

Title of Lesson: *Alabama's Secession in 1861: Embraced with Joy and Great Confidence. Why?*

(Suggested grade level: 10th and 11th Grade Advanced Placement U.S. History)

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Background Information:

Viewed in retrospect, northern victory in the Civil War can seem preordained. But in early 1861, a good many people believed the South could win the war, and not all of those believers lived in the South. While most textbooks cover the tactical advantages and disadvantages the North and South had at the outset of the war, what they don't usually cover as well and what is harder for students to grasp, is just how jubilant and completely confident most white Southerners were when their states first broke away from the Union. They believed they had the Constitution on their side and that they were capable of winning the war. The documents in this lesson, most of which are articles from the *Montgomery Advertiser*, dramatically illustrate that sort of thinking as well as the general euphoria that gripped the South at the time. An additional benefit of these documents is that they help restore a sense of the drama that accompanied the cascade of events immediately following Lincoln's election. In early 1861, the final outcome of the struggle between North and South was anything but certain.

Overview of lesson:

This lesson could be used as an introduction to a unit on the Civil War. It starts by asking students to analyze a northern cartoon about secession, but the bulk of the material focuses on six articles from the *Montgomery Advertiser*. The first one was published January 9, 1861, just two days before Alabama seceded from the Union, and the last one on April 17, just days after the firing on Fort Sumter. These months form a critical time period in our state's history during which we left the Union, helped create the Confederate States of America, and participated in writing a constitution for the new nation. Students are given essential questions to apply to the whole lesson (why did so many white Alabamians want to secede and why did they believe the South could win the war?). They are then divided into groups to read and analyze the documents. The lesson ends with a whole-class discussion centered on answering the essential questions. Later, as students proceed with their textbook study of the Civil War, they are required to create newspaper articles, similar to the ones they read from the *Montgomery Advertiser*, reflecting what was going on in other states at other points during the war but also showing how local residents would have viewed those events. (Students can be required to write several articles or just one.)

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Grade 10: Content Standard 9

- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861

Content Standard 10

- Explaining Alabama's involvement in the Civil War

[National Standards for History, 1996](#)

Standards in Historical Thinking

Standard 3: The student engages in historical analysis and interpretation.

G. Consider multiple perspectives in the records of human experience by demonstrating how their differing motives, beliefs, interests, hopes, and fears influenced individual and group behaviors

[Standards in History for Grades 5-12](#)

Era 5; Standard 1: The causes of the Civil War

- 7-12 Chart the secession of the southern states and explain the process and reasons for secession

Era 5; Standard 2: The course and character of the Civil War and its effects on American people

- 2A: Compare the human resources of the Union and Confederacy at the beginning of the Civil War

[National Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Themes: 2. Time, Continuity, and Change

6. Power, Authority, and Governance

Primary Learning Objective(s):

Students will:

- Try to understand (without approving of) the feelings and beliefs white southerners held in 1861 regarding the causes of sectional conflict and their ability to defeat the North
- Analyze primary documents
- Practice critical thinking
- Interpret a political cartoon
- Interpret statistical information (dates of secession)
- Make inferences
- Draw conclusions
- Practice writing skills

Time allotted: 90 minutes

Materials and Equipment:

- Chronological list of southern states that seceded, with exact dates (attached)
- The "[Secession Movement](#)," political cartoon, ca. 1861, Library of Congress
- **Act I documents** (Attached) (From "Alabama Will Secede," "Alabama Out of the Union," "The Secession Jubilee," and "Alabama's Ordinance of Secession." The first three are articles published in the *Montgomery Advertiser*. Complete and original copies of these four documents can be found at the Alabama Department of Archives and History. Links are provided below.
 1. [Alabama Will Secede](#)
 2. [Alabama Out of the Union](#)
 3. [The Secession Jubilee](#)
 4. [Alabama's Ordinance of Secession](#)
- **Act II documents:** Preambles to [U.S. Constitution](#) and [Constitution of Confederate States](#), and excerpts from a *Montgomery Advertiser* article, "[The Permanent Constitution of the Confederate States of](#)

