

# Revolutionary Newspapers

John Thurlow

**CONTENT AREA:** Social Studies

**GRADE LEVEL:** Grade 5 Unit

**LITERACY CONNECTION:** Content Area Reading, Writing Process

**TECHNOLOGY CONNECTION:** Research Process, Graphic Design

## ABSTRACT:

Students research an event of the Revolutionary War era to develop a thorough understanding of it. Research will include using multiple print and non-print resources, web-based search, electronic note-taking, image harvesting and confirming information from multiple sources. Students demonstrate knowledge and understanding by creating and publishing an authentic newspaper page in digital form describing the event using the 5W method. The product will use technology tools to reflect the design of newspapers of the day as well as the form of writing used by early reporters. An advanced application will be for the student to write an editorial taking a position on the event to persuade readers. Challenges include creating advertising authentic to the period based on additional research. The final digital product will be used as a teaching tool for other students and will be published online.

## ONLINE RESOURCES

[History Place](http://www.historyplace.com/unitedstates/revolution)  
[Early America](http://www.earlyamerica.com)  
[PBS Liberty](http://www.pbs.org/ktca/liberty)  
[United Streaming](http://streaming.discoveryeducation.com/)  
[Search Sites](http://www.johnthurlow.com/children/WebSearch/KidSearch/kidssearch.html)  
[John Thurlow's Sites](http://www.johnthurlow.com)

[www.historyplace.com/unitedstates/revolution](http://www.historyplace.com/unitedstates/revolution)  
[www.earlyamerica.com](http://www.earlyamerica.com)  
[www.pbs.org/ktca/liberty](http://www.pbs.org/ktca/liberty)  
<http://streaming.discoveryeducation.com/>  
[www.johnthurlow.com/children/WebSearch/KidSearch/kidssearch.html](http://www.johnthurlow.com/children/WebSearch/KidSearch/kidssearch.html)  
[www.johnthurlow.com](http://www.johnthurlow.com) (>Social Studies>American History>Revolution)

## PRINT RESOURCES

Various non-fiction titles, Children's Encyclopedia

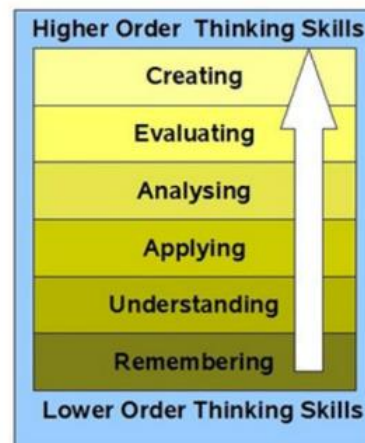
## PRODUCT MODEL



## CURRICULUM DESIGN RESOURCES

### THINKING INVOLVED

Level	Performance
Knowledge	Acquire facts related to the selected event using online and print resources (use basic search strategies)
Comprehension	Explain the event in kid language to teacher or peer. Collect electronic notes. Use Boolean search terms.
Application	Edit electronic notes into manageable bits of information. Harvest electronic images for use in product
Analysis	Validate online sources. Confirm facts. Compare information. Examine news styles. Study ads of the period.
Synthesis	Compose newspaper story based on facts. Create authentic newspaper in digital format. Present as a teaching tool.
Evaluation	Make judgments about the event and compose a persuasive editorial. Self-assess the product using criteria



