

Early 20th Century Newspaper Project

Going to Work and Living in Woonsocket, Rhode Island

American Literature II (9th-12th Grade)

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Overview

Purpose: This unit is intended for the 9th – 12th grade American Literature English class. The purpose of the unit is for students to appreciate their cultural heritage and the various ethnic groups that have played a huge part in Rhode Island's growth since the early 20th century. Additionally, students will work in groups to produce a newspaper article/section relevant to this time period with a focus on both work and the culture of the times. Although this unit is designed for a Sophomore American Literature II course, it can be adapted to any high school level depending on the grade American Literature II is being studied. In the end, the students will produce a classroom newspaper and reflect on the project as a whole. There are many possibilities for this unit and the various lessons attached. Teachers could pair it with a novel (i.e., Life in the Iron Mills by Rebecca Harding Davis), poetry (i.e., "I Hear America Singing" by Walt Whitman), or it can stand alone as a genre lesson on newspaper writing.

Accommodations: The reluctant learner and/or student with a learning disability will need more time on this project as oppose to the college preparatory or honors level student. The groups should remain small for this population of student. This unit is designed so that all students have multiple opportunities to connect to the lesson and learn the skills and concepts noted throughout. However, it is especially important for the teacher to be conscious of the visual learner and have all handouts and important documents on overheads or PowerPoint. Providing handouts on colored paper works very well since many of the handouts will be needed throughout the project. It is imperative that the teacher allow this group of student ample time in the classroom to work on this project.

The advanced level students should be expected to complete this project in a either the allotted time frame as the above students or possibly even a shorter time frame. Also, adding technology to the project such as a newspaper website or other advanced level skill could be necessary depending on the level of the class.

Rhode Island and Massachusetts Standards

Rhode Island English Language Arts Performance Standards

- E1c – Reads and comprehends informational materials
- E2e – Produces a persuasive essay
- E2f – Produces a reflective essay
- E3b – Participates in group meetings
- E4a – Independently and habitually demonstrates an understanding of the rules of the English language
- E4b – Analyzes and subsequently revises work
- E5b – Produces work in at least one literary genre

Rhode Island Social Studies Standards

- SS2 - Historical comprehension
- SS3 - Historical analysis and interpretation
- SS4 - Historical research capabilities
- SS5 - Historical issues (analysis and decision making)

Rhode Island Grade Span Expectations (GSEs)

- Reading:
 - R-7 – Demonstrate initial understanding of informational texts
 - R-8 – Analyze and interpret informational text and citing evidence as appropriate
- Writing:
 - W-1 – Students apply understanding of sentences, paragraphs, and text
 - W-6 – Students organize ideas and concepts in informational writing
 - W-7 – Students convey purpose
 - W-8 – Students demonstrate use of a range of elaboration strategies of facts and details relevant to the focus
 - W-9 – Students apply rules of grammar, usage, and mechanics
 - W-10 – Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products
 - W-14 – Students explore and share thoughts, observations, impressions
- Oral Communications
 - OC-1 – Students demonstrate interactive listening
- Social Studies
 - Civics & Government 5 – As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
 - Historical Perspectives 1 – History is an account of human activities that is interpretive in nature
 - Historical Perspectives 2 – History is a chronicle of human activities, diverse people, and the societies they form
 - Historical Perspectives 3 – The study of history helps us understand the present and shape the future.

Massachusetts History and Social Science Curriculum and Framework

- Concepts & Skills
 - #7 – Shows connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
 - #8 – Interprets the past within its own historical context rather than in terms of present-day norms and values.
- U.S. History II Learning Standards (Age of Reform: Progressivism and the New Deal (1900 – 1940))
 - USII.10 – Traditionalism vs. modernity in historical trends & events after WWI and throughout 1920s.
 - USII.11 – Causes & consequences of the global depression of the 1930s and how Americans responded to the Great Depression.