[America,”](#) the whole of which can be found online at the Alabama Department of Archives and History (attached)

- **Act III document:** Portions of [“The War Begun,”](#) a *Montgomery Advertiser* article which offers a defense of secession (attached)
- Newspaper assignment instructions (attached)
- Rubric for newspaper assignment (attached)

Technological Resources:

- [Alabama Department of Archives and History](#) This website includes an easily searchable online digital collection of primary documents. It also offers other educational resources, including lesson plans based on documents in the collection as well as a link to “Alabama Moments in American History.”
- [opinionator.blogs.nytimes.com](#) The “Opinionator” is exclusive online commentary provided by *The York Times*. It includes a variety of material, but one series, entitled “Disunion,” relates to the Civil War. To mark the 150th anniversary of the war, *The Times* asked historians and writers to use contemporary accounts, diaries, images, and scholarly assessments to follow the conflict as it unfolded. Each day’s article is different. The articles constitute a valuable resource for both teachers and students. The link provided here will take you to the basic “Opinionator” page. The latest article in the “Disunion” series is listed on the right hand side.
- [Encyclopedia of Alabama](#) This online encyclopedia has several articles relevant to this lesson. The first portion of the entry on the [Civil War](#) provides a short summary of the lead-up to the war, including Alabama’s secession. Two articles deal with opposition to secession, a topic some students might be interested in investigating. (See [“Unionism”](#) and [“Jeremiah Clemens.”](#))
- [Digital History](#) is a website designed and developed to support the teaching of American History in K-12 schools and colleges. Materials include a digital textbook, images, essays, primary documents, lesson plans, and many other valuable classroom tools, including a wealth of resources on the Civil War.

Background/Preparation:

Students should have already studied some of the major events that led to increasing sectional tension in the years between 1800 and 1860. They should have already studied the election of 1860, know that most white Southerners perceived the Republican victory as a direct threat to their rights and freedoms but not yet have begun an examination of the Civil War.

Procedures/Activities:

Engagement/Motivation Activity:

- Display the chronological list of secession dates (attached).
- Ask students to describe anything they notice that strikes them as revealing: Which state seceded first? (Can they offer any reasons as to why South Carolina was the first?) Where is Alabama in the list? (What do they think that means?) Do all the secessions follow one another in rapid sequence? Is there a breaking point when the secession momentum seems to slow down? How would they explain that?
- Display a copy of [“The Secession Movement,”](#) a political cartoon published in the North in 1861. Tell students that it was published before all of the southern states had seceded.
- Help students process the image by asking them four questions:

1. What do they see in this cartoon? Ask them to identify specifics, without commenting just now on what those might mean. Tell them not to struggle with trying to read the captions; you'll tell them what they say later on.
 2. Overall, what is happening in this cartoon? (Some Southern states rushing over the edge of a cliff)
 3. What opinion do you think this cartoonist had about the secession movement? Why do you conclude that? Require students to justify their opinions with specifics from the cartoon. You can read what's in the captions at this point.
 4. Would most Southerners have agreed with the cartoon's message in early 1861? Explain.
 5. What sort of cartoon might a Southerner have drawn about secession in 1861? (In 1861, most Southerners did not believe they were doomed to defeat. Most were genuinely elated to be leaving the Union and supremely confident that, if war came, their side would prevail. A Southern cartoon would have reflected those attitudes.)
- Tell students that this lesson uses primary documents from Alabama that relate to events surrounding our secession from the Union and the formation of the Confederate States of America. The goal is try to recapture the thoughts, feelings, and beliefs of those involved in the swirl of events unfolding in this early phase. Although the North eventually won the war, in 1861 their victory wasn't a foregone conclusion, so the South had reason to hope. (In fact, several documents in this lesson pinpoint credible advantages the South claimed.)
 - Write these guiding questions on the board to begin the lesson:
 "After reading these documents, why do you think so many Alabamians were enthusiastic about seceding from the Union? Why, after fighting first broke out, were they convinced they could win the war?"

