

Section I: Meetings with experts

	Name of expert	Reflection – why I chose this person	What I learned about this Strength
Verbal/ Linguistic	Raelyn Fletcher	Raelyn loves to express herself through writing stories, which she does often. She also loves to talk, a lot. She asks a lot of questions. She likes to listen to other people having conversations. She loves to tell me, in detail, about all the things she experiences. She also likes to record her own voice telling stories, or just speaking.	<p>Verbal/Linguistic:</p> <p>Learners with this intelligence are good with words; both written and spoken. They enjoy reading, writing, speaking, and telling stories. They will enjoy things like: writing poetry or stories, playing word games, and talking. These types of learners will be successful with assignments that include debate, persuasive speeches or essays, memorization, etc. The verbal/linguistic learner will learn best when they can speak, listen, read, and write about the content.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Write story or summary and tell or read them to a classmate - Debate about content or current events - Create a magazine or newspaper related to the content - Journal keeping - Writing poetry - Vocabulary games and tests - Write reviews or persuasive essays - Read, write, discuss

<p>Interpersonal</p>	<p>Dean Murphy</p>	<p>Dean is a pastor; he has a great sense of how to read other people and understand what they are going through. He is a great leader who is very charismatic and social. He takes groups on mission trips. He performs 3 services each week and counsels families, couples, and individuals.</p>	<p>Interpersonal:</p> <p>This intelligence includes the ability to interact well with others. They work well collaborating with a partner or group and are very social. They are sensitive to variations in the moods, attitudes and desires of others. They are friendly and outgoing; they are natural leaders. They enjoy discussing ideas and concepts with others.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Brainstorming - Collaborative group work - Discussion or debate - Study groups - Cross age tutoring - Peer teaching. Editing, and Mediation - Class activity planning or student government - Clubs or community service
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<p>Bodily-Kinesthetic</p>	<p>Rowe Fletcher</p>	<p>Rowe is a very active kid who is constantly on the move. He is agile and a natural athlete. He is able to observe and then copy different athletic skills with precision. He has great fine and motor skills; he can build towers with ease. He has good rhythm and cannot stop himself from moving when he hears any beat or rhythm. He likes to act in videos that his sisters make.</p>	<p>Bodily-Kinesthetic:</p> <p>The Bodily-Kinesthetic intelligence learner knows how to manipulate their own body, handle objects, and create movement. This learner enjoys physical challenges and pursuits. They learn by doing, moving, and acting. This person is an athlete, dancer, or actor who uses all or part of his body to build and create.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Hands on experiments - Creative movement or Total Physical Response - Field Trips - PE type activities - Crafts - Dramatization - Dancing - Scavenger hunt - Centers
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<p>Intrapersonal</p>	<p>Reed Fletcher</p>	<p>Reed is a 19 year old college student who has very strong convictions and is confident in his decision to live out what he believes. He is comfortable being alone and is very independent. He understands why he needs to pursue his goals and how his choices will affect his and his family's future. He sets goals and works hard to meet them. He holds himself to high standards.</p>	<p>Intrapersonal:</p> <p>The person with strong intrapersonal intelligence will have a great understanding of self and is likely to study best alone. They will likely know and understand their own emotions and feelings well. They will compete against themselves in order to improve. The intrapersonal learner understands the relevance of the content they are studying and knows how it affects them and why they need to learn it. They learn best by studying and thinking alone.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Individual projects - Journal or Log keeping - Independent reading and response - Goal setting - Personal choice projects - Critiques
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<p>Naturalist</p>	<p>Jerry Fletcher</p>	<p>Jerry loves to be outside. He plants trees and sets up drip lines to keep them watered and growing strong. He lives on 8 acres of land and keeps chickens, roosters, pigs, and goats. He likes to go for walks and be outside with no shoes on.</p>	<p>Naturalist:</p> <p>The naturalist intelligence learner understands plants, animals, and the earth. This learner loves to be outside, working with nature. They are able to categorize nature and discriminate living things. They are likely able to combine ingredients; as in a cook, chef, or pharmacist.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Studying the stars - Going to the zoo - Dissection - Identifying insects or plants - Collecting and classifying rocks - Bird watching and identifying - Building habitats - Planting and tending a garden or trees - Caring for animals
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<p>Visual-Spatial</p>	<p>Randi Fletcher</p>	<p>Randi is a creative student who can express herself through drawings and is a great artist. She loves watching movies and making her own videos on the iPad. She is drawn to unique shapes and patterns in clothing and her own coloring. She likes taking pictures with her iPhone and using an editing app on them. She is a daydreamer.</p>	<p>Visual-Spatial:</p> <p>Visual-spatial intelligence learners can learn best through observation and recreating what they have learned. They are able to represent what they are learning through tables, graphs, and illustrations. They are good at mazes, puzzles, and maps/navigation. These types of learners are reflective and need time to think, which often results in their daydreaming. They are typically good artists who can draw, paint, design, photograph, and illustrate their thoughts.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Graphic organizers - Photography to represent ideas/content - Graphing, drawing, or sketching - Visual vocabulary strategies - Use manipulatives/hands on experience - Mind mapping - Computer software or app that presents content visually - Create models
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<p>Musical Rhythmic</p>	<p>John Larimar</p>	<p>John is an amazing musician who can sing, play guitar and play keyboard. He has great rhythm and can dance well. He can memorize song lyrics quickly and can figure out how to play a song on the guitar or keyboard without seeing the written music. He likes to memorize any information by putting it to a beat or song.</p>	<p>Musical Rhythmic Intelligence:</p> <p>This intelligence creates a learner who enjoys patterns, songs, poetry, songs, and rhythms. They are typically good at playing instruments and/or singing. They pick up sounds and rhythm in nature and their environment. They are also likely able to easily memorize phrases and words in foreign languages. They usually enjoy dancing and are very excited about all kinds of music. They have a natural ability to understand the structure, notes, tone, and rhythm of music. They will use patterns and rhythm to remember information and/or content.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Singing - Rapping or humming - Playing background music - Playing instruments or tapping out beats - Making rhymes - Clapping or chanting - Mimic or echo activities - Compose music or poetry
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<p>Logical Mathematica I</p>	<p>Annie James</p>	<p>Rachel is naturally a very talented and successful math student. She learns new math content quickly and easily and often times, her math teachers often asked her to help other classmates catch on. She thinks about numbers as a way to solve many problems. She thinks of herself as a “numbers person”. She loves a good mystery and enjoys trying to reason to discover the cause and effect of action and inaction. She likes to make quilts, which involves using math to create.</p>	<p>Logical Mathematical Intelligence:</p> <p>The logical mathematical intelligence learner is naturally skilled in math and the sciences. They enjoy finding the sequence and solving problems. They enjoy using the scientific method to solve problems. They make predictions, investigate, calculate, and scrutinize in an attempt to solve problems and make sense out of situations. They use numbers to make sense of the world around them.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Problem solving - Collecting data - Using scientific method - Puzzles - Sequencing activities - Classifying - Using manipulatives - Predicting and reasoning - Logic Games - Computer coding - Logic games - Using money/solving money problems
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Section II: Project One Overview

