

World War 1 – Building A Newspaper (CHC2P Term 1 Culminating Activity)



World War One (WW1) was one of the most horrific conflicts in human history. The scale of devastation for both cities and families was unimaginable. The war impacted everything from how war was fought, to the roles of women in society, to scientific advancements, and more. At the time Canada was a young nation, and World War One (also known as ‘The Great War’) helped to define a new path for our country. As we learn about WWI, we realize how much has been studied about the war, and how much information exists about what happened between 1914 and 1918.

Creating a newspaper is a terrific way to present information about the war in a variety of ways. A newspaper editor may choose to fill a newspaper with news articles, editorials, images, editorial cartoons, charts, graphs, etc. This assignment will allow groups to work together and create a WW1 class newspaper that will serve as a learning tool for a small final test.

The assignment will involve both ‘group’ as well as ‘individual’ evaluation.

** The group evaluation will be separate from the culminating activity mark, and will not be included in the culminating activity mark.*

Expectations:

Overall Expectations:

- * describe some of the major local, national, and global forces and events that have influenced Canada’s policies and Canadian identity since 1914
- * evaluate Canada’s participation in war and contributions to peacekeeping and security
- * formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources

Specific Expectations:

- * identify some of the ways in which foreign powers (e.g., British, European, American) have influenced Canadian foreign policy
- * explain why conscription was a controversial issue and how it divided English Canada and Quebec during World War I
- * describe some of the contributions Canada and Canadians made to the war effort overseas during World War I
- * describe some of the contributions Canada and Canadians made to the war effort at home during World War I
- * evaluate the impact of some technological developments on Canadians in different periods
- * explain some of the ways in which the lives of adolescents, women, and seniors have changed since World War I
- * explain how some key technological developments have changed the everyday lives of Canadians since World War I
- * explain how some key technological innovations in military and other fields (e.g., gas warfare, radar, aircraft, guided missiles, electronic surveillance, media innovations) have changed the way war has been planned and fought
- * identify key struggles and contributions of the labour movement in Canada
- * interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry

- * formulate different types of questions (ie. factual, causal, comparison)
 - * gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet)
 - * express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of oral, written, and visual forms
 - * use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information
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Group Task Checklist:

- Work as a group to brainstorm information about your topics (provided by teacher) on chart paper.
 - Use this information to build guiding research questions about your topics.
 - Once individual research is gathered and group members have developed ways to present the information (ie. editorials, images, news stories, etc.), the group will get together and format their newspaper pages for publication into the class newspaper.
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Individual Task Checklist:

- Brainstorm information about the topics with your group.
- Help your group develop guiding research questions.
- Research your topics using print and internet sources, and gather information about your topics to be used later. Record your sources. Rough research to be handed in.
- Develop a 1 page bibliography to show the sources you used.
- Use your research to create the following elements that can be used to fill your individual section of the newspaper:
 - 1 or more news articles
 - 1 or more editorials
 - 1 or more editorial cartoons
 - 1 or more photos

** Rough drafts of the news article, editorial, and sketch of editorial cartoon to be handed in.*

** Once returned by Mr. Andrew, then type and draw good copies.*
- Work with your group to format your individual section with the rest of your group.

- You will complete an assessment of your own work and that of your other group members.
- Once the newspaper is formatted and completely assembled, you will then use this information to answer test questions about WW1.

Culminating Activity Due Dates:

** failure to meet these deadlines will result in the Continuous Communication Policy*

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| 1. Rough research notes and sourcing information to be handed in: | Wed. Apr 3 |
| 2. Rough drafts of editorial, news article, and editorial cartoon: | Mon. Apr 8 |
| 3. Completed newspaper elements, and group section formatted: | Thurs. Apr 11 |
| 4. Final short test based on newspaper information: | Tues. Apr 16 |

Group Evaluation:

Group Members: _____

1. Work as a group to brainstorm information about your topics (provided by teacher) on chart paper.

	Level 1	Level 2	Level 3	Level 4
Thinking	Developed limited brainstormed information with assistance	Developed some brainstormed information with assistance	Developed a large amount of brainstormed information with assistance	Developed a large amount of brainstormed information with no assistance
Thinking	Brainstorming is not thorough and covers a limited range of topics	Brainstorming is somewhat thorough and covers some topics	Brainstorming is thorough a covers a good range of topics	Brainstorming is very thorough and covers a wide range of topics

