



## **Lesson 5.6 “Summative Project: Revolutionary News”**

### **Unit 5: New Hampshire and the American Revolution**

#### **Lesson Objectives**

- Students will analyze and compare pages from modern and 18th-century newspapers printed in New Hampshire to identify common features and components.
- Students will work cooperatively with their group to plan the front page of a newspaper with news about New Hampshire during the American Revolution.
- Students will plan, research, and write articles and other features for the front-page using knowledge from the unit.

#### **Lesson Competencies**

- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)
- I can initiate and sustain a focused discussion. (ELA 7)
- I can use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience when speaking. (ELA 7)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

#### **Essential Questions**

How has New Hampshire come to be the way it is?  
How has New Hampshire been shaped by many voices?  
How have New Hampshire’s people shaped its government?  
How has New Hampshire impacted the nation?

#### **Focus Questions**

Why did people in New Hampshire want to become independent from Great Britain?  
How did different voices shape the American Revolution in New Hampshire?  
How did the people of New Hampshire participate in the American Revolution?

#### **Estimated Time**

Three or four 40-minute class sessions

#### **Materials & Equipment**

18th-century New Hampshire newspaper samples for projection or printing  
Modern newspaper front pages  
Class set of “Front Page! Revolutionary News Project”  
Class set of “Revolutionary News Project Rubric”  
Group set of “Front Page Plan”  
Class set of “Article Plan”  
Materials for creating front pages



## Educator Introduction & Rationale

How do people know what is going on in their town? Their country? Around the world? Today, people can turn on the television, find a station on the radio, or click their way through the internet and, in a few moments, have a general idea of where events stand. The colonists who lived through the American Revolution, of course, could not have imagined those options. As people still do today, they heard news from neighbors, from letters sent by friends and family members, and most importantly, they read it in a newspaper.

Newspapers were plentiful in the American colonies. Some endured for years and were mainstays of communication, while some lasted only weeks. As all were printed on a printing press with block lettering, space was at a premium and images were few. The colonists looked not only for political and war news, but also for items of ordinary note, like missing cows or rowboats for sale. Newspapers were local, national, and international; items were shared among newspapers and reprinted on a regular basis. Some newspapers were intentionally unbiased, while others were unashamedly patriot or loyalist. Most of all, newspapers were, as today, a snapshot of the times.

This is the sixth and final lesson in Unit 5: New Hampshire and the American Revolution and is a project lesson. After comparing and analyzing current-day newspaper front pages and 18th-century newspaper front pages, students work in small groups to create the front page of a newspaper published in New Hampshire during the American Revolution. Achievement of the learning objectives in all earlier lessons is recommended so that students are able to produce more thoughtful and thorough projects.

Students should use information from the unit to complete the project, including information from lessons the class did not complete. All [Learn It!](#) sections from Unit 5 will be helpful. See [Additional Resources](#) in the Unit Plan for Unit 5 for resources beyond the curriculum. The Unit 5 resource bank, accessed through the [Unit 5 Find It!](#) page, lists and organizes all resources available from this unit and will be helpful as students plan and write their articles. Adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

There are no separate reinforcement or extension activities in this lesson, as those goals can be met by revisiting important topics in the unit or extending the project with additional materials or sections of newspaper.

**Teaching Tip:** Consider distributing the dates of the newspapers made by students throughout the years of the war so that the early, middle, and late years are represented. Likewise, consider having patriot, loyalist, and neutral newspapers in the class to show a variety of viewpoints. Decide also how you want your students to construct their newspapers. Do you prefer they practice their word processing skills or write the articles by hand?

## Learning Activity

### Activation

**Whose news?** Read short pieces of news items or headlines aloud from 18th century and modern newspapers. Excerpts from 18th-century newspapers are provided with this guide. Select appropriate items from a present-day newspaper or other news source for comparison. Can students determine just by listening which time period the news is from? What clues help them make that decision?

### Direct Instruction

**Comparing front pages.** Project one of the front pages of the 18th-century newspapers. Use the Quick Connect guide questions to help students observe it.

Next, show the front page of a modern newspaper, preferably a paper one rather than online. Have students encounter it as well, noting general observations and items of interest. Invite comparisons of the two front pages. What is the same about the newspapers? What is different? Why do they think this is so? Use the Quick Connect guide for more ideas on helping students interact with primary sources.

### Guided Practice

**Planning a front page.** Explain to students that just as newspapers today are evidence of current events, so too were newspapers during the American Revolution a snapshot of what was happening in the colonies. They will create a revolutionary newspaper with the goals of showcasing their knowledge about the time period while also sparking the reader's curiosity and making them want to read more.

To each student, give "Front Page! Revolutionary News Project" with "Revolutionary News Project Rubric" photocopied on the back. Review as appropriate for your classroom. Best practice is to help students envision what an "Above Standard" project might look like, using the rubric and instructions. Determine and be explicit about due dates; posting them in an appropriate place in the classroom works well.

Once students understand what they will do in the project, divide the class into groups of three and hand out the group worksheet "Front Page Plan." Give groups time to design their front page and check in with each group when completed to ensure work distribution and appropriate historical coverage. Remind students that the project is intended to showcase their unit knowledge, so they should be using their unit materials while they work.

### Independent Practice

**Writing and constructing the front page.** Once groups are ready, give each student the relevant number of "Article Plan" pages and approve them when finished. Move students on to constructing the final draft of their front pages as appropriate.

Give students work time in the classroom to work on their newspaper. Decide for your class if they will be able to work at home on the project and when the final product will be compiled.

