**Civil War Webquest:**

**By: Karly Wasowski, Samantha Craig, Julia Duncan**

**Grade Level: 4th grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Abstract**  Teachers will create a unit plan that reinforces ideas about the Civil War through a webquest on the Civil War and Indiana Historical Markers. Students will learn about the Civil War through a Prezi presentation done by the teacher in the first lesson. In the second lesson, the teacher will help the students understand what a historical marker is, and why a site gets a historical marker. The teacher will look at specific Civil War markers in Indiana. The teacher will then allow students to visit a website on the Indiana government webpage to explore and learn more about Indiana historical markers. For the third lesson, students will go on a webquest involving Indiana Civil War historical markers on the Indiana government website. The fourth lesson, and first assessment, will involve students picking one historical marker that is about a person. The students will write a biography about that person. The last lesson, and second assessment, will be a wax museum. Students will act as the person that they chose and read their biography in first person. By the end of the lesson students should know a great amount about the Civil War and historical markers in Indiana. | | **Focus Questions:**   1. What is a historical marker? 2. What was the Civil War? 3. Why is a historical marker desired and how is a site nominated and selected for a marker? | |
| **Benchmarks** | **Assessment Tasks** | | **Key Concepts** |
| Students will:   * Learn about the Civil War. (SS.4.1.7, 4.1.8) * Learn about Civil War markers in Indiana. (SS.4.1.7, SS.4.1.8) * Explore Civil War markers and their content through a webquest. (SS.4.1.7, SS.4.1.8) * Learn about specific people involved in the Civil War in Indiana. (SS.4.1.7, SS.4.1.8) | Students will:   * Choose a person from a Civil War historical marker and write a biography about that person. (SS.4.1.7, SS.4.1.8) * Dress up and act like the person that he or she chose and read the biography in first person. (SS.4.1.7, SS.4.1.8) | | * Civil War * Marker * Webquest |

|  |  |
| --- | --- |
| **Instructional Resources:**  Indiana Memory:   * (Civil War: U.S.S. Benton) <https://digital.library.in.gov/Record/WV3_vchs-2933> * (Huddleston House) <https://digital.library.in.gov/Record/IUPUI_IHAS-91> * (Civil War Veterans) <https://digital.library.in.gov/Record/WV3_vchs-2978>   "IHB: Find a Marker." *IN.gov: Home*. Web. 22 Apr. 2012. <http://www.in.gov/history/2350.htm>.  "All About the Civil War." *CyberSleuth Kids.com :Student Homework Helper*. Web. 22 Apr. 2012. <http://cybersleuth-kids.com/sleuth/History/US\_History/Civil\_War/index.htm>.  **WEBQUEST SITE: This is just an example.**  [**http://jduncan2.iweb.bsu.edu/**](http://jduncan2.iweb.bsu.edu/)  **Catalog of Lessons:**  **Lesson 1: Background Knowledge about the Civil War in Indiana**  The teacher will introduce the Civil War in a Prezi presentation. This presentation will provide students with background knowledge about the Civil War. The teacher will make sure to specifically address what happened in Indiana during the Civil War. The teacher will focus on specific battles, important people, and historical landmarks that happened during the Civil War and impacted the state of Indiana. Students will be given handouts so they can take notes while they follow along during the presentation.  **Lesson 2: Introduce Historical Markers**  During this lesson, students will be introduced to Historical Markers. Students will learn specifically what is a historical marker; why are they used; and how does a site become a historical marker. The teacher will specifically concentrate on historical markers in Indiana. The teacher will show students several historical markers that are found in the city of Indianapolis to give the class a great example of what are historical markers. After the students have discovered what are historical markers students will visit the website: <http://www.in.gov/history/2350.htm> to see how they are used. Finally the teacher will show students how an historical marker is constructed by investigating the policies that the Indiana Historical Bureau uses as criteria to award a marker. Students will each be asked to write down the top ten important things that they learned about historical markers in Indiana to review from the lecture by writing these notes along with a PowerPoint handout.  **Lesson 3: Webquest**  The teacher will assign the students to go on a webquest online. This webquest will be conducted at the school in the computer lab. Students will put their background knowledge of the Civil War and Indiana Historical Markers to good use during this project. The first thing students will need to do is go to the classroom’s website to start the webquest. As students enter the webquest they will need to watch the introduction video that explains what their project is about. The students will then follow the webquest’s direction step by step to explore the Indiana historical markers about the Civil War. The teacher will help the students again on the website: <http://www.in.gov/history/2350.htm> if they need it to find the Civil War historical markers. | Students will be given a list of ten Civil War historical markers to examine and investigate. After students have explored all these historical markers they will need to choose their favorite historical marker. Next they will need to choose a person’s name off of the historical marker. Finally, the last assignment for the webquest is that students will need to find information about the person that they have chosen from the markers so that they can write a biography about this person. If a student having difficulty finding information about the person that they have chosen the teacher will make sure to help the student in any way possible to write an accurate biography about the person. But if the teacher and student are not able to find any proof about the historical person, the teacher will allow the student to create their own biography about this person and it must have historical accuracy.  **Lesson 4: Biography Written Assessment**  This is the second part to the webquest. After students have researched and written a biography over their person from the Civil War historical markers, they will participate in a peer editing and revising of their biographies to make sure that these biographies make sense historically. Once students have finished editing their biographies, they will create their own Indiana Historical Marker for this person as well. Students will need to come up with a design for the sign, an accurate spot to place the sign, and what important information is needed to include in the sign. Students will be assessed on both the biography and the Indiana Historical Marker. The biography will be assessed for its historical accuracy and at least a page in length. The historical marker will be assessed on its original design, accurate spot to position the sign, and a short written biography on the person that the students researched.  **Lesson 5: Wax Museum Assessment**  This lesson each student will present their webquest projects to the community by conducting a wax museum over their historical figure that they have researched and written. The teacher will divide the classroom into two groups. One group will present their individual wax museums to the rest of the classroom, parents, and the community. The teacher will have the students to create invitations to send out to the school community to attend their wax museum so that parents, faculty, and other community leaders could come and watch about a historical person from Indiana who took part in the Civil War. The students will present their biography and historical marker for their wax museum. Each student will need to present their biography in a speech with first person terms so that it comes across that they are the historical person from Indiana. Next students will need to dress up as this person might have back during the Civil War so that they are delivering a realistic wax museum. Finally, students will present their historical markers that they created for their historical person by explaining why they placed a historical sign in that part of Indiana. The teacher will assess the wax museum by how well the students are audience members for each other, if they created a speech in first person terms to present to the audience, if they are wearing some form of historical clothing for their person, and spoke about where their historical marker should be placed in Indiana. |

