

*Perryville Middle School*  
*Eighth Grade Historical Service Learning Project*

**Battlefield Preservation**

**Primary Subject:** Social Studies (*history*)

**Grade Level:** 8

**Additional Subject Area Connections:**

Language Arts

**Type(s) of Service:** Direct

**Unit Description:** Preserving historical landmarks for the future. Students learn about the importance of preservation and maintenance our nation's battlefields. They understand how their contributions can educate and inspire others to preserve battlefields.

**Potential Service Learning Action**

**Experiences:** Students participate in the following activities: studying battlefield history and creating a persuasive product to encourage others to contribute to preservation of battlefields.

**Local School System:** Cecil County LSS

Coordinator and Contact Information:

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***Social Studies Standards***

1. 6.A.2 Constructing Compelling Questions: identify possible questions for inquiry into the key idea
2. 6.B.1 Constructing Supporting Questions: construct supporting questions that connect with the compelling question
3. 6.B.2 Constructing Supporting Questions: Analyze the extent to which the supporting questions drive the inquiry.
4. 6.C.1: Determining Helpful Sources: Analyze sources that will be helpful in answering the compelling or supporting questions.
5. 6.A.2: Change, Continuity, and Context: Classify series of historical events and developments as examples of change and/or continuity
6. 6.A.3 Change, Continuity, and Context: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

***Language Arts***

R.1, R.7, R.8, R.10

### **1. Meet a recognized community need**

The need for preservation of historical battlefields is a never-ending cycle. The Civil War Trust organization continues an important effort to preserve historical battlefields. Students will conduct research and create persuasive product about a specific battlefield that will be posted on a website.

Students filter back into our schools and their communities what they learn about helping to keep our history alive. Along with contributing to a worthy preservation project, students see first hand how much they can accomplish when they work together even for a short period of time. They will see their work published online and will be able to share with family and friends.

### **2. Achieve curricular objectives through service learning**

- *History* – explore the history of several battlefields as well as the importance of preserving them for the sake of teaching history for the future generations.
- *Language Arts* – research using online tools and produce an accurate project that reflects this research.

### **3. Reflect throughout the service learning experience**

Students reflect on their service through the use of a reflection sheet. Students begin the process prior to researching by learning about the town project and considering what topic and project they would like to research. Next, throughout the research process, students stop to evaluate and synthesize their note-taking progress. They also have benchmarks throughout that they must have approval before moving on. Finally, after finishing the project they complete a reflection sheet that allows them to demonstrate their understanding of the importance of the service they provided.

### **4. Develop student responsibility**

Students are separated into small groups of 3-5 students assigned to one specific battlefield. The social studies teacher is responsible for leading the students through the process and providing feedback throughout. Student leadership becomes a factor during the group work when they decide how to separate the work amongst group members equitably. Frequently students rise to lead their classmates through the process and establish collaboration that results in students creating a very successful project exhibit.

**5. Establish community partnerships**

We work with a re-enactment group, 2<sup>nd</sup> Maryland Company D & Maryland Cadets, as well as the Civil War Trust.

**6. Plan ahead for service learning**

We planned with the re-enactment group to coordinate the use of the website for live publication of projects. We planned out the lessons together as 8<sup>th</sup> grade social studies teachers. We developed a specific directions and plans for the students to execute the activities – some of which are based on the Civil War Trust Middle School curriculum. We provided students with step by step directions. We also developed a short introductory presentation for students to better understand the service needs.

**7. Equip students with knowledge and skills needed for service**

Students are provided with an introductory presentation by their social studies teacher. Discussion is held amongst the class and questions are answered. Students are provided links within the research module on blackboard that are reliable sources of information about their topic. They are provided with detailed description of the website on which their work will be published. Guidance is provided by the social studies teachers throughout the process.

## Daily Lesson Plans:

### Day 1:

#### Standards:

6.A.2 Constructing Compelling Questions: identify possible questions for inquiry into the key idea

6.B.1 Constructing Supporting Questions: construct supporting questions that connect with the compelling question

6.B.2 Constructing Supporting Questions: Analyze the extent to which the supporting questions drive the inquiry.

#### Activities:

Introduction of lesson, assign groups and topics, and begin questioning

#### Evaluation:

Student generated research questions

### Day 2:

#### Standards:

6.C.1: Determining Helpful Sources: Analyze sources that will be helpful in answering the compelling or supporting questions.

6.A.2: Change, Continuity, and Context: Classify series of historical events and developments as examples of change and/or continuity

6.A.3 Change, Continuity, and Context: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Activities: Research and take notes

#### Evaluation:

Student research and notes

### Day 3:

#### Standards:

6.C.1: Determining Helpful Sources: Analyze sources that will be helpful in answering the compelling or supporting questions.

6.A.2: Change, Continuity, and Context: Classify series of historical events and developments as examples of change and/or continuity

6.A.3 Change, Continuity, and Context: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Activities: Research and take notes. Review project choices and submit project proposal

Evaluation:  
Student research and notes  
Project proposal

Day 4:

Standards:

6.A.2: Change, Continuity, and Context: Classify series of historical events and developments as examples of change and/or continuity

6.A.3 Change, Continuity, and Context: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Language Arts R.1, R.7, R.8, R.10

Activities:

Students will create the rough draft of the project as per requirements on the project overview.

Evaluation:  
Rough draft

Day 5:

Standards:

6.A.2: Change, Continuity, and Context: Classify series of historical events and developments as examples of change and/or continuity

6.A.3 Change, Continuity, and Context: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Language Arts R.1, R.7, R.8, R.10

Activities:

Students will create the final draft of the project as per requirements on the project overview.

Evaluation:

Final draft

Day 6: Final draft due

Standards:

6.A.2: Change, Continuity, and Context: Classify series of historical events and developments as examples of change and/or continuity

6.A.3 Change, Continuity, and Context: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Language Arts R.1, R.7, R.8, R.10

Activities:

Students will create the final draft of the project as per requirements on the project overview. Complete reflection sheet.

Evaluation:

Final draft