News report on the Civil War

Standards:

1) Students will be able to identify and analyze the main causes of the Civil War.
2) Students will be able to sequence pivotal battles and events of the Civil War.
3) Students will be able to describe major leaders and their influence on the events of the Civil War.
4) Students will be able to determine and support the multiple perspectives the Civil War was viewed from.
5) Students will be able to offer productive ideas and suggestions to the group they work with.
6) Students will be able to apply research skills to collect information about a topic.
7) Students will be able to orally present information on a given topic.

Task:

As we have learned, to get information during the Civil War many times people gathered in the middle of town to read written descriptions or lists of what had taken place and the casualties that resulted. Then stories would be told to others and spread by word of mouth. But what if there had been TV during the Civil War? How would that have changed what had been said, shown, or even debated?

For this assignment, the class will be divided into two new reporting teams that will deliver the 9 o’clock news. It is July 4, 1863 and the Battle of Gettysburg has just ended. What would a new report of this event look/sound like on the evening news? How would it be different in Northern homes versus Southern homes?

This is what we have to consider as we begin looking at how to present the facts for our newscasts. One network (or half the class) will report from the Northern perspective, while the other network will report from the Southern perspective. Both newscasts will need to present the following information:

- Name of your network
- Big News Story: Battle of Gettysburg
- Minor news story: Interview with the General
- Editorial piece that features a different perspective (e.g. Native American)
- Interesting news piece (for your group to decide)
- Two visual displays that can be presented during the newscast (e.g. photos from the battle site, statistics, symbolic items)

Develop your script for your newscast. You will present your new report to the class. Each person in your group must present something during the newscast, so make sure everyone understands their role!

As this is a live newscast, make sure you practice before you present, because there will be no do overs!
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**Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Multiplier</th>
<th>Unsatisfactory (0 points)</th>
<th>Developing (1 point)</th>
<th>Satisfactory (2 points)</th>
<th>Excellent (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network is identified</td>
<td>X1</td>
<td>No network is referenced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Big news story is presented</td>
<td>X4</td>
<td>Story is either not presented or not historically accurate;</td>
<td>Story is presented with only minimal detail; perspective cannot be understood by presentation</td>
<td>Story is present with broad facts only; perspective can be understood</td>
<td>Story is presented with detailed factual information; perspective is understood</td>
</tr>
<tr>
<td>Interview with a General is presented</td>
<td>X3</td>
<td>No interview given; inaccurate interview given</td>
<td>Interview given, but only perspective established without facts to back it</td>
<td>Interview given and facts are given without historical perspective</td>
<td>Interview both accurate and clearly displays perspective</td>
</tr>
<tr>
<td>Editorial piece gives another view of Gettysburg</td>
<td>X2</td>
<td>No editorial presented</td>
<td>Editorial presented but mirrors already established perspective</td>
<td>Editorial given and glimmers of another view given</td>
<td>Editorial given and another perspective established</td>
</tr>
<tr>
<td>Interesting news story presented</td>
<td>X2</td>
<td>No interesting story presented</td>
<td>Story is presented but lacks interest and connectedness to overall newscast</td>
<td>Interesting story is presented but connectedness to overall newscast not understood by audience</td>
<td>Interesting news story presented and adds to overall newscast</td>
</tr>
<tr>
<td>Two visuals incorporate into newscast</td>
<td>X1</td>
<td>No visuals present</td>
<td>One visual presented</td>
<td>Two visuals presented but not clearly tied into newscast</td>
<td>Two visuals purposely used in newscast</td>
</tr>
<tr>
<td>Clear and focused newscast</td>
<td>X2</td>
<td>Newscast jumbled and unclear</td>
<td>Newscast is orderly but unrehearsed and runs into a few mistakes</td>
<td>Newscast is orderly and mostly focused; there is a moment of uncertainty</td>
<td>Newscast is focused and clearly presented</td>
</tr>
</tbody>
</table>
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