<b>Student Reading</b>	<b>Secondary sources for articles.</b> Direct students to explore the <a href="#">Learn it!</a> pages for Unit 5, after they have completed their Article Plan, to find source information for their article. Remind them to explore the infographics, biographies, definitions, and timeline entries featured throughout the Learn It! sections.
<b>Summative Assessment</b>	<p>When all groups have completed their newspaper front pages, have them grade themselves on the rubric before they hand in the projects and rubric.</p> <p>Give students a chance to showcase their work. They can share the newspapers in groups, with other classes, or even in a local public space like the town library or school lobby.</p>
<b>Reinforcement &amp; Extension</b>	Provided through differentiation of project.

## Supporting Materials

<b>New Hampshire Historical Society Resources</b>	<p><b>Front page images:</b>  <i>New Hampshire Gazette</i>, November 26, 1776</p> <p><i>New Hampshire Spy</i>, December 22, 1786</p> <p><b>Selections of articles:</b>  <i>New Hampshire Spy</i>, October 27, 1786</p> <p><i>New Hampshire Spy</i>, December 22, 1786</p> <p><i>Freeman's Oracle</i>, 1789: available on microfiche at the New Hampshire Historical Society</p> <p><i>Freeman's Oracle</i>, January 25, 1788; available on microfiche at the New Hampshire Historical Society</p>
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## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. They will understand that people in New Hampshire played a part in both sides of the revolution. (3-5.T3.1)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)
- ✓ Effective Historical Thinking (3-5.S3.1, 3-5.S3.2)

### New Hampshire Social Studies Frameworks:

- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)
- ✓ US / NH History: World Views and Value systems and their Intellectual and Artistic Expressions (SS:HI:4:3.1, SS:HI:4:3.2)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.2, SS:HI:4:5.3, SS:HI:4:5.4)

### NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 10: Civic Ideals and Practices

### C3 Frameworks:

- ✓ Change, Continuity, and Context (D2.His.2.3-5)
- ✓ Perspectives (D2.His.5.3-5)
- ✓ Historical Sources and Evidence (D2.His.10.3-5, D2.His.13.3-5)
- ✓ Causation and Argumentation (D2.His.14.3-5, D2.His.16.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

### Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Informational Text (RI.3.3)
- ✓ Craft and Structure in Informational Text (RI.3.4)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.3.9)
- ✓ Text Types and Purposes in Writing (W.3.1, W.3.2)
- ✓ Production and Distribution of Writing (W.3.4, W.3.5)
- ✓ Research to Build and Present Knowledge (W.3.8)
- ✓ Conventions of Standard English (L.3.1, L.3.2)
- ✓ Knowledge of Language (L.3.3a, L.3.3b, L.3.3c)

### **Common Core ELA Grade 4:**

- ✓ Key Ideas and Details in Informational Text (RI.4.3)
- ✓ Craft and Structure in Informational Text (RI.4.4)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.9)
- ✓ Text Types and Purposes in Writing (W.4.1, W.4.2)
- ✓ Production and Distribution of Writing (W.4.4, W.4.5)
- ✓ Research to Build and Present Knowledge (W.4.8, W.4.9, W.4.9b)
- ✓ Conventions of Standard English in Language (L.4.1, L.4.2)
- ✓ Knowledge of Language (L.4.3a, L.4.3b, L.4.3c)
- ✓ Vocabulary Acquisition and Use (L.4.6)

### **Common Core ELA Grade 5:**

- ✓ Key Ideas and Details in Informational Text (RI.5.3)
- ✓ Craft and Structure in Informational Text (RI.5.4)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.5.9)
- ✓ Text Types and Purposes in Writing (W.5.1, W.5.2)
- ✓ Production and Distribution of Writing (W.5.4, W.5.5)
- ✓ Research to Build and Present Knowledge (W.5.8, W.5.9, W.5.9b)
- ✓ Conventions of Standard English in Language (L.5.1, L.5.2)
- ✓ Knowledge of Language (L.5.3a, L.5.3b)
- ✓ Vocabulary Acquisition and Use (L.5.6)

## Lesson Vocabulary

<b>Britain</b>	(noun) The country, also known as England or Great Britain, that governed the original 13 colonies
<b>colonist</b>	(noun) A person living in an area governed by another, often distant, country
<b>colony</b>	(noun) An area governed by another, often distant, country
<b>Continental Army</b>	(noun) The army created by the Continental Congress to fight for the patriot cause during the American Revolution. It was made up of soldiers from all 13 colonies.
<b>Continental Congress</b>	(noun) A group of leaders from the original 13 colonies who met to decide how and when to declare and fight for the colonies' independence from Britain and how to govern the colonies during the American Revolution
<b>declaration</b>	(noun) An official announcement, spoken or written
<b>home front</b>	(noun) People and areas of a country at war who are not involved in the military but whose activities support the war effort
<b>legislature</b>	(noun) A group of people chosen or elected to make the laws for a colony or state
<b>loyalist</b>	(noun) A person who believed the colonies should remain part of Britain and ruled by the British
<b>militia</b>	(noun) An organized group of people who are prepared to fight in support of a regular army
<b>minutemen</b>	(noun) The nickname given to members of the colonial militias
<b>patriot</b>	(noun) A person who believed the colonies should become a country separate from Britain
<b>Provincial Congress</b>	(noun) A type of legislature or governing body created in some of the 13 colonies, including New Hampshire, by individuals who wanted to be independent from Britain
<b>revolution</b>	(noun) Actions taken with the goal of making major changes in a government
<b>riot</b>	(noun) A violent disturbance of the peace by a crowd (Merriam-Webster.com)
<b>tax</b>	(noun) An amount of money, added to the regular cost of an item, that goes to the government
<b>tyranny</b>	(noun) Oppressive control by a government