Step 1	Divide students into three groups. Distribute copies of one of the three sets of documents (Part I OR Part II OR Part III) to each group, so that each student has his or her own copy. Because big groups don't work efficiently, have each one subdivide itself into smaller groups of 3-4, so students can process the documents and answer the questions in a more meaningful manner. Set a reasonable time limit.
Step 2	Rearrange students into new groups of 3 to 4, making certain that all three sets of documents are represented in the new groupings (Parts I AND Part II AND Part III). Give each student copies of the two sets of documents he/she didn't originally receive and tell everyone to do the following: Students who processed Part I will guide their new group members through the documents, summarizing what each said and explaining their answers to the questions. Students who processed Part II will then do the same, followed by students who processed Part III. Set a reasonable time limit for this activity.
Step 3	Reintroduce the first two essential questions and tell students that you want them to support their answers by referencing specific documents and particular portions within those documents that relate to the questions. (Use an overhead or digital projector to display copies of the various documents as students cite them, so they can see for themselves how certain portions apply.)
Step 4	Ask students how important they think it is that a group engaged in a military struggle (outright war or insurgency) be enthusiastic and believe in the justness of their cause? Even if such feelings and beliefs are misguided, to what extent

	can they affect the final outcome? Can they give any historic (or current) examples to support their opinions?
Step 5	Ask students to identify other important, perhaps more tactical, elements that go into determining the ultimate success of a war or insurgency? Which of these did Alabamians address and which did they not seem to address, at least publically?
Step 6	Tell students that during their study of the Civil War, they will be asked to compose a newspaper article based on a significant event or development. Their article must include what happened (the facts), but it must reflect how the local community would have reacted to those facts. (Newspapers in the 19 th century didn't try to report the facts in a totally unbiased way.)
Step 7	Pass out instructions for the assignment, along with the rubric. Answer any questions student have. Alert students to the websites they can access if they decide they want to include a photograph.

Assessment Strategies:

- Each student will write a newspaper article as he/she is studying the Civil War (subsequent to this lesson). Students could present their articles to the whole class toward the end of the unit, providing a review for a test on the war. You can select whatever events you think are most important and assign those. Not all of them should deal with battles; some could cover events on the home front, like Lincoln's reelection in 1864 or the New York City draft riots in 1863. Not every student has to have a different event but they should each have a different location: some in the North, some in the South, some in border states, some along the coastline, etc. And the events should stretch over time, covering from at least 1861 to 1864. Decide the point value for this assignment and use the attached rubric to grade it.

Extension:

Students could:

- Read actual articles published in newspapers during this same time span and try to detect any bias.
- Compare/contrast northern and southern newspaper coverage of one event during the Civil War.
- Research other political cartoons from the Civil War period.
- Create a photographic narrative of the war, using a limited number of images (no words) to illustrate a certain theme.

STATE	DATE OF SECESSION
South Carolina	December 20, 1860
Mississippi	January 9, 1861
Florida	January 10, 1861
Alabama	January 11, 1861
Georgia	January 19, 1861
Louisiana	January 26, 1861
Texas	February 1, 1861
Virginia	April 17, 1861
Arkansas	May 6, 1861
North Carolina	May 20, 1861
Tennessee	June 8, 1861

PART I

Directions: 1. Have someone in your group read each document out loud. 2. Come to a general agreement on what it says. 3. After conferring with each other, every student should write down his or her answers to the questions that accompany each document.

[Alabama Will Secede](#), Montgomery Advertiser article, Jan. 9, 1861

“A large majority of the members of our convention [Alabama had already called a convention to consider the possibility of seceding but they had not yet taken the final vote] will not hesitate a moment to co-operate with South Carolina, Florida, and Mississippi [these states had just voted to secede] in the formation of a Southern confederacy on the basis of the United States as construed [interpreted] in the Dred Scott case. The Union is already dissolved, and we will at once set about the work of preserving our liberties and honor by uniting with those gallant [bold and dashing] Southern States that are determined not to live under the free negro rule of Lincoln.

