

PROJECT OVERVIEW PART 1: DEFINE

Name of Project:	Bringing Ancient Greece into Modern Media	Duration: 2-3 weeks			
Subject/Course:	Global 9 / English 9	Grade Level: 9			
Other subject areas to be included:	Global / English				
Project Idea Summary of the challenge, investigation, scenario, problem, or issue:	Making Greek Myths / Ancient History relevant in 2010 by connecting the Myths / History to current media.				
Driving Question	If Ancient Greece had the technology to publish a newspaper chronicling daily life in Greece during Odysseus' lifetime what would it look like?				
Content and Skills Standards to be addressed:	1) Greek History 2) Writing 3) Working in Groups 4) Greek Literature 5) Technology 6) Connection to the community				
	T+A	E		T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or	Collaboration Groups making a newspaper	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Presentation To class and community	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Culminating Products & Performances	Group:	Groups will create a Greek Newspaper.			Presentation Audience: <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Experts <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Other: <u>Send to Media</u>
	Individual:	Create 3 individual articles for the newspaper. Students will take a field trip to the Met in NYC to see the Hall of Greek and Roman Galleries.			

PROJECT OVERVIEW PART 2: DESIGN

“Grabber” to launch inquiry & generate interest:	Bringing a professional from community (Recorder) into classroom to discuss journalism. Ex. Print media specialist, reporter, etc.				
Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests	<input checked="" type="checkbox"/>	Practice Presentations	<input checked="" type="checkbox"/>
		Journal/Learning Log	<input checked="" type="checkbox"/>	Notes	<input checked="" type="checkbox"/>
		Preliminary Plans/Outlines/Prototypes	<input checked="" type="checkbox"/>	Checklists	<input checked="" type="checkbox"/>
		Rough Drafts	<input checked="" type="checkbox"/>	Concept Maps	<input checked="" type="checkbox"/>
		Online Tests/Exams	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>
	Summative Assessments (End of Project)	Written Product(s), with rubric: <u>Each Group is responsible for a newspaper.</u>	<input checked="" type="checkbox"/>	Other Product(s) or Performance(s), with rubric: <u>Professional Evaluation</u>	<input checked="" type="checkbox"/>
		Oral Presentation, with rubric	<input checked="" type="checkbox"/>	Peer Evaluation	<input type="checkbox"/>
		Multiple Choice/Short Answer Test	<input checked="" type="checkbox"/>	Self-Evaluation	<input type="checkbox"/>
		Essay Test	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>
	Debriefing Methods	<i>(Individual, Group, and/or Whole Class)</i>	Journal/Learning Log	<input checked="" type="checkbox"/>	Focus Group
Whole-Class Discussion			<input checked="" type="checkbox"/>	Fishbowl Discussion	<input type="checkbox"/>
Survey			<input type="checkbox"/>	Other:	<input type="checkbox"/>
Resources Needed	On-site people, facilities:	Professional, Technology, computer / printing.			
	Equipment:	Computer Newspaper Software			
	Materials:				
	Community resources:	Newspaper Professionals			

PROJECT TEACHING AND LEARNING GUIDE

Project: Greek Newspaper

Course/Semester: 3rd Quarter

Knowledge and Skills Needed by Students
to successfully complete culminating products and performances, and do well on summative assessments

Scaffolding / Materials / Lessons to be Provided
by the project teacher, other teachers, experts, mentors, community members

Prior knowledge of Ancient Greece and Homer's Odyssey.

→ Quiz, Tests, Notes, Readings (The Normal Stuff we do!!)

The basic knowledge of a newspaper layout. (Print Media specialist / teacher)

→ Direct Instruction from either a (Print Media specialist / teacher). Give a basic explanation of various job descriptions. (Editor-in-Chief, Breaking News Editor, Feature Editor, Sports Editor, Arts and Entertainment Editor)
* Focus on specific job descriptions and give expectations.

How to apply for a journalism job.

→ Students will fill out an application for a specific newspaper position. Students will have to apply for top two desirable positions. Students will have to write an essay explain why they are the best candidate for the specific job. (This will aid in making groups)

Place students into groups according to their interests from their job application.

