

Project	IMD244 – 8 th Grade History
Project Manager	Cheryl Feyen
Document	Treatment Document

PROJECT SUMMARY

This interactive program will help 8th grade special education students learn history as well as increase their reading abilities by presenting the required curriculum in various media including text to audio, graphics, video and interactive questions and answers to assess the student's mastery of the subject.

LEARNER PROFILE

Learners of this program are 8th grade special education students that have been expelled from public schools for behavior problems. The curriculum is based on Illinois state requirements for 8th graders, but with their learning disabilities and attendance and behavior problems, these students read at approximately the 3rd grade level.

Although these students come from disadvantaged homes they are computer savvy as most teens and pre-teens are these days. This eLearning program will allow each student to move through the material at his or her own pace.

STEPS TO LEARNER GOALS

The program will utilize a broad spectrum of interactive media to present the material.

- Text to audio presentation of the material will help the students increase their reading skills y hearing the text as they read it.
- Graphics and video will help keep students interested

- Multiple choice questions will ensure that students understand the material before moving on to the next module.

LEARNER OBJECTIVES

- Students will learn history curriculum
- Students will increase their reading level by following the text to audio presentation

PROJECT OBJECTIVES

Objective 1: To provide an interactive eLearning module that will teach 8th grade history

Objective 2: Students will learn the material and pass the final exam.

Objective 3: Students will have fun learning the material.

PROGRAM FUNCTIONS

- Curriculum will be presented in a variety of rich multi-media
- Students will answer multiple choice questions on the material in order to move on through the program
- Text to audio screens will help the student increase their reading skills by following the audio with the written word.

PROGRAM OUTLINE

1. Civil War Reconstruction
 - a. Restoring the Union
 - i. President Lincoln wanted to treat the south with compassion
 - ii. Objections from Congress
 - iii. The 13th Amendment to the Constitution
 - iv. President Lincoln assassinated
 - b. President and Congress Clash

- i. The new President
 - ii. President Jackson's reconstruction plan
 - iii. The Black Codes
 - iv. President and Congress clash
 - v. Civil Rights Laws
 - vi. Radical Reconstruction
 - vii. Johnson Impeached
 - viii. Election of 1868
- c. The South During Reconstruction
- i. New ways of life
 - ii. The Freedman's Bureau
 - iii. African Americans in politics
 - iv. Civil Rights showdown
- d. Reconstruction Ends
- i. Amnesty
 - ii. Election of 1876
 - iii. Aftermath of reconstruction

CONTENT REQUIREMENTS

- Text to audio curriculum
- Video
- Graphics

TECHNICAL REQUIREMENTS

- PC compatible computer

- Windows 7 or Vista
- Flash Player

6/13/2012

Feyen – IMD244

8th Grade History

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Document	User Test

USER PROFILE

Learners of this program are 8th grade special education students that have been expelled from public schools for behavior problems. The curriculum is based on Illinois state requirements for 8th graders, but with their learning disabilities and attendance and behavior problems, these students read at approximately the 3rd grade level.

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TESTERS

1. Justin is 9 years old and has just completed the 3rd grade. Justin is very bright and has been using computers since he was 3 years old. As a 3rd/4th grader, he is at about the same skill level as the learners of this program although not as sophisticated.
2. Linda is the teacher of the class this program will be used for. She is the most familiar with the capabilities of her students, some of whom she has had in her class for three years. (She teaches 5th – 8th grade special education.)
3. Lori is a high school science teacher and teaches mostly remedial and regular levels freshman and sophomores in Physical Science, Biology and Physics. While her

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students may be at a higher level than the students taking this program, she has a good idea of where these students are coming from.

4. Darlene is a retired high school math and biology teacher and not very computer savvy at all. Her lack of computer expertise will help make sure that the program will work with less accomplished computer users.