1. Why does the author of this document mention the Dred Scott case? What is its relevance to secession?
2. What is meant by “free negro rule of Lincoln?”

[Alabama’s Ordinance of Secession](#), adopted Jan. 11, 1861 (partial version)

To dissolve the Union between the State of Alabama and other States united under the compact styled “The Constitution of the United States of America.”

WHEREAS, the election of Abraham Lincoln and Hannibal Hamlin to the offices of President and Vice-President of the United States of America, by a sectional party, avowedly [openly] hostile to the domestic institutions and to the peace and security of the State of Alabama, preceded by many and dangerous infractions [violations] of the Constitution of the United States by many of the states and people of the northern section, is a political wrong of so insulting and menacing [threatening] a character as to justify the people of the State of Alabama in the adoption of prompt and decided measures for their future peace and security.”

Be it declared and ordained by the people of the State of Alabama in Convention assembled, That the State of Alabama now withdraws, and is hereby withdrawn from the Union known as “the United States of America”, and henceforth ceases to be one of said United States, and is, and of right ought to be, a Sovereign and Independent State.

1. Why does this document claim Alabama has a right to secede? In your own words, list as many reasons as you can locate within the document itself.
2. What does the word “sovereign” mean and why is it appropriate in this context?

[Alabama Out of the Union!](#), Montgomery Advertiser, Saturday morning, Jan. 12, 1861

THE VOTE SIXTY-ONE TO THIRTY-NINE!!

A GLORIOUS DAY!!!

We have only time to announce, as our evening edition goes to press, that the State Convention has withdrawn Alabama immediately and unconditionally from the Union.

The vote was taken about half-past two o'clock and resulted in 69 in favor to 39 against the Ordinance.

Truly, this is glory enough for one day. Our citizens are hailing the new era with demonstrations of profoundest emotion. The Capitol grounds and streets are alive with the moving mass of the cheering throng. Cannons are booming and bells are ringing.

1. Why do you think the Montgomery Advertiser decided write this short article about the vote for secession instead of waiting to print a longer, more thorough article the next day?
2. Are you surprised by the final vote? Why or why not?

[The Secession Jubilee](#), Montgomery Advertiser, Jan. 12, 1861

“Our city on Thursday last night, after receiving news of the secession of South Carolina on that day, was the scene of a perfect jubilee. The demonstration of sympathy for the gallant Palmetto state [South Carolina] and of rejoicing that she had at length “disrupted every tie that bound her to the union,” was truly imposing and gratifying. Every heart was in a glow of patriotic fervor, and the whole city in a blaze of enthusiastic excitement. The celebration of that long wished for event was grand and unique in our community. It will ever mark an era in the history of the South, and most worthily did our citizens herald and welcome its dawn.

Bonfires and illuminations, flags and banners, processions of citizen soldiery, with drums and music, and volleys of musketry, the firing of cannons and the ringing of bells, with the shouts of men and boys, the presence and smiles of women, with stirring songs and patriotic speeches, all conspired to render the occasion one long to be remembered by our people. Private houses were thrown open to the crowd as it marched along the streets, and they were regaled by everything that promotes “the feast of reason and flow of soul.” Our excellent Mayor, Dr. W. H. Thornton, gave an entertainment worthy the occasion. Long may he live---under a Southern Confederacy.

1. According to the author of this article and the one above, how did most white people in Montgomery react to the vote for secession? (Underline specifics.) How intense and widespread was the reaction?
2. Why do you think so many people reacted in this manner, given the gravity of the situation?

PART II

Directions: 1. Have someone in your group read each document out loud. 2. Come to a general agreement on what it says. 3. After conferring with each other, every student should write down his or her answers to the questions that accompany each document.