Lorin, 2001. Digital Bloom

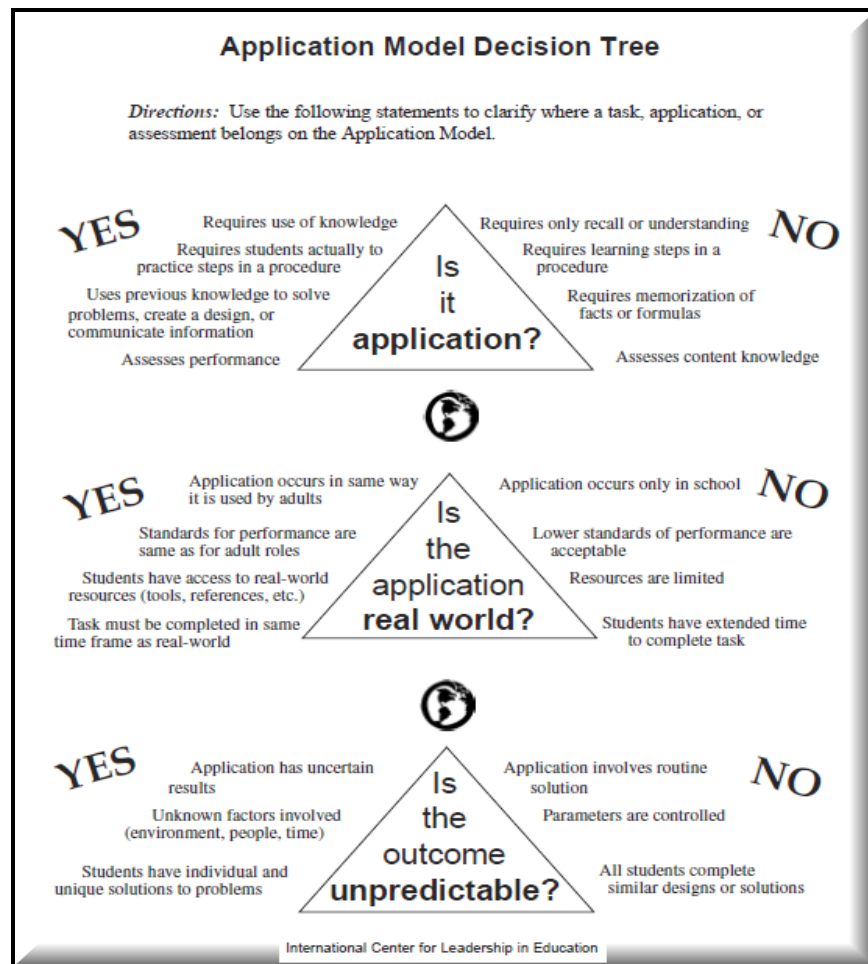
### A Hybrid Taxonomy Updated for Digital Learning

<b>3</b>	<b>APPLICATION</b> <b>Applying</b> adopt, capitalize on, consume, devote, employ, exercise, handle, maintain, make use of manipulate, mobilize, operate, put to use, relate, solve, start, take up, utilize Running Software, Operating, Hacking, Uploading, Digital Sharing, Editing	<b>6</b>	<b>EVALUATION</b> <b>Evaluating</b> accept, appraise, arbitrate, assess, award, classify, criticize, decide, determine, grade, judge, prioritize, rank, rate, reject, rule on, settle, weigh Blog Commenting, Reviewing, Integrating, Moderating, Online Collaborating, Attributing, Evaluating Digital Content
<b>2</b>	<b>COMPREHENSION</b> <b>Understanding</b> advance, calculate, change, contemplate, convert, define, explain, extrapolate, infer, interpret, outline, project, propose, reword, submit, transform, translate, vary Advanced Searching, Boolean Searching, Blogging, Twittering, Categorizing – Tagging, Commenting – Blog, Annotating	<b>5</b>	<b>SYNTHESIS</b> <b>Creating</b> blend, build, cause, combine, compile, compose, conceive, construct, create, develop, evolve, form, generate, make up, originate, produce, reorder, structure Filmmaking, Animating, Blogging, Video Blog, Digital Publishing, Video Casting, Podcasting, Programming
<b>1</b>	<b>KNOWLEDGE</b> <b>Remembering</b> arrange, check, choose, find, group, identify, label, list, locate, match, name, point to, recall, recite, repeat, say, select, write Bulleting Facts, Electronic Highlighting, Bookmarking, Social Networking, Social Bookmarking, Digital Searching	<b>4</b>	<b>ANALYSIS</b> <b>Analyzing</b> assay, audit, break down, canvass, check out, deduce, dissect, divide, examine, include, inspect, look at, scrutinize, sift, study, survey, test for, uncover Hyper Linking, Mapping (Inspiration), Validating Online Data, Tagging Concepts, Authenticate Websites

Chart by John Thurlow, Adapted from "Digital Bloom" by Lorin, 2001 and the International Center for Leadership in Education, Inc., 2010

