

LESSON TITLE: REVOLUTIONARY REPORTER

Grade Level: 9-12

Subject: U.S. History

Time: Six 50-minute sessions



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LESSON OVERVIEW

Summary: In this lesson, students will take on the role of reporter during the onset of the American Revolution. Using Lucidpress, student reporters will write a newsletter from 1775 detailing the causes of the revolution and other major events of the time. Half the class will act as British reporters, half will act as colonists, offering both sides of the story. This project-based lesson can act as a culminating unit assessment.

Essential Question: To what extent was the American Revolution a revolt against taxes?

OBJECTIVES

Students will be able to...

- Articulate the effect of taxation on bringing about the revolution
- Explain colonists' resistance to British control, the Stamp Act, the Townshend Acts, Coercive Acts
- Explain how bias and perspective affect a news report

STANDARDS

Common Core

Writing : [9-10.3](#), [11-12.3](#)

California State Standards, Social Sciences:

[5.5](#), [8.1](#), [10.2](#), [11.1](#), [12.8](#)

ISTE

[3A](#), [3C](#), [6B](#), [6D](#), [7B](#)

LEARNING PLAN

Preparation: Bring in copies of newspapers or printouts of articles online to show students examples of journalism. If needed, view the one-minute Lucidpress [Getting Started Guide](#). Create checklist of required components for newsletter. Create rubric for assessment of newsletters.

LEARNING PLAN

1st Session:

- Show students the day's headlines and discuss what makes an event newsworthy. If possible, compare two newspapers from the same day or two articles on the same topic and discuss reporter perspective and bias and how it affects newsgathering and reporting.
- Introduce project: Explain to students they will take on the role of reporter during the American Revolution. Divide class in two and assign one side as colonists and the other as British. Assign partners or groups if desired. Outline project requirements: newspapers must include images and stories that reflect their side of the revolution story. Articles should include a timeline of events and at least one editorial analysis of how taxation led to the revolution.

2nd Session:

- Review project requirements. If needed, walk students through the [Interactive Lucidpress Tutorial](#).
- Open Lucidpress template Bold, Citrus Splash or Merge. Use remaining class period to start creating newspapers, checking on students' progress and assisting as needed.

3rd-5th Session:

- Use three entire class periods to write articles and headlines, upload images and finish newsletters in Lucidpress. Check on students' progress and assist as needed.

6th Session:

- Give students/groups five minutes each to present their news reports.
- As a class, compare and contrast the coverage of the revolutionary war from both sides. What was different about the images, the articles, the editorials? Taking these perspectives, revisit the essential question: To what extent was the American Revolution a revolt against taxes?

ASSESSMENT

In this project-based lesson, students will be assessed on their final newspapers. Using a rubric, determine if students have met all requirements of the newsletter and accurately reported the colonist or British perspective on the revolution. Articles should be historically accurate and cover major events leading to the Revolutionary war. Exceptional work will go beyond images and headlines and offer deep editorial analysis of the start of the American Revolution. Assessment should also include the students' presentation and ability to articulate the affect of reporter bias on newsgathering.

SUGGESTED LUCIDPRESS TEMPLATES FOR USE IN THIS LESSON



Bold



Citrus Splash



Merge

SAMPLE ASSIGNMENT

Note: Suggested templates are multi-page newsletters. Sample assignment only shows front page.

The Colonist Chronicle

APRIL 20, 1775

WAR! REDCOATS MARCH TO LEXINGTON; 49 KILLED

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REVERE CAPTURED!

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EXTENSIONS

- Compare and contrast student newspapers to [real news reports](#) from the [same time](#).
- Read newspapers from a different war period. Compare coverage from different countries.
- Invite a local reporter to visit your class and discuss his or her process of objective reporting