Technology-Connected Activity
Webb's DOK 3

Title:	**American Civil War**
Grade Levels:	🖥 7th Grade
Curriculum Areas:	🖥 Social Studies and ELA (2 day lesson)
Measurable Objectives:	🖥 TSW analyze political cartoons by a SmartBoard to answer questions about who or what the cartoon is about, what are the symbolisms, whose perspective is it, and who is the intended audience.
	🖥 TSW participate in a Socratic Seminar with classmates
Grade Level Expectations: (GLEs) CCSS	**Historical Thinking Skills 7th Grade** 46. Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3) 49. Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5) **CCSS.ELA-LITERACY.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **CCSS ELA: RI Gr. 7** 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS ELA: Writing 6-12 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Webb's DOK Level and Evidence:	🖥 DOK 3 ♦ Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text or image ♦ ƒ Analyze interrelationships among concepts, issues, problems ♦ ƒ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text or to support text interpretations
Technology Connection:	🖥 PDF File Political Cartoons of the Civil War 🖥 https://www.gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877/failure-compromise

Assessment:	▫ Graphic Organizer ▫ Seminar Score Card ▫ Reflection Writing
Procedures:	▫ The students have already learned about the causes and major battles and people of the American Civil War. ▫ The students will view 4 Political Cartoons and fill in GO (chart) as the images are displayed 5 minutes per image ▫ Students will then participate in the seminar, where students will be initially asked to present a facet of one image, either a person or object, and the rest of the class will speak to any symbolism that the facet might contain. ▫ After the seminar, students will complete a reflection assignment in which they must pull all of the images together, present at least one symbol from each one, and explain their on thoughts on what the images say about the war. This essay will be handwritten and turned in at the end of class. It also should be no longer than one and a half pages, but can be as short as a paragraph if all necessary information is included.
Materials:	▫ Computers connecting to internet ▫ SmartBoard for projection ▫ Civil War GO ▫ Pen ▫ Civil War Political Cartoons
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