Objectives

- Reading:
 - Students will read various newspaper articles and advertisements as models for their project.
 - Students will read about Woonsocket and the life and times of this city during the early 20th century. This will include work life (factories, etc.) as well as leisure activities (clubs, sports, current events, etc.)
- Writing:
 - Students will write a group article or section of a newspaper including drafts, edits and revisions.
 - Students will write an individual reflection on the entire project.
 - Students will journal in their writer's notebooks about their cultural background and family traditions.
- Problem Solving:
 - Students will work in groups as a way to help them practice new skills, reinforce social skills, teach teamwork skills, and increase student retention of the material.
 - Students will research their chosen article/section of the newspaper in order to find the appropriate material for their article. In order for the students to be successful they must know what life in Woonsocket was like during the early 20th century.
 - Students will seek solutions to problems with their peers prior to involving the teacher.

Index of Lessons

(55 minute period assumed)

Lesson One: Pre-writing/pre-project Journal Entry

- As a way to access prior knowledge about each individual student's culture and bring in a multicultural theme, have students write about a holiday that is important to them or a family event they look forward to. For example: "Write about a typical holiday in your family focusing on the people in attendance, the conversations you hear, the food you are eating, the language you are speaking."
- It is important to introduce the unit in a way that connects to the students' lives right up front. Have the students share their responses either as a whole class or in pairs where each student tells the other student's story to the whole class.

Lesson Two: Historical Focus

- Provide a brief history of Woonsocket, Rhode Island focusing on what the culture and work places were like in the early 20th century and how it has changed over the years. (Other cities and towns along the Blackstone Valley can be substituted.)
- For instance, Woonsocket housed a number of factories during the turn of the 20th century and there was a very large Canadian population (as well as many other ethnic groups, such as Italian and Polish).
- Have students talk about stories they have heard about Woonsocket. Try to keep the conversation focused on the work and culture of the city. This is a great time for students new to the area to talk about where they came from and what their previous town was like.

Lesson Three: Introduce the Newspaper Project

- Explain to the students that they will be working in teams to write a class newspaper focused on Woonsocket, Rhode Island in the early 1900s. Go over the assessments and rubrics and explain to the students how they will be assessed and the due dates (see attached documents). Be sure to provide a handout and also have the handout on either an overhead or PowerPoint for the students the visual learners.
- Provide students with current newspapers to use as models. Be sure they understand that in the end the newspaper will be focused on Woonsocket and the culture of the city during the early 20th century.
- Form groups of 3 or 4 students.
- Brainstorm what sections/articles of the newspaper will be relevant for a 20th century Woonsocket newspaper.
 - While working in their groups, provide sample current newspapers for students to study.
 - Each group will make a list of all the sections of newspapers they find.
 - A group representative will share the list while a volunteer student writes the articles/sections on chart paper. Allow all students the opportunity to add any other items to the list.
 - Using the list on chart paper, the class will decide what article or sections they want to include in the newspaper. It would be necessary that there are enough sections for at least two over the number of groups that have been formed. For instance, if there are 10 groups, there should be at least 12 sections in which to choose.
 - Examples of sections/articles could be: Sports, Events (festivals, parades, church functions), Food, Editorial, Letter to the Editor, Fashion, Editorial, etc.

Lesson Four: Name the Newspaper.

- Have students work in their groups and brainstorm the name of the class newspaper. This name must be appropriate to the lesson and it must be original. The students can then vote on their favorite name.

Lesson Five: Assign the Article or Section of the Newspaper.

- Teams will be given a newspaper section or type of article randomly by picking out of a hat.
- Each group will hand in an explanation of their section declaring what the section is and briefly explain the steps they feel will be needed to complete the task (see handout).
- Students must have time either in school or at home to research Woonsocket and the time period. If students are working from home, they will still need to bring in their work in order for the teacher to assess any group problems that may occur.
- Students will be responsible for time spent on the project during class time. They will be responsible for attendance for their respective group and an explanation of what was done during class time (see handout).
- Each group will hand in one typed article/section typed. Students should be encouraged to be creative and have fun with this project. Adding pictures is always a great addition to a newspaper.
- The article/section must have a title and a strong lead that will grab the attention of the reader.
- Obviously, as the students are working on this project there will be days where they are doing work outside the classroom. During this time, the teacher will provide excellent models of articles and sections of various newspapers for the students to analyze individually and/or in groups.
- Additionally, the groups will produce drafts of their articles so the teacher will know if a group is falling behind. It should be very clear to the students what the due dates are.

