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Lesson Title:

Time Warp Newspaper

Subject Area:

Social Studies and Language Arts

Grade Level:

k-6

Lesson Summary:

In collaborative groups students will compose an entire newspaper focusing on the time-period of Ancient Egypt. This lesson is most appropriate for sixth grade, but can be adapted for other grade levels and time-periods.

Objective/Content Standard/Benchmark:

1. Students will compose newspaper articles showing their understanding of informative writing. 2. Students will show their knowledge of the geography, daily life, architecture, government, and religion of Ancient Egypt in the articles they write. 3. Students will work collaboratively in groups. 4. Students will create an entire newspaper showing their knowledge of layout and eye-appeal. 5. Students will share and receive feedback on their final product with peers, through e-mail pals.

Approximate Time Needed:

2 - 3 weeks

Prerequisite Skills:

1. Students need to have completed their study of the Egypt Unit and have a strong understanding of all aspects of life in Ancient Egypt. 2. Students need to have prior experience with informative writing.

Materials and Resources Required:

Technology:

1. Computers (I have three in my room) 2. Printer 3. Projection system for instruction purposes on the computer 4. Microsoft Encarta 5. Microsoft Publisher 6. Access to the Internet 7. Classroom e-mail account

Printed Materials:

1. Social Studies Text Book 2. Non-fiction books on Ancient Egypt

Supplies:

1. Paper for the printer 2. Paper for students rough drafts 3. Pencils

Others:

1. Appropriate space so students can work in groups

Procedures:

1. Get ready: The class will spend one to two weeks reading material together, individually and in pairs, exploring on the Internet, and searching on Encarta to research and gather ideas for their newspaper. 2. Intro: As an introduction, the teacher will do a mini-lesson on newspaper formats. Students will look through current newspapers. The class will then brainstorm the different sections included in a newspaper. A list should be compiled such as: Major Headlines, Local News, Business, Classifieds, Comics, Crosswords/ Games, Editorials, Entertainment, Food, Horoscope, Obituaries, Sports, Technology, Gardening, Birth Announcements, and Advice Columns. Also, discuss informative writing with students. 3. As a whole class brainstorm some article ideas relating to Ancient Egypt that correspond to the section headings they just listed. This will give them a few ideas to get started with. 4. Using a projection system, model for the students how to set up the newsletter option on Microsoft Publisher. Remind students how to minimize programs if they are working with more than one at a time. Also demonstrate for students how to copy and paste pictures off the Internet and Encarta. 5. Show students an example of a final product. (See Attached File) 6. Through: Now the students are ready to start on their paper. The teacher can assign groups of four to five students or let them choose their own groups. 7. In their groups students need to decide: a name for their paper, which newsletter format to use, which 10 subject headings they will use in their paper, and who will do which articles. The teacher will assist each group when they are deciding on their format to explain again the different options the program offers. 8. Students will need to compose a rough draft, hard copy before they begin typing. Members of the group will edit the rough drafts. 9. Before students begin typing, their group will also need to decide on which page they will place each of the articles. I suggest typing in a student's name in each text box, so they know where to begin typing when they are ready. 10. When a student has typed in all of their own articles, then they can add pictures and graphics to the newspaper. 11. The last step will be to print out a hard copy so the group can proofread and edit it before they print their final product. 12. Beyond: Students will share their final products with our third grade buddy readers. Their buddies will also bring in a product to share with our sixth grade class. 13. Students will then post the newsletters on our school web site for the community to enjoy. 14. Students will e-mail a copy of the newsletters to their peer e-mail pals. This way they will get some feedback and share their knowledge of Ancient Egypt with peers.

Modifications for Differentiated Instruction:

For the special needs student:

This project lends itself naturally to accommodate the special needs student. Students will have roll models to follow in their groups, partners to get ideas from, and are able to get assistance from the members of their group. The teacher can also be sure non-fiction books are available on the child's reading level. Microsoft Publisher helps students to edit their spelling and grammar. For those students who need further assistance, the teacher can provide a copy of a template to help them create their article.

For the gifted student:

This is an excellent project for gifted students, because it allows them to express what they have learned about Ancient Egypt in a creative way. To extend the project and further challenge these students I would require that they find a web site that relates to their article, and include this site as link within their article. I would offer this to the other students as well.

Student Assessment:

The final product will be assessed on a scale of 100. The following areas will be worth 25 points each: Correct format -25 points Content and Accuracy - 25 points Group Participation - 25 points Aesthetics and Creativity- 25 points

Lesson Evaluation:

I will know the lesson was effective if the students were able to complete the final product. I will give the unit test for Egypt from our social studies series, to assess if this project helped them retain what they learned. I will be monitoring student's motivation level as they work on their newspapers. When students ask to work during recesses and after school, I know they are inspired.



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