Title: Creating a Civil War Newspaper

Submitted by: Karen A. Dailey, Lady’s Island Middle School

Approximate Grade Level: 8th Grade
Approximate Length of Time: Approximately 3 to 4 weeks

State Standards
NCSS Standards

Goals: The student will understand how to use primary documents including photographs to write about a historical topic, in this case, the Civil War.

Objectives:

Given primary documents, students will create a Civil War newspaper that will include a photograph, a technical writing piece, and a creative writing piece.

Materials Used:

1. Overhead projector
2. Photograph transparencies
3. Organizers
4. Computer
5. Selected websites
6. Photograph handouts
7. teacher made handouts
8. Teacher samples
9. Project folders

Anticipatory Set/Hook:

What can be gained from an old photograph? What can we learn from a picture of the past?

Procedure:

This lesson plan is made up of four parts. Each component will be presented after the students complete the previous one. It begins with a mini-lesson on media literacy, understanding primary documents and analyzing photographs. The second component will take the students into the media center to examine Civil war photographs, letters, and diaries. Part of this component includes student research as well. Students will use print and online sources for their research. Once research is complete, the students will work in the classroom developing both their technical and creative writing pieces. After
completing the writing pieces the students will return to the media center to create a Civil War newspaper.

**Method Breakdown:**

**In the classroom: (1-2 days)**

1. The teacher will introduce the lesson/project and present a sample of a finished product, the requirements and criteria for grading.
2. Students will ask questions.
3. The teacher will conduct a mini-lesson on media literacy and practicing analyzing photographs (See Photo Analysis form).
4. The students will work together in groups to analyze three photographs.
5. The teacher will lead a class discussion on student ideas about the photographs.
6. The students will write a short paragraph about the types of information a photo may show that may not be found in a textbook (See Constructed Response Worksheet).

**In the Media Center: (2-3 days)**

1. The teacher/media specialist will provide students with quality sites to search for their photograph.
2. The students will work individually to select a photograph and save the photo along with historical facts (if available) about the image.
3. The teacher will guide students in their research.
4. The student will save their photograph to their user directory and print a copy of the photograph and historical data (year, place, etc.). All work will go into the student research folder.

**In the classroom: (3-4 days)**

1. The teacher will conduct a whole class discussion about how to look at photographs and will use specific questions about the information in the photographs.
2. The students will refer to their photographs and offer their own ideas about the photos.
3. The teacher will guide the students in how they look at the images.
4. Students will complete a learning to look handout for their photograph (See Learning How to Look form).
5. The teacher will guide the students with their information in preparation for their research.
6. The student will prepare a variety of questions to use for researching each writing piece.
7. The teacher will provide several news articles and Civil War letters for students to examine in preparation for creating their own newspaper story and letter to a loved one.
8. The students will discuss elements of the news stories and differences between the news article and a letter to a loved one.

In the Media Center: (3-5 days)

1. The teacher and/or media specialist will provide a variety of Civil War resource texts and internet links for on-line research.
2. The students will use their photograph as the focus of their research.
3. The teacher will guide the students in their research.
4. The students will research their chosen topic based on the photograph they have selected (this may be more general research, for example if the image is a surgeon’s tent and surgical procedures, the research may be on Civil War medicine).

In the classroom: (3-5 days)

1. The teacher will review the appropriate formats for news articles and for writing letters with the students (provide examples).
2. Students will use their research and compose their news article (technical writing) and be sure to make connections to the photograph.
3. The teacher will review student work and make any needed corrections and suggestions.
4. The student will use their historical information to compose a letter to a loved one/to the editor (creative writing), and be sure to make connections to the photograph.
5. The teacher will review student work and make any needed corrections and suggestions

In the Media Center: (2-3 days)

1. The teacher will review the newspaper requirements and the criteria on the grading rubric (see below).
2. Students should log onto the computer.
3. Students will create their newspaper according to a design and format chosen by the teacher.
4. Students will ask the teacher for guidance if needed.
5. Students will complete, save, and print their newspaper

Closure: What did you learn about primary sources? Can photographs tell more of a story than you previously thought? Did you like using photographs or written items better? What else can you use to study history?
**Assessment:** Students will successfully complete their newspaper according to the template decided by their teacher. They will then be graded according to the provided rubric (see below).