## APPLICATION INVOLVED

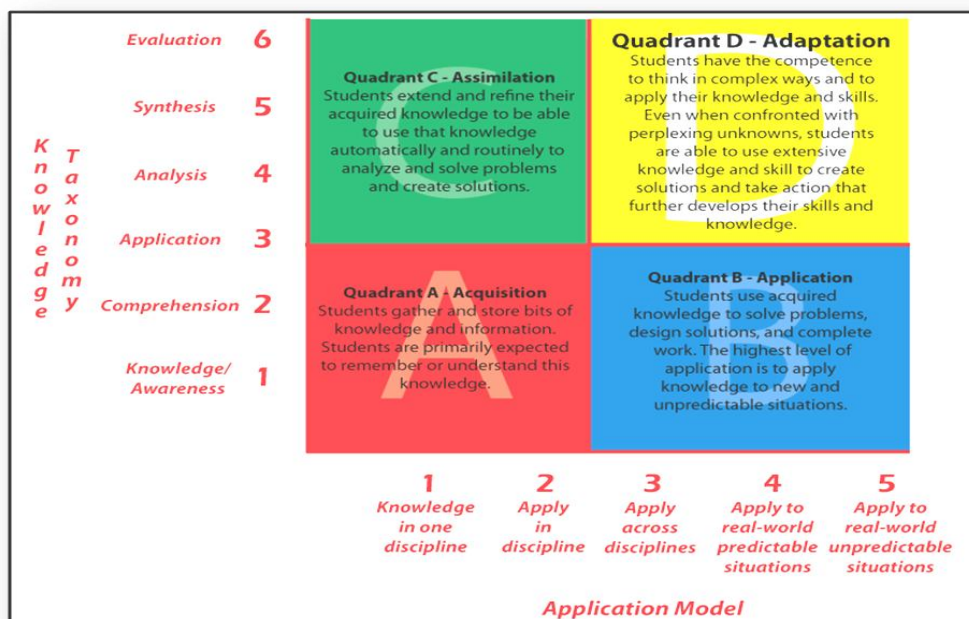
Level 1 – Knowledge in One Discipline	Factual knowledge acquired from research process
Level 2 – Application in One Discipline	Limited to specific topic in American History
Level 3 – Interdisciplinary Application	Integrates content area reading, expository writing, technology
Level 4 – Real-world Predictable Situations	Simulation of a news reporter's challenge of reporting event
Level 5 – Real-world Unpredictable Situations	Persuade others to adopt a position on the event. Debate.



## THE FIVE “W” MODEL

- Who? Who was involved?
- What? What happened (what's the story)?
- When? When did it take place?
- Where? Where did it take place?
- Why? Why did it happen?
- How? How did it happen?

## THE RIGOR-RELEVANCE MODEL



## OTHER CURRICULA CONSIDERATIONS

### COLLABORATIVE LEARNING

Students will work solo on the process and product but will present their product(s) to others as a teaching tool.

### INTEGRATION WITH OTHER DISCIPLINES

Literacy	Content area reading
Writing Process	Expository Writing, Persuasive Writing
Technology	Online searching, electronic note-taking, graphic design program
Information Literacy	Research Process: Big Six Model, Library Skills in locating print resources
Art	Principles of graphic design incorporated into final product
Music	N/A
Physical Education	N/A
Drama	Options for students to do a dramatic reading

### LIBRARY SKILLS

Students will practice skills in locating print resources from the library, including searching the electronic catalog.

### DIFFERENTIATION and MODIFICATIONS

Options for students to extend learning with a variety of additional products at the Synthesis and evaluation levels based on their research. Examples include:

- Produce a debate about the event
- Write and create a modern day news broadcast
- Select other student products to evaluate with criteria
- Develop a self-assessment of their product or an assessment for others to use
- Critique a web site used in the research process

