

Best Practices of Technology Integration

Title: *Civil War Battlefields*

Subject Area: Social Studies

Intended Grade Level: 8

Description:

This lesson is about the Civil War. During this lesson, students will use the Internet, the Encarta Encyclopedia, and a variety of sources from the school library to complete their assignment. Students will be assigned a specific battlefield of the Civil War. Their goal is to use Microsoft Publisher to create a travel brochure that will incorporate historical themes in which history-minded tourists could plan a vacation around. Students are graded on four main components. First, the front cover of the brochure should include the name of the battlefield, a slogan to help remember the battlefield by, and a map that shows the proximity to major towns, cities and waterways. Second, the inside of the brochure will include 10 historical fast facts related to Civil War history. These facts will include information about famous soldiers, citizens and/or spies who had an impact on the outcome of the battle and the major points of interest for a historically minded tourist. For example, who won the battle, the troop size and makeup, uniforms, firepower, intelligence, etc. Third, the back of the brochure will include a bibliography, which lists the web sites, books, and periodicals used. Fourth, students will incorporate graphics or clip art from the internet, use at least two internet sources, use at least one book source, make sure that information is historically correct, and use their own words.

Narrative:

This lesson was extremely fun to teach. All of my students were interested in finding information on the Internet. Since this was a topic that the 8th grade Social Studies teacher was covering, it was neat to team with her to make it be as rewarding for students as possible. Students maintained a high level of enthusiasm throughout the entire time period and I quite often heard students exchanging information about sites that might be of interest to another group. As students got more involved in the specifics of their battlefields, they also got interested in other information pertinent to the Civil War such as unique human-interest stories. I found that the brochures were well thought out and very interesting.

Curriculum Benchmarks:

[ML.SOC.I.1.MS.2](#)

Describe major factors that characterize the Civil War and Reconstruction (1850-1877).

[ML.SOC.I.1.HS.3](#)

Identify some of the major eras in world history and describe their defining characteristics.

MI.SOC.I.2.MS.1

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past). Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction.

MI.SOC.I.2.MS.2

Identify and explain how individuals in history demonstrated good character and personal virtue.

MI.SOC.I.2.MS.4

Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

MI.SOC.I.3.MS.4

Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.

MI.SOC.I.4.MS.1

All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (judging decisions from the past) Identify major decisions in Michigan and the United States history prior to the end of the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.

Detailed Timeline:

15 lessons each 47 minutes.

Materials/Hardware/Software:

Students will work in groups of two or three. Each group will need the following:

- A computer with access to the Internet.
- A worksheet with the list of requirements for the completion of the brochure.
- Microsoft™ Encarta® software.
- Microsoft™ Publisher®.
- Microsoft™ Word®.
- A variety of books about the Civil War from the school library.

Teacher Preparation:

The teacher will need to spend approximately 30 minutes in the school library in order to locate all of the pertinent trade books, atlases, encyclopedias, and almanacs. I also spent about 60-90 minutes planning time with the Social Studies teacher in order to integrate our ideas into a smooth lesson plan.

Prerequisite Student Skills:

Students must have learned how to use search engines on the Internet to seek out sources pertaining to their battlefield. They need to know how to copy and paste information from a web site to a Microsoft™ Word® document, including the URL. Students need to know how to save documents to the file server in order to access information from other computers around the school. They also need to have had prior use of Microsoft™ Publisher® 98.

Student Activities/Procedures:

8th Grade Computer Class Name_____

Civil War Historical Travel Brochure Date_____Hour_____

Congratulations! The Lakewood Travel Agency has selected you to design a new and **informative brochure** for their Civil War history-minded clients. They are counting on you to create a brochure using **Microsoft™ Publisher®** that will entice tourists who like historical themes to plan a vacation around a **Civil War battlefield!**

