

Northwest History Consortium

Treasure Hunters

Revised Version of “Ten Significant Events and People of the Civil War” by Rachal Edwards

Vince Hughes and Betsy Gottschalk

8th 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.

BACKGROUND AND OVERARCHING QUESTIONS

Background: The Civil War

“The American Civil War remains, in many respects, the pivotal event in American history. On its outcome depended the survival of the United States as one nation forged out of the Revolutionary War. And on its outcome depended the nation’s ability to extend its struggle to bring to reality the democratic ideals of liberty, equality, justice, and human dignity.”

Crabtree, Charlotte, Gary B Nash, et. al., (eds.). Lessons from History: Essential Understandings and Historical Perspective Students Should Acquire. Los Angeles, CA: National Center for History in the Schools, 1992.

Questions:

- Can an individual really make a difference?
- What constitutes a great leader?
- Are great leaders made or born?
- Is it ever OK to break the law?
- To what extent should society control individuals?
- Why do people fight? Is conflict inevitable?
- Are some events so powerful that they cannot be stopped?
- Are some viewpoints so diametrically opposed that they cannot exist simultaneously in society?

OBJECTIVES AND PROCEDURES

Objectives:

- Students will think critically about events they know about the Civil War.
- By practicing research skills they will decide, in their opinion, the 10 most significant events and people.
- They will create an understanding of how these 10 choices affected this time period (approximately 1850-1870) 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.

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Procedure:

1. This PBL would be used as an introduction or a conclusion to the Civil War, and the lesson would be used to guide students to synthesize information about the Civil War and create an in-depth set of knowledge.
2. As a class, we would view part of the NBC *Treasure Hunters* (YouTube) (<http://www.nbc.com/Treasure/Hunters/game>) or part of Disney’s movie *National Treasure* 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 Guided Scenario Worksheet and the process that they will be involved in.
4. Put students into small groups and pass out the scenario. Students will have several minutes to think about the scenario and start filling out their PBL Guided Scenario Worksheet.
5. The classroom teacher will be facilitating groups around the room as they discuss what they need to know and begin developing questions.
6. Day 2: Students plan how to complete the project and who is responsible for what, and the plan is presented to the classroom teacher. Rubrics are passed out at this time and the group and individual assessments are discussed.
7. Review how to cite and annotate sources. Pass out the PBL Taking Notes Worksheet. Among the resources listed, a minimum of 3 must be primary documents.
8. Students begin research, which should take a few class periods. Students will be looking for significant and/or important events/persons related to the Civil War.
9. Each group will decide on a “Ten Most Significant Events/Persons List.” Each group is required to have minimum of 3 events/persons and a minimum of 5 clues for each event or person.
10. Students present their list and clues to the producers—teachers.
11. The teacher will decide whether the 3 or all 10 (or some other number) person/events will be developed into a video.
12. Students will have prior knowledge in video creation and editing. They know how to upload images from a camcorder to YouTube. They will have 1 in-class period and several study hall periods to complete the video process.
13. The classroom teacher or a student will put all the video clips (approximately 20 minutes from each group) into one final DVD *Treasure Hunter* episode, and this will be shown during class. (Would putting it on YouTube be more fun/easier?)

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SCENARIO AND TASK

Wanted: Creative Experts on American History *Treasure Hunters*

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!

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RESOURCES

Documents/Forms

10 Most Significant Events or Persons

1. _____

Why is this event or person significant?

6. _____

Why is this event or person significant?

2. _____

Why is this event or person significant?

7. _____

Why is this event or person significant?

3. _____

Why is this event or person significant?

8. _____

Why is this event or person significant?

4. _____

Why is this event or person significant?

9. _____

Why is this event or person significant?

5. _____

Why is this event or person significant?

10. _____

Why is this event or person significant?

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PBL Guided Scenario 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? Who will be looking up what?

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

PBL Taking Notes Worksheet

Among your resources, your group must have a minimum of 3 primary documents. Designate which ones those are.

Research

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

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Internet

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“Civil War Women.” Duke University (Special Collections Libraries). ©2010. Durham, NC. 22 June 2010 <<http://library.duke.edu/specialcollections/collections/digitized/civil-war-women/>>.

Frosch, Michael Myers, Mary E. “The Civil War Home Page.” CivilWar.Net. ©1997 – 2010. [location unknown]. 22 June 2010 <<http://www.civil-war.net/>>.

Gavin, Philip. “A Nation Divided: The U.S. Civil War 1861-1865 [timeline of war].” The History Place. ©1996 – 2010. Boston, MA. 22 June 2010 <<http://www.historyplace.com/civilwar/index.html>>.

Hoemann, Dr. George H. “The American Civil War Homepage.” 21 June 2010. University of Tennessee. ©1995 – 2010. Knoxville, TN 22 June 2010 <<http://sunsite.utk.edu/civil-war/warweb.html>>.

“Selected Civil War Photographs.” 15 Jan. 2000. The Library of Congress (American Memory). 2010. Washington, DC. 22 June 2010 <<http://rs6.loc.gov/ammem/cwphtml/cwphome.html>>.

“*Treasure Hunters* Video Clips.” NBC Universal, Inc. 2010. New York, NY. 22 June 2010 <http://www.nbc.com/Treasure_Hunters/>.

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ASSESSMENT

PBL Group Process Rubric

PBL Group Process	4	3	2	1
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 2-4 reminders to get back on task.	The group needed constant reminders to be on task.
Problem-Solving	Each member contributes to solving the issues 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 came 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 was more unprepared than not, and 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 Self-Evaluation Rubric

PBL Self-Evaluation	4	3	2	1
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.
Sources and annotations	All sources were cited and you explained why your sources are credible- minimum 3 primary sources	Comment but 1-2 sources are not cited and/or annotated.	3-4 sources are not cited and/or annotated.	No sources are 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 almost loud or clear enough for the audience to hear easily. Was organized.	Presentation was way too soft, not very neat or organized.	Presentation was very hard to hear and not organized.

What's something important that you learned about the Civil War? Why is this issue important?

What's something important that you learned that has nothing to do with the Civil War? Why is that important to have learned?

What grade do you believe you personally should earn? WHY?

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REFERENCES/CITATIONS

- Crabtree, Charlotte, Gary B Nash, et. al., (eds.). Lessons from History: Essential Understandings and Historical Perspective Students Should Acquire. Los Angeles, CA: National Center for History in the Schools, 1992.
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- Hughes, Vince and Gottschalk, Betsy. "PBL Group Process Rubric." NWESD Organization. 2008. Anacortes, WA. 22 June 2010 <http://www.nwesdorg/1510101216191755740/lib/1510101216191755740/5.2_TreasureHunters.Hughes.Gottschalk8.pdf>.
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- Hughes, Vince and Gottschalk, Betsy. "PBL Taking Notes Worksheet." NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <http://www.nwesdorg/1510101216191755740/lib/1510101216191755740/5.2_TenEventsofCivilWar.Edwards.5.pdf>.
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