## ADDITIONAL OPTIONS FOR PRODUCTS

### Examples of Student Work for Real World Instruction

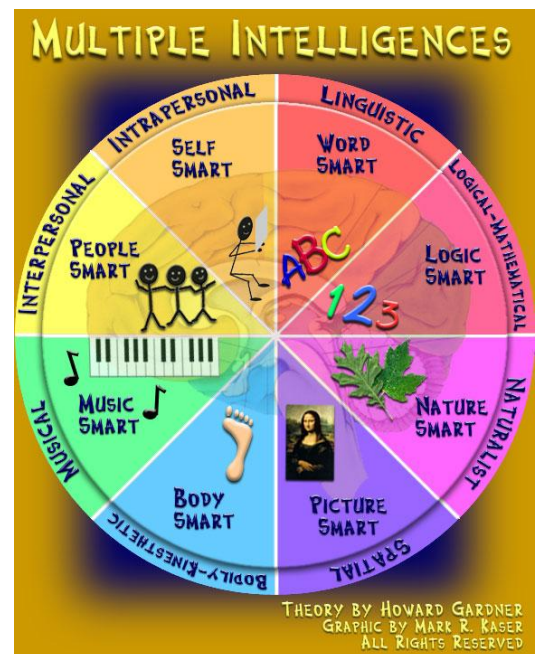
- |  |  |   |  |   |
|--|--|---|--|---|
| <input type="checkbox"/> Advertisement     | <input type="checkbox"/> Dramatization         | <input type="checkbox"/> Map                | <input type="checkbox"/> Proposal        | <input type="checkbox"/> Skit                 |
| <input type="checkbox"/> Audiotape         | <input type="checkbox"/> Drawing               | <input type="checkbox"/> Memo               | <input type="checkbox"/> Questionnaire   | <input type="checkbox"/> Slide show           |
| <input type="checkbox"/> Brochure          | <input type="checkbox"/> Editorial             | <input type="checkbox"/> Mnemonic           | <input type="checkbox"/> Questions       | <input type="checkbox"/> Software application |
| <input type="checkbox"/> Business          | <input type="checkbox"/> Exhibit               | <input type="checkbox"/> Model              | <input type="checkbox"/> Rap             | <input type="checkbox"/> Solution             |
| <input type="checkbox"/> Chart             | <input type="checkbox"/> Experiment            | <input type="checkbox"/> Mural              | <input type="checkbox"/> Relief map      | <input type="checkbox"/> Song                 |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Field guide           | <input type="checkbox"/> News report        | <input type="checkbox"/> Research report | <input type="checkbox"/> Speech               |
| <input type="checkbox"/> Construction      | <input type="checkbox"/> Graph                 | <input type="checkbox"/> Newspaper          | <input type="checkbox"/> Resume          | <input type="checkbox"/> Story                |
| <input type="checkbox"/> Contract          | <input type="checkbox"/> Interview             | <input type="checkbox"/> Oral history       | <input type="checkbox"/> Rules           | <input type="checkbox"/> Survey               |
| <input type="checkbox"/> Correspondence    | <input type="checkbox"/> Invention             | <input type="checkbox"/> Oral report        | <input type="checkbox"/> Scale model     | <input type="checkbox"/> Taxonomy             |
| <input type="checkbox"/> Debate            | <input type="checkbox"/> Journal               | <input type="checkbox"/> Painting           | <input type="checkbox"/> Scrapbook       | <input type="checkbox"/> Teach a lesson       |
| <input type="checkbox"/> Demonstration     | <input type="checkbox"/> Letter                | <input type="checkbox"/> Petition           | <input type="checkbox"/> Script          | <input type="checkbox"/> Test                 |
| <input type="checkbox"/> Design            | <input type="checkbox"/> Log                   | <input type="checkbox"/> Photo album        | <input type="checkbox"/> Sculpture       | <input type="checkbox"/> Videotape            |
| <input type="checkbox"/> Diagram           | <input type="checkbox"/> Machine               | <input type="checkbox"/> Play               | <input type="checkbox"/> Sketch          |   |
| <input type="checkbox"/> Discussion        | <input type="checkbox"/> Magazine              | <input type="checkbox"/> Poster             |  |   |
| <input type="checkbox"/> Display           | <input type="checkbox"/> Manufacturing process | <input type="checkbox"/> Production process |  |   |

Richard D. Jones, Ph.D.

## MULTIPLE INTELLIGENCES (Gardner)

Consider the extent to which all intelligences are addressed

- ☐ Linguistic intelligence ("word smart")
- ☐ Logical-mathematical intelligence ("number/reasoning smart")
- ☐ Spatial intelligence ("picture smart")
- ☐ Bodily-Kinesthetic intelligence ("body smart")
- ☐ Musical intelligence ("music smart")
- ☐ Interpersonal intelligence ("people smart")
- ☐ Intrapersonal intelligence ("self smart")
- ☐ Naturalist intelligence ("nature smart")





## ASSESSMENT OPTIONS

Process Assessment:	Judgment of student's ability to locate, evaluate and harvest information Presentation standards checklist
Product Assessment:	A self-assessment of the product based on a class-developed rubric Teacher Assessment of final product and presentation based on rubric
Formative Assessment	Ongoing observation of student progress with interventions
Summative Assessment	Demonstrated knowledge of content with the use of a writing prompt "Write about what you know about the historical event you studied"

## RESOURCE FOR RUBRIC DESIGN



[Rubistar](#)

(ALTEC at University of Kansas)

## MAINE LEARNING RESULTS: SOCIAL STUDIES: HISTORY

[Link to Maine Standards](#)

### ME.E. Content Standard: History

Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

#### E.1. Performance Indicator: Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

- **E.1.a. Grade Level Example:**  
Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- **E.1.b. Grade Level Example:**  
Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.

