

16: 7th SocialStudies Newspapers MaterialsInt

Speaker 1: My instructional materials for today's lesson, I have a PowerPoint, and we're just going go through notes on the PowerPoint. There's slides.

In the beginning, I'm going to have them do a pre-write, and it's based off of the essential question. They're just trying to activate prior knowledge, get them engaged that way, see what they know already. It also is a good reflective piece for them, so they can see what they knew before and then how much they've learned after, so they see their journey.

The slideshow has prompts like how does your family interact with the newspaper. What's your interaction with the newspaper? Then, we're going to do the newspaper scavenger hunt. They have a scavenger hunt there. They look for different items.

After I do that, we'll come back to the slideshow and I'll start giving them some definitions of things, words that they're going to hear that they'll need to know like headlines, editorial. They might not know what certain things are, but I'll give them that. They can also add in things.

For the newspaper part, next after that, then they have a graphic organizer. The graphic organizer's going to ask them to look at a newspaper article, so I'll give them an actual article. They'll look at the who, what, when, or why, how. They'll look at quotes that they find in the article. All these things to help scaffold what they'll need for their own personal newspaper [inaudible 00:01:31].

Speaker 1: My end goal is to do the big Pacific Nation Newspaper. Because I need them to know how to do the newspaper, I wanted to look at a current newspaper. I figured what better way to analyze a newspaper than to actually have a newspaper. I've been collecting newspapers over the last couple of weeks so that I could actually give each student their own. I thought that [00:02:00] was really important because once you start opening up the newspaper and tearing it apart, it's going to get messy, and I wanted the kids to feel like it's their own, it's something special, trying to up that, oh, wow factor to connect to the newspaper.

They have that. The scavenger hunt I thought was good to peak interest. Then I do want them to look at an article and analyze the article, so that breaking it down with the five W's. The article that I chose is an article on how Facebook is changing the way we get news and they're saying that a lot of people today, I forget the percentage exactly, but a lot of people aren't getting news from the TV or from the actual website, but through Facebook, through their news feed and how that's playing out. They're going to look at that article. Hopefully that'll also have relevance to them. I've noticed that the seventh graders are more into Instagram, but Facebook, they're aware of Facebook. If they don't have it personally, their parents probably have it, so they're aware, and they're aware of how the news feeds pop up and stuff. They'll see, wow, Facebook, newspapers, oh, there's a connection there.

Speaker 1: I like the hands on. I like the ability for them to physically see versus just saying here's what a newspaper looks like. Giving each kid their own, they can tear it apart. There's not conflict. He took my paper. She took my ... it's messed up. Ah. You have your own. You're responsible for your own. You take care of it, you mess it up, whatever you want.

Then, they start to really connect. I think that's the big part. I needed them to connect with the newspaper. At first, it's just physical. The physical connection, like just touching it. How big the pages are. The kids are going to be like oh my gosh, this page is so big, the biggest paper they've ever had in their life. Then, as they start going through and they start analyzing elements of the newspaper, then they can start seeing where [00:04:00] things are.

Then, they have something as a model to hold on to for later. They can see how it's set up. Even if they're going online, the setup isn't the same as a newspaper, a physical newspaper, the formatting. I want them to see all that. With that material, they're able to get all those elements that just simply me holding it up or going online, they wouldn't get the same experience.

Speaker 1: I think I'm pretty comfortable with what I've chosen. I have a slideshow, so that'll help me with the prompts and then the kids can see it. I have them doing pre-writes and little jotting down of notes. Then, the physical holding onto the newspaper, right now, I think that I wouldn't change anything. We'll see.

Speaker 1: The slideshow, the questions that I'm asking them are specifically connected to their own lives. What is your personal interaction? What's your family's interaction? What's the usage? Is it hard copy, online copy, that kind of thing? Then, of course, the newspaper they're actually holding in their hand, so relevant to them in their community, in their state, things that they hear and see going on every day.