→ Students will be reminded of detailed job descriptions and expectations of their staff position thus generating a team contract.

Students will need to be instructed in Microsoft Publisher (Computer Software).

→ Students will use classroom laptop carts / media center computer lab depending on availability.

Students will build on prior knowledge of conducting research on Ancient Greece and Homer's Odyssey.

→ Students will draft 3 articles / news stories / graphics to be approved by the editor-in-chief with teacher input.

Students will design / layout and present their newspapers to the class as well as send to local media to include AHS RamPage for evaluation culminating in a winning team newspaper which will be printed and distributed to the students.

→ Students will write the article, peer edit, and use software to complete a newspaper in English and Global Studies classes.

PROJECT CALENDAR

Project:

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

(Who Bellringer)
English- Journalism professional speaks to classes.
(What do you need to get a job Bellringer)
Global- Pass out the application, explain job descriptions, and apply.

(What Bellringer)
English- Write an essay about why they feel they are the best candidate for the job.
(What qualities would be appealing to a future employer?)
Global- Brainstorm headlines for news events. (prior knowledge)

(Where Bellringer)
English- Students will be assigned jobs based on their interest expressed in their essays. Further explanation of job description and expectations.
(Read newspaper article, summarize, make note of format)
Global- Computer software

(When Bellringer)
English- Team Brainstorming for Articles. (Content ex Sports)

Global- Team planning articles. (Paper Staff)

English- Each student will proof read and work on the article.

Global- Each student will give one finished article to the Editor-in-Chief.

PROJECT WEEK TWO

English- Continue working on Articles

Global- Editor-in-Chief will had in one article from each member to the teacher for checking.

Article II & III Due to Editor-in-Chief.

Editor-in-Chief hands in article to teacher.

Teacher hands back articles and students put the articles into newspaper.

Students will work on putting the articles into newspaper format.

PROJECT WEEK THREE

Presentations

Presentations

Culminating event will be to go to the Met and view the Hall of Greek and Roman Statues.