## CHINESE PROVERB

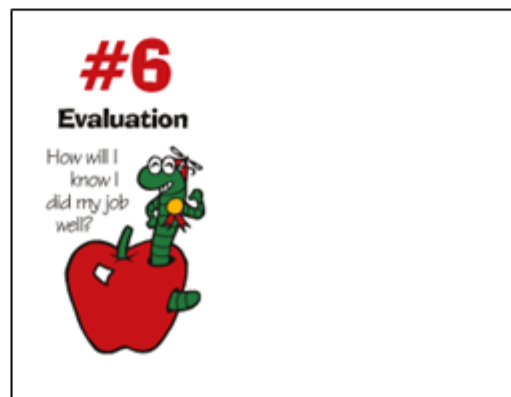
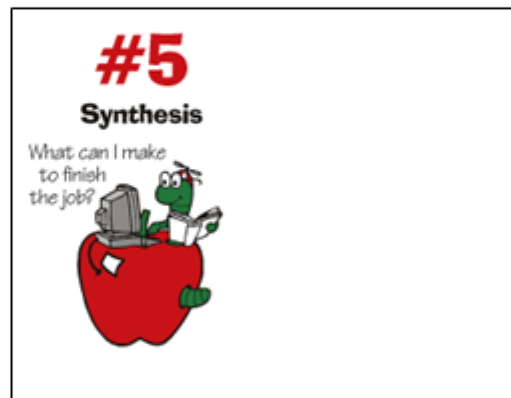
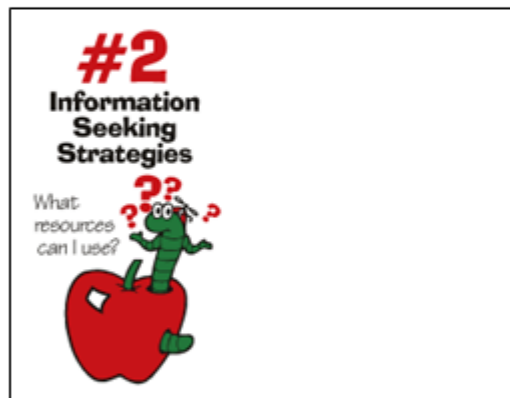
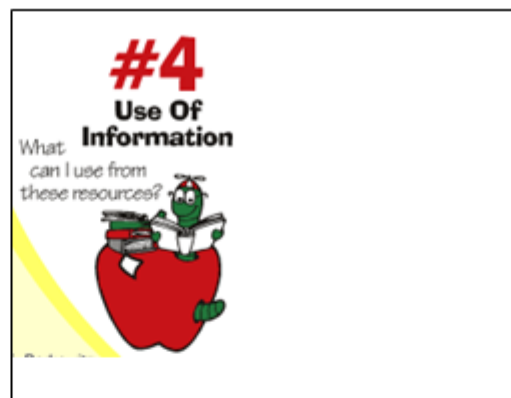
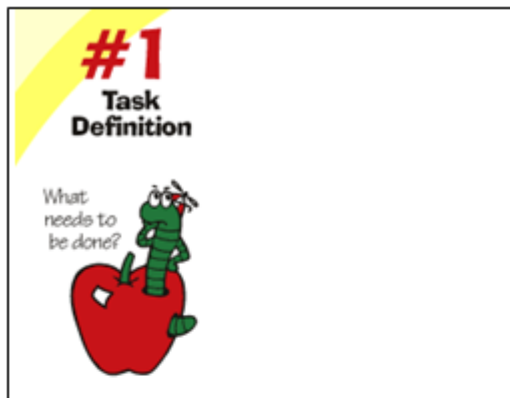


