Curriculum Project Summary - EDCI 644

Design Thinking Process (DT) Process
For each of the sections, include narrative describing what you did at each phase.

Problem Statement: As part of the provided curriculum, students must complete a Choice Board Project that details the major battles of the Civil War prior to beginning instruction over Reconstruction. Students fail to sequence major events to complete the project.

Curriculum (Unit) Selected: College Station ISD - US History 8th Grade
Unit 6 - Sectionalism, War, & Reconstructions (Civil War - Battles)

Learning Outcomes: Students should be able to demonstrate mastery of all objectives through a variety of tasks including:
1. Sequencing the major events that led to the Civil War
2. Comparing Lincoln's and Davis' inaugural addresses to evaluate that cause of the Civil War
3. Identifying the significance of the Emancipation Proclamation and the Reconstruction Amendments on the United States
4. Evaluating the successes and failures of Reconstruction

How will students demonstrate this knowledge?
Students will demonstrate their knowledge over the major battles of the Civil War by completing the *Civil War Battles Choice Board Project*. To complete this project, students will prepare a PowerPoint that outlines the location and victors of each battle, as well as summarizes the battle and its significance. Students will be given a list of battles to choose from and must put the corresponding slides in order of occurrence.

Solution Identified: Sequencing
- *Choice Board Project -> Civil War Battles*
    - Giving students the choice to decide what Civil War Battles to research leaves room for gaps in learning.
- Students will complete the project over the span of the sub-unit, not over 2-3 days.
- Incorporate a map to the project that shows the "path" (order of events using arrows); work on this map throughout the entire unit (add to it daily)
- Allow students to work on their project for 15-20 minutes each day (after students have taken notes, watched video clips, etc.)

Design or Redesign:
- Students will demonstrate their knowledge over the major battles of the Civil War by completing the *Civil War Battles*

Project. To complete this project, students will prepare a PowerPoint that outlines the date, location, and victors of each battle, as well as summarizes each battle and its significance. Students will work on this project throughout the Civil War Battles sub-unit and create a map showing the timeline of events.

- Example: Day 1 - Battle of Fort Sumter and First Battle of Bull Run
    - After completing the lesson (lecture, video clips, etc., provided by the teacher) on the Battle of Fort Sumter and the First Battle of Bull Run, students will use the remainder of class to complete the corresponding slides and maps.
    - Example Slide: Battle of Fort Sumter (Teacher Example in Red)

Day 1: Battle of Fort Sumter

Date: *April 12 - 14, 1861*

Location: *Charleston Harbor, South Carolina*

Victor: *Confederate*

Insert Picture Here: (*Map*)

Insert Picture Here: (*Other - NOT A MAP*)

Significance: (*What is important to know about the battle?*)

The Battle of Fort Sumter marked the beginning of the American Civil War. The battle, a Confederate Victory, resulted in support for military action from both the North and South.

- After each corresponding slide is complete, students will add to their sequencing map.
- Example: Battle of Fort Sumter (1st Slide Map) to First Battle of Bull Run (2nd Slide Map)
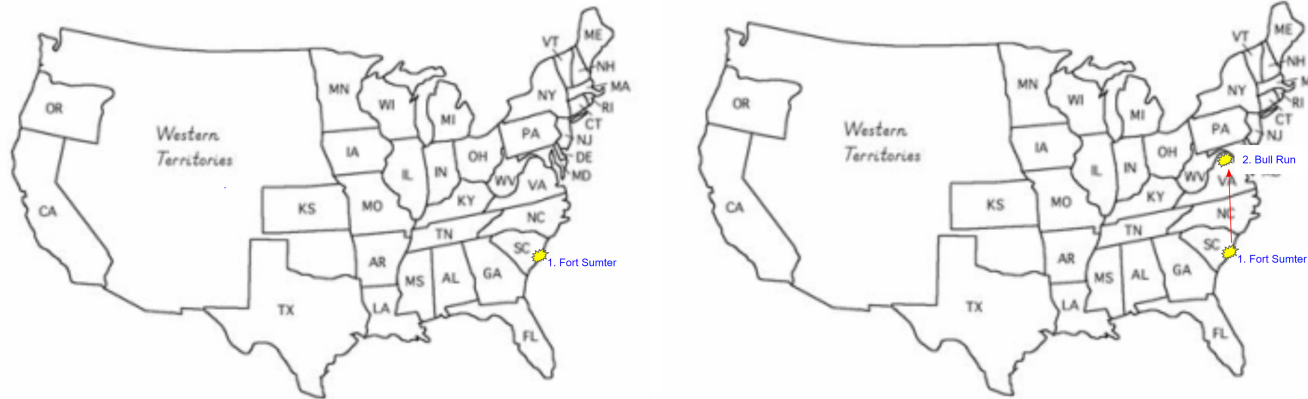
- Day 2: Battle of Hampton Roads, Battle of Shiloh, and Second Battle of Bull Run
  - Students will complete the corresponding slides and add slides to the sequencing map.

