

Civil War: The Country Goes to War

WebQuest Description: This is a web quest that will help students learn about the Civil War and the time period in which the war took place.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: North

South

Federalist

Slavery

Emancipation

Union

Secession

Abolitionist

Total War

Confederacy

Democratic Party

Republican Party

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Introduction

The year is 1866 and the North has won the Civil War, but everyone wants to know what this means for the United States and the world. You are a newspaper reporter and your task is to explain to the world the main causes, outcomes, and consequences of the Civil War. Your news report will include a well-written article, illustration, and public news briefing aimed at informing those who know little or nothing about the Civil War. Essential Questions: What do you see as the causes that lead up to the Civil War? What were the similarities and differences between the Northern States and the Southern States? What role did the issue of slavery play in the Civil War? What role did the secession of the Southern States play in the Civil War? What role, if any, did other countries play in the outcome of the war? What is the United States like now that the war is over? What might some of the lasting effects of the war be on the United States? For example, the outcome of the war may be setting the stage for American citizens to have certain rights; what might these rights include? Was this a justifiable war?

Tasks

Upon the completion of this WebQuest you and your team of reporters will be able to: Look up facts, dates, events, various perspectives, etc. that lend themselves to your Civil War topic and use the data to support your news article, illustration, and public news briefing. Write a fact-filled news article on your established Civil War topic. Describe using an illustration created by your team the importance aspects of your Civil War topic. Present with your news team a short five to six minute news briefing highlighting the key findings of your research that were described in your news article and illustration.

Process

PHASE ONE/DAY ONE: FIRST: You will need to copy down the key terms from the white board, then explore the following website and define all terms. Title this assignment Social Studies Terms: Civil War. Use your list of terms throughout today's lesson. Turn in at end of class for credit: Glossary of Civil War Terms: <https://www.civilwar.org/glossary-civil-war-terms> SECOND: You will need to move into your groups and read Chapter 10: The Civil War out loud to each other. Taking turns, you are to read one paragraph each, until you reach the end of the Chapter. Be prepared to discuss Chapter content as a group. PHASE ONE CONTINUED/DAY TWO: THIRD: You will need to determine what role each group member will perform in completing your group's WebQuest. Your options are as follows: Researchers (all group members will actively research topic) Writer Reporter Editor/illustrator In order to better understand each role, you may want to visit the following website: "What Are The Different Positions At A Newspaper": <https://www.quora.com/What-are-the-different-positions-at-a-newspaper-like-the-Times-or-WSJ-and-what-role-does-each-play-in-producing-a-news-story> At this point research needs to take place and you have all been assigned research numbers; based on your research number visit the corresponding websites, research your specific question, complete a one-paragraph response: Researcher #1: What do you see as the causes that lead up to the Civil War? Website Recommendation: History Net Causes of the Civil War <http://www.historynet.com/causes-of-the-civil-war> Researcher #2: What were the similarities and differences between the Northern States and the Southern States during the Civil War time period? Website Recommendation: National Parks Services Industry and Economy During the Civil War <https://www.nps.gov/resources/story.htm%3Fid%3D251> Researcher #3: What role did the issue of slavery play in the Civil War? Website Recommendation: History Net Causes of the Civil War <http://www.historynet.com/causes-of-the-civil-war> Researcher #4: What is the United States like now that the war is over? Website Recommendation: History Channel Reconstruction <https://www.history.com/topics/american-civil-war/reconstruction> Additional questions to consider as a group: What role did the secession of the Southern States play in the Civil War? What role, if any, did other countries play in the outcome of the war? What