## RESEARCH PROCESS RESOURCE: The Big 6 Model

A Planner for use with students as they begin the research process

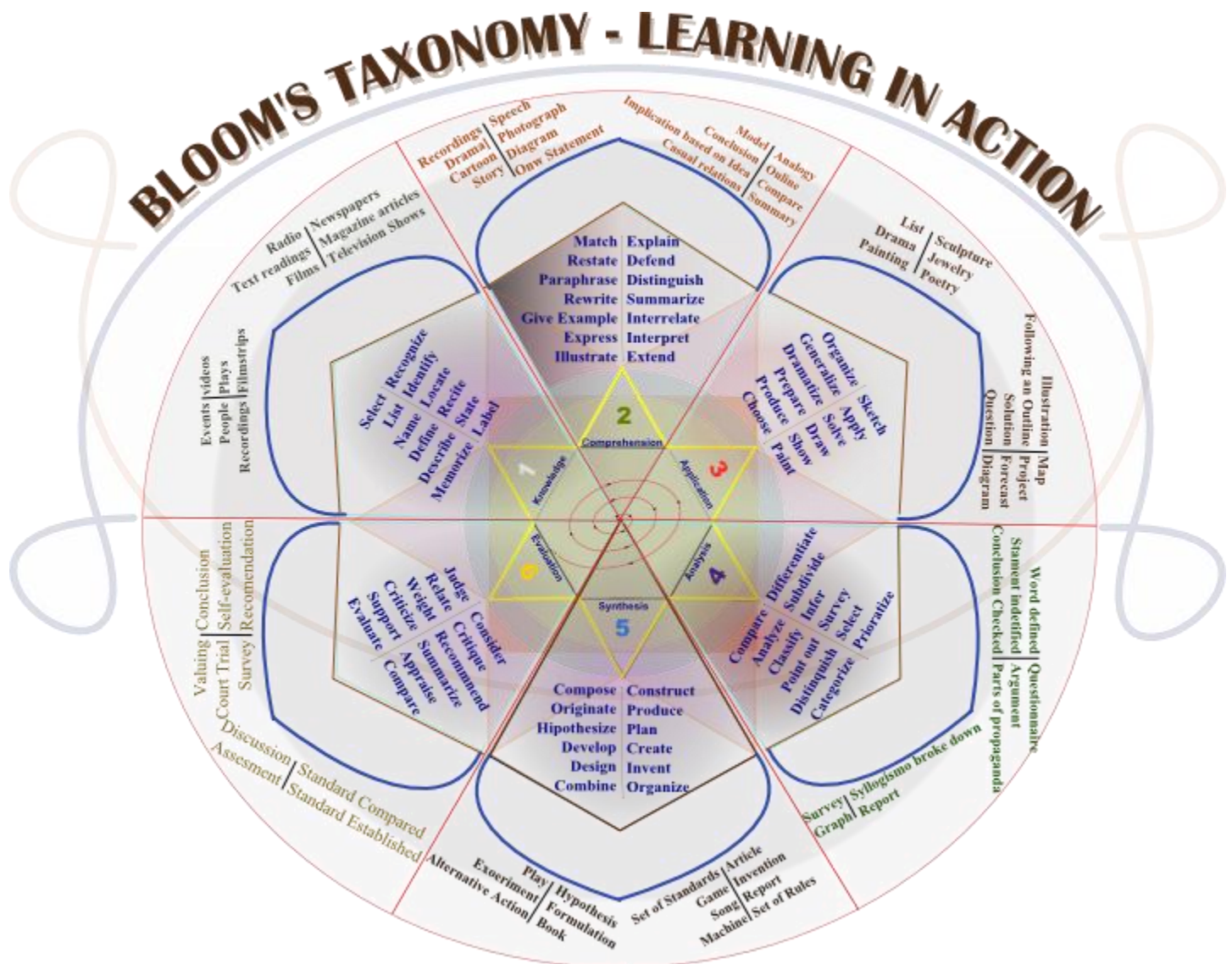
### RESEARCH PLANNER FOR STUDENTS

[www.big6.com](http://www.big6.com)



## BLOOM'S TAXONOMY: Another "View"

The Bloom's Rose



## CITATIONS

Anderson, L.W., and D. Krathwohl (Eds.) (2001). A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives. Longman, New York.

2008 International Center for Leadership in Education: <http://www.leadered.com/rrr.html>

Big6 Skills, Trademarks of Michael B. Eisenberg and Robert E. Berkowitz

Bloom's Rose by John M. Kennedy, 2007

Howard Gardner, Multiple Intelligences Theory