

<p>Role <i>Civil War Historian</i></p>
<p>Audience The current President and Citizens of the United States of America</p>
<p>Situation The challenge involves using a variety of tools (authentic documentation) to create a powerful and authentic report for the President so that he will be able to accurately present to the people of the United States on the happenings of the Civil War and some of the facts that lead to it.</p>
<p>Product</p> <ul style="list-style-type: none"> • PowerPoint • Analysis of photographs, songs, primary sources letters/poster • Timeline • Poem/song/letter/personal narrative • Debate • Personal choice product
<p>Standards</p> <ul style="list-style-type: none"> • Your product must meet the following standard: All products completed using authentic documentation. Chronological order for power point and time line and should meet the rubric requirements for all parts of the centers. Debate will include accurate information using the Constitution and economic details that refute or support students' role.
<p>Other Evidence</p> <ul style="list-style-type: none"> • Pre exam/ final exam using clickers • On-going – formative assessment • Completed Center activities • Successfully debating the Anti/Pro-slavery controversy including economics of the North and South • Personal choice project “How I will show what I know” • Ticket to Leave – Acrostic Poem using details from their research
<p>Please Attach a rubric with understanding and performance criteria.</p> <ul style="list-style-type: none"> • Different rubrics for different stations and final assignments
<p>Stage 3- Learning Plan- Briefly describe</p>
<p>W- Students know where they are going, why, and what is required of them. Students have been introduced to the unit via the essential questions. We have discussed the culminating project <u>power point</u> and all other requirements to the degree that the students know they will be creating more than one product by the time they have completed all the centers and their personal choice project which will aid them in completing the power point.</p>
<p>H- Students are hooked. I will have set-up all the different centers with authentic photographs, posters, letters, newspaper headlines, maps, and music. With the students seeing, yet not being able to get full information on what the</p>

stations/centers setup is all about, the **Activator** will now be used: Using a **Jigsaw**, questions will be up around the room that relate to the material and research we are about to begin. Instructor will hook the students and activate their interests and prior knowledge using this activator.

E- Students have opportunities to **explore** and **experience** and receive instruction to **equip** themselves.
Through instruction and practice, research, readings of various documentation at school and home, opportunities of working with partners, practice, ability to work with various instruments and tools, students will gain confidence in accurately evaluating primary sources, interpreting letters and photographs, and defending their point of view.

R- Students have opportunities to **rethink, rehearse, revise** and **refine** their work based upon timely feedback.
Partner and small grouping, parent checks, whole class observation of teacher models and demonstrations will all provide frequent check-ins on student learning accuracy. Student self evaluations per the rubric, possible peer evaluation based from rubric also.

E- Students have an opportunity to **evaluate** their work and set future goals. After looking at class results, we will discuss common errors or challenges in reporting, recording, and conveying accurate researched information.

T- The learning plan is **tailored** and flexible to address the interests, learning styles, and skills of the students.
Additional peer assistance, small group teacher conferences, new materials to gather and research authentic historical documentation, teacher tool kit transparencies, will offer flexibility and differentiate learning opportunities for all learners.
Students are first given a pretest their knowledge of the events leading to and up to the Civil War and grouped accordingly to mastery and readiness in the following manner:

- Students who showed good mastery were grouped together and worked on the stated task in addition to reading a second book /or selected writings of a selected list of important people of the Civil War time period.
- Students at an on-target readiness, followed the task as outlined above
- Students needing further structure and support were grouped and offered a guided template for showing what they know and a suggested list for each part of the task and varied photos from prior project examples as visuals. A sheet will be provided for reference.

O- The learning plan is **organized** and sequenced to maximize engagement and effectiveness.
From introduction of unit through varied lessons, UBD is designed to shift when necessary and allow for additional practice and mastery.

Stage 4 Anchoring

The online program *A Nation Divided* will be used as an anchoring tool for additional learning on the Civil War.

<http://www.stonewall.fayette.k12.ky.us/wq/cwwwebquest/civilwar.htm>

Stage 5 Presentation

All students who are not in the mastery stage will conduct a *3 student at a time* presentation, making an attempt to convince the President (mastery group), that their Power point should be the one selected for use. The attached rubric will be used by the teacher, in assessing all students individually, as well as by the mastery group to select one of the three others who's Power Point they have selected for the President to also view.

Reflections, revisions and refinement.

These stations will be tiered to the differing levels of the inclusion classroom. Most of the activities will be done in the classroom setting at stations that will have posters and information on how to complete the tasks. This Unit is expected to take a minimum of three weeks to one month to complete all parts including the power points and debate.

I am looking forward to organizing this unit and getting started while at the same time exciting my students on the Civil War.

This is a unit that will continually be refined and need to be update as information is located on the web and in books.

Debate - North vs. South on the issue of the Pro-slavery/Anti-Slavery opinions of the Constitution.

The stations will require prior set up and planning along with organization. I also feel a student check off sheet for each of the stations as they complete them with a specific time frame that each is to be completed would work very well and keep students on task. Each of the stations can be adjusted up or down to accommodate advanced students and strategic intervention students.