Preamble to the United States Constitution:

We the people of the United States, in order to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

Preamble to the Constitution of the Confederate States of America

We, the people of the Confederate States, each State acting in its sovereign and independent character, in order to form a permanent federal government, establish justice, insure domestic tranquility, and secure the blessings of liberty to ourselves and our posterity invoking the favor and guidance of Almighty God do ordain and establish this Constitution for the Confederate States of America.

1. How similar are these two preambles? Why do you think the Confederacy modeled its preamble after the one in our original Constitution?
2. What are the most significant differences in the confederate version and what do those differences signify?

The Permanent Constitution of the Confederate States of America

Montgomery Weekly Advertiser, April 10, 1861 (Montgomery was the capital of the Confederacy from February, 1861, until May, 1861, after which time it was moved to Richmond, VA. This constitution was written in Montgomery.)

The prompt and almost unanimous ratification, by five of the Confederate States, of the Permanent Constitution recently framed by the Provisional Congress sitting in Montgomery, will go far to assure the world of the earnestness of purpose actuating the people of those States which have seceded from the American Union, and cannot fail to inspire the breast of every true lover of his country, with bright hopes for the future of a government thus harmoniously and auspiciously [favorably] inaugurated....

The people of the Confederate States may justly congratulate themselves on the proud position they occupy before the country and the world. They can safely challenge the severest scrutiny [close examination] to discover the doings of their representatives any act of imprudence [unwise action] calculated to impair in the slightest degree the elevated stand they have chosen, and the Constitution which they have so unanimously ratified, though not absolutely perfect, is as near to perfection as any instrument every framed by human wisdom. With such an auspicious [favorable] beginning, with the prospect of speedy recognition by the great powers of Europe; with a system of labor forming the

strongest and most enduring basis on which the fabric of society can be reared; possessing a territory stretching through several degrees of latitude and embracing the finest qualities of soil and climate, capable of producing in almost unlimited quantities the staples which control the markets of the world; with a people united, brave, and intelligent; with statesmen experienced, capable, high-minded and patriotic, to guide the wheels of government, it needs no prophecy to foretell [predict] for the new confederacy a career of prosperity, wealth, and future greatness. Demagogues [leaders who obtain power by playing on people's prejudices] and fanatics [person motivated by extreme beliefs] of the North and elsewhere, may affect to sneer at this, the most sublime [wise] revolution the world has ever known, but reasoning men everywhere are beginning to see and acknowledge that nothing in the future is more certain than the independence and immense political and commercial influence of the Confederate States of America. Its successful progress thus far; the unparalleled unanimity [agreement] of its people, and the admirable provisions of its permanent constitution, all preclude the idea that the government is ephemeral [temporary] in its character. Some of the States still adhering [sticking] to the constitution of the old United States may and doubtless will hereafter ask for and obtain permission to become members of the Confederacy, but never again will the solemn States now composing it consent to place their destinies in the hands of a government which they have deliberately and successfully repudiated [rejected].

1. Why do you think the Confederate states feel the need for any sort of constitution? How does this article say having one will help their cause? In what ways?
2. According to the author of this article, what does the Confederacy have going for it that will enable it to prevail against the North? In your own words, list all the advantages the author cites.

PART III

Directions: 1. Have someone in your group read each paragraph out loud. 2. Come to a general agreement on what each says. 3. After conferring with each other, every student should write down his or her answers to the questions below.

“The War Begun,” Montgomery Advertiser, April 17, 1861 (This article was published after the Fort Sumter was fired upon.)

The inexorable [harsh and inescapable]logic of events has at length brought the country to the verge of war, and it now becomes us to look that matter squarely and calmly in the face. The Administration of the Confederate States have done all that men could honorably do to bring about a peaceable solution to the questions which have arisen between this government and the one at Washington, but through the madness and perversity [contrariness] of the of the ruling powers at the North all efforts to that end have failed. We have asked nothing at the hands of Mr. Lincoln to which we were not fairly entitled. He has chosen to turn a deaf ear to our requests, to insult our government by not receiving its commissioners, and he has now taken the fearful responsibility of inaugurating a war the end of which no man can see or predict.

