

Who or What Am I?

Grades: 9-12

Time: 2 Class Periods

Introduction:

A fun way to review a subject is to have the students participate in a “Who or What Am I “ activity. I have done this with my students for a number of years and the students feel it helps them to remember information for their test. Basically this lesson is a review for the student.

Objectives:

The student will be expected to complete this review assignment of the people, places, battles and events of the Civil War.

The student will be able to write and present twenty clues to the class in an oral presentation.

The students will evaluate the clues to figure out who or what the based on the presentation is about (Civil War person, battle, or place).

Resources:

Student Textbooks
Library Media Center
Internet Websites

Websites:

<http://www.pensacolacwrt.org/battles/index.php> Florida Battles
<http://www.civilwarliterature.com/> HarpWeek presents A Sampler of Civil War Literature.
<http://www.virginia.com/websites/civilwar.asp> A list of links to Virginia Battle Websites
<http://showcase.netins.net/web/creative/lincoln/education/civil.htm> List of links to Civil War, Lincoln and Emancipation
<http://www.dean.usma.edu/history/web03/atlasses/american%20civil%20war/american%20civil%20war%20index.htm> Links to American Civil War
<http://sunsite.utk.edu/civil-war/warweb.html> American Civil War Homepage
<http://www.nps.gov/frsp/cwlinks.htm> Links to Civil War Sites

Lesson/Procedure:

After we have finished the unit, students will be assigned a person, place, or battle of the Civil War. They will use their textbook, the Internet and the Media Center to research additional information pertaining to their topic. Each student will have a different person or topic to research. They will gather information and present clue to the class. Each student will be required to have at least twenty clues. Students should start their clues with the word “I” -- e.g. I was born in 1822, I lived in Virginia, I am/was located in Pennsylvania, etc.

Assessment:

Evaluate students on their presentation and corrective usage of clues to the class.

Narragansett Regional High School
Presentation Rubric



Name: _____

Teacher: Mrs. Spar

Date of Presentation: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	—
Visuals	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	—
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	—
				Total---->	—

Closure:

My students have found this lesson to be fun and a great way to review for a test.

Massachusetts History and Social Studies Curriculum Frameworks

USI.27 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

USI.29 Describe the rapid growth of **slavery** in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- A. Frederick Douglass
- B. William Lloyd Garrison
- C. Sojourner Truth
- D. Harriet Tubman
- E. Theodore Weld

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

- A. the 1848 Seneca Falls convention
- B. Susan B. Anthony
- C. Margaret Fuller
- D. Lucretia Mott
- E. Elizabeth Cady Stanton

Massachusetts English Language Arts Curriculum Framework

19.24: Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.

19.28: Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques

20.6: Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.