

Springs District Collaboratory

amy turner 11:28am Jan 20, 2010

Civil War Project

This is a "Curriculum Project" Wiki for refining my Civil War project.

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Bram 4:56pm Jan 28, 2010

Civil War Content Objectives

Fleshing out the essential question, here are some concepts that should inform student answers. The job of our project is to get students engaged with this information.

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amy turner 5:03pm Jan 29, 2010

slavery perspectives content

I may add more content objectives but thought I'd put this up as a working document.....

At the end of the "Civil War Project" students should be able to explain the following perspectives on slavery which existed in the United States on the eve of the Civil War. They should be able to connect those perspectives to the kinds of people likely to hold that perspective. (They don't have to be Lincoln or Calhoun but should know their positions)

"Likely" Person	Slavery Perspective
Abolitionist	End slavery everywhere in the country—it is wrong morally (Bible); and violates the constitution (but not suggesting the type of equal social interaction existing today)
Free/ Enslaved African American	End slavery

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amy turner 3:48pm Feb 11, 2010

Draft Profile fields

The biography page should include the following fields:

A picture of you (photo, painting)

Name:

Personal Background: You might want to include information on some of the following topics: birthplace, parents, education, training, spouse, children)

Birthdate (or approximate age in 1850)

Occupation

Place of residence in 1850

Political Party membership, if any

Government positions (elected or appointed)

Opinion about slavery

- Did he or she oppose or support slavery?
- Why do you think he or she held that position? (Consider personal background, other personal beliefs)

What you think should be done regarding slavery

- Should the national government do something? If so, what? Abolish? Limit?
- Should the issue be left to the states to decide?

Your favorite quote regarding the question of slavery [it could be (1) something you said; (2) something said about you; or (3) something that represents your opinions regarding slavery]

Photo Album? (4 pictures that represent important aspects of your life)

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Bram 11:52am May 8, 2010

Providing Feedback: Topic Cards, Persona Choices, and Personae

Hi, Amy.

I wanted to put this on the Planning Site as a reference. We're trying out three different ways to give students feedback and it's good to keep them straight - then, in that evaluation webform, ask the students what they thought about each method, how it worked for them.

TOPIC CARDS

The Topic Cards should be handled with **COMMENTING** because Students can READ comments but cannot WRITE them:

1. You assign students the task of writing topic cards that night for homework.
2. The next night, visit <http://springsdistrict.org/projects/civil-war/vcards> write a comment on each new topic card. Mark off in your gradebook who did the assignment. NOTE: Every student can read every comment!
3. The next day, you tell students they can log in, find the topic card they submitted from that list, and see your comments You can also tell students who did NOT do the assignment to stay after school in the computer lab and do it.

PERSONA CHOICES:

The easiest thing would be for you to do this in class, talking to each student, negotiating with them (so you understand that they understand, etc.). However, if you want to try **PRIVATE MESSAGING**, here's how:

1. You assign students the task of Choosing a Persona that night for homework.
2. The next day, you visit <http://springsdistrict.org/node/132/webform-results> to see who submitted choices. Say, "Most student have submitted choices. I will be making the final selection tonight. The following students did NOT submit choices and need to meet me after school today in the lab and do them. If I do not see you, I will pick someone for you myself" or something like that.
3. That night, you download the results from <http://springsdistrict.org/node/132/webform-results> (click "Download" - it's below "View") and make your final assignments. You can then click on each user name on the list, click "Send this user a message" at the bottom, and tell them who they're going to be and why.
4. Let me know what day this is, so I can "Turn on Private Messaging" the next morning.
5. That morning, you tell the students that they can log in and find out who they're going to be. You COULD have class in the computer lab so they do that today (and start completing their profiles) -- that might be a good idea -- or tell them to do it from home (and hope they all have email addresses!).

PERSONAE

For this assignment, every student needs to have an email address for when they submit personas. Have you asked to make sure everyone does? If any student does not have an email address, I can create them - let me know.

When new accounts are added to prosepoint, you will get an email, that tells you the user ID associated with each persona. Since you already know who is who, you can now use this email address to give student feedback.

