

Analysis, Application, Evaluation and Creation of Sources:

The American Civil War

For this unit, students will be analyzing, applying, evaluating and eventually creating sources based on the American Civil War. The standards focus on content and process. Both of these were created by me to reflect what I believe to be important in History and process. All of them connect to working with sources. While the tasks vary highly, the end component to each task is very similar. Students will become familiar with a rubric that has them form a thesis statement based on their analysis of sources. To support their thesis, students need to write claims, in their own words. These claims need to be supported with direct quotations from the source. There also needs to be an effective, clear conclusion. The process skill that the summative task with focus on is “Reflect the analysis and application of previously existing sources through the creation of a new source.”

Ideally, this unit would take about a week and a half, so students can effectively analyze the information. This unit includes three formative assessments in which students evaluate various sources that lead to the creation of a memorial. Developing these skills will not only allow students to be more successful in other classes, but also evaluating the myriad of sources that they will encounter outside of school.

Tasks:

- **1) John Brown Stanford** (students answer questions on documents to lead up to answering question: “Was John Brown a misguided fanatic?” following criteria on the rubric.)
- **2) American Civil War Visual Discovery** (students follow directions on PowerPoint to guide their answer to “What was life like during the civil war?” following the criteria on the rubric.)
- **3) Gettysburg Film Analysis and Evaluation** (students fill out worksheet leading up the question “Should the film, Gettysburg be used as a reliable historical source in regards to the importance of the battle and battlefield tactics?” following the criteria on the rubric.)
- **4) Document Based Assessment** (students select a document set, then answer the multiple choice questions before answering the writing task following the criteria on the rubric)

- **8) Create Your Own Memorial (Summative)** (students are to fill out the worksheet before drawing a memorial utilizing on information obtained from the three formatives. Then students write why they made their memorial that way, following the criteria on the rubric.)
 - **5) Gettysburg Address Analysis and Evolution (Formative 1)** (Students fill out the worksheet regarding the Gettysburg Address. Then, students answer the question “What is the meaning of the Gettysburg Address?” following the criteria on the rubric.)
 - **6) Civil War Letter Analysis and Evaluation (Formative 2)** (Students fill out the worksheet with questions regarding the Civil War Letters to answer the question “What was life like during the American Civil War” following the criteria on the rubric.)
 - **7) Civil War Music Analysis (Formative 3)** (Students fill out the music SOAPstone for the two songs before answering the question “Is historical empathy conveyed through “Broken Hymns” and “High Water Mark”? Why?” following the criteria on the rubric)