Adventure Description:

In this adventure, you will think like an archivist and create a database entry about reasons the Civil War started.

Activity

Teacher notes:

- This activity is long and can be completed across multiple days.
- Each student (or pairs of students) will need a computer for Step 6. If students don't have computers, you can still complete Steps 1-5 of the activity.
- You will need to set up a free account on a QR generator website. You will also need to set up a shared folder in Google Drive for all students to access. See Handout: Teacher Prep for instructions.

Step 1: Background on Archivists and Causes of the Civil War (5-10 minutes)

- Show Video: Causes of Civil War.
- As a class, discuss reasons the Civil War started. The Civil War started because southern states wanted to make their own laws and become their own nation. They also wanted to continue slavery.
- Provide students with Handout: Civil War Sources. Explain that this handout has sources that can be used to analyze why the Civil War started. As a class, read through the sources.
- Next, explain to students that archivists are in charge of keeping historical documents organized and safe so that people can read them and learn from them for many years. One job of an archivist is to create databases of historical documents. The databases keep information about the historical documents, like when they were created, who made them, and what information they give us.
- Next, explain that many professionals use databases to access information. They can use this information to learn more about the past.
- Explain to students that databases are typically created for professionals to use. For example, historians and anthropologists use databases to look up information about historical events. The problem is that these databases are not easy for students to use! Show Handout: Examples of Databases. As as class, discuss reasons why these databases wouldn't be easy for students to use (e.g., big words, not a lot of pictures, not easy to figure out what you are clicking on, looks intimidating). Ask students what they would change or add to the databases to make them more student friendly. Discuss the following: how can the design or wording be changed to make it easier for students to search for information? If time permits, go through the steps of looking through the Library of Congress or National Archives database and discuss with students what they thought about these professional databases.

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.

Step 2: Activity Set Up (5+ minutes)

- Explain to students that the class will create their own database about causes of the Civil War. Each student will create one entry, or page, for the database. Students will create a database entry on a piece of paper and then take a picture of their database entry using a phone or tablet. Then, the picture will be linked to a QR code. A QR code is a symbol that can be used to access information. All of the QR codes will go in a Google folder that will be the database! People will be able to access each database entry by clicking on the link for the Google folder and then clicking on each QR code.
- Show Handout: Example QR Code. As as class, go through the steps of accessing a database entry by using a QR code. Then, look at the database entry that is linked to QR code. Explain that a middle school student made this database entry.
- Divide students into pairs. Provide each pair with the following:
  - Copy of Handout: Civil War Sources
  - Copy of Handout: Steps to Make a Database Entry (you will read through this handout out loud with students in the next step)

Step 3: Understanding Requirements for a Database Entry (10+ minutes)

- As a class, read through Step 1 on Handout: Steps to Make a Database Entry. Discuss all five things that are required to be in students' database entries.
- Teacher notes:
  - Students will be making a claim. If students have not made a claim before, explain that a claim is an argument that is backed up by evidence. An example of a claim is, "Women were very important during the American Revolution even though they didn't fight in war." Evidence includes pictures and stories about women who were nurses and spies who helped during the war.
  - Students should use sources from Handout: Civil War Sources as evidence to back up their claims.

Step 4: Brainstorming Ideas (10-15 minutes)

- Have students complete Step 2 on the handout.
- As students are working, discuss the following:
  - Having a clear name for an entry is important so people can know what the entry is about.
  - It is important to have more than 1 piece of evidence to back up a claim. Without evidence, people may not believe your claim.
  - What hashtags can use come up with that represent your entry?
  - Why is it important to learn about the Civil War?

Step 5: Creating an Entry (10-15 minutes)

- For Step 3, explain to students that they will now design their entry. Have students complete Step 3 on the handout. Provide students with markers or colored pencils.
- Explain to students that they can cut out images from the handout if they want to tape or glue these sources on their database entry.
- As students are working, ask the following:
  - How will your database entry be student friendly?
  - How will students easily access information and not be intimidated by your entry?
  - Where will you put your sources/evidence?

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Step 4: Creating QR Codes (15+ minutes)

- Explain to students that they will now create their QR codes. As a class, read through Step 4.
- Students can either complete steps independently or you can have the entire class complete each step together.
- Teacher note: You will need to email students the class Google Drive folder link so they can upload their QR code to the class folder. You can have students label the file with their names so you know which QR code belongs to which student.

Step 5: Class Discussion and Presentation (10+ minutes)

- Have students go into the class Google Drive folder and volunteer to share their QR code.
- Have a concluding discussion about causes of the Civil War.

Materials List

Provided online:
- Video: Causes of the Civil War
- Handout: Teacher Set Up
- Handout: Civil War Sources
- Handout: Examples of Databases
- Handout: Steps to Create a Database Entry
- Handout: Example QR Code

Not Provided Online:
- Each student or pair of students needs a computer
- Markers and colored pencils
- Glue or tape

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