Lesson Six: Works Cited

- Students will provide a works cited page to go with their article/section. This works cited page must be in MLA format and it must have at least three sources. One source must be a primary source and the others could be books, articles or interviews. There should be an entire lesson on how to type a works cited page and samples should be provided to the students. Keep in mind that the number of sources should increase or decrease due to both grade level and student ability.

Lesson Seven: Putting Together the Class Newspaper

- This can be done many ways depending on what type of technology is available. The teacher could compile the paper informally through a word document or the students could download their articles to Microsoft Publisher or other type of technology. All students should receive a copy of the newspaper in some form. Although fun, this project is quite rigorous so they should have a copy of the end result in order to see their hard work.

Lesson Eight: Newspaper Project Reflection

- After handing in the final article/section each student will independently write a reflection of the overall newspaper project (see attached handout). Again, be sure the student knows the due date well ahead of time in order to be successful.

Lesson Nine: Peer Evaluation

- It is important that every student have the opportunity to voice their concerns about team members in a confidential manner. One way is through the “Peer Work Group Evaluation Form” (see attached).

- The form is designed so that each team member is able to evaluate his/her teammates. The teacher will then use this information when deciding on an individual grade for each student.

Assessments:

- Quiz – Sources
- Quiz – Draft Works Cited Page – Typed, MLA format
- Quiz – Draft of article/section including visuals (if applicable) and works cited
- Test – Group Grade – Final newspaper article/section (see rubric attached)
- Test – Individual Grade – Individual contribution, including Peer Work Group Evaluation Forms (see attached)
- Test – Newspaper Reflection – Typed, MLA format

Makeup: I choose to teach a couple of classes of reluctant learners and/or special needs students. With this group of students there are many reasons why they could miss an entire unit of material. Some of these reasons could be illness, suspensions, incarceration, family dynamic, etc. Attached I have provided a makeup for the student that was out of school for a number of weeks. This student may come back to school during the unit but adding them to the group may not be the correct thing for the group or the student. This makeup work allows the student that missed a number of classes or weeks an opportunity to access the lesson and succeed.

The following websites were very helpful:

“Creating a Classroom Newspaper”. Post News Educational Services. 2010 July 25.
http://nie.miamiherald.com/_pdf/CreatingAClassroomNewspaperNAA.pdf.

Guerena, Michael. “Colonial Newspaper Project”. 2010 August 19.
<http://teachers.eusd.k12.ca.us/mguerena/coursework/ColonialAmerica/newspaper/Default.htm>.

Moyers, Bill. NOW. “Peer Work Group Evaluation Forms”. 2009 October.
<http://www.pbs.org/now/classroom/peer2.pdf>.

DUE DATES TO BE DETERMINED BY THE TEACHER

First Due Date: Brief explanation of the section from team.

Second Due Date: Each team member will bring in one (or more) source(s) printed and/or copied with proper information for the works cited page. Be sure at least one is a primary source.

Third Due Date: Typed draft "Works Cited" page in proper MLA format.

Fourth Due Date: First draft of the section including works cited page.

Fifth Due Date: Final draft of the section including attendance sheet and final "Works Cited" page. **FIRST DRAFT MUST BE HANDED IN FOR FULL CREDIT.** Also the attendance sheet must be attached.

Sixth Due Date: Individual newspaper reflection with Peer Work Group Evaluation.

DUE DATES TO BE DETERMINED BY THE TEACHER

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Second Due Date: Each team member will bring in one (or more) source(s) printed and/or copied with proper information for the works cited page. Be sure at least one is a primary source.

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Sixth Due Date: Individual newspaper reflection with Peer Work Group Evaluation.

SOPHOMORE - AMERICAN LITERATURE II
EARLY 20TH CENTURY WOONSOCKET NEWSPAPER PROJECT

1. The class as a whole will vote on a title for the newspaper.
2. The teacher will choose groups of three or four students.
3. Each team will pick a section of the newspaper randomly from a box.
4. Information in each section **MUST** reflect the culture and times in Woonsocket, Rhode Island during the turn of the 20th century.
5. Each team will give the teacher a brief explanation of the section and what the team plans to do to complete the assignment.
6. Each team member will provide one source to the team that can be used to help write/create the newspaper section. **REMEMBER**, each team is responsible for at least one primary source.
7. The team will produce a one page document representing their section of the paper, including the Works Cited page. All documentation will be attached in order to receive full credit. This packet will be worth one test grade for the team.
8. Individually, the student will reflect on this assignment using the criteria given by the teacher. This will be worth one test grade for the individual.
9. Absences will affect your overall individual grade so be sure to be present at all team meetings. Do not let your team down!!
10. Students will be given a limited amount of class time to work on the project. **USE YOUR TIME WISELY!!!**
11. The team will keep an attendance log for each meeting. This will be handed in on the final draft due date.
12. Although students must try to work out any problems within the group, students will report directly to the teacher if they need help with a resolution.

