?</p>	<ul style="list-style-type: none"> • Sarcasm, derision • Elation, happiness • Frustration, unhappiness • Fear, desperation, doubt • Ignorant, erudite 	
<p>Source</p> <p>What type of document is it? How does this affect the POV?</p>	<ul style="list-style-type: none"> • Diary entry • Business or government records • Public speech • Newspaper article, op-ed, cartoon • Letter to a friend, to the public • Documentary, News Report • TV show, radio show 	