MATERIALS:

- C.O.W. Computers on Wheels
- Selected websites (see listing)
- Videos on Civil War (to be determined)
- Students will have read at least one book on the Civil War(to be approved by the teacher)
- Selected photos, posters, music/songs, letters, documents of the Civil War
- Constitution of the United States
- Art materials for timelines, project, and drawings
- Photocopies of the U.S. National Archives analysis worksheets
- Economic background of the North and South

WEBSITES

<http://www.stonewall.fayette.k12.ky.us/wq/cwwebquest/civilwar.htm>

<http://americanhistory.pppst.com/civilwar.html>

<http://americanhistory.pppst.com/road-to-revolution.html>

http://www.edhelper.com/United_States.htm

http://www.edhelper.com/US_Civil_War.htm

<http://www.edhelper.com/timelines.htm>

Power Points of Civil War

<http://americanhistory.pppst.com/civilwar.html>

Civil War Songs

http://www.mce.k12tn.net/civil_war/activities_for_lesson_10.htm

Map of the Civil War

http://www.lib.utexas.edu/maps/historical/civil_war_1861-1865.jpg

Black American Soldier of the Civil War Era

<http://www.archives.gov/education/lessons/blacks-civil-war/>

Worksheets to analyze Document/pictures/etc

<http://www.archives.gov/education/lessons/worksheets/index.html>

Letters, Telegrams, and Photographs from the Civil War

<http://www.archives.gov/education/lessons/civil-war-docs/>

Timelines of the Civil War

<http://memory.loc.gov/ammem/cwphtml/tl1861.html>

<http://americancivilwar.com/tl/tl1861.html>

<http://www.civilwar.si.edu/timeline.html>

Learning Center 1

Civil War Songs

http://www.mce.k12tn.net/civil_war/activities_for_lesson_10.htm

Go to the above website. Listen to two songs written by southerners and two songs written by northerners.

SOUTHERN SONGS

What are your first thoughts as you listen to each of the songs? What do you think is the meaning of each of the songs? If you were a southern soldier, how would this song make you feel?

NORTHERN SONGS

What are your first thoughts as you listened to each of these songs? What do you think is the meaning of each of the songs? If you were a northern soldier, how would this song make you feel? What if you were a Soldier, would you feel differently about this song?

Learning Center 2

Analyzing Primary Source Documents

Using the computer, websites, and books for this unit, you need to research and print out two different Civil War documents. Using the *Document Analysis Worksheet* from the U.S. National Archives, fill out and answer the questions. Make sure you chose one document from the south and one from the north.

Learning Center 3

Compare/Contrast Civil War Photos

Chose 2-4 pictures provided or photos of your choice from other sources (computer, Civil War books, and Civil War magazine) to analyze and make observations. Locate as much information or details and complete the *Photo Analysis Worksheet* for each of the photos or posters.

Learning Center 4

Creating a TIMELINE

Create a **timeline** of events leading up to and including major battles from the Civil War. Using the C.O.W. create a list of major battles, major economic decisions, major political decisions using web-sites, non-fiction books, and our history text to compile your list of at least 25 – 30 different events. Make sure you have a small description or detailed information under each event. *A sample format for the timeline has been provided at the station to help.*

A rubric has been provided to aid in your success at completing this center. Materials have also been provided. Use as many sentence strips that you need. Please print legibly. Adding small pictures/drawings are a great way to make your timeline more interesting. Dates on the timeline need to be in even increments so plan carefully.

NOTE Accommodations: A list of major events will be provided or assistance in locating this information for students under grade level will be given.

Learning Center 5

Write a Poem/Letter/Personal Narrative

You are to choose a person from a Civil War photo (find on line, in nonfiction books, etc)and you are to become that person while writing a poem about the war (North or South), writing 3 letters home to family or a loved one, or writing a personal narrative (diary) of your daily life as a soldier. (North or South, one – two weeks) You can choose a photo that interests you and use it in your poem/narrative/letters. Use details from the photo to help you create authentic documents. Mention surroundings, other people, and events that are or might be happening. Examples have been provided in this center to guide you.

We will create a rubric together during class.

Learning Center 6

Short Biography

Choose one major military, political, or interesting figure of the Civil War era from the North and one from the South.

- Chose from the list at the station.
- Write an interesting short biography of each of the important figures.
- Include their personal and professional data.
- How did they impact the time period?
- Did they make any contributions?
- What were their feelings/thoughts about slavery?
- Include a drawing of both

Learning Center 7

Reviewing the *CONSTITUTION*

This is the most challenging of all the learning stations. With a partner, you are to read and discuss each part of the *Constitution* and the amendments up to the Civil War time period. While you are discussing it, each of you should take notes on your thoughts. Think about the economy of the north and south, slavery, growth and change. Did this help or hurt the cause for or against slavery? Was it an anti-slavery document or a pro-slavery document?

James Madison and some other Founding Fathers took detailed notes at the Constitutional Convention. If you need to know more about what the Founding Fathers are thinking, this information is available by using the C.O.W. You can read their notes to get an even greater understanding of what transpired during the writing of the Constitution. NOTE: You will be using this information in one of the culminating activities – debating *the Constitution – a pro-slavery document or an anti-slavery document*.

Learning Center 8

Reading a Civil War Biography or Nonfiction Book

The reading will be completed at home and during D.E.A.R. Time.

The information and knowledge from the book will be used to enhance your debate and all other projects. This is a free choice project. You may choose a project from the list on the “How I’ll Show What I Know” Sheet.

Learning Center 9

Battle Mapping

- Using a blank map. Plot the major battles from the list at this station. Place a Confederate flag for the South and a Union flag for the North. These flags are for the winner of the battle.
- Label each battle with the name and date of the battle
- Label it also with the name of the officer in charge. Example – Lee / Grant
- A couple of different blank maps have been placed in the center.

[Go to CCC TAH Web Site](#)