

Headlines Newspaper Assignment



Studying World
History from
different
perspectives



Whenever conflict happens in the world, there are always two sides to the story. There is a famous saying that "history is written by the victors," and to a large degree this statement is accurate. The goal of this assignment is to help you to see events and issues from more than just one perspective.

Planning your Newspapers

To successfully execute this newspaper assignment, you will need to plan your layout carefully. You will make **2 newspapers** for this assignment to highlight how different groups see things differently in history. Each newspaper for this assignment must have the following items:

*A Headline story (This is the story with the big title that everyone wants to read about. This is the story you will plan and will highlight the different perspectives of the different sides of the issue.)

*A Political Cartoon (This is a cartoon that makes a political statement about an issue.)

*Advertisements (These can be funny or serious, but should demonstrate an understanding of what would have been happening at that time.)

*Other stories (at least 1 other stories that highlight the culture, religion or beliefs of that area of the world. These stories should be accurate as far as the time of the article.)

*Editorials (minimum 2) (These are letters that people write to make a point or get something off of their chest. Often people are complaining about something that the government is doing. Your newspaper should have editorials that reflect the attitudes of the people living in that place at that time.)



Newspaper Staff

This is a group assignment for four students. You do not have to assign any jobs or roles for this project, however, in any group assignment, if you do not have a plan to divide the work, it can become overwhelming. These jobs are suggestions for ways that you can divide up your work in a productive way.

<p>Editor</p>		<p>Strengths:</p> <ul style="list-style-type: none"> -Strong understanding of the assignment -Strong understanding of history -Good leader -Good proof-reader (Can edit people's writing to make it more clear) <p>Responsibilities:</p> <ul style="list-style-type: none"> -Help the head-writer write their articles -Ensure every idea is accurate and communicates ideas to other group members -Help other team members brainstorm ideas -Makes sure assignment is done on time
<p>Head Writer</p>		<p>Strengths:</p> <ul style="list-style-type: none"> -Good at writing -Able to express ideas in interesting ways through writing. <p>Responsibilities:</p> <ul style="list-style-type: none"> -Write the headline articles -Help write the editorials and secondary article.
<p>Graphics</p>		<p>Strengths:</p> <ul style="list-style-type: none"> -Artistic -Able to express ideas in creative and artistic ways <p>Responsibilities:</p> <ul style="list-style-type: none"> -Work with the editor for ideas for the political cartoon and draw the cartoon -Create the advertisements
<p>Production</p>		<p>Strengths:</p> <ul style="list-style-type: none"> -Artistic -Responsible and organized -Good at proof-reading <p>Responsibilities:</p> <ul style="list-style-type: none"> -Keep all of the finished products and lay out the newspaper in an artistic and neat way -Helps other group members complete their articles and/or projects



Issues or events

The issues or events of your newspaper need to be appropriate for the time period that you are writing about. These are just example events that you could write about if you wanted to and are not required to be covered in the newspaper. Please make sure you pay attention to the Unit you are working on at the time.



Time Period	Sides	Suggested Headline topics
Unit 1-Protestant Reformation	Protestants (Martin Luther) Catholics (Leo X)	*Posting of the 95 Thesis *Burning of the Papal Bull
Unit 2-Age of Exploration	Conquistadors Aztecs	*Smallpox Epidemic *Kidnapping of Montezuma *Discovery of Aztec Gold/Treasure
Unit 3-Scientific Revolution	Scientists (Copernicus, Galileo) Church Officials	*Invention of a Telescope *Trial of Galileo *Publishing of Copernicus' book
Unit 4-American Revolution	American Colonists King George (British)	*Boston Tea Party *Lexington and Concord *Declaration of Independence
Unit 4-French Revolution	French Peasants (3 rd Estate) French Leaders (King Louis XVI, Clergy, Robespierre)	*Beheading of King Louis and Marie Antoinette *Tennis Court Oath *Murder of Denis Diderot
Unit 6-Imperialism	European Power African Tribal Group	*Discovery of gold/resources *Protests *Defeat of a neighboring tribe
Unit 7-World War 1	Allied Powers Central Powers	*Trench Warfare *Assassination of Franz Ferdinand *Sinking of the Lusitania *Treaty of Versailles
Unit 9-World War 2	Allied Powers Axis Powers	*Pearl Harbor *Invasion of Poland *Dropping of the atomic bombs
Unit 10-Cold War	Soviet Union NATO (US & Allies)	*Berlin Blockade and Airlift *Moon Landing *Fall of the Berlin Wall
Unit 11-Indian Independence	Gandhi and Indians British Empire	*Salt March *Assassination of Gandhi *Trial of Gandhi
Unit 11-Apartheid	Apartheid Government African National Congress	*Sharpeville Massacre *Trial of Nelson Mandela *Release of Nelson Mandela



