



KentuckyHistoricalSociety

**TORN WITHIN & THREATENED WITHOUT**

KENTUCKIANS IN THE CIVIL WAR ERA



# Post-Visit Activity

8<sup>th</sup> Grade

## *Comic Book Research, Writing, and Drawing*

### Overview:

This post-visit activity is designed as a culminating project that follows pre-visit activities and a visit from the HistoryMobile (using Touring Strategy #1). Working individually or in groups, students will use primary and secondary sources to construct a short comic about the Civil War. All HistoryMobile activities support Common Core English Language Arts standards. Students should score two or higher on the [assessment rubric](#) for proficiency.

**About the Exhibit:** The HistoryMobile exhibit “Torn Within and Threatened Without: Kentuckians and the Civil War Era” features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can learn critical thinking strategies and explore the difficult decisions Kentuckians faced during the Civil War. Each story highlights the importance of individual choice as a major factor in shaping Kentucky history.

**Time Required:** 1-2 Hours

### Standards Addressed:

#### Common Core ELA » Writing » Grades 6-8

##### *Research to Build and Present Knowledge*

- ❖ CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ❖ CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ❖ CCSS.ELA-Literacy.W.8.9 Draw evidence from informational texts to support analysis reflection, and research.

### ***Range of Writing***

- ❖ [CCSS.ELA-Literacy.W.8.10](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Common Core ELA » History/Social Studies » Grades 6-8**

- [CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.

### **Essential Resources:**

- Student Internet and Library Access
- Student Graphic Organizer (partially completed while students were in the HistoryMobile)
- [Student Comic Sheet](#) and [Student Instruction Sheet](#)
- HistoryMobile Comic Book
- Pencil or Colored Pencils

### **Vocabulary:**

Comic: *A story told through graphic art in a series of panels.*

Comic Book Character: *A person or superhero that is part of a comic book story.*

Dialogue: *A conversation between two or more people.*

### **Activity:**

Working individually or in groups, students will draw a comic about the Civil War using their notes from the HistoryMobile and additional research. Student comics should feature one of the HistoryMobile characters and another Civil War character that they will select and research. These two characters will discuss a Civil War issue. At least two primary sources must be used and cited by students to support their comic. [Student Comic Instructions](#) are below. Students should score two or higher on the [Assessment Rubric](#) for proficiency.



## Student Comic Instructions

Using your notes from the HistoryMobile and research that you conduct, your assignment is to draw a comic about the Civil War. Your comic should feature one character from the HistoryMobile and another character (from the Civil War era) that you select. Their dialogue should focus on slavery, the Union, or the Confederacy. You should cite at least two sources to support your comic in the space provided. **You will be graded on your organization, spelling and grammar, and the number of sources you cite.**

- 1. Read ALL instructions carefully before beginning.**
- 2. Select Your HistoryMobile Character:** Using your notes from the HistoryMobile, select one of the featured characters to use in your comic.
- 3. Select Your Other Character:** Using the internet or your school library, select another individual (from the Civil War era) to use in your comic.
- 4. Choose Your Issue:** Next, choose a Civil War issue that your characters will discuss. The following are examples:
  - Slavery
  - The Union
  - The Confederacy
- 5. Conduct Additional Research:** Now that you have your characters and the issue they will discuss, conduct additional research and record your notes on your graphic organizer. The following questions may be helpful:
  - How would your characters feel about the issue you selected?
  - Would they agree with the issue or oppose it?
  - How would the issue affect their lives?
- 6. Draft Your Dialogue:** On the back of your graphic organizer, draft the conversation that your characters will have. Think about their uniqueness and what issues were important to them.
- 7. Draw Your Comic:** Using the [Student Comic Sheet](#), draw your comic. Each box should have characters and dialogue. Think about the background scenery and your characters' clothing. You can use the HistoryMobile comic book for ideas.
- 8. Cite Your Sources:** In the space provided, cite your primary and secondary sources. You should cite the author, title, publisher, and date. Here is an example:

Harrison, Lowell. *The Civil War in Kentucky*. University Press of Kentucky, 2010.