For example, Jefferson Davis is /user/5. If you add **/contact** after the URL above (visit <http://prosepoint.empowered-teacher.com/user/5/contact>), you can go straight to their "personal contact form" to send them an email. So you can then give them feedback about their personae once they submit them, and they can email you back using their home email accounts.

From this point forward, your student feedback happens via email. The comments on the website are all written to and from personae, so there's nothing "teacher-to-student" there.

-Bram

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amy turner 11:31 am Jan 20, 2010

Summary, Standards and Vision

SUMMARY

Through web based research, web based social interaction, and an “in class conference,” students will gain an understanding of the wide variety of perspectives on the economic, political, social, and moral aspects of slavery that existed in the United States on the eve of the Civil War.

Each student will create and assume an identity which represents a major viewpoint of the time such as southern planter, southern small farmer, northern immigrant, northern banker, northern textile businessman, abolitionist (northern and southern), or free or enslaved African American. The unit will have the following four components.

1. The class will be divided into North and South. Each region will research their section’s economic and social characteristics and create a wiki (might skip this/see concerns below) describing them, with a particular emphasis on how/why slavery is or is not used. Within each “regional” wiki, students of that region will each create a biography page which describes their individual identity’s background and perspectives.
2. Throughout the process students will be blogging (as their assumed identity) on events and issues of the day. To increase social interaction, blogging will be done across separate classes.
3. Students will meet in class in their identity (costume required) to hold a conference to discuss their perspectives on slavery and what should be done about it
4. Finally, students will post a blog reflecting on the process.

STATE STANDARDS

The Social Studies Standards used include:

#1: [M]ajor ideas, eras, themes, developments and turning point in the history of the United States and New York.

- They will research various online sources (primary and secondary) regarding the issue of slavery and how differing perspectives toward it helped lead to the Civil War

#4: [H]ow the United States. . . develop[s] economic systems and associated institutions to allocate scarce resources. . . .“

- They will be collecting information regarding the economies of the North and South and analyzing how slavery would pertain to those economies

#5: [T]he basic civic values of American constitutional democracy

- They will be considering how slavery could coexist with the nation's value of equality as stated in the Declaration of Independence

ELA standards used include:

#1: Reading, writing and listening to acquire information from a variety of sources, both real and virtual

- They will research online primary and secondary sources (written, visual and podcasts) regarding the regional differences of the North and South and their attitudes toward slavery

#3: Speaking and Writing for Critical Analysis and Evaluation

- They will write (blog) as well as orally present information from a point of view which is based on analysis of historical materials

CORE QUESTION:

Why did a nation founded on the value of equality continue to approve of slavery?

Essential Questions (from the NYSED curriculum)

1. What were the conflicting perspectives on slavery?
2. What political, social and economic factors caused the Civil War?
3. What is to be done with the institution of slavery?

VISION: I see students “uncovering” the differences between North and South on their own through analyzing data and primary sources on line (via webquest?) but then becoming personally engaged by adopting their own identity. Hopefully, they will become attached to their alter egos and develop an understanding and empathy for their position. Because they rarely get an opportunity to interact with a different social studies class, I think the blogging across “class lines” should be particularly motivating and will hopefully help them formulate their arguments and attitudes. It will also be a way for them to engage with the actual events which led to the Civil War.

I'm envisioning research done in class and then blogging done at home as homework. The blogs would be in response to questions that I post, such as “California has asked to join the Union as a free state. What do you think Congress should do and why? How will California entering/or not entering affect you and your family?” Students would have to respond to my question and another student's post.

I am also hoping to make sure that primary sources are utilized beyond the research phase on the regions. On their autobiography pages students will find a quote and/or visual source which they can use to exemplify their point of view. They could also incorporate some visuals to “illustrate” their autobiography. Periodically, I will post a primary source for them to blog about.

