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HOT OFF THE PRESS!



A Simulation of Student Teams Writing Stories and Reporting
News Events During 20th Century Presidential Eras

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Welcome to HOT OFF THE PRESS!



Hours of Instruction: 20+

Grades: 4–8

Overview: Working in newspaper teams, students learn about U.S. history by writing stories and reporting on 20th century events. Each newspaper team writes and edits a variety of news assignments. Teams compete for the “Newspaper of the Era” award as they produce two final news pages (front page and editorial page) to represent their historical era.

Your students will:

- Work as part of a newspaper team as they write news stories, feature stories (biography, science, and sports), and editorials (main editorial, column, letter to editor, cartoon)
- Hold staff meetings and story conferences as they assign and edit the various news articles
- Use available technology in writing, editing, planning, and producing their newspaper pages
- Prepare and present an oral presentation on their historical era
- Evaluate other teams’ front and editorial pages

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ICONS KEY *When you see these icons...*



Grouping
This shows if your students work independently, in partners or in cooperative groups for each activity.



Timing
Many activities vary in length. Use this icon to help plan your teaching time.



Teaching Tip
In the margins of your Teacher Notebook, these tips clarify materials or procedures.



Read or Tell
This is important information your students need for the activity. Be sure to read the passage or clearly instruct your students as stated in your Teacher Notebook.



Answer Key
For student activities with specific objective responses, this icon directs you to the answer key.



Learning Tip
Found in the Student Guide. This directs your students to important procedures or directions.

HOT OFF THE PRESS!

**A Simulation of Student Teams Writing Stories and Reporting
News Events During 20th Century Presidential Eras**

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students *demonstrate* what they know. Teachers who choose HOT OFF THE PRESS! will find it is a standards-based program addressing National History Standards, English Language Arts Standards, and National Technology Education Standards. HOT OFF THE PRESS! provides many opportunities for performance assessments when students, working as reporters and editors on a newspaper, apply their historical knowledge, cooperation skills, and creativity to create a newspaper depicting the major news stories and issues of one Presidential Era between 1909 and 2001. The cooperation and teamwork necessary to “publish” a newspaper on time address many Applied Learning standards.

National Standards for History

Standards in Historical Thinking

Standard 1: Chronological Thinking:

The student is able to:

- Identify the temporal structure of a historical narrative or story.
- Establish temporal order in constructing historical narratives of their own.

Standard 2: Historical Comprehension

The student is able to:

- Distinguish between historical facts and historical interpretations

Standard 3: Historical Analysis and Interpretation

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions
- Consider multiple perspectives of various peoples in the past
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.

Standard 4: Historical Research

The student is able to:

- Obtain historical data from a variety of sources.

Standard 5: Historical Issues -Analysis and Decision Making

The student is able to:

- Formulate a position or course of action on an issue.

STANDARDS

NCTE Standards for the English Language Arts

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics.)

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions, (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7: Student conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and non-print text, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Technology Standards

Knows the characteristics and uses of computer software programs.

Grades 3–5

- Uses a word processor to edit, copy, move, save, and print text with some formatting (e.g. centering lines, using tabs, forming paragraphs)

Grades 6–8

- Uses advanced features and utilities of word processor (e.g. uses clip art, spell-checker, grammar check, thesaurus, outliner).
- Knows the common features and uses of desktop publishing software (e.g. documents are created, designed, and formatted for publication; data, graphics, and scanned images can be imported into a document using desktop software.
- Uses Boolean searches to execute complex searches on a database.

Understands the relationships among science, technology, society, and the individual

Grades 3–5

- Understands the concept of software piracy (i.e. illegally copying software) and that piracy is a violation of copyright laws.

Grades 6–8

- Knows examples of copyright violations and computer fraud (e.g. computer hacking, computer piracy, intentional virus setting, invasion of privacy) and possible penalties (e.g. large fines, jail sentences).

