

Contributor: Deborah Janelle Hutson Lusk

State: Arkansas

Date: November 29, 2019

Topic: American Revolution Newsletter

Grade Level: 6-7

Time Allocation: Estimate of 3 -5 Class Periods

1. Addresses State Standards
2. Identify the Standards to be addressed: Technology Communications

Standard 1 (Explore Ownership and Ethics in the Business World)

- 1.1.1 Explain the concepts of copyright and fair use guidelines
- 1.1.2 Describe plagiarism and its consequences

Standard 2 – (Identify Computer Fundamentals)

- 2.2.2 Create a Folder and a Document

Standard 3 – (Construct Word Processing)

- 3.1.1 Review business document formats: newsletter
- 3.1.2 Edit a document using basic features: e.g. font, point size, copy/paste, cut/paste, spell check, thesaurus
- 3.1.3 Format document layout: e.g. margins, alignment indent, tabs, line spacing, paragraphs,
- 3.1.4 Use advanced features: e.g. borders, shading, bulleted/numbered lists, tables, templates, headers/footers
- 3.1.5 Examine onscreen document layouts; e.g. save, preview, print

3. Statement of the objective and lesson outcomes:

Students will divide into groups of 2-3 (depending on class size). They will research different events of the American Revolution and create an informative newsletter.

Newsletter material can include, but it's not limited to the following sections:

- a. Check an American Revolution Timeline for Events: Current Events – Battles of Lexington and Concord, Battle of Yorktown, Paul Revere's Ride, Betsy Ross and the American Flag, Continental Congress update, Washington Crossing the Delaware
- b. Biography Spotlight – George Washington, Martha Washington, Betsy Ross, Paul Revere, Gilbert Stuart (Painter), Philip Schuyler (Continental Army General)
- c. Editorial Issue – Present the issue and take a stand (pro or con)
- d. Create an Advertisement
 - a. Ad for Tea, Spices, Farmer's Market
 - b. Review a new book being published (e.g. Poor Richard's Almanac or other Ben Franklin publications)
 - c. New Clothing Styles

Once the research is complete, then each student will be responsible for contributing to the creation of their assigned section and save to a folder for future editing.

4. Materials, resources, and technology to be used by teacher/students:
 - a. Materials:
 - i. Internet Access, Handouts with Vocabulary, Instructions for Assignment, Rubric for Assessment
 - b. Resources:
 - i. biographyonline.net (Facts about the American Revolution)
 - ii. history.org (Colonial Williamsburg)
 - iii. nps.gov/revwar (national park service)
 - iv. <https://www.loc.gov/collections/?q=american+revolution> (Library of Congress)
 - v. americanrevolution.org
 - c. Technology:
 - i. Word Processing Software (Microsoft Office Word, Publisher, Google Docs)
 - ii. Graphics Access or Photoshop or Drawing Program

5. Introduction of the Topic:

The teacher will introduce the American Revolution Topic. Through discussion the teacher can ascertain how much prior knowledge students have of the Revolution.

 - Why was there an American Revolution?
 - Who was involved in the conflict?
 - Approximately how long did it last?

Show students the following background video of the American Revolution from the American Battlefield Trust - "Revolutionary War Animated Map." <https://www.battlefields.org/learn/maps/revolutionary-war-animated-map>

6. Procedure for Instruction:
 - a. Teacher will demonstrate/show:
 - i. examples of newsletters and possible sections
 - ii. components of a newsletter (template)
 - iii. graphics and their file extensions (jpg, png, transparency defined)
 1. if available, utilize a photoshop/paint/drawing program to create their own graphics
 2. how to download and resize a graphic, how to use "print screen" to access graphics
 - iv. have students research different sizes and types of paper
 - v. review the toolbars of the word processing program being used
 1. (e.g.) Microsoft Word
 - a. Home Tab location of Font and Paragraph
 - b. Review Tab for Spelling/Grammar, Thesaurus, and Word Count
 - c. Page Layout Tab to change margins and orientation and columns
 - d. Insert Tab to insert a table, picture, clip art, page numbers, footer/header
 - b. The teacher will review the concepts of copyright and fair use guidelines, so students will understand what they can use and how to cite their sources.

7. Lesson Closure:
 - a. American Revolution Newsletter will be published with each student receiving a copy.
 - i. One method could be Google Docs – each group can input their assignment in a common folder as source of information, then each group can "create" their own newsletter utilizing all the researched material. The material would be the same, but the creativity of the different groups would be unique.
 - ii. A second method would be to place material either on a scan disc or perhaps a common folder accessible by all and then create the newsletter.
 - iii. Each team member must demonstrate their participation in the assignment.

8. Assessment of Student Understanding:

A rubric would be created by the teacher and provided at the beginning of the assignment so students will know the expectations. Another option would be a rubric which could be student driven to create the class rubric, and all students would be involved in setting their standard of measurement.

AMERICAN REVOLUTION NEWSLETTER ASSIGNMENT

Objective and Lesson Outcomes

Students will divide into groups of 2-3 (depending on class size). You will research different events of the American Revolution and create an informative newsletter. You may partner to research the different assigned sections OR each member may research and write one of the articles for the group.