I want students to have a “debriefing” at the end of the unit, where they can write as themselves to their alter ego and communicate their own points of view. This might be particularly important for the person who has been forced to assume a personally repugnant point of view, eg, pro-slavery. In addition to other sources, I am hoping to use materials from the NY Historical Society which has had two great recent exhibits focusing on NYC’s attitudes toward the Civil War and slavery—running the entire gamut from secessionist to abolitionist. (Although outside the scope of this proposal, it might also be interesting to carry forward the identities through the Civil War and “see” how they react—join a side? Spy? Hire a substitute? Riot against the draft? Support Lincoln?)

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amy turner 3:46pm Feb 11, 2010

Who's Who Draft

Who's Who in 1850

Abraham Lincoln-Born in Kentucky and raised in humble circumstances, he was elected to the House of Representatives from Illinois. Upon his election to the presidency of the United States in 1860, southern states began to secede (withdraw) from the Union.

John C. Calhoun-A Senator from South Carolina and a brilliant orator who played a prominent role in the debate over slavery.

Anna Ella Carroll—Born in Maryland to the Governor of Maryland, a slave state, she was well educated and very politically involved, especially for a woman.

Clement Vallandigham—Born in Ohio, he would become a lawyer and be elected to the House of Representatives as a member of the Democratic Party.

Horace Greeley-Born in Amherst, New Hampshire, he became a journalist and editor. He founded and edited the New York Tribune, a daily newspaper for 31 years.

Frederick Douglass-An escaped slave, he would be known for his oratory and writing in support of the abolitionist movement.

William Lloyd Garrison

Harriet Tubman

Sojourner Truth

Frances “Fanny” Ann Kemble—Wife of a Georgian plantation owner.

John Henry Hammond

George Fitzhugh

(Mayor of NYC--need name)

Archbishop Hughes (NYC)

Valley of the Shadow Project (<http://valley.lib.virginia.edu/>)

Residents of Augusta County, Virginia

Residents of Franklin County, Virginia

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amy turner 11:39am Jan 20, 2010

Preparation

PREPARATION (Obviously help and feedback are welcome on all aspects of this but I have indicated “need help” where I have absolutely no idea how to proceed)

1. Right now, it looks like mid April to mid May.
2. Decide whether all four classes can do this
 1. one class is on the lower end and would require some substantial differentiation
 2. does every student have a computer and reliable internet access at home?
3. Create a webquest for “uncovering” regional differences (**Need help**)
 1. Write “guiding “ questions for the webquest
 2. I have to make sure each group is familiar with the other region—should they read the other region’s wiki and take notes on a graphic organizer or blog about the differences?
 3. Gather internet sites/sources with particular focus on those at appropriate reading levels
4. Assign groups to the North and South
 1. How many students?
 2. What are their individual roles within the wiki—eg historian, graphic artist, researcher?
 3. How will students obtain personal identities? Student choice or teacher assignment or random?
Should each identity be represented by one student or a pair of students?
5. Create wikis for the North and South (**Need help**) **may delete this—see “major concern” section below.**
 1. How will students work together to write a profile of their region— do I give them a format for their wiki—ie what the headings should be?
 2. Determine what the roles will be for writing the regional wiki— e.g., historian, writer, graphic artist
6. Create individual wiki pages for bios linked to appropriate region (**Need help**)
 1. Make a list of required info for the biography page
 2. Find actual historical figures who the students can use as partial or complete models
7. Where do I post instructions for this unit? Do I have a separate wiki that is linked to the regional wikis? (**Need help**)
8. Set up a blog (**Need help**)
 1. Write blog questions

9. Plan conference format

1. Do I want an evaluative audience from a lower grade?
2. Organize a "physical set"

10. Write the outline for the Phase 3 self evaluative blog-

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amy turner 11:42am Jan 20, 2010

PHASE 1: Identities and Webquest

Meeting Notes: Perspectives on Slavery

Phase 1: Webquest: Historical Figures

Summary: Students will connect core interests to shared concepts by choosing and researching historical figures in a WebQuest structure.

Outcomes: students have rich profiles about a historical figure and are prepared to play their role in Phase 2; Students make inferences that show understanding of found information; students can generalize about regional profiles (North / East / West / South) of the pre-Civil War United States, and are familiar with historical figures from that period.

