



**Rural School and Community Trust
Fund for Teachers
Project Planning Guide Coversheet**

Fellow/Fellowship Team Members: Tyler Alexander

Grade and Subject: 12th Grade AP US History

School/District Name: North Country Union High School

Location: Newport, Vermont

1. Briefly describe the nature and focus of your Fund for Teachers Fellowship experience.

I attended the Civil War Institute at American University in Washington, DC during June, 2009. Morning lectures and discussions took place at the university and were followed by afternoon thematic study tours to Civil War related sites in and around Washington. Sites visited included Antietam National Battlefield, Arlington National Cemetery, the Frederick Douglass home, Ford's Theater, the Museum of the Confederacy in Richmond, VA, the White House of the Confederacy, Lincoln's Summer White House at the Old Soldier's Home, and many other sites and monuments in Washington.

2. How does that experience relate to your teaching assignment?

The Civil War period is a major part of the AP US History curriculum; not just the war itself, but its long and short-term causes, its aftermath (Reconstruction), and its long-term consequences (including the Civil Rights Movement and modern race relations).

3. What student academic goals might your experience help to address?

My goal is to foster a greater awareness among my students about major issues and themes in American history and how those issues were shaped and continue to be shaped by the legacy of the Civil War. Such themes may include (but are not limited to) the following; federal versus state sovereignty, the role of religion in society, romanticism, race relations, voting suffrage, democracy, and remembrance. By the end of this unit, students should understand how the Civil war has affected local, state, and national culture and identity both in the past and in the present.

4. What needs, issues, or interests in your local community might your experience help to address?

In a rural area such as northern Vermont, many people tend to think of national history and current events as being distant and remote. People in a small community need to be reminded from time to time that they are the actors in society, they have a stake in society, and they have a role to play. By bringing major events such as the Civil War to the local level, people will feel a closer, more tangible connection to national history and the national government today. Reminding our citizens about the contributions of ordinary people from their communities who served our nation in the past will foster a greater sense of civic awareness and pride.

5. Drawing upon your fellowship experience, list three student project ideas that might simultaneously address one or more student academic goals and community needs, issues, or interests.

Project	Lead Person	Email Address
The Orleans County Historical Society and its Civil War collections	Susannah Bowman	education@oldstonehousemuseum.org
The Northeast Kingdom Civil War Roundtable and war remembrance	Tony O'Connor	vtcwe@hotmail.com

Project Objectives:

Students will look for ways in which the Civil War continues to be remembered on the national, state, and local level. They could study a variety of issues ranging from battlefield preservation to the debate surrounding the Confederate battle flag to statuary to how the media and popular culture continues to capitalize on the legacy of the Civil War. On the state and local level, students can visit historical societies, cemeteries, historic homes, and the like to determine how the war affected (and continues to affect) our identity as a state and as a local community. Students will document their findings in a media presentation as well as publish their findings to a website (blog).

Describe your project. Who are your community partners and how are they involved in planning and implementation?

There will be several groups and organizations involved in the planning and implementation of the project. Students will be encouraged to use the collections of the Vermont Historical Society, the Orleans County Historical Society, or any other municipal historical society which may house collections that are relevant to their project. Members of these historical societies will help guide students in their research and planning. When students have completed their projects, members from the local Civil War Roundtable (“the Northeast Kingdom Civil War Roundtable”) will be invited to attend class, watch the presentations, ask questions, and provide feedback to students.

Essential Question: What is the theme of your project that will guide the work of students and community partners?

The theme of the project will be “The Civil War in American Memory.” Students will examine the ways in which our memory of the Civil War continues to affect modern social, economic, and political issues.

