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Lesson Title:

Pacific Rim Newspaper Project

Subject Area:

Information Tech/Soc Studies/Math/Health/Lang/Read

Grade Level:

k-6

Lesson Summary:

The Core class students will be divided into groups of 4 to 5. Each of the groups will be organized into a newspaper staff. The staff will consist of an editor, reporter, computer technician, copy editor, and layout editor. The task that each group will have is to produce a newspaper from a Pacific Rim country. Each group will be assigned the country on which they will focus. They will then begin to write articles for their newspaper. The articles will begin as teacher-directed activities in a core, math, or health class. The teacher in each of those classes will teach the students the format to be used for the type of article they will be writing. As the students develop their pieces, they will learn to use Microsoft Encarta, Microsoft Explorer, Microsoft Word, and Microsoft Publisher. As the students research their topics and write their articles, the newspaper will begin to take shape. The completed newspaper will be a demonstration of the learning that has taken place over the course of the project.

### Objective/Content Standard/Benchmark:

Understand the culture, economy, government, and geography, and history of a specific Pacific Rim Country and key recent developments throughout the region. Use the computer technology available to them in the classroom. Write articles in the following formats: expository, informative, persuasive essays, inter views, book reviews (report), and letters. Produce graphs with written interpretations. Address the following Washington State Essential Academic Learning Requirements Demonstrate consistency in focus; construct a logical argument- Writing 1.1 Write in a number of forms- Writing 1.1 Write coherent paragraphs- Writing 1.1 Writing analytically using basic and clear logic - Writing 1.1 Use accurate and precise language that is relevant to content area - Writing 1.2 Use words appropriate to the chosen purpose - Writing 1.2 Vary sentence length and structure - Writing 1.2 Employ conventional grammar - Writing 1.3 Apply capitalization and punctuation rules - Writing 1.3 Spell correctly - Writing 1.3 Write for different audiences - Writing 2.1 Write in a variety of forms - Writing 2.3 Write for career applications - Writing 2.4 Examine the influence of culture in the world - Social Studies 1.3 Students investigate and research - Social Studies 2.1 Students synthesize information and reflect on findings - Social Studies 2.3 Students explain the origin and impact of an idea on society - Social Studies 3.1 Students understand how ideas and technological developments influence culture Social Studies 3.3

## Approximate Time Needed:

8 weeks

## Prerequisite Skills:

Gleaning relevant, salient points from information Skimming, reading, note taking Writing from outlines and essays in an organized manner to expose, persuade, and inform Writing: essays- expository, informative, persuasive business letters friendly letters interviews book/movie reviews (report) Understanding, interpreting, and applying various graphing techniques Working in a structured team Using word processors-(Microsoft Word) Accessing information from Microsoft Encarta, Internet Explorer, and written texts Using Microsoft Publisher

## Materials and Resources Required:

### Technology:

: In each classroom: 5 Intel Computer, Printer, 1 486 Computer Shared by teachers: digital camera, scanner, video support equipment Software: Microsoft Encarta, MS Explorer, MS Word, Microsoft Office, MS Publisher, and the Internet Explorer Library support: 20 computers with access to the internet, newspapers, Wilson disc, reference books, relevant videos,

### Printed Materials:

Textbook, Travel Brochure, Atlas

### Supplies:

### Others:

### Procedures:

1. Students are assigned to staffs of 4 or 5, each with a specific role: editor-in-chief, copy editor, layout editor, technical advisor, reporter. 2. Each staff is assigned to a home country (China, Japan, Korea, Indonesia, Vietnam, or the Philippines). 3. Each staff divides the articles, selecting one article per student from all of the categories of editorials, interviews, Dear Abby/letters to the editor, health reports with graphs, old meets new culture articles (expository essays), and book/movie reviews (reports). 4. Starting with the most structured assignments (in which students are told exactly where they need to go to find information), students must research their topics using 3 different sources: Internet, magazines/newspapers, and videos or travel brochures. 5. They must take notes, create outlines, compose rough drafts, revise and edit rough drafts, and type final drafts of one article each week. They must transfer each article into a master disk for that staff. 6. Proceeding through the articles, student will move toward less clearly defined articles giving students greater freedom of choice of articles and greater responsibilities to find good information on their own. 7. As articles begin to accumulate, the copy editor must edit all articles. The layout editor must organize articles into a Publisher Wizard Template. 8. At the completion of 6 essential articles, students must create pieces to add to the "authentic" appearance and feel of a newspaper (advertisements, comics, index, masthead, etc.).

### Modifications for Differentiated Instruction:

#### For the special needs student:

The teacher will: 1. Assign resources at an appropriate reading level 2. Offer greater support 3. Make job assignments appropriate to ability level 4. Modify grading expectations

#### For the gifted student:

In a gifted program the teacher will: 1. Make staffs of four with job titles: 2 copy editors, 2 layout editors (The two layout editors will be the tech experts.) 2. Assign a 7th article: a headline article 3. Assign more loosely-defined articles 4. Expect better writing from a greater number of resources 5. Expect a more realistic newspaper appearance

### Student Assessment:



See attached Word Document

### Lesson Evaluation:

1. A pretest will be given. 2. A final test will be given. 3. Students will be given the opportunity to critique the project.

### Zip File Name:

[1223ford6.zip](#)

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