Day 1: Economic NEWS--May 4, May 5

Compare the economic characteristics of the north and south, beginning with the geographic roots of their economies. Two UNLABELED Columns - North and South. Display photographs and ask students to come up with a term to describe what they see, and direct which column to put that term in. They have no info to decide on at first, they have to just guess. After a while, if they have any background knowledge, they start to catch on and put things in the correct column. When they think they know what the two columns are, they have to get it right twice in a row to earn the right to say their guess for column labels.

Day 2: Shared Concepts and Inquiry Topics

Begin with full-class brainstorming session on life in the mid 19th century. What did people do? What events happened? What was changing? What images do we have of life at that time? Throw all these ideas up on the board, draw connections somehow. When a topic is regional, ask student to identify "NEWS?" (was this North, South, East, West, or All Regions?) and label it. Help everyone's mind light up with an image of the time. Each student should pick (2-3) interesting topics about life at that time. Use inspiration and rapid fire together with images in a folder to be dragged onto the brainstorm.

Inspiration will be on the board as students start their homework completing cards.

Homework: Google around to find some information on line about each topic, decide which one you care about most, and post a link to your favorite information source and a question you are interested in. Students will make virtual cards regarding resources for their topic. It will have the topic, resource, and what you find interesting about the resource, and an inquiry question: "I want to know more about . . ." The card will also have a space for

associated people, but they will leave it blank.

Day 3: From Topics to People (In class-cart)

Inquiry Sharing: Describe "Persona" activity - you're going to take on the identify of someone from the period for the rest of the unit, so you can see the world through their eyes and argue their position on slavery based on what they care about. Introduce rubric for activity. Share interesting topics and inquiry questions. If any students did not do assignment, then they do it right then and you (teacher) fill it out. If anyone knows the name of any Americans from that period associated with that topic, call those out and write them on too.

Homework: Pick 3 people associated with your topic (or someone else's topic, if you found it more interesting). Two of the people should be from "Who's Who: 1850" and the third should NOT be on that list, but be someone you find online who was alive at that time. Submit your names (via online email) to the teacher to finalize.

PRIOR TO DAY 4: Teacher decides which choices to award each student, based on student's interest, ability, and difficulty of finding information. Add additional people to "Who's Who" as required and link these to assigned students. Decide on the minimum role-spread you want, and then ask certain students to It's the student's job to make the role real - it's not that the role is supposed to represent the student. Boys can play girls!

Day 4: Prepare to Gather Data

Describe "Profile" Fields:

A picture of you (*photo, painting*)

Name:

Birthplace

Age in 1850 (*subtract birth year from 1850, or approximate if birthdate unknown*)

Early childhood life

Education/training

Occupation

Family (*spouse, children*)

Place of residence in 1850

Political Party membership, if any

Government positions (*elected or appointed*)

Opinion about slavery

* *Did he or she oppose or support slavery?*

* *Why do you think he or she held that position? (Consider personal background, other personal beliefs)*

What you think should be done regarding slavery

* *Should the national government do something? If so, what? Abolish? Limit?*

* *Should the issue be left to the states to decide?*

Your favorite quote regarding the question of slavery [*it could be (1) something you said; (2) something said about you; or (3) something that represents your opinions regarding slavery*]

Photo Album? (*4 images that represent important aspects of your life*)

Homework: Complete profile fields for selected persona / topic. Try to find a portrait, other relevant images, a biography, first-person writing. Put these on online profile to share in class.

PRIOR TO DAY 5: Activate additional profile fields based on Slavery Positions**Day 5: Info-Tectives**

In class (on paper): Introduce Core Question: Positions on Slavery. Introduce Homework: Which of the listed key positions (End Slavery, Limit Slavery, Allow Slavery) did this person take about slavery and why? Begin composing an answer on paper. Anything you write you should be able to explain (e.g. I said he was against slavery because he was a Quaker and Quakers were against slavery). Students will work in pairs, taking turns as "mentors" and "scholars." When students are acting as mentors, they will use a list of questions provided by the teacher and designed to help the scholar figure out what he/she knows. They will collaborate to find the best answer and then will switch roles. The Teacher also conferences with students, helping them either make inferences, get creative, or choose other personae.

