

Wisconsin Statehood

Owen-Withee Schools

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Subject: Civics	Technology/Equipment/Supplies Needed: Computers, internet access, streaming video WI Celebrating People, Place & Past CD
Topic: Wisconsin Statehood	
Grade Level: 8	Collaboration (w/media specialist, other staff): Media Specialist
Lesson Length/No of Sessions: 2 days in computer lab & independent work in IMC for poster	

Task/Objectives:

1. To understand the process of becoming a state.
2. To identify the rights of citizens in Wisconsin.
3. To describe the changes & developments in building a state.
4. To understand and describe the impact of new immigrants in Wisconsin.

Students need to access Internet and CDs.

Need select and evaluate the best possible sources.

Organize information.

Present & evaluate information.

Process (strategies & activities):

Social Studies

1. Students will complete the attached questions while looking at the CDs and video clips. There will be 10 stations and students will progress to the next available station.
2. Students will use information to compile and draw a poster showing the different aspects of statehood.

Media

1. Students will identify the information needed. Be able to select the appropriate resource. Independently gather information from the available stations. Need to organize information and present and evaluate.

Resources:

Badger History
Wisconsin Video
Wisconsin Celebrating People Place and Past CD
Cultural Horizons CD
Era 3 Video Clips
Civics Notes

Assessment Rubric for Media component:

	Minimal	Basic	Proficient	Advanced
Search Strategies	Student requires extensive direction to access information and move among stations	Student is able to access information and move among stations with frequent assistance	Student is able to access information and move among stations with minimal assistance	Student is able to access information and move among stations independently
Resource Utilization	Student uses one source with little effort to incorporate other sources	Student uses at least 2 sources and attempts to incorporate them	Student makes use of a variety of sources and incorporates them	Student makes use of a majority of sources and effectively incorporates them
Organization	Student work is disorganized	Student work is somewhat disorganized	Student organizes historical information	Student creatively organizes historical information
Interpretation	No interpretation of historical events through perspective of those living in that setting	Some interpretation of historical events through perspective of those living in that setting	Satisfactory interpretation of historical events through perspective of those living in That setting	Excellent interpretation of historical events through perspective of those living in that setting
Visuals	Included few or no computer generated visuals	Included some computer generated visuals	Included computer generated visuals that met criteria	Included computer generated visuals that met criteria and enhanced presentation

Alignment to Content Standards:

Social Studies				Media							
A.8.1	A.8.4	A.8.5	A.8.7	A.8.1	A.8.2	A.8.3	A.8.4	A.8.5	A.8.6		
B.8.3	B.8.6	B.8.10		B.8.1	B.8.2	B.8.3	B.8.4	B.8.5	B.8.6	B.8.7	B.8.8
C.8.1	C.8.3	C.8.6		C.8.1	C.8.3	C.8.4					
E.8.5				D.8.1	D.8.2	D.8.3	D.8.4				

Alignment to Information and Technology Literacy Standards:

Media & Technology	Information & Inquiry	Independent Learning	The Learning Community
A.1	B.1	C.1	D.1
A.2	B.2	C.2	D.2
A.3	B.3	C.3	D.3
A.4	B.4	C.4	D.4
A.5	B.5		
A.6	B.6		
	B.7		
	B.8		

Teacher Notes:

Due to lack of computers able to handle streaming video (usually only 3 at a time), we are using stations with CD-ROMS so students will have a variety of technology and also so students are not standing and waiting for others to finish.

Also have print materials and videotapes available of the Cultural Horizons and Wisconsin History if lab is down.