Competency Level	0	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary	5 Breakthrough
News Story	<ul style="list-style-type: none"> Did not complete news story. 	<ul style="list-style-type: none"> Minimally answers the basic question what, where, when, why, who and how. No evidence of interviewed eye-witness. Minimal background information given. Shows little evidence of research. Not written in the style of a responsible journalist. 	<ul style="list-style-type: none"> Basically answers the question what, where, when, why, who and how. Made contact with eye-witness. Little background information given. Evidence of emerging research. Evidence of emerging style of a responsible journalist. 	<ul style="list-style-type: none"> Mostly answers the basic questions what, where, when, why, who and how. Interviewed eye-witness. Most background information given. Accurately and mostly well-researched. Written mostly in the style of a responsible journalist. 	<ul style="list-style-type: none"> Thoroughly answers the basic question what, where, when, why, who and how. Diligently interviewed eye-witness. Thorough background information given. Accurately and completely well-researched. Written completely in the style of a responsible journalist. 	<ul style="list-style-type: none"> In-depth reporting. Stylistically sophisticated writing. Notable use of voice. Demonstrates complete control of writing conventions.
Editorial & Letter to Editor	<ul style="list-style-type: none"> Did not complete Editorial or Letter to the Editor. 	<ul style="list-style-type: none"> Gives one point of view and briefly discusses. Reveals little awareness of reason for point of view. Shows little relationship to the main news article. 	<ul style="list-style-type: none"> Briefly develops two distinct points of view and/or strongly develops one point of view. Gives few reasons for point of view and has weak arguments. Somewhat to the main news article. 	<ul style="list-style-type: none"> Mostly discusses two distinct points of view. Gives basic reasons for point of view and gives basic arguments. Related to the main news article. 	<ul style="list-style-type: none"> Thoroughly gives two distinct points of view. Gives sound reasons for point of view and has convincing arguments. Accurately and completely related to the main news article. 	
Entertainment Review	<ul style="list-style-type: none"> Did not complete news story. 	<ul style="list-style-type: none"> Little/ no accuracy according to time period. Describes event with limited/ no detail. Does not give a point of view / opinion in the style of a critic. 	<ul style="list-style-type: none"> Somewhat accurate according to time period. Describes event with minimal detail. Gives a vague point of view / opinion in the style of a critic. 	<ul style="list-style-type: none"> Mostly accurate according to time period. Describes event with good detail. Gives a point of view / opinion in the style of a critic. 	<ul style="list-style-type: none"> Total accuracy according to time period. Thoroughly describes event with vivid detail. Gives a distinct point of view / opinion in the style of a critic. 	
Sports Report	<ul style="list-style-type: none"> Did not complete sports report. 	<ul style="list-style-type: none"> Little / no accuracy according to the time period. Describes events with limited / no detail. Not in the style of a reporter 	<ul style="list-style-type: none"> Somewhat accurate according to the time period. Describes events with minimal detail. Somewhat in the style of a reporter. 	<ul style="list-style-type: none"> Mostly accurate according to the time period. Describes events with good detail. Mostly in the style of a reporter. 	<ul style="list-style-type: none"> Total accuracy according to the time period. Describes events with vivid detail. In the style of a reporter. 	
Want Ads/ Advertisements	<ul style="list-style-type: none"> Does not complete Want Ads / Advertisements 	<ul style="list-style-type: none"> Identifies 1 objects for sale appropriate to that time. Little description of the object / gives qualities. Does not use techniques of persuasion. 	<ul style="list-style-type: none"> Identifies 2 objects for sale appropriate to that time. Somewhat describes object / gives qualities. Uses weak techniques of persuasion. 	<ul style="list-style-type: none"> Identifies at least 3 objects for sale appropriate to that time. Mostly describes object / gives qualities. Uses techniques of persuasion. 	<ul style="list-style-type: none"> Identifies at least 3 objects for sale appropriate to that time. Thoroughly describes object / gives qualities. Uses strong techniques of persuasion. 	
Use of Standard English	<ul style="list-style-type: none"> Does not use English 	<ul style="list-style-type: none"> Uses language that is incoherent or inappropriate. Several major and minor mistakes. 	<ul style="list-style-type: none"> Uses language that is imprecise or unsuitable for audience. Several minor and / or few major mistakes. 	<ul style="list-style-type: none"> Uses appropriate language with awareness of audience and purpose. Few minor mistakes. 	<ul style="list-style-type: none"> Uses proper spelling, capital letters, punctuation, paragraphing, etc. Almost no mistakes 	

The Olive Branch Newspaper Position Descriptions

Editor-in-Chief: Individuals are responsible for managing all elements of the Greek newspaper. These elements include overseeing the drafting and planning the layout, as well as, organizing the final product. Although the finished product is a team effort the editor-in-chief will be responsible for making sure all members of your newspaper team have completed their assigned job to the best of their ability. Strong leadership skills are a must, not to mention a positive outlook and motivating attitude.

Staff Writer/Reporter: Individuals are responsible for brainstorming and writing assigned stories. In addition, staff writers should be motivated to learn other aspects of newspaper production. Staff writers/reporters will include:

News editor/reporter - You will rely on your prior knowledge of life in Ancient Greece and Odysseus' lifetime to write three news stories that reflect Greek society. Be creative, yet as accurate as possible to the history of Ancient Greece. You may need to do further research to brainstorm your ideas and then share story options with your team. Then, decide which three article topics you will write about. Each of your articles must have a headline.

*** News stories provide information about an event, idea or situation.**

Sports editor/reporter: You will rely on your prior knowledge of life in Ancient Greece to write three sports articles that reflect Greek society. Be creative, yet as accurate as possible to the history of Ancient Greece and Odysseus' lifetime. You may need to do further research to brainstorm your ideas and then share story options with your team. Then, decide which three article topics you will write about. Each of your articles must have a headline.

Entertainment editor/reporter - : You will rely on your prior knowledge of life in Ancient Greece to write three entertainment articles that reflect Greek society. Be creative, yet as accurate as possible to the history of Ancient Greece and Odysseus' lifetime. You may need to do further research to brainstorm your ideas and then share story options with your team. Then, decide which three article topics you will write about. Each of your articles must have a headline.