Team Names: _____ Section: _____

Explanation of Section

Directions: In the space below briefly explain what the team plans to do to complete the section of the newspaper chosen. Be sure to include details, for example, if your section is "Sports" explain what the sport is, what the team name could be, etc. I know it is early in the process, but try to be as specific as you can.

ATTENDANCE/ACTIVITY SHEET

Date	Students Present	Activity Completed
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Name: _____ Date: _____

Newspaper Reflection

Due _____

Instructions: Write at least a three paragraph reflection using MLA format on the newspaper group project you just completed regarding the culture of Woonsocket during the early 20th century. Keep in mind the following questions as you write your reflection.

What did you learn about Woonsocket's culture and work life through this newspaper group project?

Why did we do this project anyway? What was the purpose?

What did you learn about working as a team throughout this project?

What did you learn about the works cited page?

If you were the teacher, how would you have created this assignment differently? What changes would you make? Do NOT say "nothing", "it was fine as is"!!! Everyone has room for improvement, including the teacher!

Name: _____ Date: _____

Newspaper Makeup

Directions: For full credit on the newspaper project we have been working on for a number of weeks in and out of class, you are required to produce a draft and a final newspaper article related to the section noted below.

Your section is: _____

2 Quiz Grades - Draft due _____ including works cited page.

2 Test Grades - Final due _____ including final works cited page.

1 Test Grade - Newspaper Project Reflection due _____.

I am available during coaching (Wednesdays) to work with you on any questions or concerns you might have related to this project.

PLEASE KEEP IN MIND IF YOU MISS THE DRAFT DATE AND YOU SIMPLY TURN IN A FINAL ARTICLE, YOU WILL RECEIVE TWO ZERO QUIZ GRADES FOR THIS ASSIGNMENT.

Peer Work Group Evaluation Form

Directions: In the space below, honestly evaluate the work of other students in your group by answering yes or no and by using a scale from 1 to 3, 1 being poor, 2 being average, 3 being above average.

NOTE: THIS IS CONFIDENTIAL. GROUP MEMBERS WILL NOT HAVE ACCESS TO YOUR EVALUATION FORM. ALSO, DO NOT BASE THIS ON FRIENDSHIP OR PERSONALITY CONFLICTS! THIS IS A VALUABLE INDICATOR TO HELP ASSESS CONTRIBUTION IN A FAIR MANNER.

Evaluator's Name: _____ Date: _____

Group Member 1: _____

- | | | | | | | | | | |
|--|---------|-----------|--|------|---------|-----------|---|---|---|
| 1. Did this group member complete his/her assigned tasks for the group? | Yes | No | | | | | | | |
| | | | <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">Poor</td> <td style="padding: 0 10px;">Average</td> <td style="padding: 0 10px;">Above Avg</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table> | Poor | Average | Above Avg | 1 | 2 | 3 |
| Poor | Average | Above Avg | | | | | | | |
| 1 | 2 | 3 | | | | | | | |
| 2. How would you rate the quality of this person's work? | 1 | 2 | 3 | | | | | | |
| 3. How would you rate the timeliness of the completion of the work? | 1 | 2 | 3 | | | | | | |
| 4. How would you rate the accuracy of the work? | 1 | 2 | 3 | | | | | | |
| 5. Overall, how would you rank this group member's performance in the group? | 1 | 2 | 3 | | | | | | |
| 6. Would you want to work with this person again? | | Yes | No | | | | | | |
| Explain why in the space below: | | | | | | | | | |