Our hands are free from the guilt of bringing upon the country the horrors which necessarily attend a bloody struggle between those who have heretofore [up to now] been members of a common government. If, therefore, the language of diplomacy is to give place to the clashing of swords, the roar of hostile cannon, and the mustering of charging squadrons, on the heads of the Black Republicans let the direful [awful] consequences rest. Deeply impressed with the conviction that their cause is a righteous one; knowing well their immense moral and physical strength, placing a firm reliance on the favor and protection of Almighty God, our people will accept the issue thus forced upon them---meet steel with steel, and drive the dastard [coward] invaders from our soil, or perish nobly in the attempt.

1. What do you think the author of this article is trying to do in these first two paragraphs? What points is he making and why?

Who can doubt the result of a struggle between the two countries when the motives inciting [provoking] the people of each to action are fairly considered? On the side of the Confederate States, we see a people united, enthusiastic, determined---with leaders and statesmen second to none in the world in point of experience and ability, and with thousands and tens of thousands of as brave men as ever lived, well trained to the use of arms. The people of the whole country will feel that they are fighting for their homes, their wives and children, and what deeds are too daring for a people thus inspired. They will, they must be, invincible. They can never be conquered. A sufficient force might exterminate but never subdue them.

On the other hand, the people of the Northern States are not and can never be fully united in the maintenance of a war policy. It is diametrically [completely] opposed to their interests. Mr. Lincoln may succeed in arousing some enthusiasm among the people of that section on the plea that the Northern

government is not fighting for conquest but to maintain the integrity of the Union. Reasoning men, however, will ere long see that this pretense of fighting for the Union is a sham--that it is hopelessly divided, and whatever the issue of the conflict may be, the broken parts can never again be reunited. When once fully convinced of this; feeling in the depths of their hearts that the South has the right of the matter; that the country is fast going to destruction, and they themselves are being involved in the general ruin, they will be very likely to say to Mr. Lincoln and his fanatical followers: "Call off your dogs." Although they may not secure by this a cessation [ending] of hostilities, yet the mere fact that a not inconsiderable [insignificant] portion of the people do not cordially [sincerely] support the government in its war measures will greatly tend to dispirit those who are engaged in their unholy warfare.

1. What advantages does this author claim the South has? Do you agree?
2. What disadvantages does he say the North has? Do you agree?

When the experiment of the forcing the South to live under a government it detests, and which it has deliberately declared its determination never to submit to, has been fully tested, then Northern men will see that they have everything to lose and nothing to gain by a continuance of war and they will begin to clamor [cry] for peace. On the other hand, the people of the Confederate States, while they deprecate [disapprove of] the calamities of war as much as any, and would gladly see all our difficulties adjusted without a resort to arms, yet knowing full well that a successful termination is absolutely essential to their national existence; aware that if they fail, an attempt will be made to brand them as traitors, and in that event, be compelled to submit to a worse than Austrian despotism, they will fight, and to the death if need be, for that which they value more than life itself--their independence and their honor...

The people of the Confederate States are ready for the conflict. From every vale and mountain side, armed men will spring up as if by magic, and the first bugle blast of war will call them forth to the field, ready to die for their country. Armed in the holy cause of liberty and independence, they can appeal with confidence to the God of Battles for support, and who can doubt that victory will perch upon their banners? We may be compelled to endure the horrors of a long and desperate war, to wade through seas of blood, but the right must ultimately triumph.

1. Why does this author say the South will ultimately win the war?
2. If you could respond to this author, what would you say to him about the oncoming war?