**Modification Ideas:**

1. Have the students work in groups to create one newspaper
2. Allow students to make their newspapers by hand.
**Grading Rubric**

Newspapers must include the following:

- Appropriate and readable fonts
- A creative newspaper name with volume and date
- Civil War photograph with informational caption
- Technical piece – a newspaper story using proper format and the five W’s
- Several historical facts from students research
- Creative writing – a letter to the editor or a loved one using proper letter writing format
- Each writing piece should make references to the people, places, or events of the photograph
- The information included must be based on authentic topic research
- Use of proper spelling and grammar
- An index card citing at least 2 text and one internet source used

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Completed</td>
<td>All items attempted</td>
<td>9/10 items attempted</td>
<td>At least ½ of the items attempted</td>
<td>Less than ½ of the items attempted</td>
</tr>
<tr>
<td>Accuracy</td>
<td>All items are correct</td>
<td>9/10 items are correct</td>
<td>Between ½ and 9/10 of items are correct</td>
<td>Less than ½ of the items are correct</td>
</tr>
<tr>
<td>Demonstrated Knowledge</td>
<td>Shows complete understanding of questions, concepts, and processes</td>
<td>Shows substantial understanding of questions, concepts, and processes</td>
<td>Shows some understanding of questions, concepts, and processes</td>
<td>Student lacks all understanding of questions, concepts, and processes</td>
</tr>
<tr>
<td>Requirements/ Creativity</td>
<td>Goes beyond the requirements of the assignment</td>
<td>Meets the requirements of the assignment</td>
<td>Barely meets the requirements of the assignment</td>
<td>Fails to meet the requirements of the assignment</td>
</tr>
<tr>
<td>Neatness/Efforts</td>
<td>Exemplary work</td>
<td>Assignment is neat and attractive</td>
<td>Assignment is not visually appealing</td>
<td>Assignment is incomplete and messy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18-20</td>
</tr>
<tr>
<td>B</td>
<td>15-17</td>
</tr>
<tr>
<td>C</td>
<td>12-14</td>
</tr>
<tr>
<td>D</td>
<td>10-11</td>
</tr>
</tbody>
</table>

18=94, 19=97, 20=100  
15=86, 16=89, 17=92  
12=77, 13=80, 14=83  
11=73, 10=70
## Analyzing Photographs

<table>
<thead>
<tr>
<th></th>
<th>Photograph A</th>
<th>Photograph B</th>
<th>Photograph C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who are the people in the photo?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What is happening in the photo?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When was this photo taken or the time period of the photo?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where is this event taking place?</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Examine photographs A, B, and C and complete and appropriate boxes with what you have observed and any information you also know.
Using the constructed response format answer the following question:

What kinds of information can a photograph give us that we might not find in a textbook?
Learning How to Look

First Look:
This is a photograph _________________________________.

Your observation: Write down everything you see in the photograph.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Your inferences: What can you infer-(conclude from reasoning after looking at the evidence) from this photograph?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Your conclusions: What can you say about the people, places, or events in the photograph?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
TEACHER STUDENT INTERNET SOURCES:

Civil War Photography – Using Primary Documents

The Civil War was the first major national event to be photographed. There is an extensive photographic record of this national tragedy. The development of this directory is to guide teachers in using online primary documents to turn students into Civil War historians. The sites include a variety of resources, including; The Library of Congress, National Archives and the Center for Civil War Photography. In addition to tools in aiding teachers and learners with historical background, guidance in media literacy skills, and critical thinking, the selected websites include links to thousands of primary documents.

This directory has made every effort to include some of the most informative and credible sources for teaching and of online primary documents pertaining to the Civil War. It in no way represents all available resources, but those offered are a valuable starting point for teachers and students.

Teaching Resources

Annenburg Media – A Biography of America
http://www.learner.org/biographyofamerica/

This website is dedicated to educators and maintained by Annenburg Media. The biography of America site is an excellent source of information about specific time periods. The link for the Civil War video is highly informational as an introduction to Civil War photography. Other links take the learner to fact/fiction sites for evaluating photography. This site does offer educational products for sale, but it is free to sign up and it offers free access to quality historical videos on demand.