ASSIGNMENT REQUIREMENTS

1. FRONT COVER (15 points):
 - Names the battlefield.
 - Includes a slogan (Example: Remember the Alamo!)
 - Shows proximity to major towns, cities and waterways; must show these on a map to receive all points possible.
2. MIDDLE SECTION OF BROCHURE/page 2 (50 points):
 - Lists 10 historical fast facts related to Civil War history. Be sure to include famous soldiers, citizens and/or spies who had an impact on the outcome of the battle, as well as the major points of interest for a historically minded tourist (i.e., who won, troop size and makeup, uniforms, firepower, intelligence, etc.).
 - Includes the forms of transportation used by soldiers.
 - Tells about a unique human-interest story.
 - Tells whether it was a major/minor battle, at the beginning, middle or end of the war.
 - Describes the victor, spoils and significance of the battle.
3. BACK PAGE (15 points):
 - Includes a bibliography (i.e., list the web sites, books and periodicals that you used). Title it, "Recommended Reading Before Your Visit."
4. MISCELLANEOUS INFORMATION (10 points):
 - Includes graphics & clip art from the Internet
 - Uses 2 or more Internet sources.
 - Uses 1 or more book source.
 - Uses your own words (plagiarism will result in a failing grade).

- Information is historically correct.
- Brochure has a professional appearance.

5. PARTICIPATION POINTS (10 points):

- Used class time wisely.
- Worked independently without disturbing or distracting others.

LIST OF BATTLES:

1. Bull Run	1861
2. Fort Sumter	1861
3. Port Royal Sound	1861
4. Antietam	1862
5. Bull Run	1862
6. Fort Donelson	1862
7. Fredericksburg	1862
8. Memphis	1862
9. Monitor & Merrimac	1862
10. Roanoke Island	1862
11. Savannah-Fort Pulaski	1862
12. Seven Days (near Richmond)	1862
13. Shiloh	1862
14. Charleston	1863-1865
15. Chattanooga	1863
16. Chancellorsville	1863
17. Chickamauga	1863
18. Gettysburg	1863
19. Knoxville	1863
20. Vicksburg	1863
21. Atlanta	1864
22. Nashville	1864
23. Petersburg	1864
24. Sherman's March to the Sea	1864
25. Sabine Cross Roads	1864
26. Spotsylvania	1864
27. Wilderness	1864
28. Bentonville	1865
29. Sultana-Steamboat	1865
30. Appomattox Courthouse	1865
31. Arlington National Cemetery	

Students were given the above worksheet and assigned a partner. I tried to group students with above average abilities together with students of below average abilities. This seemed to work quite well. I also had a rule that each student had to have an equal amount of time on the computer. One student could not do all of the hands-on work.

They had to document this as part of their grade. I gave students approximately three solid weeks of 47-minute time periods to work on this project. I broke the project up into sections as follows:

Week 1: By the end of this week, students had to have the front cover of the brochure completed. They had to have found several web sites on the Internet that contained information about their particular battlefield. This information was copied and pasted along with the URL for the site into a Microsoft Word document and saved to their folders on the file server. Any clip art found on these web sites was saved into the student folders as well.

Week 2: By the end of this week, students must have located at least one book source that contained information pertinent to their battlefields. They must have compiled a list of facts on paper about this battlefield, and begun designing the middle section of their brochure.

Week 3: By the end of the week, students must have completed their brochure, including the bibliography of all of the Internet and book sources used for information. Students were required to print out the first page of their brochure, retrieve the page from the networked printer, turn it over and print out page 2 on the back of page 1. They then folded the brochure into thirds, and turned them in with their names and hour on them.

Assessment/Evaluation:

Students were graded by the accuracy of their brochures, as well as the inclusion of the following items in the brochure:

Student Name _____ Hour _____

Battlefield Brochure assignment

1. Front Cover
Name of the Battlefield (5pts.) _____
Includes a slogan (5pts.) _____
Includes a map (5pts.) _____
2. Middle Section
10 Historical Fast Facts (10pts.) _____
Transportation used (10pts.) _____
Human Interest Story (10pts.) _____
Major/Minor Battle? (10pts.) _____
Victor/spoils/significance of battle (10pts.) _____
3. Back Page
Bibliography included (15pts.) _____
4. Miscellaneous Information
Graphics/clip art included from the Internet (2pts.) _____
2 or more Internet sources used (2pts.) _____
1 or more books used (1pt.) _____
Used own words (3pts.) _____
Historically correct information (1pt.) _____
Professional appearance (1pt.) _____
5. Participation points
Used class time wisely (5pts.) _____
Worked independently without disturbing others (5pts.) _____

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