|  |  |
| --- | --- |
| **Assessment Abstract (For Lesson 4):**  There are two assessments for this unit. The first assessment consists of the students creating a biography over the person they researched from the Civil War historical markers. The students will be instructed to create an Indiana Historical Marker for this person as well. After the students have finished with writing their biographies, the students will edit and revise each other’s biographies in order to give feedback and make sure that they are historically correct. Students will be instructed to design a sign, come up with an accurate location to place the sign, and any important information that needs to be included on the sign.  **Assessment Prompt (for Lesson 4):**  For the first assessment, students will be given a prompt in order to create their biographies. The criteria that the students will have to follow include:   * Come up with a design for the sign * Pick an appropriate place in Indiana to place the sign * Important information to include on the sign   **Directions for Students in Lesson 4:**  Students will follow directions for this lesson that are given to them by the webquest site. Students will these directions in order to create their biographies about the Civil War person that they choose from one of the historical markers. Students will be asked to not only write this biography but they will need to go through all the phases of publishing such as rough draft, peer editing, revising, and publishing. Students will be given a checklist at the beginning of the task so they know what to include in their assignments. Once students have finished writing their biographies they will submit their assignment to the teacher to evaluate.  **Procedures for Teachers in Lesson 4 (first assessment):**  The teacher will first prepare a Prezi presentation for the students. The presentation will include background information about the Civil War. The teacher will include information about what happened in Indiana during the war, the important battles associated with the Civil War, important people, and specific landmarks. The teacher will then explain what a historical marker is and how they are used. The teacher will then introduce the students to a webquest that they will be instructed to take part in. Once the students have finished with their webquest they will write a biography about a certain person they researched about from the Civil War webquest. Teachers will use the rubric to assess the student’s biographies if they are historically accurate and are long enough. | **Assessment Abstract (For Lesson 5):**  During the second assessment, the students will take place in a wax museum. Students will be responsible for creating a speech, speaking in first person, explaining their biography on the person they researched from the Civil War. The students will include in their speech why they decided to place a historical marker in a specific place in Indiana. Finally, students will be expected to dress as the person, from the Civil War, that they are presenting. Students will be expected to act “in role” their whole time during the wax museum. Students will send out invitations to parents and teachers in order to present their important information to the community.  **Assessment Prompt (for Lesson 5):**  For the second assessment, students will be given a prompt as to what they need to include in their wax museum presentation. The students will be given this prompt in advance so they are able to plan accordingly and make sure they are including all the required information. The main information that will be presented on the prompt includes:   * Plan a speech for the person in which you researched from the Civil War * Explain why you chose to place a historical marker in the specific destination in Indiana. * Design a sign for their Indiana Historical Marker. * Dress up as your Civil War person * Stay “in role” the whole time during the wax museum!   **Directions for Students in Lesson 5:**  Students will be given a prompt about the information that they need to include in their wax museum presentation. The students’ speech needs to range from five to seven minutes and needs to include all of the criteria. The students must design the speech in first person terms so the audience knows they are delivering a realistic presentation. The students will be responsible for dressing up accordingly for their wax museum.  **Procedures for Teachers in Lesson 5 (second assessment):**  The teacher will then bring the unit to a close by having the students partake in a wax museum. In order for the unit to go smoothly, the teacher will need to have the Prezi presentation completed before hand. The teacher will need to visit the websites for the webquest ahead of time in order to make sure that the websites are working properly. Finally, the teacher will need to make accommodations in order to prepare for the wax museum. The teacher might need to reserve a bigger classroom or area for the wax museum to be held. |