Learning Outcomes: What will students know and be able to do as a result of the project? **Standards Addressed:** (Learning Results or Benchmarks)

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| <ol style="list-style-type: none"> 1. Students will understand the long and short-term causes of the Civil War. 2. Students will understand the long and short-term consequences of the Civil War. 3. Students will be able to explain how current regional identities in the United States can be traced to historical trends. 4. Students will be able to evaluate the perspectives of multiple groups and draw conclusions about their meaning to current social, economic, and political issues. 5. Students will be able to present their findings to the community in an insightful and meaningful way. b | <ol style="list-style-type: none"> 1. Students analyze, interpret, and evaluate texts produced for a wide range of purposes and audiences, including their cultural, political, and aesthetic contexts. 2. Students demonstrate understanding of the cultural expressions that are characteristic of particular groups. 3. Students analyze personal, family, systemic, cultural, environmental, historical, and societal changes over time - both rapid, revolutionary changes and those that evolve more slowly. 4. Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and they apply their findings to problems 5. Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations world wide, to interpret the influence of the past on the present. |
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Final Project Assessment; How will students demonstrate what they know and are able to do?

Students will create a project in which they explore how the Civil War is still remembered at the national, state, and local level. They will have to spend time in their community searching for evidence of how the war is remembered. Students will be encouraged to visit museums, cemeteries, libraries, historical societies, historic homes, veterans groups, and museums in their communities and around the state. They will record what they discover through a personal narrative, digital photographs, interviews, video, etc. Ultimately, they will synthesize their discoveries into a media presentation and present it to the rest of the class as well as community members from the “Northeast Kingdom Civil War Roundtable” and local historical societies. They will also document their findings onto a website (blog), which community members will be able to access through the school’s website.

How are students involved in the planning and implementation of the project?

Students will be responsible for developing their own inquiries and searching for evidence to address their questions (not unlike a science lab experiment where students formulate a hypothesis and either validate or reject it based on their findings). They will be responsible for contacting members in the community who will help with their research.

What specific Literacy Strategies will the project address?

Students will read a variety of primary and secondary sources during the span of the project and analyze them according to the literacy strategy AP PARTS. This acronym is used throughout the year for evaluating a wide range of texts. It stands for the following: Author, Place and time, Purpose, Audience, Reason to write, The main idea, and Significance.

What **major activities** will get students to the final assessment?

Throughout the unit, we will be reading *Confederates in the Attic*, a travel narrative written by Tony Horwitz. It is a recent, contemporary study of how the Civil War is still prevalent in American ideology today, especially in the south.

How will you **assess** these activities?

I will periodically check to make sure that students understand these complex themes through the use of formative assessments and responses to literature. Also, since 2009 is the bicentennial of Lincoln’s birth, we will also be looking at how our perception of Lincoln has changed over time and how he should be remembered today. Students will be responsible for writing a document based question (DBQ) in which they analyze both primary and secondary evidence about Lincoln’s legacy as “The Great Emancipator” and take a position on whether or not he deserves this title. The final project will consist of two evaluations; one by me and one by guests who are invited to attend the presentations. There will be a detailed rubric for the final project.

What technology tools will enhance learning?

Students will be required to complete a media presentation as part of their project. They will have access to filmmaking software such as Windows Movie Maker, Apple I-movie, or downloadable software online such as animoto.com. They will also be publishing their findings on a webpage through a blog.

Project Timeline (attach a detailed Timeline to Planning Guide)

Week 1-Establish a topic and read chapters 1-5 in *Confederates in the Attic*

Week 2-Contact members in the community who will assist students with their projects, read chapters 6-9 in *Confederates in the Attic*

Week 3-Finish *Confederates in the Attic*, complete Lincoln DBQ

Week 4-Spend time in the computer lab creating the final project and synthesizing information into media presentations.

Week 5-Present projects to the class and to invited guests, publish projects on the school website.

How will you document and celebrate the project?

Students will create and publish blogs online which will document the process of conducting research, their findings, and other challenges or successes they encountered while creating the project. I will write a description of their work on the school website and will provide links to their blogs for community members to see. I will also publish a description of their work in local newspapers. Student videos will be shown at school functions such as open house. Also, the videos may be shown in other classes as exemplars of student creativity, research, use of technology, and investigative methods.

Budget for the Project

\$50 for five additional copies of *Confederates in the Attic*.

Please attach any lesson plans to this Guide.