Newsletter material can include, but it's not limited to the following sections:

- Check an American Revolution Timeline for Events:
Current Events – Battles of Lexington and Concord, Battle of Yorktown, Paul Revere's Ride, Betsy Ross and the American Flag, Continental Congress update, Washington Crossing the Delaware
- Biography Spotlight-Suggestions:
George Washington, Martha Washington, Betsy Ross, Paul Revere, Gilbert Stuart (Painter), Philip Schuyler (Continental Army General)
- Editorial Issue-Suggestions: Present an issue and take a stand (pro or con).
 - Should the colonies break from England?
 - Was it Paul Revere who carried the word that the British were coming? What is your basis of proof?
 - Should there be an age limit on young men who carried arms during the conflict?
 - Other
- Create an Advertisement-Suggestions:
 - Ad for Tea or Spices or Farmer's Market
 - Review a new book being published (e.g. Poor Richard's Almanac or other Ben Franklin publications)
 - New Clothing Styles
- Other Category-Get instructor approval:

Once the research is complete, each student will be responsible for contributing to the creation of the assignment and then save material (google docs, group folder, scan disc) for importing into a final document.

Collaboration is important between team members.

- Decisions about the final design of the newsletter (color, font selection, placement of articles) will be a reflection of the group's ability to cooperate and work as a team.
- Each member must import their article.
- The final work will be a reflection on each team member!
- Proofread and edit your newsletter more than once!
- Do NOT ask "Is it good enough!"

Be sure a read through the American Revolution
Newsletter Rubric and formulate a game plan **BEFORE** you begin!

Resources:

- i. biographyonline.net (Facts about the American Revolution)
- ii. history.org (Colonial Williamsburg)
- iii. nps.gov/revwar (national park service)
- iv. <https://www.loc.gov/collections/?q=american+revolution> (Library of Congress)
- v. americanrevolution.org

Vocabulary

| | Term | Definition |
|-----|--------------------------------|---|
| 1. | Nameplate | The section on a newsletter that contains the publication name, date, volume number and logo; generally located at the top of the opening page. |
| 2. | Alley | The space between columns |
| 3. | Newsletter | A printed report or letter containing news of interest to a particular group. |
| 4. | Gutter | The interior space between margins of two facing pages; sometimes used to describe the space between columns |
| 5. | Clip art | Ready-made pieces of printed or computerized graphic art. |
| 6. | Column | Vertical section of text |
| 7. | Flip | To turn something over from one side to the other |
| 8. | Move | To change the position or location of something |
| 9. | Resize | To change the size of something |
| 10. | Rotate | To change the position of an object or text by a specific amount of degrees |
| 11. | Copyright-free material | Material not covered by copyright laws |
| 12. | Copyright laws | The legal right of creative artists or publishers to control the use and reproduction of their original works |
| 13. | File name | A set of characters that serves as an identifying title for a computer file that often includes a file extension. |
| 14. | Printing | Producing a hard copy of a document |
| 15. | Retrieving | To read data from a storage device and return it to the program or device that requested it |
| 16. | Saving | To store a copy of a data file on a storage medium, such as a hard drive or disk |
| 17. | Software | Computer programs and applications, such as word processing or data base packages, that can be run on a particular computer system. |

| | | |
|-----|-----------------------|---|
| 18. | Bullets | Large printed dots or symbols that appear in front of items in a printed list |
| 19. | Center-aligned | Positioned at the same distance from all edges or opposite sides |
| 20. | Character | Any written or printed letter, number, or symbol |
| 21. | Font | The specific design of a set of characters |
| 22. | Font style | The appearance of type (e.g., bold and italics) |
| 23. | Hanging Indent | The first line of the paragraph extends farther to the left than all the others |
| 24. | Indent | To start a line or row some distance in from the margin |
| 25. | Italic | Printed in or using characters that slope to the right |
| 26. | Justified | To adjust the lengths of spaces between and within words in text in order to make both the left and right margins align |
| 27. | Left alignment | To place something in a line or in an orderly spatial relationship on the left side |
| 28. | Print size | The measurement of the object begin printed |
| 29. | Sans serif | A font that does not have end strokes or feet; used mainly for headlines and large-sized text |
| 30. | Serif | A font that has end strokes or feet; used mainly for body text and small print |
| 31. | Tabs | Nonprinting characters used to position text at a specific location with a text block |
| 32. | Typeface | A set of letter forms, numbers, and symbols unified by a common visual design |
| 33. | Crop | Removing or concealing unwanted parts of an image |
| 34. | Flip | To turn something over from one side to the other |
| 35. | Resize | To change the size of something |
| 36. | Rotate | To change the position of an object or text by a specific amount of degrees |

