

your suggested narrative to the general Civil War/Reconstruction overview. Make sure to include the commonalities and differences between your narrative and the commonly discussed narrative. You are not required to follow this example. You are allowed to be as creative as you want. If you wish to present your topic through alternate means (such as a skit or including a survey) make sure your presentation structure is approved by your teacher.

Evaluation

Referenced below is the grading rubric for your presentation along with an explanation of the components. The four different components of your presentation will combine for a possible 100 points for your overall project grade.

Category and Score	Grading Components	Explanation	Points Available	Points Earned	Score
	Creativity	Is your presentation aesthetically appropriate? Keep in mind I will not deduct points for ATTEMPTED creativity. I will however, do points if your presentation is sloppily put together.	25	--/25	--
	Media Inclusion	Is your presentation equipped with multiple media resources? If so, do your resources contextualize your information as well as provide a relevant visual depiction of your topic?	25	--/25	--
	Topic Information	Is there clearly researched information on the topic of your group's choosing? Is your research beyond a surface level understanding? How does the research you've discovered contribute to the commonly discussed narrative of your topic?	25	--/25	--
	Original Narrative	Is the story you tell of your topic different from the common rhetoric? What are the commonalities? What are the differences? Why do you think your narrative is not frequently discussed within the context of your overall topic?	25	--/25	--
				Total Score	100

Conclusion

This project should challenge you as a student-historian to apply your previous knowledge, as well as research skills to create your own narrative. This is not a project to gauge your ability to regurgitate previous lessons. It is meant to challenge you to search for understanding of WHY things happened and what things are overlooked in the process of historical writing. You will also be challenged to apply the technological resources available to you in such an internet-driven society. You will be able to properly access and navigate a new presentation platform, as well as determine academic resources that are helpful and supportive to your cause. Below are a couple of helpful links. You are free to address your teacher at any point along the way for research/resource guidance.

Teacher Page

My advice to educators looking to use the Civil War/Reconstruction lesson/assignment plan is to be as patient as possible with your student. My personal approach is to create an iMovie of my own with my students as a guide to help them gain a better understanding

of what the assignment is aimed to do. This is not a one day or one week assignment. This assignment will take up to 2-3 weeks depending on the availability of resources as your perspective school. Allow your students ample time to research their topics, and provide them helpful references along the way such as primary/secondary source databases.

Standards

This project will consume the Civil War standard section of the NC Curriculum (American History 1). As your students select their topics, a vast majority of the curriculum standards will be covered in their research. In presenting their topics to classmates, (especially the introduction component of the assignment) students will be able to share their findings and acknowledge the findings of others in order to contextualize the chronological events of the Civil War. As a suggestion to your students' success, request that they take notes on the "Commonly discussed narrative" section of the presentation introduction.

Credits

Other

Have fun! Be creative with your presentation and allow your students to be creative with theirs!