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# Student Comic Sheet

Name of Student(s):

Name of Characters:

<p>Scene 1</p>	<p>Scene 3</p>
<p>Scene 2</p>	<p><b><u>Sources Cited</u></b></p>



## Student Comic Assessment Rubric

	1	2	3
<b>Research Skills</b>	Student cites 0-1 sources in their comic. Character dialogue is unrelated to research.	Student cites two sources in their comic. Character dialogue is loosely related to research.	Student cites three or more primary sources into their comic. Character dialogue closely matches research.
<b>Organization</b>	Focus and ideas are unclear. Transitions are lacking.	Focus is clear. Ideas are communicated through logical sequence.	Focus is clear and distinct. Ideas are communicated through logical sequence. Writing reflects creative expression.
<b>Grammar and Spelling</b>	Text is confusing, reflecting inconsistent subject-verb agreement and verb tense. Five or more spelling errors.	Text reflects adequate subject-verb agreement and verb tense usage, containing few errors. Three to five spelling errors.	Text reflects excellent subject-verb agreement and proper verb tense. Less than three spelling errors.



## Post-Visit Activity

### 8<sup>th</sup> Grade

### *Short Essay Research and Writing*

#### **Overview:**

This post-visit activity is designed as a culminating project that follows pre-visit activities and a visit from the HistoryMobile (using Touring Strategy #1). Working individually or in groups, students will use primary and secondary sources to construct a short comic about the Civil War. All HistoryMobile activities support Common Core English Language Arts standards. Students should score two or higher on the [assessment rubric](#) for proficiency.

**About the Exhibit:** The HistoryMobile exhibit “Torn Within and Threatened Without: Kentuckians and the Civil War Era” features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can learn critical thinking strategies and explore the difficult decisions Kentuckians faced during the Civil War. Each story highlights the importance of individual choice as a major factor in shaping Kentucky history.

**Time Required:** 1-2 Hours

#### **Standards Addressed:**

##### **Common Core ELA » Writing » Grades 6-8**

##### *Research to Build and Present Knowledge*

- ❖ [CCSS.ELA-Literacy.W.8.7](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ❖ [CCSS.ELA-Literacy.W.8.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ❖ [CCSS.ELA-Literacy.W.8.9](#) Draw evidence from informational texts to support analysis, reflection, and research.

### ***Range of Writing***

- ❖ CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Common Core ELA » History/Social Studies » Grades 6-8**

- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Essential Resources:**

- Student Graphic Organizer (partially completed while students were in the HistoryMobile)
- Student Comic Template and [Student Instruction Sheet](#)
- HistoryMobile Comic Book
- Pencil or Colored Pencils

### **Activity:**

The post-visit is where students put skills they've learned to use; conducting research, compiling information, and writing informative/explanatory texts. Students will use information from the HistoryMobile exhibit and exhibit website and online sources to construct a 1-2 page paper about Kentucky and the Civil War scoring three or higher on the assessment rubric.



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## Student Essay Writing Instructions

Using primary and secondary source materials, construct a 1-2 page essay comparing and contrasting a character from the HistoryMobile exhibit and another individual (from the Civil War era) that you select. In doing so, think about the choices that each individual faced. A minimum of three primary sources must be used.

- 1. Read ALL instructions carefully before beginning.**
- 2. Select Your HistoryMobile Character:** Using your notes from the HistoryMobile, select one of the featured characters to use in your essay.
- 3. Select Your Other Character:** Using the internet or your school library, select another individual (from the Civil War era) to use in your essay.
- 4. Develop a Thesis Statement.** What point do you wish to make about the Civil War in Kentucky? What do you feel is important or noteworthy?
- 5. Create an Outline:** Sketch out your essay to organize the basic points you wish to make. Think about the supporting evidence you will use to back up your points.
  - a. Introduction:** This includes your thesis statement and a summary of the information you will present.
  - b. Body:** This should include 2-3 basic points that you'll be making. List the evidence you'll be using under each point.
  - c. Conclusion:** Summarize your paper and state why the evidence supports your thesis.
- 6. Write your Paper.** Using your outline as a guide, write your 1-2 page essay.
- 7. Cite your Sources:** Create a bibliography at the end of your paper. You should cite the author, title, publisher, and date. Here is an example:

Harrison, Lowell H. *The Civil War in Kentucky*. The University of Kentucky Press. 1987.