**Scoring Rubric for (Lesson 4) First Assessment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **Score:** | | | |
|  | **1** | **2** | **3** | **4** |
| * Students will explore the Civil War historical markers and their content through a webquest. (SS.4.1.7, SS.4.1.8) | Students do not participate in the webquest assignment. Students do not read the historical markers either. | Students do participate in the webquest assignment but only explore 1-3 of the historical markers that were provided by the webquest. Students do read the markers but are unable to choose a person for their biography. | Students do participate in the webquest assignment but only explore 4-7 of the historical markers that were provided by the webquest. Students do read the markers and are able to choose a person for their biography. | Students do participate in the webquest assignment and explore 8-10 of the historical markers that were provided by the webquest. Students do read the markers and are able to choose a person for their biography. Once students have chosen the person for their biography, students will determine if this person should have a historical marker in Indiana. Students will then look into getting the historical markers to be accepted at the Indiana Historical Bureau. Students will need to make sure that the marker that they submitted has to deal with the Civil War in Indiana. Once students have submitted their marker they will need to come up with three justifications for why and why not should the Indiana Historical Bureau accept their marker, could the person or site not be accurate to the time period or even from the state of Indiana. |
| * Students learn about Civil War historical markers from Indiana in order to create a biography. (SS.4.1.7, SS.4.1.8) | Students do not create a biography about a person from the Indiana Civil War historical markers. | Students do create a biography about a person from the Indiana Civil War historical markers but it is only half a page long and do not include any resources. | Students create a biography about a person from the Indiana Civil War historical markers but three-fourths of a page long. Students include 1-2 resources in the paper for this assignment. | Students create a biography about a person from the Indiana Civil War historical markers that is a page or more written. Students include 3 or more resources in the paper for this assignment. Students will create a historical marker from this biography and see about getting it accepted to the Indiana Historical Bureau. Once students have submitted their marker they will need to come up with three justifications as to why their marker should be accepted to the Indiana Historical Bureau. |

**Scoring Rubric for (Lesson 5) Second Assessment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **Score:** |  |  |  |
|  | **1** | **2** | **3** | **4** |
| * Students will learn about the Civil War. (SS.4.1.7, 4.1.8) | Students did not understand the concept of the Civil War. | Students understand the Civil War, but did not pick a correct person for their wax museum. | Students understand the Civil War, picked a correct person for their wax museum, but did not include a historically correct historical marker. | Students understand the Civil War, picked a person for their wax museum that had something to do with the Civil War, and included a historically correct marker by using the references that are posted on the webquest. Students will need to include at least three of the resources in their wax museum background to give research for the Civil War era and need to include any controversial issues that happened to this person or whether this person actually played a significant role in the Civil War. This marker must be about the Civil War, include facts about a person from Indiana, and include at least three justifications as to why their Indiana Historical Marker should be posted. |
| * Students will learn about specific people involved in the Civil War in Indiana. (SS.4.1.7, SS.4.1.8) | Students learned about specific people involved in the Civil War in Indiana but did not complete the wax museum presentation. | Students learned about specific people in the Civil War in Indiana, completed the wax museum but did not include a first person biography. | Students learned about specific people in the Civil War in Indiana, completed the wax museum, completed the biography, but did not include the historical marker’s information. | Students learned about specific people in the Civil War in Indiana, completed the wax museum by hosting and presenting to other classmates, teachers, community leaders, and historians. Students will have completed the biography and included the historical marker’s information as well as justifications as to why this Indiana Historical Marker should be posted. |