

Civil War Analysis, "150 years after Fort Sumter: Why we're still fighting the Civil War"

Extra Credit worth a replacement daily grade *or* 25 points on a quiz *or* 10 points on unit 4 or unit 5 essay grade; due *before* date of the unit 5 test. This activity can be completed individually or with a partner. Groups of 3 or more are not permitted.

Goals:

Understand the historiography of the Civil War, assess the validity of the author's thesis, and explain the themes connecting 1861 to present times.

Directions:

- 1. Read the article and highlight/annotate.
- 2. Take notes in your spiral as you read. Notes should include:
 - a. The author's thesis.
 - b. Evidence supporting thesis
 - c. Historical views (historiography) of both the causes and the war over time
 - d. Analysis/Reflection:
 Was the author successful in defending the thesis? Do we as a people gaze at the Civil War more than we actually understand it? Is this most pivotal event in our history still? Is it a story we look at like 'rubber-neckers' at a horrible car accident or a story that is deeply personal and understood?
- 3. Using your notes, create a digital review. (not PPT or Prezi) The format could be timeline, question/answer, or any other thoughtful, analytical presentation of information. Possible formats: webpage, video, or more sophisticated "version" of a PPT or Prezi.
- 4. Turn in your article, spiral, and rubric (the back of this page with heading filled out), and share your presentation via Google (using your school account) before the date of the unit 5 test.

Evidence Supporting Thesis	Historiography Over

Notes will require more than one page. This graphic suggests a format; it does not suggest one page length.

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Name:	Class Period:					
If you collaborated with a partner, indicate partner's name and class period						
Partner:	Partner's Class Period:					
	ghlighting the column that reflects your chosen bonus in the rubric of the columns, only daily bonus will be earned.					

RUBRIC

NUDRIC	Points	Points	Points	
Components	Possible Daily Bonus	Possible Quiz Bonus	Possible Essay Bonus	Points Earned
Rubric/Heading (this page completely filled out & chosen bonus column highlighted)	5 All or nothing	2 All or nothing	1 All or nothing	Lumou
Highlighted/Annotated article (thoughtful notes/highlighting rather than random)	5 All or nothing	3 All or nothing	1 All or nothing	
Notes in spiral; Thesis Evidence Historiography Analysis/Reflection	20 All or nothing	5 All or nothing	1 All or nothing	
Presentation Contents; Title of article (5 for daily, 1 for quiz), Goals/Purpose (5 for daily, 1 for quiz), Author's Thesis (5 for daily, 1 for quiz), Evidence supporting thesis (10 for daily, 2 for quiz), Historiography of Civil War → complete and accurate (10 for daily, 2 for quiz) Reflection and analysis → higher level & thoughtful (10 for daily, 3 for quiz)	45 Partial Credit Possible	10 Partial Credit Possible	4 All or nothing	
Presentation Quality; clearly organized (10 for daily, 1 for quiz, 1 for essay), visually appealing using color/creativity/images/music (10 for daily, 2 for quiz, 1 for essay), effective flow and design → easy for viewer to follow and understand (5 for daily, 2 for quiz, 1 for essay)	25 Partial Credit Possible	5 Partial Credit Possible	3 Partial Credit Possible	
Bonus → going beyond expectations	10	5	3	
Total Possible and Total Earned	110	30	13	

Content analysis is expected to be original to the student(s). Plagiarism will result in no credit and office referral. For images and music (should images and music be added), sources need no formal citation. A brief name of URL or source will suffice)