might some of the lasting effects of the war be on the United States? For example, the outcome of the war may be setting the stage for American citizens to have certain rights; what might these rights include? Was this a justifiable war? (1) After you have completed your research, begin to craft a well-organized and clear paragraph (6-10 sentences) addressing your specific question. (2) Have at least one group member edit your paragraph/they will sign the bottom of your paper showing that they were the editor and that your paragraph was proof read. (3) As homework, consider your peer recommendations and revise your paragraph. (4) Type your paragraph up and email a version to yourself. (5) Bring two drafts of your paragraph to class tomorrow, one for continued group work and the other to be turned in for credit. PHASE TWO/DAY THREE: Return to your groups; bring your paragraph final drafts with you. Silently pass the final drafts around and read each other's work. Discuss the content of the paragraphs: Address any issues Do additions need to be made Start making the needed connections between the paragraphs (using the paragraphs make a mental timeline of events) Put paragraphs in the order they will appear in your news article Begin brainstorming methods for connecting the paragraphs into one cohesive article Using a computer, pull up each group member's paragraph (from their email) and paste paragraphs together into a new document/this is the beginning of your news article.Do more research if needed PHASE THREE/DAY FOUR: See instructions for your role: Editor: Craft connecting sentences to tie all paragraphs together/work with group members to edit their paragraphs/be sure that the article flows nicely Writer: Work closely with the editor/type up the editor's recommendations/make assignment reads like a newspaper article/create hooks to entice the reader/etc. Illustrator: Using the rough draft of the article, begin brainstorming illustration ideas for your group's newspaper article, discuss two to three ideas with your group members, hold a vote to determine which idea you will commit to. On the provided poster board draw your group's illustrations, which will be used as a visual during news briefing (presentation). Reporter: Using the rough draft of the article, begin to craft a 5-6 minute news briefing to offer to the entire class, determine which facts and ideas you want to discuss that highlight the main points or the strongest points of your group's news article. Delegate aspects of the speech to your group members, e.g., include the illustrator when it is time to talk about your group's illustration or call on the group's writer as an expert on the subject. Get creative, have fun! PHASE THREE/DAY FIVE: This is your opportunity to show what you know, to shine as a newspaper team and show the class your polished work. Group Report/Presentation: The reporter and his or her team will offer their news briefing to the class: Each group member must participate Illustration must be on display and discussed Reporter must address questions that follow from report All group members are encourage to respond to questions Final draft of news article needs to be submitted after group presentation (be sure that all group members names are on the assignment) Complete group/peer evaluation worksheet Audience: Take bullet-point notes, minimum 15 bullet-points. Notes will be used for closing activity.

Evaluation

Please see grading rubric for specific grading requirements.

Category and Score	Very Satisfactory	Satisfactory	Marginally Unsatisfactory	Unsatisfactory	Score
Social Studies Terms: Civil War	Complete and detailed understanding of the terms.	Complete understanding of terms.	Incomplete understanding of the terms.	Terms not understood.	10
Group News Article & Illustration	Essay is clearly organized with a logical structure that supports the thesis. Transitions are smooth. No errors in grammar, mechanics, and/or spelling.	Essay is organized but the structure is not consistent. Transitions are present but somewhat awkward. Few errors in grammar, mechanics, and/or spelling.	Essay is not well organized and structure only weakly supports the thesis. Transitions are choppy. Several errors in grammar, mechanics, and/or spelling.	Essay has no organizational structure and no transitions. Numerous errors in grammar, mechanics, and/or spelling.	40
Group Presentation	All group members participate equally. All group members speak clearly and are easy to understand. Information is presented in an organized way.	All group members participate. Most group members speak clearly and are easy to understand. Information is presented in an organized way.	Some group members participate. Some group members speak clearly, but are difficult to understand. Information may be only partially organized.	Only 1 or 2 group members participate. Only 1 or 2 group members speak and can be understood. Information is presented in a disorganized way.	40
Collaborative Group Effort/Peer Evaluations	Completes all parts of the peer evaluation and offers effective feedback and detailed examples.	Completes all parts of the peer evaluation and offers some feedback.	Completes only portions of the peer evaluation, offers very little feedback.	Does not attempt peer evaluation.	10
				Total Score	100

Conclusion

SNOWSTORM CLOSING-ACTIVITY: Given a signal, crumple your presentation notes into a ball and then, all together as a class throw your paper "snowballs" in the air. Then pick up a nearby "snowball" and when called on read one bullet-point to the class. Pay attention because you will be called on eventually and you must offer a new insight from your "snowball." This activity will be utilized to: Tie up loose ends Correct misunderstandings Show what students know Connect concepts to next lesson Have fun!

Standards

Common Core and/or Content Area Standard(s): Reading Standards for Literacy in History/Social Studies: Key Ideas and Details: (1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Craft and Structure: (4) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (6) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

English Language Development Standard(s) (ELD): Expanding and Bridging Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Adapting language choices to various contexts (based on task, purpose, audience, and text type) Student Learning Objectives: Upon the completion of this lesson students will be able to: Look up facts, dates, events, various perspectives, etc. that support your Donner Party news article, illustration, and public news briefing. Write a fact-filled news article on the Civil War. Depict using illustration important aspects of the Civil War. Present with your news team a short four to five minute news briefing highlighting the key findings of your research that were described in your news article and illustration.

Content Objectives: Based on Common Core State Standards Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Language Objectives: Based on California ELD Standards Comprehend and evaluate complex texts across a range of types and disciplines Construct effective arguments and convey intricate or multifaceted information Discern a speaker's key points Request clarification and ask relevant questions Build on others' ideas Articulate their own ideas, and confirm they have been understood

Credits

REFERENCE LIST: Burden, P.R., & Byrd, D.M. (2016). *Methods for Effective Teaching: Meeting the Needs of All Students* (7th Ed.). Pearson Education, Inc. MA:

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Other