TESTER QUESTIONS

1. Was the program easy to use? Describe how easy it was to use or what was difficult.
2. Were the screens easy to read? Describe any difficulties you had.
3. Were the directions easy to follow? Describe any difficulties you had.
4. Were the questions easy to understand? Describe any difficulties you had.
5. Did you like the design of the program, how it looked, how it felt? Why or why not?
6. Did you find the presentation of the material interesting? Why or why not?

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Document	eLearning Script

Screen	Script	Interactivity
1 Introduction	<p>At the close of the Civil War, the federal government turned its attention to restoring the Union. Readmitting the Southern states proved difficult. The President and Congress had different opinions about the best way to deal with the South.</p> <p>War had left the cities and farms of the South in ruins. In 1865 the South needed to rebuild its devastated communities and to reconstruct its entire way of life.</p> <p>States and towns had to reestablish their governments, while Southern society had to transform itself by including nearly 4 million freed African Americans, most of whom had no jobs, land or education.</p> <p>Northerners and Southerners and whites and African Americans disagreed over how to meet these challenges.</p>	<p>1865 – rollover – timeline</p> <p>Question to continue = In what year did the Civil War end? 1865</p>
	<p>The United States Civil War was the bloodiest conflict in American History, claiming more lives than The American Revolutionary War, World War I, World War II, The War against Switzerland, The War of 1812, and the Vietnam War combined. From the time the Civil War started, in 1838, to the time it ended, in 1845, over 620,000 soldiers were killed.</p>	
2 Planning for Reconstruction	<p>In the 12-year period following the Civil War, known as Reconstruction, Americans struggled to rebuild the South and to reunite their war-torn nation. The term Reconstruction also refers to the government program by which the Union restored relations with the Confederate states after their defeat.</p> <p>Reconstruction lasted from 1865 to 1877. Although the Reconstruction era started after the Civil War, plans for it began earlier. President Abraham Lincoln, considering Reconstruction his responsibility, formed a plan for reconstructing the South after hearing of Northern military successes in 1863.</p>	<p>Reconstruction – rollover – term to know</p> <p>President Abraham Lincoln – rollover – picture</p> <p>Question to continue =</p>
3 Lincoln's Reconstruction Plan	<p>Before the end of the war, Lincoln and Congress frequently disagreed over plans for the South. Some people believed the South should be punished. Lincoln thought that he needed to restore the Union gently. He wanted the Southern states to rejoin the Union as quickly as possible.</p> <p>Lincoln announced his plan, known as the Ten Percent Plan, in December 1863. He offered amnesty, or official forgiveness of crimes, to Southerners who pledged an oath of loyalty to the United States and accepted the elimination of slavery.</p>	<p>Amnesty – rollover – term to know</p>

4	<p>This amnesty applied to everyone except a few high-ranking Confederate officials. Lincoln hoped that amnesty would persuade many Confederates to renew their allegiance to the Union.</p> <p>Once 10 percent of the number of voters in the 1860 election had taken the loyalty oath, those loyal voters could set up a state government. Congress would then readmit the state to the Union. Lincoln believed that once the new government began to function, the spirit of loyalty to the Union would spread throughout the state.</p>	Allegiance
5	<p>The Union-occupied areas of Louisiana, Arkansas, and Tennessee quickly took advantage of this plan and applied for admission to the Union in 1864. Congress, however, refused to seat the newly elected representatives from these states. Under the Constitution, only Congress had the power to admit territories or states to the Union. For this reason, Congress believed that the legislature, not the President should control Reconstruction.</p>	
6	<p>Lincoln's plan did not address the plight of the newly freed African American. Therefore, he strongly supported passing a constitutional amendment to permanently abolish slavery. He also urged that African Americans who could read and write and those who had served in the Union army be allowed to vote. His plan, however did not force the Southern states to give full citizenship to African Americans.</p>	
7 Objections From Congress	<p>Some Republican members of Congress, along with other Northerners, wanted to punish the rebellious Southern states and destroy all Southern economic and political powers. Many bitterly opposed slavery and saw the war as a chance to use federal power to force major changes in the South and protect the rights of African Americans. Since many considered these ideas extreme, or radical, their supporters became known as Radical Republicans, or Radicals.</p>	
	<p>The Radicals considered Lincoln's Reconstruction plan too mild. Ignoring the President, Congress passed its own tough Reconstruction bill in July 1864. The Wade-Davis Bill, sponsored by Senator Benjamin Wade of Ohio and Representative Henry Winter Davis of Maryland, proposed putting the South under military rule.</p> <p>This bill required a majority of a state's electorate to take the loyalty oath, and required the new state constitutions to abolish slavery. When a majority of the white males (not 10 percent) of the state pledged their allegiance to the Union, the governor could call a state constitutional convention. Delegates would be elected</p>	<p>1864 – rollover – timeline</p> <p>Wade-Davis Bill – term to know</p> <p>Majority – rollover – term to know (define majority as over 50 %)</p>