Perspective

We're all used to understanding different perspectives. If you ever have a situation where two kids are in trouble for something, you know that it's always "not my fault." They will then tell you stories about the same event (Johnny fell down the steps) in two totally different ways. Johnny will tell you that his brother pushed him so hard that he flew backwards across the room, 15 feet in the air and then hit the steps. He'll also say that he's positive his brother was trying to kill him in the process. Meanwhile, if you talk to his brother, the brother was just minding his own business walking along and all of a sudden, Johnny tripped over a bug crawling on the carpet, and despite his best efforts at rescuing Johnny, down he went. Both boys are describing the same event (Johnny fell down the steps,) but how each sees that event depends a lot on how they felt about the situation.



	Side 1: <u>Johnny</u>	Side 2: <u>Brother</u>
How is this side impacted by the event?	Fell down the steps	Afraid of getting in trouble
Was what happened good or bad?	Bad	Bad
Why would this side describe it as good or bad?	Because he got hurt	Because he might get in trouble for his brother falling
On a scale from 1-10, how strongly would normal people have been impacted by this event.	n/a	n/a
Why did you choose the number you did above?	n/a	n/a
What words or adjectives might be used to describe the events from this perspective?	Mean, angry, cruel, dangerous, careless, painful	Tragedy, accident, mistake, sad



Planning and Understanding Historical Perspectives

History works the same way as our story about Johnny and his brother. In order to help you evaluate the different perspectives you will be making newspapers about, fill out the table below to be sure that you represent each side accurately and fairly. Remember news stories have to avoid opinions.

Event: Describe the facts about what happened: _____

Sides: Who were the people/countries involved?

	Side 1: _____	Side 2: _____
How is this side impacted by the event?		
Was what happened good or bad?		
Why would this side describe it as good or bad?		
On a scale from 1-10, how strongly would normal people have been impacted by this event.		
Why did you choose the number you did above?		
What words or adjectives might be used to describe the events from this perspective?		

The Crime of the Ages—Who Did It?



Source: John McCutcheon, *The Chicago Tribune*; H. H. Windsor, *Cartoons Magazine* (adapted)



Political Cartoons



All political cartoons make a political statement or point. Political Cartoons are not just artwork, the person looking at a political cartoon is supposed to see what the artist wants them to think. The first thing important to understanding the message of a political cartoon is to be able to tell what things are or represent. Sometimes, like in the cartoon at the left, the clothing, or faces are meant to give hints of what they are. Notice the clothing of the two men standing on the rock. One is in a military uniform (nobility) and one is in a priest's robes (clergy.) Sometimes when the pictures will not be obvious or clear, it is acceptable for the artist to write words to help make their meaning clear.

What message do you want your political cartoon to send? (Make sure it is something that people from that perspective would think.) _____

Who needs to be in your political cartoon to send that message? _____

How will you make sure your audience knows who those people are? _____





To get their message across, political cartoons use two main strategies. The first strategy is to make fun of someone by making them look stupid. In the cartoon on the left, it is stupid for someone that close to a disease to think they won't catch it. That's what the artist wants you to think.