Teacher name: Mrs. Fletcher

Grade: 8

Subject: United States History

Unit Title: The People of the Civil War

Unit Objectives:

Students will be able to:

1. Identify and analyze the multiples causes of the Civil War.
2. Explain the key events of the Civil War.
3. Recall and summarize the significance of the consequences of the Civil War.
4. Compare and Contrast the differences between the North and the South at the time of the Civil War.
5. Defend the views of key characters from both the North and the South.
6. Prepare a unique presentation that shows an understanding of the affect the War had on a particular person involved.
7. Successfully discuss the topics and issues of the Civil War with a partner and within a small group.
8. Research a particular event or critical development of the Civil War, using multiple mean, and develop, then publish online, a well-organized account.

Common Core Standards Addressed

California Standards – Social Science

CS 8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.

CS 8.10.2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

CS 8.10.5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

CS8.10.6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

CS8.10.7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Common Cores Standards - Language

CC L 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) w/diverse partners on grade 8 topics, text, and issues, building on others ideas and expressing their own clearly.

CC RI 8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CC RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC W. 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

Technology Standards Addressed

NETS

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

b. Create original works as a means of personal or group expression.

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

Why this subject?

I chose to plan a Unit on the Civil War because I believe it is the most important event in American History. It is important for students to understand not only the causes, key events, and results of the Civil War, but to empathize with the personal stories of the war. It is the first modern war, where there is so much personal documentation of the daily life and events of the

individual soldiers, in the form of letters, diaries, and photographs. There is so much information on individuals who were involved in and affected by the war; students can research many sources and develop a personal, empathetic connection to the feelings and motivations of the soldiers, doctors, nurses, generals, and families involved with the Civil War. The students need to understand the honor and sacrifice of the men and boys who fought in their own country, against their neighbors and families, facing impending death, in order to stand up for what they believed was right.

