



Messages



Blog

Add Blog entry ?

Blog Post Rubrics

Hi, Amy.

I agree with you that ascribing the articles to historical figures who did not actually write them is not helpful, so I've removed the bylines (except for the one from Mary Chapman, which is really from her). I'm ready to put more anti-slavery articles up on The Liberator if you'd like me to.

Bram 12:54pm Fri May 28

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Recent comments

Oh, Okay. Students can create profiles now without having emails, so this isn't going to get in their way. BUT: I created them. Students can access... email addresses Bram 2:03pm Fri May 28

You told me several weeks ago that if the students did not have personal email addresses you would create them so they could enter an email address... email addresses amy turner 1:47pm Fri May 28

An extra-credit assignment for the Civil War Personas: Facebook

Bram



Notebook



View Edit Revisions

Reference this Add Book page ?

PHASE 1: Identities and Webquest

amy turner 11:42am Jan 20, 2010

Highlight changes

Meeting Notes: Perspectives on Slavery

Phase 1: Webquest: Historical Figures

Summary: Students will connect core interests to shared concepts by choosing and researching historical figures in a WebQuest structure.

Outcomes: students have rich profiles about a historical figure and are prepared to play their role in Phase 2; Students make inferences that show understanding of found information; students can generalize about regional profiles (North / East / West / South) of the pre-Civil War United States, and are familiar with historical figures from that period.

Day 1: Economic NEWS--May 4, May 5

Compare the economic characteristics of the north and south, beginning with the geographic roots of their economies. Two UNLABELED Columns - North and South. Display photographs and ask students to come up with a term to describe what they see, and direct which column to put that term in. They have no info to decide on at first, they have to just guess. After a while, if they have any background knowledge, they start to catch on and put things in the correct column. When they think they know what the two columns are, they have to get it right twice in a row to earn the right to say their guess for column labels.

Day 2: Shared Concepts and Inquiry Topics

Notebook

- Notebook
 - Animal Experts Project
 - Summary, Standards and Vision
 - Preparation
 - Phase One: Introductory Research
 - Phase Two: Expert Interviews
 - Phase Three: Significance, Connections
 - Evaluation
 - Civil War Project
 - Civil War Content Objectives
 - slavery perspectives content
 - Draft Profile fields
 - Providing Feedback: Topic Cards, Persona Choices, and Personae
 - Summary, Standards and Vision
 - Who's Who Draft
 - Preparation
 - PHASE 1: Identities and Webquest