The second strategy is to make a serious point by finding a creative way of showing a real threat or problem. In second picture, England is barely holding back Hitler and the Nazi's. Neither England nor Germany is represented by the physical countries, but instead is showing a strong man, possibly a Greek athlete, about to be overpowered by a swastika.

What is the message your cartoon will be sending? (from previous page) _____

Will your cartoon be serious or sarcastic? (circle one)

Are there symbols, signs, or situations that represent the things you want to send a message about? What are they?

How will you show that message (main action)? _____



Advertisements

What is the time period that your movement took place?

What kind of technology did people have at that time for transportation, communication, or lifestyles? _____.

Did one side have a special advantage because of their better technology? _____.

You are welcome to create souvenir items or joke items for your newspaper.

Other stories

Research one thing that is unique or different about that culture from all other cultures. Find a way to turn that story into a "current event" or "breaking news story."

Editorials

Editorials are different than newspaper articles. These are where people can write letters to the editor and often just say what a common person would feel. Editorials don't try to talk about facts, as much as how the author *feels* about what's going on.

What are common feelings that people on this side would have had about the main event? _____.

What kinds of solutions to the issue or problem would people from this side propose? _____.



Newspaper Checklist

This checklist is for the student to make sure that they have totally completed the assignment.



Newspaper 1

- The main article is complete and is at least 5 paragraphs long. It thoroughly describes the event from its perspective.
- There is an original, student-made political cartoon
- There are at least two advertisements made by the student for the newspaper
- There is at least one other story in the newspaper.
- There are at least 2 editorial letters which are at least two paragraphs in length.

Newspaper 2

- The main article is complete and is at least 5 paragraphs long. It thoroughly describes the event from its perspective.
- There is an original, student-made political cartoon
- There are at least two advertisements made by the student for the newspaper
- There is at least one other story in the newspaper.
- There are at least 2 editorial letters which are at least two paragraphs in length.

Element	1-Unacceptable	2-Below Standard	3-At Standard	4-Above standard
Headline Article	*No connection to the perspective OR *Less than 2 full paragraphs	*Partially represents the perspective OR *Only 2-4 paragraphs in length	*Accurately represents the perspective *Proper length	*Shows deep insight into the perspective *Proper length
Secondary Article	*Has no connection to the perspective of the newspaper.	*Shows little connection to the culture of the time. *Contains information which is inaccurate	*Connects to the culture and time period and shows some understanding of the culture	*Connects to the culture and time period and the idea for the article is creative and displays deep understanding of the culture.
Advertisement	*Copied and pasted *Has no connection at all to the perspective	*Has limited connection to the perspective.	*Is an appropriate ad for the culture that would be reading the newspaper.	*Clever, funny, and appropriate ads that display an understanding of the readers of the assigned newspaper.
Political Cartoon	*copied and pasted *Has no connection to the perspective.	*The cartoon makes little sense. *Poor execution *Sloppy	*Well drawn political cartoon. *Related to the perspective.	*Political cartoon presents an appropriate message in a humorous or clever way.
Editorial Letters	*No connection to the cultural attitudes or concerns of citizens living in that area.	*Little connection to the ideas and attitudes of the people living at that time and place.	*Accurately represents that attitudes and ideas of common people living in that time and place.	*Clever presentation of the ideas. Accurate for the time that it would be done.



Teacher Grade Sheet

Editor: _____

Writer: _____

Graphics: _____

Production: _____

Newspaper Perspective 1: _____

_____ Headline Article Score

_____ Secondary Article Score

_____ Advertisement Score

_____ Political Cartoon Score

_____ Editorial Letters Score

 /5 Quality/Production/Neatness Score

Total Score: /25

Newspaper Perspective 2: _____

_____ Headline Article Score

_____ Secondary Article Score

_____ Advertisement Score

_____ Political Cartoon Score

_____ Editorial Letters Score

 /5 Quality/Production/Neatness Score

Total Score: /25

Total Project Score: /50

