

EXTRA EXTRA

Newspaper Activity

Objectives

For this assignment, you will create a newspaper based on the information you've already learned from the textbook, lectures, and other outside resources. In this activity, you will need to be creative and present the material you've learned in the following newspaper format:

Time period: 1885–1915

Chapters covered: 10–13

- At least five to six pages in length
- Two to three yellow-journalism articles on the front page
- An editorial page
- Three world-related stories
- Three national stories
- An advice column
- An almanac
- An interview column
- Obituaries

Note: Additional articles and columns will enhance your newspaper's format and your overall grade.

Be creative! This is your chance to present the material you've learned in a format that is structured but unconventional. Here is your opportunity to change the perceptions that people have toward historical figures and events. You can present your material in any conceivable way you want as long as you are historically accurate!

The deadline for grading for this project is January 31.

(I will accept no assignments after this date without substantial cause.)

The grading scale and assessments are outlined in the rubric.

	Unacceptable	Unsatisfactory	Basic	Proficient	Advanced
Participation	The student did not participate in the activity and did not contribute any information or material.	The teacher had to direct the student to participate in the activity. The student did the minimum.	The student participated in the activity, but only offered basic information and material. He or she did not go above and beyond.	The student participated in the activity. He or she was well prepared and offered substantial information and materials.	The student participated in the activity. He or she was well prepared and offered substantial information and materials, with insightful comments and direction.
Creativity	The student did not provide any ideas and did not participate in the activity.	The student offered minimal ideas and participation.	The student offered ideas, but his or her participation was a mediocre effort.	The student offered detailed ideas and suggestions and displayed a resourceful design and format for the newspaper.	The student offered detailed ideas and suggestions and displayed an original and artistic design and format for the newspaper.
Newspaper Format	<p>The format is lacking four or more of the following features:</p> <ul style="list-style-type: none"> • At least five to six total pages • Two to three yellow-journalism articles on the front page • An editorial page • Three world-related stories • Three national stories • An advice column • An almanac • An interview column • Obituaries 	<p>The format is lacking two or more of the following features:</p> <ul style="list-style-type: none"> • At least five to six total pages • Two to three yellow-journalism articles on the front page • An editorial page • Three world-related stories • Three national stories • An advice column • An almanac • An interview column • Obituaries 	<p>The format is lacking one of the following features:</p> <ul style="list-style-type: none"> • At least five to six total pages • Two to three yellow-journalism articles on the front page • An editorial page • Three world-related stories • Three national stories • An advice column • An almanac • An interview column • Obituaries 	<p>The format includes all of the following features:</p> <ul style="list-style-type: none"> • At least five to six total pages • Two to three yellow-journalism articles on the front page • An editorial page • Three world-related stories • Three national stories • An advice column • An almanac • An interview column • Obituaries 	<p>The format includes all of the following features:</p> <ul style="list-style-type: none"> • At least five to six total pages • Two to three yellow-journalism articles on the front page • An editorial page • Three world-related stories • Three national stories • An advice column • An almanac • An interview column • Obituaries <p>The format also includes additional articles and columns.</p>
Historical Accuracy	The material was insufficient, misleading, and incorrect.	The material was insufficient and misleading.	The material was historically accurate and informative, but it was insufficient.	The material was historically accurate, informative, and adequate.	The material was historically accurate, informative, and plentiful.

Becoming a World Power
Yellow Journalism
February 4–8

Lesson Objectives

You will

- TSWBAT: explain major themes and concepts from the chapter by expressing them in a newspaper format.
- TSWBAT: describe the social influence of historical figures by presenting their viewpoints and contributions in newspaper articles.
- TSWBAT: identify and define historical events by outlining them in the newspaper almanac.
- TSWBAT: decipher the exploitation of yellow journalism by analyzing the historical accuracy of primary and secondary documents and images.
- TSWBAT: read and critically interpret historical literature.
- TSWBAT: distinguish fact from opinion and draw conclusions.
- TSWBAT: apply knowledge, skills, and prior experience to formulate generalizations and draw conclusions.

Pennsylvania Academic Standards: U.S. History

U.S. History

- *8.1.9 Subsection A* – Analyze chronological thinking (sequential order of historical events)
- *8.1.9 Subsection C* – Analyze the fundamentals of historical interpretation (fact versus opinion and illustrations in historical documents and stories)
- *8.1.9 Subsection D* – Analyze and interpret historical research (primary and secondary sources)
- *8.3.9 Subsection B* – Identify and analyze primary documents important in U.S. history from 1750 to 1914 (documents)
- *8.3.9 Subsection C* – Analyze how continuity and change influenced U.S. history from 1750 to 1914 (politics and belief systems)
- *8.3.9 Subsection D* – Identify and analyze conflict and cooperation among social groups and organizations in U.S. history from 1750 to 1914 (domestic instability)

Reading

- Identifying the meaning of vocabulary
- Making inference and drawing conclusions from text
- Retelling and summarizing a text or story
- Identifying the author's purpose
- Word-recognition skills
- Use of context clues
- Identifying main ideas
- Determining fact from opinion
- Identifying sequence, and comparing and contrasting

Resources and Materials Needed

- Textbook – *The American Republic*, chapters 10–13
- Microsoft Publisher
- Extra Extra handouts

I. Focus/Motivating Activity

Time: five to ten minutes

Have the students analyze examples of newspapers with a format styled in yellow journalism. (Focus: sensationalism, colorful, exciting)

II. Teaching Activity

Time: thirty minutes

This assignment is designed to have students use their higher-level thinking skills by asking them to create a newspaper format based on material learned from the textbook, lectures, outside resources, and their research of historical figures, time periods, and events. Requiring students to use their creativity, imagination, and viewpoint will enhance their comprehension of the material. This project also allows the teacher to assess the students' comprehension on a wide range of levels.

Procedures

- Discuss the meaning of “yellow journalism” with the students and provide background on the use of this controversial format. (Focus: *New York World* comic *Hogan's Alley*; provide additional examples)
- Provide a tutorial for Microsoft Publisher. (Focus: basic tools and operations; students will learn through trial and error and guidance from peers and teacher)
- Distribute the Extra Extra handouts. (Focus: project requirements; outlines deadlines and the grading scale)
- Ask each student to prepare a newspaper that reports the events within the time period of the chapters outlined. Encourage students to divide the work so that they can organize research, writing, layout, and artwork. (Focus: provide sites, resources, time schedules, materials, and so on)

III. Assessing Activities

Time: five minutes

- Daily participation
- Newspaper format

Closure

Focus on the battle between sensationalism and historical accuracy. Emphasize the importance of editorial morality and truth.