

Grade 7	Bull Run / Gettysburg prep Lesson 13
Teacher Notes	<ol style="list-style-type: none"> 1. This lesson will be scheduled after the class trip to Gettysburg. 2. May need allow extra classes for research or may assign research for homework.
Goal	<ol style="list-style-type: none"> 1. To raise awareness of the destruction of Civil War battlefields due to development
Objective	<ol style="list-style-type: none"> 1. Students will locate and identify endangered battlefields. 2. Students will analyze various factors that endanger battlefields. 3. Students will defend and explain the importance of battlefield preservation. 4. Students will design and produce various methods for battlefield preservation.
Standards	<p>NCSS Standard II / F – Time, Continuity & Change Standard III / G , H & K– People, Places & Environments Standard V / D , F & G – Individuals, Groups & Institutions Standard X / C, D, E & G – Civic Ideals & Practices</p> <p>IRA / NCTE Standard 7, 8 & 12</p> <p>ISTE (draft) Standard 1 / A & B – Creativity & Innovation Standard 2 / A, B & D – Communication & Collaboration Standard 3 / A, B, C & D – Research & Information Fluency Standard 4 / A, B, C & D – Critical Thinking, Problem Solving & Decision-Making</p>
Materials	<ol style="list-style-type: none"> 1. Access to databases: EBSCO / Gale / ABC-CLIO / Cobblestone 2. Access to Internet (teacher may want to preselect web sites for accuracy and authority and place websites on a pathfinder or web page for access) 3. For teacher reference: Manassas National Battlefield Park – Historic Preservation and Use http://www.nps.gov/history/history/online_books/mana/adhi0.htm 4. Civil War Preservation Trust “Under Siege” http://www.civilwar.org/news/topten2007/ 5. Back issues of <i>Hallowed Ground</i>
Definitions	

Guiding Questions	<ul style="list-style-type: none"> • What is preservation? • What is battlefield preservation? • Why would we need to be concerned with battlefield preservation? • What can be done to preserve battlefields? • What are the rights of developers and/or property owners? • How do communities decide what land should be preserved? What are the guidelines?
Introduction	<ol style="list-style-type: none"> 1. Have students reflect on recent class trip to Gettysburg. How did visiting the battlefield contribute to their understanding of the battle and its important place in our nation’s history? 2. Ask students what they would think if an amusement park were built on the place where men fought and died. Would this dishonor or trivialize their sacrifice or the stand that they took? After accepting responses, note that a similar incident occurred years ago with Disney and Manassas. (The Third Battles of Manassas – building historic theme park / other developers: mall and office park on historic land and near NPS park boundaries) 3. Ask students why they think the park was not built? Discuss historic preservation. 4. Ask for examples of historic preservation. Note various organizations that are dedicated to preserving battlefields. 5. Do developers or private property owners have rights to use the land as they deem necessary, even though historic events may have occurred on that land?
Lesson / Activities	<ol style="list-style-type: none"> 1. Research will center on endangered battlefields and historic preservation. 2. Students may do “pre-search” using Civil War Preservation Trust website to determine which battlefields are endangered or they may select from the teacher’s short list: Manassas, Chancellorsville / Wilderness or Gettysburg (casinos) 3. Students will select assignment from list. Students who select the Town Meeting option need to have previously demonstrated an ability to work in groups and meet deadlines. Only one group may select this option.
Conclusion	<ol style="list-style-type: none"> 1. Determine if additional research will be assigned as homework or if additional classes can be scheduled. 2. If students select Town Meeting option, an additional class may be scheduled in Library, Social Studies or Language Arts
Assignment Assessment	<p>Assignment:</p> <ol style="list-style-type: none"> 1. See list 2. Blog posting <p>Assessment:</p> <ol style="list-style-type: none"> 1. Rubrics as per assignment <ul style="list-style-type: none"> • Persuasive Essay Rubric • Multimedia Project Rubric • Making a Poster Rubric

	<ul style="list-style-type: none">• Historic Role Play Rubric• Gettysburg Casino Development Rubric <ol style="list-style-type: none">2. Assess as Meets Expectations if blog completed by due date
Evaluation	

Historic Preservation Assignment



Directions:

You will be provided class time and library resources to conduct research on issues affecting the preservation of historic Civil War battlefields. Your research will include:

- Identification of an endangered or “at risk” battlefield
- Summary of the battle
- Identify the specific threat to preservation of the battlefield
- Defense against development

You will be taking a preservation standpoint. After you have selected a battlefield and completed the research, select from one of the following and include the four points listed above:

- Write a newspaper editorial (not a letter to the editor) endorsing preservation of your battlefield
- Using a video camera, produce a television commercial or YouTube video alerting viewers to the need for battlefield preservation
- Using a computer, design a poster urging people to come to a town meeting where the issue of battlefield preservation will be debated
- Compose an original song to be used on radio as a public service announcement
- Create a skit with a partner: you are “ghosts” of Civil War soldiers discussing the threats to the battlefield

You will need to turn in all source materials and research notes for all activities. Video, skit or song will need to turn in a written script or lyrics.

Exceeds Expectations: Town Meeting

This will be a collaborative group assignment.

- A developer has great idea for developing land near the Gettysburg battlefield. The developer wants to build a casino. This land is privately owned. Some people are in favor of development while others are against it.
- Roles:
 - 3 Straban Township supervisors
 - 2 developers
 - 5 concerned citizens opposing the development

At the conclusion of research, we will have a town meeting. Students will play their roles and the supervisors will vote on the developer's plan. Students who are not part of the group will take part as audience members. There will be an open mike for these student citizens to voice their opinion