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

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History is made up of news events. Each day newspapers report the daily events that will become our history. All citizens of the United States have the opportunity to read about history as it happens. However, in order for citizens to benefit from newspapers, they must possess an understanding of the aims and structure of a daily newspaper. **HOT OFF THE PRESS!** is designed to foster these understandings. Through experiencing **HOT OFF THE PRESS!** students will appreciate this form of recorded history. They will develop and use written communication skills as they study and report on events in history. As students participate they gain the following:

Knowledge

- Important events and advances of civilization during a particular time frame, the 20th century
- Aims and responsibilities of newspapers
- Parts, purposes, and layout of a newspaper
- Parts of news stories including headline, byline, and lead
- Purpose and elements of the Editorial page including editorials, cartoons, and letters to the editor
- The difference between an editorial and a comic
- Newspaper jargon
- Types of articles which appear in a newspaper
- Computer vocabulary
- Responsible computer behavior
- Locations of Internet search engines

Skills

- Using reference material to obtain historical facts
- Planning and writing several types of news articles
- Synthesizing ideas to write headlines
- Proofreading
- Summarizing articles for oral presentations
- Communicating effectively using computers
- Utilizing information found on the Internet
- Conducting effective searches on the Internet
- Citing sources including the Internet
- Downloading images from the Internet
- Using word processing for document design
- Producing and editing graphics and text in electronic documents

Attitudes

- Appreciation of the era they investigate
- Responsibility for contributing to the completion of a group project
- Satisfaction from making an individual contribution to a group project
- Appreciation of the benefits of cooperative teamwork
- Awareness that the Internet is a useful resource
- Appreciation of technology as a useful tool for information gathering, analysis, and presentation
- Excitement at gaining confidence in the use of technology

PURPOSE

OVERVIEW

OVERVIEW

In this simulation students research and write news articles, feature stories, and editorials about people and events of a particular presidential era. Newspaper teams work together cooperatively to publish a newspaper. Articles are assigned, researched, written, proofread, given a headline, and placed on a paste-up of a front page and an editorial page. Students submit each article for evaluation prior to the paste-up. Each team's completed news pages are evaluated by classmates and an independent judge. The simulation culminates with an awards ceremony where individuals and teams are recognized for outstanding achievements in journalism.

Introduction

Over the course of two days, students take a PRETEST; group into their newspaper teams, select a presidential era and newspaper name, review the Student Guide, and design their masthead. Within their teams, students take on the roles of various newspaper personnel (Managing Editor, City Editor, and three Reporters). Their responsibilities within the simulation are role dependent.

Fundamental Lessons

Students learn about news stories, feature articles, editorials, and headlines in the four Fundamental Lessons during Days 3–6. Depending on student responses to the PRE/POSTTEST, you will schedule Supplemental Lessons 1–8 as needed. The Supplemental Lessons address additional journalism and newspaper topics including News Jargon, Editorial Cartooning, and newspaper layout.

Newspaper Writing Cycles

Newspaper teams work during three 3-day writing cycles (Days 7–15). During each cycle articles are assigned, researched, written, and evaluated. The Managing Editor holds *Staff Meetings* at the beginning of each cycle. Team members hold *Story Conferences* to discuss constructive feedback/review of each article, before submitting the final version to you, the Editor-in-Chief.

Creating News Pages

Newspaper teams plan and prepare their final News Pages during Days 16–18. Using the local newspaper or a national newspaper as a model, they determine the size of the final news pages and set the page margins, column widths, size of masthead, and footer.

Culmination and Debriefing

Days 19–22 culminate the simulation. Students take the POSTTEST, submit News Pages for judging and present oral summaries (of the relevant historical era). Finally the class debriefs using one of the several debriefing options provided.

Computer Technology

Students utilize available technology throughout the unit. This includes word processing, drawing programs, the Internet, etc. As teams work together to produce their News Pages, students gain additional computer technology knowledge.

Differentiation

Like all Interact units, *HOT OFF THE PRESS!* provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

OVERVIEW