	<p>by those who took an “ironclad oath” swearing that they had never willingly aided or fought for the Confederacy. Few Southerners could make this claim. The bill made it almost impossible for Southerners to shape new state governments.</p>	
	<p>Lincoln refused to sign the bill because he considered it too harsh. He used the pocket veto to let it die. A pocket veto is the President’s power to kill a bill by not signing it for 10 days, when Congress is not in session.</p>	
<p>The 13th Amendment</p>	<p>Lincoln wanted to ensure that slavery would never divide the nation again. He worried that the courts might declare the Emancipation Proclamation unconstitutional. In April 1864 the Senate approved the Thirteenth Amendment, but the House of Representatives rejected it. The Thirteenth Amendment would abolish slavery throughout the United States.</p> <p>Lincoln decided to take the issue to the people. During the 1864 presidential campaign he gave his whole-hearted support to the amendments. Following his decisive victory in the November election, Lincoln urged the House to pass the amendment. On January 31st, 1865, 119 representatives voted for the amendment – three more votes than the two-thirds majority needed to pass it. In the galleries African American onlookers embraced each other with joy. The states quickly ratified the amendment and it became law in December 1865. The institution that had divided and tormented the nation existed no more.</p>	<p>Emancipation Proclamation - rollover – term to know</p> <p>Thirteenth Amendment – rollover – text of the 13th Amendment</p> <p>Presidential Campaign – rollover – difference between campaigns then and now.</p> <p>two-thirds majority – term to know</p>
<p>Extending the Olive Branch</p>		

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Document	Style Guide / Program Metaphor

PROGRAM METAPHOR

The theme of the program is reminiscent of the civil war era as that is the topic of the program. Backgrounds will be red, white and blue in a low alpha with the text background in a parchment.

The theme will help students place themselves in the setting of the post-Civil War era.

SITE NAME		R: 153 G: 0 B: 204	Font: Adobe Garamond, Bold Size: 26
PAGE NAME		R: 153 G: 0 B: 204	Font: Adobe Garamond, Bold Size: 22
HEADLINE 1		R: 204 G: 102 B: 255	Font: Adobe Garamond, Bold Size: 18
HEADLINE 2		R: 204 G: 102 B: 255	Font: Arial, Bold Size: 14
HEADLINE 3		R: 0 G: 0 B: 0	Font: Arial, Italic, Bold Size: 14
BODY TEXT		R: 0 G: 0 B: 0	Font: Arial Size: 12

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WEB DESIGN & PROJECT MANAGEMENT

BACKGROUND		R: 192 G: 192 B: 192	
TEXT LINKS		R: 153 G: 0 B: 204	Font: Arial, Bold Size: 12
VISITED LINKS		R: 128 G: 128 B: 128	Font: Arial Size: 10
ACTIVE LINKS		R: 255 G: 255 B: 255	Font: Arial Size: 10