Teaching with Documents: The Civil War as Photographed by Mathew Brady
www.archives.gov/education/lessons/brady-photos/

This website is maintained by the National Archives. As an educational site it offers links to a variety of primary sources (photographic and written), worksheets, activity sheets, and lesson plans aimed at teaching with primary documents. This site offers links for both teachers and students. There are links to digital classrooms and to informative online exhibits. There are links to numerous historical periods.

The Library of Congress: The Learning Page
http://memory.loc.gov/learn/lessons/psources/pshome.html

The United States Library of Congress maintains this page. The learning page serves as a teacher/student resource in the use of primary materials. There are links to lesson plans,
procedures, a variety of activities, and materials for discussions about primary
documents. The lesson materials are available to download.

**Historical Centers/Scholarly Sites**

**Civil War Women: Primary Sources on the Internet**
http://library.duke.edu/specialcollections/bingham/guides/cwdocs.html

Duke University’s Sallie Bingham Center for Women’s History and Culture maintains
this site. It is an archive of women’s history. There are links to dairies, letters,
documents, photographs, and prints, as well as a searchable database. This site provides
additional access through a link to the Library of Congress American Memory Project,
and the Valley of the Shadow Project which details the life of two American
Communities (North/South) through the times of the Civil War.

**Photographs of African Americans During the Civil War: A List of Images in the Civil
War Photograph Collection**
http://www.loc.gov/rr/print/list/081_cwaf6.html

The Library of Congress Prints & Photographs Reading Room maintains this site. The
main page introduces the information and explains the sites organization. Links navigate
the viewer assorted scenes in which African Americans were photographed during the
Civil War. Each link provides a number of photographs with descriptions. The viewer
can access images of African Americans as soldiers, in naval scenes, camp scenes etc.
There is also a searchable database to find specific information and images.

**Selected Civil War Photographs**
http://memory.loc.gov/ammem/cwphtml/cwphome.html

The United States Library of Congress maintains this home page. In addition to the wide
collection of Civil War photos this page provides links to understanding the collection,
working with the collection, historical background, and a searchable database. There is
also a link to examine possible altered battlefield scenes and an analysis of those images.
Access to the Library of Congress Learning Page can also be accessed through this site.
It offers lessons in critical and chronological thinking skills.

**The Center for Civil War Photography**
http://www.civilwarphotography.org

The Center for Civil War Photography maintains this site. It is a non-profit organization
dedicated to the preservation of Civil War photographs. The site includes in depth
information about the photography of this time period. Links will take the viewer to
online exhibits such as 3D exhibits, Capitals at War, and a tutorial in accessing images
from the National Archives and the Library of Congress.
Additional Sites to Explore

The Civil War Home Page
http://www.civil-war.net

“Dedicated to the participants, both North and South in the great American Civil War”, is the quote at the top of the web page. This site is owned and managed by Michael Frosch. This is a clear, easy to understand and use site. It is a well-organized breakdown of online primary sources. Links take the viewer to a multitude of historical informational sites including maps, primary documents, regimental information, research data, and photographic images. There is also a searchable database for photographs.

Photographs from the American Civil War
http://www.wildwestweb.net/cwphotos.html

Ted who is interested in the photography of Civil War re-enactments created this site. The main page opens with an organized view of many period Civil War photos to be viewed without having to navigate photo by photo. Clicking on the photo will bring up and enlarged view. At the bottom of Part I the viewer can click on Part II photos and view more period photographs. This site is good for immediate access to numerous Civil War images at once without having to navigate back and forth. Re-enactment photos accessible by links are not of particular interest for the purpose of this directory.

Mathew Brady’s National Portrait Gallery: A Virtual Tour
http://www.npg.si.edu/exh/brady/gallery/gallery.html

Maintained by the Smithsonian National Portrait Gallery, this site is a virtual tour of all of Mathew Brady’s photographs in the Smithsonian Portrait Gallery taken through the 1800’s. There is a specific link navigating the viewer to the Civil War period photos. Other links of interest include; Making of a Photograph, Brady’s Biography, and a Technical Glossary.