Testing and/or Feedback:

Feedback from Michelle Fikac, M.Ed. and Current Academic Technology Coach for Northside ISD (Email: michelle.fikac@nisd.net; Phone: (210) 573-9885)
(Note: I do not have an artifact detailing the feedback as I was able to work through this feedback with her face-to-face. I have left her contact information should you need to follow up!)
- When thinking about who I could possibly ask for feedback, I knew I wanted feedback from someone who was adept in technology and who had experience in using many different technological resources in the classroom. I am fortunate enough to have my mom to turn to when I need help implementing technology into my lesson plans. I personally struggle with technology and tend to shy away from using it in the classroom.
- When working on this project during the Spring of 2022 with my 8th Grade US History students (while Clinical Teaching), I often wondered what resources were available to create an interactive map that incorporated a timeline of events. While redesigning the curriculum, I not only wanted to have students complete the project throughout the unit (instead of over the span of 2-3 days), but also be able to use a technological resource beyond PowerPoint or Google Slides (sometimes it's just the easiest option!).
- After explaining to her how the project was completed in the past (completed over the span of 2-3 days at the end of the unit, used Google Slides, and did not focus on sequencing), she agreed that the project should be completed throughout the unit, as students would be able to use what they just learned in class to complete the corresponding slides as well as do so in a way that did not confuse students about the timeline of events. Prior to the redesign, when students would choose what battles they wanted to research, the dates of battles were written down and not looked at again. Working on the

project in chronological order allows students to see the shift in victors (South to North) as well as the physical location of the battles.
- After discussing possible solutions, she brought up [Google My Maps](#), a tool to create interactive maps for anyone that has a Google account. (I really liked this resource as the school district I will be teaching in this upcoming year has set up Google accounts for all of their students.)
- Using Google My Maps, students can create multiple layers of a map that correspond with each Civil War Battle that is taught. Additionally, students can add pictures and any other relevant information to each layer.