NEWSPAPER ARTICLE ASSIGNMENT

As part of our study on the Civil War, you will be asked to write a newspaper article covering a significant war event AS IF YOU WERE REPORTING ON THAT EVENT SHORTLY AFTER IT OCCURRED. Because newspapers in the 19th century had not yet adopted an unbiased approach to reporting facts, your article must do more than simply communicate basic information; IT MUST ALSO REVEAL A POINT OF VIEW about what happened and REFLECT A CERTAIN AMOUNT OF “SPIN.” Obviously, a person’s point of view on any one event can vary according to many different factors (age, race, gender, educational level, job, where they live, etc.), but for this exercise, we’re going to concentrate on location. Just as the *Montgomery Advertiser* articles we read clearly reflected the viewpoint of white Alabamians who supported the break with the Union, your article must demonstrate some sort of local bias. You’ll be assigned a specific event from the war and a specific city for your newspaper. The latter will determine HOW you report the facts. You have to “pitch” the facts to the locals who would be buying your newspaper. You can’t fabricate essential facts or totally misrepresent them, but you do want to slant things in a certain direction. If you’re assigned a city in the North, like New York City or Philadelphia, you can, if you want, assume that you’re writing for an African American audience (there were black newspapers in some northern cities). Keep in mind that when an event occurred is also important. A loss early in the war was much less ominous than one that occurred in the third or fourth year. Show an awareness of the time dimension.

Your article must:

- Include the name of the newspaper (make one up and put it at the top of the page)
- Include the date of publication (shortly after the date of your event)
- Include the name of city and state where I located your newspaper (put it underneath name of newspaper)
- Include a headline that is relatively brief (no more than 12 words) which identifies the event you’re reporting on but also announces the story in a way that would appeal to your readers (headline can’t be neutral, it must demonstrate your point of view)
- Include your “by line” (the line underneath the headline that tells who wrote the article, in this case YOU!)
- Contain between 250-350 words
- Accurately cover basic factual information about your assigned event in a coherent way (so reader can follow the article)
- Include words and phrases that reflect a point of view appropriate for your location and audience
- Be typed

If you want, your article can:

- Include an actual photo connected in some way to your event. Here are some sites to use:
<http://www.civilwarphotos.net/>
<http://memory.loc.gov/ammem/cwphtml/cwphome.html>
<http://www.civilwar-pictures.com/g/civil-war-pictures>
<http://www.loc.gov/pictures/collection/cwp/>

Caption must accompany photo, explaining what it shows and how it connects to event

- Include a political cartoon of your own creation which also reflects your point of view about the event

***Inclusion of either kind of visual (don’t include both types) will result in extra credit points. If you decide to include one or the other, glue your headline, article and visual to a piece of white poster board and create a “masthead” at the top. A masthead is like a nameplate for magazines and newspapers. It would include the name of the paper, where it was published, how much it cost, and perhaps a slogan that the paper used to create a sense of identity.

Student Name _____

Category	4	3	2	1
Technical Requirements	Meets all the technical requirements: name of newspaper, name of city and state, date of publication, headline, by line, number of words in article. No major grammatical or spelling errors.	Fails to meet one of the listed requirements	Fails to meet two of the listed requirements	Fails to meet three or more of the listed requirements
Organization	Article is coherent and organized. There is a logical sequence to the information and clear transitions are provided.	The article is mostly organized, although one part may seem out of place. Clear transitions are provided.	Article is somewhat difficult to follow. Clear transitions may be missing.	Article doesn't come together at all. Reader has to struggle to figure out what is being reported on. Few or no transitions provided.
Factual Information	All facts are correct and cover the essentials of the assigned event	One or two facts may be incorrect but essentials of the assigned event are still covered	Several facts are incorrect and/or some pieces of critical historical information aren't included	Many facts are incorrect and/or critical historical information is omitted
Point of View	Point of view is an integral part of both the headline and article. POV is appropriate to location and audience.	POV is less integrated but still present to a large extent. Also reflects location and audience.	POV is weaker and may miss the mark somewhat in terms of reflecting location and audience.	POV is extremely weak, nonexistent, or inappropriate for location and audience.
Extra Credit				