Group Member 2: _____

- | | | | | | | | | | |
|--|---------|-----------|--|------|---------|-----------|---|---|---|
| 1. Did this group member complete his/her assigned tasks for the group? | Yes | No | | | | | | | |
| | | | <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">Poor</td> <td style="padding: 0 10px;">Average</td> <td style="padding: 0 10px;">Above Avg</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table> | Poor | Average | Above Avg | 1 | 2 | 3 |
| Poor | Average | Above Avg | | | | | | | |
| 1 | 2 | 3 | | | | | | | |
| 2. How would you rate the quality of this person's work? | 1 | 2 | 3 | | | | | | |
| 3. How would you rate the timeliness of the completion of the work? | 1 | 2 | 3 | | | | | | |
| 4. How would you rate the accuracy of the work? | 1 | 2 | 3 | | | | | | |
| 5. Overall, how would you rank this group member's performance in the group? | 1 | 2 | 3 | | | | | | |
| 6. Would you want to work with this person again? | | Yes | No | | | | | | |
| Explain why in the space below: | | | | | | | | | |

Group Member 3: _____

- | | | | | |
|--|------|---------|-----------|--|
| 1. Did this group member complete his/her assigned tasks for the group? | Yes | No | | |
| | Poor | Average | Above Avg | |
| 2. How would you rate the quality of this person's work? | 1 | 2 | 3 | |
| 3. How would you rate the timeliness of the completion of the work? | 1 | 2 | 3 | |
| 4. How would you rate the accuracy of the work? | 1 | 2 | 3 | |
| 5. Overall, how would you rank this group member's performance in the group? | 1 | 2 | 3 | |
| 6. Would you want to work with this person again?
Explain why in the space below: | | Yes | No | |

Group Member 4: _____

- | | | | | |
|--|------|---------|-----------|--|
| 1. Did this group member complete his/her assigned tasks for the group? | Yes | No | | |
| | Poor | Average | Above Avg | |
| 2. How would you rate the quality of this person's work? | 1 | 2 | 3 | |
| 3. How would you rate the timeliness of the completion of the work? | 1 | 2 | 3 | |
| 4. How would you rate the accuracy of the work? | 1 | 2 | 3 | |
| 5. Overall, how would you rank this group member's performance in the group? | 1 | 2 | 3 | |
| 6. Would you want to work with this person again?
Explain why in the space below: | | Yes | No | |

Group Newspaper Rubric

	Distinguished 4	Proficient 3	Emerging 2	Unacceptable 1
Content	Organized for dynamic effect; exceptional use of language to support article throughout; content of story is compelling	Organized for effect; adequate use of language to support article; content of story is interesting	Somewhat organized; minimal support of article; content is readable	Little or no organization; rudimentary or no support of article; content is unreadable
Story Lead	The lead is crisp and concise and summarizes the most important details of the story. Headline is excellent. Name under headline.	The lead is crisp and concise and summarizes important details of the story. Headline is good. Name under headline.	The lead is readable and generally summarizes the rest of the story Headline is fair. Name noted in article.	The lead is unreadable and has little to do with rest of the story. No headline or poor quality. No name.
Historical Accuracy	Historical accuracy is unquestionable	Some errors in historical accuracy, but not distracting to story	Errors in historical accuracy make story unbelievable	What time period are you writing about?
Supporting Evidence	Fully-developed details; rich and insightful elaboration which supports article by using quotes from a variety of texts; at least 3 sources used with one being a primary source	Details are relevant and mostly support article by using quotes from variety of texts, at least 3 sources used with one being a primary source	Details are irrelevant & generally does not support article; ineffective or no use of quotes; use of variety of texts is limited; less than 3 sources used	Irrelevant detail with no connection to article/section; ineffective or no use of quotes/texts; less than 3 sources and no primary source used
Writing Conventions	Excellent use and consistent application of the rules of grammar, usage, & mechanics; superior command of sentence structure	Some errors in application of grammar, usage, and mechanics; good command of sentence structure	Major problems and errors in the application of grammar, usage, and mechanics; weak command of sentence structure	Poor use of and errors in grammar, usage, and mechanics; poor sentence structure
Format / Writing Process	Format excellent for type of article; required sources and drafts included	Minor problems in MLA format; required sources and drafts included	Incorrect MLA format; required sources and drafts included	Incorrect MLA format; lacks required sources and drafts