Homework: Copy written material to online profile and complete profile for selected persona.

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amy turner 11:45am Jan 20, 2010

PHASE 2: Role-Playing

With specifics to be determined, Phase II involves students playing the roles developed during the Phase I Webquest, with the goal of having to articulate and defend positions in response to a context and interactions with other students.

We may involve students in choosing these settings. May want to propose options to them and let them vote. In that case, have a pretty good idea of what each option would entail so I know that it's feasible (and appeals to me as well).

NEEDED: Process for choosing context. Comments:

1. #1 is interesting but to be realistic it should be pretty "unstructured" which raises lots of obvious problems.
2. #2 would be good for the obvious--the more wrting they do the better!--but not too exciting. Could they present/bring their broadsides to a demonstration? Activists and writers?

3. #3 is interesting--what if a runaway slave is caught in Mass. and has to be returned under fugitive slave law? Slaveowner comes up to get it--Sheriff's at the door--abolitionist won't give him up--tempted to do a trial but that's way too much//not sure we could get the nuanced (limit slavery) perspectives in that one.
4. #4 long coach ride--might be the most likely to have happened and best way to get a thorough debate of the issues. Doesn't sound as "exciting" but maybe we could give them a reason to take action (e.g. discover there is a runaway slave hidden in the coach? see a runaway slave hidden outside? react to a slave trader entering coach?)

Possible contexts:

1. Demonstration / Counter-Demonstration (person is an activist)
2. Broadsides (person is a writer)
3. Emergency requiring decision to take sides (borrow from literature - e.g. runaway slave in the barn)
4. Long Coach Ride (discussion - four people per coach)
5. Make up a story about how you met each other and how your paths diverged and then correspond regarding your personal views on slavery--possibly done between classes. Students will need a general idea of the requirements of the correspondence.

1. At the end of the "Civil War Project" students should be able to explain the following perspectives on slavery which existed in the United States on the eve of the Civil War. They should be able to connect those perspectives to the kinds of people likely to hold that perspective. (They don't have to be Lincoln or Calhoun but should know their positions).

For list of character positions, *see <http://planning.springsdistrict.org/in-service/book/slavery-perspectives-content-0>*

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amy turner 11:55am Jan 20, 2010

EVALUATION: Self and Group Evaluation

1. Self Evaluations: Students will post a blog or series of blogs in which they:
 1. discuss the difficulties and benefits of assuming an identity;
 2. express how they feel about their alter egos
 3. explore what they would say to their "alter ego" if they could about slavery or any other issue;
 4. assess how web 2.0 tools affected their learning;
 5. and evaluate their wiki biographies and blog posts based on a rubric
2. Product Evaluations
 1. The Phase 2 in class presentation could be filmed and reviewed by each student
 2. Students choose their own best wiki to be shared with others
 3. Students could nominate the best blog posts and/or wiki bios for sharing with the world

MAJOR CONCERN

Not knowing how steep the learning curve will be for me and the students, I am concerned that a webquest, "regional" wiki, wiki pages for biography, and blog may be too much writing and not entirely necessary.

I am considering skipping the regional wiki. Instead the webquest could be designed so that they end up with well organized information on their section's characteristics which they can later refer to in blogs and biographies.

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amy turner 12:03pm Jan 20, 2010

PHASE 3: Sharing

1. **Repackage Work For Sharing** (with students, outside help)
 1. Extra Credit Team Project: Edit Phase 2 presentation for web publishing
 2. Extra Credit Team Project: Edit Project Website to show plan, materials, best work
 3. District: Cleanse work of any references that violate COPA (*Child Online Protection Act*)

2. **Share with Online Social Studies Community**
 1. Students and teachers create blog posts / comments to distribute to online forums (e.g. Tom Daccord)
 2. Post these online and follow up - build connections and collaborations

3. **Present Project (with students!) at June Board Meeting**
4. **Present Project (with students, via Skype)? at Educational Technology Conference TBD** (e.g. Regional NYSC&TE)

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