

West Virginia Studies Resource Development

Title of Lesson: Extra, Extra: The Brink of War in West Virginia
Grade level: 8th Grade (West Virginia Studies)
Summary: Students will create a newspaper from the time period prior to the American Civil War as a class project. Each person will write a news story or create a cartoon on a political issue of the times. Students can create advertisements for items that were popular during that time period or write letters criticizing the politics of the timer period. Events such as the various compromises, revolts such as Bleeding Kansas or Harpers Ferry, and the election of 1860 may be written within the paper.
WV CCR Social Studies Standards: <ul style="list-style-type: none">• SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.• Explain the effect of key events leading to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid).• Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).• Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).• Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
Students will know and understand (content): <ul style="list-style-type: none">• What were the causes of the American Civil War?• What were the key events of the American Civil War?• What were the outcome of the key events during the American Civil War?• Who were the key political leaders during the American Civil War?• What events occurred in West Virginia during the American Civil War?
Students will be able to do (skills): <ul style="list-style-type: none">• Identify key events and people during the American Civil War• Identify the cause and effects of each event that occurred during the war and determine how it affected the war’s outcome.
Materials & Resources: <ul style="list-style-type: none">• Mobile Computer Lab• Newspaper activity rubric• Class handouts from previous class periods• Internet• West Virginia e-Encyclopedia• Class notes

Learning Plan:

*Note: This lesson can be expanded to multiple days in the computer lab to allow for more time for students to complete this activity.

- 1) In connection with the Pre-Civil War Unit, a group project and presentation will be assigned within the class period. Students will choose the groups in which they work in during this activity.
 - 2) The students will use the mobile computer lab in the classroom setting or computer labs within the school.
 - 3) Each group is given the task to complete a newspaper that a person could read and learn a great deal of pertinent information about the tensions between the North and the South prior to the American Civil War. The students will also be responsible for covering the events of the historical time period in the newspaper as well.
 - 4) The groups will be given some time in class to organize their groups and start to put their newspapers together during a previous class period.
 - 5) Computers will be available so that they can start to research and write their articles during the class period. The class will work on these newspapers with access to computers available in the classroom setting.
 - 6) The students will be given requirements and a rubric to help guide them throughout the project. The students will be responsible for completing this project based on the rubric.
 - 7) Each group can decide how they want to approach this assignment and the information that will be put in their individual newspapers. Suggestions will be given such as, i.e., having each member choose a certain part of the paper to be in charge of and the use of their pre-war newspaper.
 - 8) Outlines as to how to get started, but mostly they are on their own so that they use their creativity to tackle this project. The groups will consist of four to five people and each member is responsible for writing one article and then the group will divide the duties of creating the newspaper within the class period.
 - 9) The students will highlight events of the time period through the newspapers. Students will publish a Newspaper with a variety of articles describing the conflict between the North and the South. Many of these articles can be written about events that are found within the class notes.
 - 10) These newspapers will be presented to the class.
 - 11) Students will Choose a topic from the time period and research it using the Internet, history books and/or library. A history teacher can suggest a list of individual topics or students can research one of the following broad topics to find a story topic:
 - Compromises (Missouri Compromise, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Emancipation Proclamation, etc)
 - pacts & political activities (John Brown's Raid, Election of 1860, Election of 1864, etc)
 - famous leaders (Robert E. Lee, Stonewall Jackson, Abraham Lincoln, Waitman T. Willey, Arthur Boreman, Francis Pierpont, etc)
 - battles (Droop Mountain, Harpers Ferry, Carnifax Ferry, Kesslers Crosslanes, Scary Creek, etc)
 - presidential elections (Election of 1860 and 1864)
- Design Layout for Newspaper
- The editors need to take all of the files and layout the newspaper. Use Microsoft Word or Publisher templates to make the newspaper. It is also great if clip art can be added to the newspapers. Take note of the example newspapers that students researched earlier. Teacher models will be shown during the first class period.

Checking for Understanding:

Students will be evaluated on their ability to identify main ideas from the time period prior to the Civil War and events that are covered within the class periods during this unit to make an effective reporting within a newspaper that discusses the war to readers in American cities. The students will be assessed on their completion of this class activity where they will be given the task of covering the events within a United States prior to the Civil War in the newspaper. The students will receive a participation points for their involvement in this activity during the class period. This activity will help to measure the student's understanding of the material being taught within the classroom setting

Accommodations:

Through this lesson there are modifications that need to be made with a diverse group of students. There are modifications that are listed on specific student's IEPs in regards to this lesson and class work. It will be crucial to keep the students on task and organized during the class period. The teacher will keep the students on task by constantly walking throughout the room to check on the student's progress through the lesson and will create handouts or write lists on the white board that will direct the students step by step to let them know what is coming next within the class period. If students have learning disabilities in the area of reading, the teacher will modify how students will read the text selections with the text being read aloud by either the teacher or other students in the class or by using the audio recordings from the textbook if the teacher has access. The teacher will also read directions aloud and repeat the directions several times throughout the class period. Redirection will be used to keep students on task during instructional time. The teacher will walk around the room during the lesson to answer any questions one on one with the students and also to assist them in reading the material they may have difficulty reading. Extended time may be given to students during class activities and homework assignments if needed and recommended in their IEPs.

Higher level learners will be given the task of locating primary sources and using first hand accounts of several battles to identify the outcome of each event and discuss the historical significance of the event and how it affected the outcome of the American Civil War.

Civil War Times Newspaper Activity

Due _____

Election of 1860 Campaign Activity Rubric	
Category:	Scoring
Appropriate Length: (Four Articles-10 Points Each) The articles have at least two paragraphs or more, contained less than two spelling/grammar errors, and writing was excellent.	40 points
Organization of Newspaper: Must be completed in Microsoft Word or Microsoft Publisher, consistent font size and type, The articles were historically accurate, More than four photos/captions related to articles were included, Newspaper is neatly laid out with columns, articles, photos, headlines, and aligned properly with NO spaces.	15 points
Creativity: Make it original, colorful, style of font, use of Pictures of events from the timeframe, and creative logos	10 points
Grammar: no errors in grammar, usage, capitalization, Punctuation, or spelling; use clear and concise writing.	10 points
Content of Newspaper: Use correct factual and historical accurate information,	15 points
Use of Primary Sources: Needs to use at least a total of two primary sources in activity either in quotes, documents, or personal accounts from the events being covered in the articles	10 points
Total Possible 100 points	
Feedback from Teacher:	