

### **Alternative Assessment-Newspaper Project:**

Students will turn in their portion of the newspaper.

The student chosen editors and assistant editors from the North and the South will collate, copy, and distribute the completed newspapers. The student's grade will be based on completing the article for his/her assigned section and side, group coordination of their section and side, and historical accuracy of the article/feature/ image/etc. and section.

Students will be expected to read both newspapers and write responses to the perspectives of the articles in the four sections of the Northern and Southern papers. Students can write their analysis of the two newspapers in narrative, expository or persuasive form. Students will be graded on their writing and ability to use the articles and features to explain the Northern and Southern positions.

### **Data Based Question:**

How did the influence of politics, the military, social factors and economics affect the people of the South in the long and short-run after the Civil War?

Students will be provided with Constitutional amendments 13, 14 Section 1, and 15 and statements about the Civil Rights Acts of 1866 and 1875 plus an image of the ruins of Charleston, South Carolina, the Ku Klux Klan and a political cartoon.

Students will be graded on their ability to cover the areas asked about in the question using their acquired knowledge and the documents and images they were given with the question.

\*Idea for an alternative question: How did the Nation change as a result of the war?

Alternative Assessment: Students in 3 person cooperative groups will generate two newspapers, one from the North and one from the South, that will cover the military, politics, economics, and social issues going on the day of a given battle.