Features editor/reporter - You will rely on your prior knowledge of life in Ancient Greece to write three feature articles that reflect Greek society. Be creative, yet as accurate as possible to the history of Ancient Greece and Odysseus' lifetime. You may need to do further research to brainstorm your ideas and then share story options with your team. Then, decide which three article topics you will write about. Each of your articles must have a headline.

***Feature stories do a bit more than news stories. They add depth, color to a story – they instruct or entertain. For example: your sports reporter may write an article**

about an Olympic event – as a feature writer you may choose to focus on one Olympic athlete and write a feature story about this athlete.

Artist/Illustrator/Photographer -

You will rely on your prior knowledge of life in Ancient Greece to draw/ sketch or scan photographs that reflect Greek society. Be creative, yet as accurate as possible to the history of Ancient Greece and Odysseus' lifetime. You may need to do further research to brainstorm your ideas and then share your ideas with your team. The team member responsible for the art work in your paper will have the additional task of laying out the paper so it is visually pleasing. Rely on sample examples of *The Recorder* to get ideas for your team's paper layout.

(cut here)

Name _____

Please indicate which TWO (2) newspaper positions you are most interested in. Number your first choice #1 and your second choice #2. Hand in only this part of the paper to your English teacher.

Newspaper Positions

	First Choice	Second Choice
Editor-in-Chief	_____	_____
News Editor	_____	_____
Sports Editor	_____	_____
Entertainment Editor	_____	_____
Features Editor	_____	_____
Artist/Illustrator/Photographer	_____	_____

In addition to indicating your top TWO positions you are required to complete the question below.

Name _____

Short Answer

Please answer the question below in 200 to 300 words. You may write your response on this paper. Use a separate sheet of paper if necessary.

Which position on *The Olive Branch* are you most interested and why?
Convince the teacher why you would be good at the job you desire.

<ul style="list-style-type: none"> ● Attention grabbing headline ● Be creative 	
<p style="text-align: center;">Sports Editor/Reporter</p> <ul style="list-style-type: none"> ● Responsible for THREE sports articles ● Brainstorm article ideas with other team members ● Decide on topics (as historically accurate as possible) ● Attention grabbing headline ● Be creative 	
<p style="text-align: center;">Entertainment Editor/Reporter</p> <ul style="list-style-type: none"> ● Responsible for THREE entertainment articles ● Brainstorm article ideas with other team members ● Decide on topics (as historically accurate as possible) ● Attention grabbing headline ● Be creative 	
<p style="text-align: center;">Features Editor/Reporter</p> <ul style="list-style-type: none"> ● Responsible for THREE feature articles ● Brainstorm article ideas with other team members ● Decide on topics (as historically accurate as possible) ● Attention grabbing headline ● Be creative 	
<p style="text-align: center;">Artist/Illustrator/Photographer</p> <ul style="list-style-type: none"> ● Responsible for the visuals in your team's newspaper ● Familiarize yourself with the topics 	

- of the articles so you can create graphics and/or scan pictures to make your paper visually pleasing.
- Meet with the editor-in-chief to plan layout of your team's paper
- Be creative

Team Goals:

Use this space to describe the team's expected outcomes for this project. Be specific in your goal writing. You may refine and edit your goals as the project progresses. Number your goals.

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Team Rules:

The following rules apply for every team:

1. Each team member MUST fulfill his or her assigned individual duties.
2. Each team member must complete homework/class assignments as assigned.
3. If a team member is absent his or her absence does not eliminate the team member's responsibilities.
4. If at all possible, prior notice of future absence should be given to team members.
5. Class time is work time and must be used productively.
6. Failing to follow any rule will result in application of a consequence.
7. The teachers must be notified if any consequence is to be applied.

Please add any additional specific team rules here:

Consequences for those who don't abide by group rules:

As a team, decide on the consequences you choose here.

*Your consequences will depend on teacher approval.

A large, empty rectangular box with a thin black border, intended for students to write their chosen consequences for those who do not abide by group rules. The box is currently blank.