Redesign Based on Feedback:
- Example: Day 1 - Battle of Fort Sumter and First Battle of Bull Run
    - After completing the lesson (lecture, video clips, etc., provided by the teacher) on the Battle of Fort Sumter and the First Battle of Bull Run, students will use the remainder of class to add the first two layers to their Google My Map.
    - Example: Battle of Fort Sumter and First Battle of Bull Run ([Google My Map](#) - My Personal Example) (I have included screenshots for easier viewing).
        - Students will label and pinpoint the battles by creating layers. On the left hand side, the Battle of Fort Sumter is labeled #1 as it is the first battle we study. It is also marked on the map using a pinpoint.
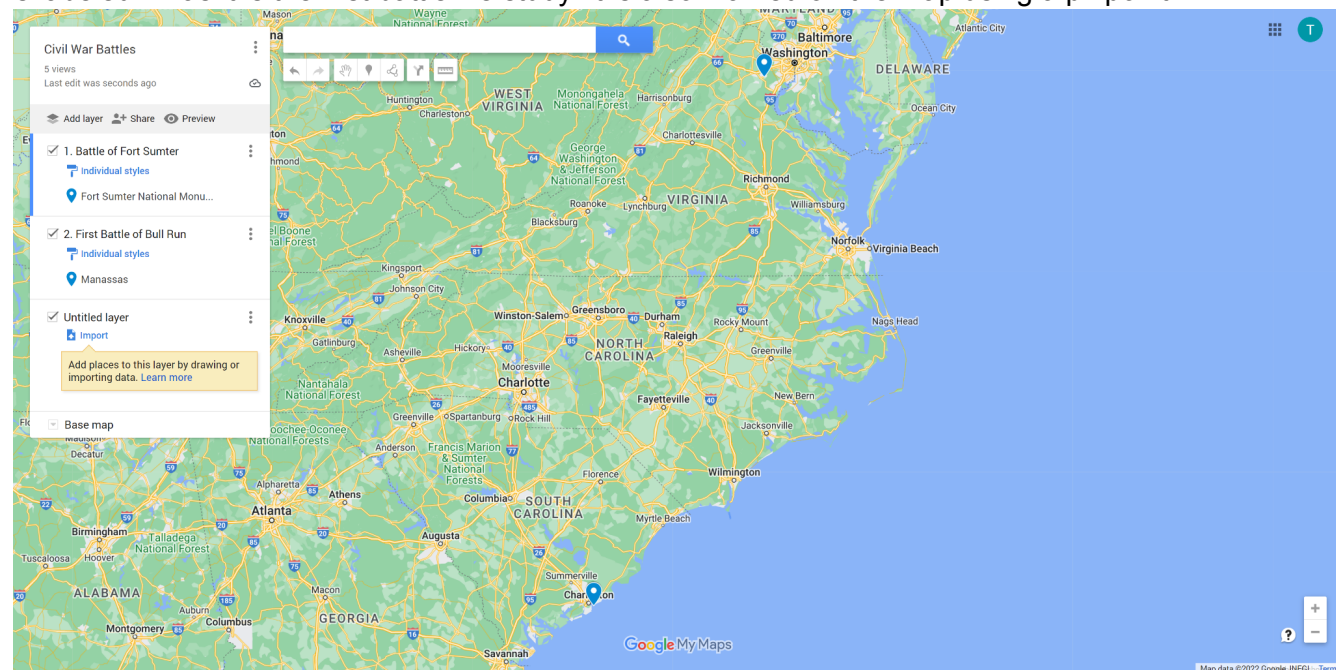
- Students will then add information to each layer. Viewers can click on the corresponding pinpoint to view the information. Here students will include: date, victor, picture, and a brief summary/significance of the battle.
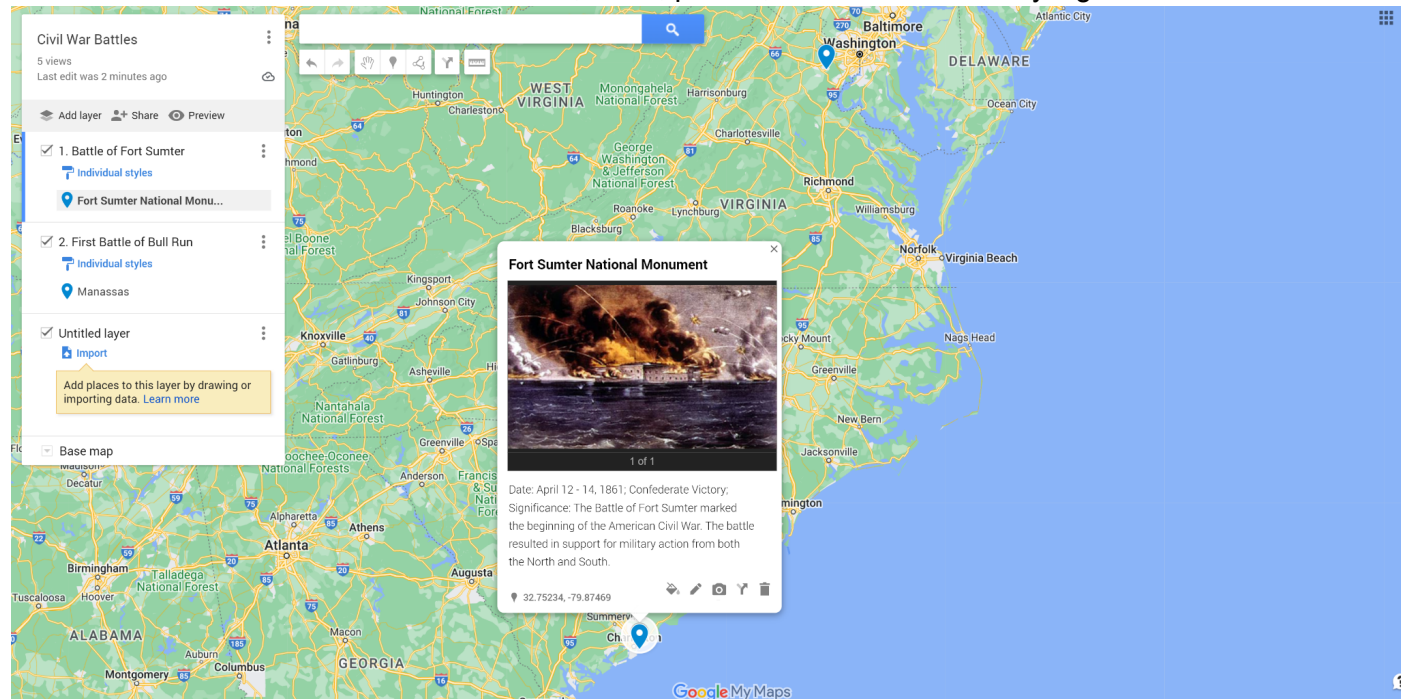
- Students will add to this map throughout the unit.
  - Day 2: Students will create layers for the Battle of Hampton Roads, the Battle of Shiloh, and the Second Battle of Bull Run.

Overall Reflections:
- **Problem Statement:** When beginning to work on the final redesign of the selected curriculum, I knew I needed to revise my problem statement. My initial problem statement focused on three components: sequencing, summarizing, and making connections. After brainstorming solutions to the problems, I decided to focus on sequencing as I felt that it is something that needs to be addressed and can be expanded upon for this particular unit. (Summarizing and making connections can also be addressed in a relatively easy manner throughout the entire school year.)
- **Curriculum Selected:** Working through this particular unit as a clinical teacher was rather rewarding in that it

provided me with a great idea on how to implement technology and work through a unit that covers material over a four to six year time period. Even though the project was designed to let students have some say in what they wanted to research and let them be creative, it had many drawbacks that I felt needed to be addressed.

- **Solution Identified:** Redesigning the curriculum to incorporate the project into the unit, instead of as an extension, allowed me to address those issues.
- **Re-design:** Students work on the project **throughout** the unit and build upon their learning. Students are also given the opportunity to work on sequencing skills by creating a map.
    - The new design of this project can also be used in different units (i.e., American Revolutionary War, World War I & II).
- **Feedback:** The feedback provided allowed me to incorporate an interactive resource.
- **Re-design based on Feedback:** Students are now able to sequence events using layers while still relaying information they have learned.