2. Use this information to build guiding research questions about your topics.

	Level 1	Level 2	Level 3	Level 4
Application	Developed questions that are inefficiently thought-out Few questions will effectively guide research to explain the importance of the topics	Developed satisfactory questions Some questions will effectively guide research to explain the importance of the topics	Developed well thought-out questions Most questions will effectively guide research to explain the importance of the topics	Developed very well thought-out questions All questions will effectively guide research to explain the importance of the topics

3. The group will prepare and format their newspaper pages for publication into the class newspaper.

	Level 1	Level 2	Level 3	Level 4
Communication	Newspaper sections... - do not appear arranged in a clear, organized manner	Newspaper sections... - are somewhat arranged in a clear and organized manner	Newspaper sections... - are arranged in a clear and organized manner that is most effective	Newspaper sections... - are arranged in an understandable, clear, organized, and effective manner

Individual Evaluation: (Culminating Activity Mark)

Name: _____

1. Research your topics using print and internet sources, and gather information about your topics to be used later. Record your sources.

	Level 1	Level 2	Level 3	Level 4
Knowledge	Research obtained has only limited value for understanding the importance of your topic Historical research has several inaccuracies	Research obtained is somewhat valuable to understanding the importance of your topic Historical research is somewhat accurate	Research obtained is valuable to understanding the importance of your topic Historical research is mostly accurate	Research obtained is highly valuable to understanding the importance of your topic Historical research is accurate

2. Develop a 1 page bibliography to show the sources you used.

	Level 1	Level 2	Level 3	Level 4
Application	Bibliography is not obviously organized, inaccurately formatted, and contains 1 source	Bibliography is somewhat organized, somewhat accurately formatted, and contains 2 sources	Bibliography is organized, fairly accurately formatted, and contains 3 sources	Bibliography is organized, accurately formatted, and contains 4 or more sources

3. Use your research to create the following elements that can be used to fill your individual section of the newspaper:

- 1 or more news articles
- 1 or more editorials
- 1 or more editorial cartoons
- 1 or more photos

	Level 1	Level 2	Level 3	Level 4
Application	- news article explains an event or/and information about topic in a limited and disorganized manner - editorial has an unclear point of view, and persuades to a limited degree - editorial cartoon ineffectively portrays an opinion about a topic - photo is inaccurate and explained to a limited degree	- news article explains an event or/and information about topic in a somewhat clear, understanding, and complete manner - editorial is somewhat complete, has a somewhat clear point of view, and satisfactorily persuades - editorial cartoon somewhat effectively portrays an opinion about a topic - photo is somewhat accurate and explained	- news article explains an event or/and information about topic in a clear, understanding, and complete manner - editorial is complete, has a fairly clear point of view, and fairly effectively persuades - editorial cartoon fairly effectively portrays an opinion about a topic - photo is fairly accurate and explained	- news article effectively explains an event or/and information about the topic in a very clear, understanding, and complete manner - editorial is complete, has a clear point of view, and effectively persuades - editorial cartoon effectively portrays an opinion about a topic - photo is accurate and effectively explained
Communication	Writing has several grammar, spelling,	Writing has some grammar, spelling, and/or	Writing few grammar, spelling, and/or	Writing has little/no grammar, spelling,

	and/or punctuation mistakes	punctuation mistakes	punctuation mistakes	and/or punctuation mistakes
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4. Format your individual section.

	Level 1	Level 2	Level 3	Level 4
Application	Section is laid out (formatted) in a manner that displays limited organization, planning and neatness	Section is laid out (formatted) in a somewhat neat, organized, and thought-out manner	Section is laid out (formatted) in a fairly neat, organized, and thought-out manner	Section is laid out (formatted) in a neat, organized, and well thought-out manner

5. Final Quiz (Knowledge, Thinking)

** The final WW1 will take place after the newspaper is completed, distributed, and reviewed by the class. Marks for this portion will also come later.