American Revolution Newsletter Rubric

| CATEGORY | Point Value | Earned Points |
|--|-------------|---------------|
| Create a Title for Your Newsletter | 10 | |
| One clipart image at top | 5 | |
| Margins of 0.5 for left, right, top, bottom | 10 | |
| | | |
| Divider Line between columns | 15 | |
| 2 or 3 Columns per page | 10 | |
| Create a shaded text box of info — the text box may be written across two columns | 10 | |
| Newsletter is to be a minimum of two pages | 10 | |
| Three different stories (minimum) ONE OF WHICH IS TO BE AN EDITORIAL | 30 | |
| Editorial (Pro or Con on an issue) - Did you support your stand? | 20 | |
| One bulleted list (Could be used in the editorial to list reasons for your stand—pro or con) | 10 | |
| Left Justified Paragraphs Be sure to turn off hyphenation; no lines are to be hyphenated! | 5 | |
| Formatting for Article Titles - Be consistent | 20 | |
| Heading Style (Sans Serif; 18-20 pt. with a color corresponding with color scheme) | | |
| Body Text (Serif; 12 pt. black) | | |
| (Table of Contents) or (In This Issue) | 10 | |
| Footer centered at the bottom of each page with the page number <i>Be sure to hide the page number on the first page</i> | 15 | |
| Two clipart images or more per page At least one clipart image MUST be rotated or flipped or at an angle | 20 | |
| Total | 200 | |
| | | |
| Note: Make sure none of your clipart or other images are blurry—pts. will be deducted. (clear / crisp images) | | |

Each of these categories must be used at least once, but you may repeat more than one of these depending on the amount of room in your newsletter.

- Current Event
- Biography
- Editorial
- Advertisement
- Other

Articles will be graded on

- spelling
- punctuation
- content

Total Points Possible 150 _____

The editorial article should be about something that you take a stand on and can discuss.

Check with your teacher for approval of the topic you selected.

Topic: _____

EXAMPLES OF NEWSPAPERS DURING THE AMERICAN REVOLUTION

<https://allthingsliberty.com/2015/02/top-10-revolutionary-war-newspapers/>

Boston Gazette

Boston Gazette

Leading the list would obviously be the *Boston Gazette*. Published by Benjamin Edes and John Gill from 1755 to 1775 and then by Edes alone after that, the *Boston Gazette* was a major source of information about a number of important events leading up to the split from Great Britain. Much of this was because Boston was the center of much of the early conflict between the colonies and Great Britain. Many of the original reports about the arguments over taxes, the Boston Massacre, and the Boston Tea Party first appeared in the *Boston Gazette*. But the newspaper's impact went beyond the content of their stories and reflected a growing opposition to the actions of British officials. The *Boston Gazette* became the primary mouthpiece for Samuel Adams and others who increasingly opposed the British government. Because of this reality, many of the pieces published in the *Boston Gazette* did more than just tell the story - they presented reports of events in the context of British efforts to deny Americans their rights. The spread of this outlook was essential if the colonies were going to break away from Great Britain and the *Boston Gazette* played an essential role in the dissemination of the growing attitude of opposition to the Royal Government.

Pennsylvania Journal

Pennsylvania Journal

The *Pennsylvania Journal* was published by William and Thomas Bradford in Philadelphia throughout the Revolution except for the period when the British occupied the city. Much of the news about the actions of the Continental Congress appeared in the pages of this newspaper and then were reprinted throughout the country. The *Journal* became known for its opposition to the actions of the British government pretty early. Probably the most famous early example of this opposition came on October 31, 1765 when the *Journal's* masthead was redesigned to look like a tombstone to emphasize that British actions were destroying American rights. For years, the *Journal* was given credit as the original source for Thomas Paine's famous series of letters called the *American Crisis Papers*. Although not an accurate statement, this has served to increase the historical reputation of the *Journal* through the years.



New York Journal

New York Journal

The *New York Journal* began in New York City, but it moved around the state to several different places in order to ensure that publication could continue without interference from the British Army. Printed by John Holt from 1776 to 1784, the *Journal* contained many pieces written by strong advocates of independence. Holt was determined to continue the publication of his newspaper and fled from British forces when necessary. Because of his willingness to move, the *Journal* provided much information to people in New York about the Revolution and what was happening throughout the country. The *Journal* also became a source for newspapers throughout the country as well because of its location close to the fighting in Massachusetts and New York. Essays and news stories on all sorts of topics appeared regularly, but the most important pieces published in the *Journal* were probably the "Journal of Occurrences" that reported events in Boston from 1768 to 1769.

South Carolina Gazette

South Carolina Gazette

The *South Carolina Gazette* was published in Charleston by various members of the Timothy family. Founded in 1734, the paper continued until 1800. From the beginning of the growing arguments with Great Britain, the *Gazette* supported the American side. Publication was interrupted from time to time because of issues related to the conflict with Great Britain, but the need for information helped revive it whenever this happened. The *Gazette* always had a group of advertisers which made it possible to handle financial and production problems whenever they arose. Being published in Charleston enabled the *Gazette's* producers to include much about the activities of the British army prior to the fall of Charleston in 1780. The *Gazette* thus served as the primary source of information for the South throughout this era and printed much information that was reprinted throughout the country.