

Kevin Deissler

## **Web 2.0 to Understand the Civil War**

### **Introduction:**

Students will be using 3 different web 2.0 tools to create a visual presentation of facts about the Civil War. The teacher will use Padlet to assess prior knowledge. Padlet is like a community pin board where students could write facts that they know about the Civil War. The teacher could reintroduce this at the end of the lesson as well for the students to add on to. The students will be paired and given a battle to research using InstaGrok. InstaGrok creates a concept map of ideas surrounding their battle and directs them to the links to cite their sources. Students will need to know items such as when their battle began, key players, location, and any other facts they can find. They will take notes and find a picture of their battle, as well as cite their sources. Lastly, students will use ThingLink to link their notes and websites to their picture.

### **Content Area:**

Social Studies/5th Grade

### **Objectives:**

Students will be able to:

- Utilize Web 2.0 tools (Padlet, InstaGrok, ThingLink) to assess prior knowledge, highlight key facts, and demonstrate understanding of a Civil War battle.
- Examine a battle during the Civil War and analyze the key players, locations, and facts that pertain to that battle.
- Discuss facts with their partner and summarize their findings in Microsoft Office Word.
- Share facts and resources through ThingLink.

### **Standards Addressed:**

ISTE

1. Creativity and innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - a. Apply existing knowledge to generate new ideas, products, or processes
  - b. Create original works as a means of personal or group expression.
2. Communication and collaboration-Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
  - d. Contribute to project teams to produce original works or solve problems
- 3. Research and information fluency-Students apply digital tools to gather, evaluate, and use information.
  - a. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - b. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- 4. Critical thinking, problem solving, and decision making-Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - a. Plan and manage activities to develop a solution or complete a project
  - b. Collect and analyze data to identify solutions and/or make informed decisions

#### PA Common Core

- 7.1-Basic Geographic Literacy
  - 7.1.U.A-Use geographic tools to analyze information about the interaction between people, places, and the environment
- 8.1-Historical Analysis and Skills Development
  - 8.1.U.A-Evaluate patterns of continuity and change over time, applying context of events
  - 8.1.U.B-Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
  - 8.1.U.C-Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.3-United States History
  - 8.3.U.A-Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
  - 8.3.U.B-Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

#### **Relative Advantage:**

Students will be able to use different Web 2.0 tools that they could use throughout their lessons and across their subjects. They will be able to collaborate with each other to produce a final project worthy of sharing with other students, staff, and parents.

#### **Timeline:**

Three to four days. Students might need two class periods to research, take notes, and gather resources. Linking resources and notes might take one to two days to clean up and finish.

**Materials:**

<http://padlet.com/>

<http://www.instagrok.com/>

<http://www.thinglink.com/>

<https://www.edmodo.com/>

Microsoft Office Word

**Grouping Strategies:**

Students will be grouped in partners to allow for the possibility of stronger students to work with weaker students.

**Learning Activities:**

1. The teacher will begin by showing the students an example of a picture with links on “ThingLink.” This will give them an idea of what the final project will look like. ([ThingLink Example](#))
2. To assess what the students already know about the Civil War, the teacher will introduce them to a pre-setup “Padlet” wall. Students will double-click anywhere on the wall and share anything they might already know about the Civil War. ([Padlet Site](#))
3. Students will be grouped in partners and shown the website “InstaGrok,” and how to navigate its concept map. Students will be assigned a battle of the Civil War to look up. ([InstaGrok Example](#)) Students should look for:
  - a. Key players
  - b. Location(s) of the battle
  - c. Important dates
  - d. 3-5 interesting facts
4. Students will write down their notes and citations on a separate Microsoft Office Word document.
5. Students will save and cite a picture that is connected to their battle.
6. The teacher will demonstrate how ThingLink works. Students should use direction sheet to upload their photo and connect their links.
7. Students will then share their ThingLink with their class through their Edmodo account.

**Assessment:**

Final ThingLink project

	<b>Points Possible</b>				
	5	4	3	2	0
<b>Key Players</b>	Major key players from both sides	Major key players from both sides	One person from the battle was	One person from the battle was	No key players were mentioned

	were mentioned and described	were mentioned	mentioned and described	mentioned	
<b>Locations &amp; dates</b>	All locations and dates are mentioned and described in detail	All locations and dates are mentioned	Only locations OR dates were mentioned	There was an attempt at a location or date	No locations or dates were mentioned
<b>Interesting Facts</b>	3-5 interesting facts are described in detail	3-5 interesting facts are described	1-2 interesting facts are describe in detail	1-2 interesting facts were mentioned	No interesting facts mentioned
<b>Collaborative work</b>	Students worked well together to create a final product		Students worked ok together but could have done better		Students did not work well together

#### **Adaptations for Learners with Special Needs:**

This project could be adapted by having students with special needs work collaboratively with stronger students. They might also only need to find one or two interesting facts.

#### **References:**

<http://padlet.com/>

<http://www.instagrok.com/>

<http://www.thinglink.com/>

<https://www.edmodo.com/>