

Northwest History Consortium

Ten Significant Events and People of the Civil War

Version 1

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5th Grade

National Standard

Era 5: Civil War and Reconstruction (1850-1877) / Standard 2

Standard 2: The course and character of the Civil War and its effects on the American people.

OBJECTIVES

- Students will think critically about events they know about The Civil War; and by practicing research skills, they will decide the ten most significant events and people. They will create an understanding of how these ten choices affected this time period and be prepared to defend their choices.
- Students will be synthesizing information and creating a new perspective on the topics through the creation of clues.
- Students will enhance their skills in creating and editing video.

SCENARIO

The producers of the NBC series *Treasure Hunters* have been unable to come to a consensus on the ten most significant events and/or people of The Civil War to put into clues for their next episode.

As scholars of American History, you have been hired to find the ten most significant events and/or people according to your group's opinion and create a scavenger hunt and clues based on your choices. These clues will be presented to the producers, and you will be required to defend your choices as evidence of your qualifications for the job.

One of your clues will be filmed (not on location, so be creative) for the episode.

Good luck, work hard, and create something spectacular!

TASKS

1. This PBL would be used as an introduction to the Civil War and would be used to guide students to gather information about the Civil War and create an in-depth set of knowledge.
2. As a class, view part of the NBC *Treasure Hunters* so that students would have an opportunity to see how the clues are set up on the show.
3. Pass out and discuss the PBL Worksheet and the process they will be involved in.
4. Put students into groups and pass out the scenario. Students would have several minutes to think about the scenario and fill in steps 1 and 2 of their worksheet.

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5. Facilitate groups around the room as they discuss what they need to know and develop questions.
6. Day 2: Students plan how to complete the project. Their plan and who is responsible for what is then presented to the classroom teacher. Pass out the rubrics at this time and discuss the group and individual assessments.
7. Review how to cite and annotate sources.
8. Students begin research. (This should take two days.)
9. Students should be prepared to present their clues to the producers.
10. The classroom teacher will choose one clue from each group for them to develop into a video.
11. Students have prior knowledge in video creation and editing. They have one in-class period and several study hall periods to complete the video process.
12. The classroom teacher will compile all video clips into one final DVD *Treasure Hunter* episode, and we would watch it in class.

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RESOURCES

Ten Most Significant Events

Event Or Person	Why Is This Event Or Person Significant?

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PBL Worksheet

Analyze the Scenario: What is the issue that you are dealing with?

What do you know about this topic?

What do you need to know about this topic to be able to solve the issue? Write down specific questions.

Plan your work. What needs to be done? What responsibility does each person have?

Problem Statement: Summarize the problem in 1-2 sentences. This statement will highlight the issue you are working on.

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Question or topic:

Notes:

Question or topic:

Notes:

Source and annotation: (Why is this source credible?)

Question or topic:

Notes:

Source and annotation: (Why is this source credible?)

Question or topic:

Notes:

Source and annotation: (Why is this source credible?)

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Final Presentation or Product:

What did you learn?

Why is this issue important?

What grade do you feel you earned? Why?

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Internet

“Civil War.” National Museum of American History: Kenneth E. Behring Center/Smithsonian. Washington, DC. 12 April 2010 <http://si-pwebrsch02.si.edu/search?site=americanhistory&clientamericanhistory&proxystylesheet=americanhistory&output=xm1_nodtd&filter=0&q=civil+war&s=SS&submit.x=0&q=x=14&submit.y=8>.

“Civil War Women.” Duke University (Special Collections Library). 2010. Durham, NC. 12 April 2010 <<http://library.duke.edu/specialcollections/collections/digitized/civil-war-women/>>.

Frosch, Michael. The Civil War Home Page. 1997 – 2010. 12 April 2010 <<http://www.civil-war.net/>>.

Gavin, Philip. “A Nation Divided: The U.S. Civil War 1861-1865.” The History Place. ©1996 – 2010. Boston, MA. 12 April 2010 <<http://www.historyplace.com/civilwar/index.html>>.

Hoemann, Dr. George H. and Myers, Mary E. “The American Civil War Homepage.” 12 April 2010. University of Tennessee. ©1995 – 2010. Knoxville, TN. 12 April 2010 <<http://sunsite.utk.edu/civil-war/warweb.html>>.

“Selected Civil War Photographs.” 15 Jan. 2000. Library of Congress. Washington, DC. 12 April 2010 <<http://rs6.loc.gov/ammem/cwphhtml/cwphome.html>>.

Other (for ideas on how to develop the clues)

“*Treasure Hunters* Video Clips.” NBC Universal, Inc. 2010. New York, NY. 12 April 2010 <http://www.nbc.com/Treasure_Hunters/>.

ASSESSMENT

- Self-evaluation
- Rubric for individual and group work
- PBL guided worksheet
- Ten Most Significant Events template

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PBL Group Process Rubric

On Task	The group is working on the assignment and uses their time efficiently.	The group was on task the majority of the time. They only needed 1 reminder.	The group needed a 3-4 reminders to get back on task.	The group needed constant reminders to be on task.
Problem-Solving	Each member contributes to solving the issue and problems that arise in the group.	Most of the time the group was able to solve their own problems. Needed guidance only once.	The group needed guidance to solve problems 2-3 times.	The group was not able to solve problems that arose.
Working with others	Members of the group listen to, share and support each other.	Group members most often listened to and supported each other. Problems only arose once.	Group members frequently (2-3 times) had difficulty listening and sharing ideas.	Group members did not work cooperatively and were not listening to each other.
Prepared for class	Each member comes to class prepared to work on the assignment each and everyday.	Group was most often prepared for class. Had to retrieve supplies 1-2 times.	Group had to get supplies 3-4 times.	Group members were continually unprepared for class work and had to get supplies on a regular basis.

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PBL Individual Work Rubric

	4	3	2	1	Self-Evaluation
Quality of Research	Research questions and notes taken were in-depth and appropriate.	Research questions and notes were appropriate but not as in-depth as they should be.	Research is incomplete and notes are not as in-depth as they should be.	Research notes are not appropriate for the topic and there is no clear focus.	How many points do you think you earned?
Sources and annotations	All sources were cited and you explained why your sources are credible.	1-2 sources are not cited and/or annotated.	3-4 sources are not cited and/or annotated.	Sources are not cited and/or annotated.	
Requirements	All steps of process are completed and guided worksheet is turned in. Your personal responsibility was completed.	1-2 steps of the process are not completed or documented.	3-4 steps of the process are not completed or documented.	Worksheet requirements were not completed and personal responsibility was not completed.	
Presentation	Presentation was loud, clear, neat and organized.	Presentation was not loud or clear enough for the audience to hear.	Presentation was not very neat or organized.	Presentation was hard to hear and not organized.	

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REFERENCES/CITATIONS

Edwards, Rachal. "Ten Significant Events and People of the Civil War" NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <http://www.nwesdorg/1510101216191755740/lib/1510101216191755740/5.2_TenEventsofCivilWar.Edwards.5.pdf>.

Edwards, Rachal. "PBL Group Process Rubric" from the Northwest History Consortium. NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <http://www.nwesdorg/1510101216191755740/lib/1510101216191755740/5.2_TenEventsofCivilWar.Edwards.5.pdf>.

Edwards, Rachal. "PBL Worksheet" from the Northwest History Consortium. NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <http://www.nwesdorg/1510101216191755740/lib/1510101216191755740/5.2_TenEventsofCivilWar.Edwards.5.pdf>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.