Unit Summary:

This unit will be taught in the second quarter of 8th grade history. The students will read many personal accounts (verbal) of the daily struggles of the Civil War through diaries and letters of soldiers. Students will investigate and analyze (logical) specific battles and determine any changes that could have caused the battles to end differently. The students will view charts, graphs, and maps (visual) that illustrate the number of fatalities, injuries, and diseases that affected both the North and South throughout the War. The students will have the opportunity to act out (kinesthetic) different scenes from the War. They will be introduced to the songs, poetry, and instruments (musical) that were popular during and sprang from the Civil War. Students will ponder the values and attitudes of the soldiers and justify the views of one or both of the sides (intrapersonal). Students will collaborate within a pair or group (interpersonal) in creating and publishing a project, from among a list of possible projects. Students will compare and contrast the leaders, strategies, and populations of the North and South (naturalist). This unit on the Civil War will give the students the opportunity to make a personal connection to the war. They will understand the feelings and motivations of the soldiers, who were ordinary men and boys doing extraordinary things on the battlefields.

Section III: Depth of Knowledge / Gardner Grid: add activities for different MIs along the Bloom's continuum. Incorporate technology in ways that enhance learning. Please color-code this grid. Put Depth of Knowledge terms in green, technology terms in red, and MIs in purple.

DoK— Gardner	Level One: Recall	Level Two: Skill/Concept	Level Three: Strategic Thinking	Level Four: Extended Thinking
Verbal/ Linguistic	Students will write definitions for the Unit vocabulary using the Spell City app.	Students will use www.mindmeister.com to explain and present to the class the causes and effects of the Civil War.	Students will develop a persuasive argument supporting either the North or the South and send it as an email attachment to the teacher.	Based on what they have studied, students will create a speech that General Lee may have given upon accepting commandship of the confederate Army and post it to the class webpage at www.weebly.com.
Interpersonal	Students will tell a partner or members of a group about their favorite Civil War hero in a Google hangout.	Students will collaborate in groups and make observations about the severity of Civil War injuries. They will research using the History Channel app.	Students will investigate a Civil War soldier of their choosing and create a faux interview. They will research using the Civil War First Hand American History app.	Students will guide a group discussion helping others to empathize with the effect of the Civil War on families. They will summarize their discussion on the class blog.
Bodily- Kinesthetic	Students will identify Civil War flags, coins, and other memorabilia by filling out a google docs form, after handling replica pieces.	Students will gather and categorize information about Civil War battles' losses and injuries, per side, using www.organimi.com.	Students will develop a short Civil War battle reenactment scene. They will use the app: Civil War 1863 to find Battle details.	Students will build/create a Civil War era weapon/tool. They will research the CW weapons on www.civilwar.org/education/history/warfare-and-logistics/warfare/smallarms.html.
Intrapersonal	Students will independently make a list of the best Civil War websites using Symboloo.	Students will summarize what they understand to be the feelings and attitudes of the Civil War soldiers to have been	Students will develop a logical argument, in the form of a letter to the editor, justifying the stance of either the North or South	Students will make a power point or other presentation that critiques/judges the leadership of either Grant or Lee.

		by creating a blog entry as the soldier.	and post it to the class www.weebly.com account.	
Naturalist	Students will arrange into categories a list of facts about the North and the South using a mind mapping app or website.	Students will classify Civil War battles into win and loss for the North or South. Research will be done using www.archives.gov/exhibits/civil-war/education	Students will develop a sequential list of the top five causes of the Civil War using a word processing program.	Students will analyze the presidency of Abraham Lincoln and construct a hierarchy of the importance of his speeches, decisions, actions, etc. They will research on www.abrahamlincolnonline.org .
Visual-Spatial	Students will label a map with the major Civil War Battles. They could use www.zeemaps.com	Students will use Shadow Puppet Edu app to create a photo slide show comparing the North and the South.	Students will use a search engine and/or digital camera to gather pictures to construct an Instagram account for a Civil War character.	Students will create an art piece that reflects what they have learned about the Civil War. They will post a photo of the art piece to the class website .
Musical Rhythmic	Students will memorize and sing a Civil War era ballad that they find on iTunes .	Students will construct a Civil War themed poem and record themselves reading it. Then, they will post the recording to the class Google community	Students will share their interpretation of the daily life of a Civil War soldier thru a rap or chant and create and post a podcast .	Students will design a slideshow of the Unit content using Civil War era instrumental background using Slide dog or another presentation app.
Logical Mathematica 1	Students will calculate the percentage of soldiers from the North and the South that will be injured in the Civil War and specific Battles, using a calculator or spreadsheet .	Students will graph and analyze the Civil War casualties per battle by using www.chartgo.com	Students will construct a sequential timeline of the major Civil War events using www.dipity.com .	Students will design a spreadsheet that synthesizes the many battles and losses of the Civil War.