

World War I Newspaper Project

American History

Overview: This lesson plan is designed to introduce students to the important role that Maine played in World War I. Students will act as investigators in order to learn about the time period as well as the active role that Maine took on.

Objective:

Students will analyze primary source documents to learn more about World War I and Maine.

Students will work collaboratively to create an authentic looking newspaper.

Students will gain a deeper sense of the preparation for war and the war's efforts.

Students will explore the challenges that Maine and the United States faced as they entered into the war.

Students will work through a project-based inquiry to complete the assignment.

Essential Question: How did Maine act as a defender of Democracy in the war efforts during World War I?

Theme: Living in Maine, Maine Leads

Maine State Standards:

1. History: (F2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future
2. History: (D1) Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

Duration: 3-4 days

Lesson Plan:

Task: For this project, you will work as a staff of 3-4 to create a World War I-era newspaper that is based in Maine. You will use prior knowledge and the [Maine Memory](#) and [American Memory](#) websites for support documents.

Each group member is serving on the staff of a World War I-era newspaper. You will create a newspaper that supports the war. Each person needs to take on 1-2 roles. Your newspaper should be authentic to the times (1917-1918) and have multiple stories covered, pictures, headlines, title, etc.

If you are a reporter, it is your job to complete the sequence of tasks listed below. Additional instructions for just the publisher and editorial board are given in *italics*.

Timeframe for the newspaper is: **1917-1918**

1. Choose your roles

Job Title	Duties and responsibilities
Publisher (1)	The publisher makes sure that the newspaper represents a pro-WWI stance and that each newspaper staff member completes their assignment.
Editorial Board (group)	The editorial board works with the publisher to make sure that deadlines are met. The editorial board is responsible for the physical layout and production of the newspaper. It needs to be consistent. Make sure to include a date, place of publication, publisher, headline story, same font formatting and size, column formatting, etc.
Mobilization Unit (1-2)	The mobilization reporter explores how Maine was preparing, building up for war, and supporting war efforts
Women and Minorities (2)	The Women and Minorities reporter investigates issues that women and minorities faced in Maine during the time period and related to the war efforts.
Arts and Culture (1-2)	The Arts and Culture reporter investigates the arts and culture scene in Maine during the time period. Think in terms of artists, composers, fashion, etc.
Society (1-2)	The Society reporter will write about what was going on within the local communities in Maine. You can write your letters to the editor in here as well. provides stories about local community happenings.
Leaders (1-2)	The Leaders reporter covers major Maine military and political figures associated with the war effort and why they should be recognized.
Photographic and Print Division (1-2)	This member is responsible for finding a photograph, advertisement, or political cartoon to illustrate a story being developed by a reporter. There should be multiple of these.

2. Go to either [Maine Memory](#) or [American Memory](#). Begin your research for your assignment.
 3. Find **two** primary source documents and analyze them using the Primary Source Analysis Tool (PDF at the end).
 4. Meet as a newspaper staff once everyone has found two sources.
 5. Share your findings. Discuss what topics you would like to explore further for your assignment.
 6. Photographic and Print Division will coordinate with the stories being covered by the reporters.
 7. Study the Newspaper Guidelines. Develop one particular article in depth as directed by your Publisher.
 - o **Newspaper Guidelines:** You have been assigned to the staff of a World War I-era newspaper. The publisher has directed you to use certain links to assist you. You will write an article drawing upon your findings that support Maine's efforts in the war.
 - o A 1917 newspaper would have a different style and organization compared to a newspaper today. Look at examples from the *Portland Press Herald*
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1. Take notes as you research about your topic and article
 2. Create a rough outline of what you want to include in your article.
 3. Create a **headline** in block letters and a **byline** sentence of explanation of what the story is about.
 4. Your **first paragraph** should be the hook that gets your reader interested. Remember the 5 W's.
 5. Provide details, quotes, and background information in your **middle paragraphs (2-3)**.
 6. The **last paragraph** highlights any last details and summarizes your story.
 7. Write clearly and with conviction. You are representing a newspaper with a decided stance on the issue of World War I.
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8. Submit a rough draft of your article to the Publisher and Editorial Board for review.
9. Publisher and Editorial Board make comments, suggestions for revision.
10. Rewrite, polish and fine tune your article
 - o Make sure to work with the Photographic and Print Division to find a picture
 - o Additional resources for material might include [Student Resources](#).
11. Meet as a staff and share out your articles for publishing
 - o Is there any additions needed?
12. The Editorial Board will work together to produce a final version of newspaper
 - o The newspaper will be distributed to everyone
13. Project is submitted in full edited version for grading
14. Assessment Reflection independently:
 - o What can be learned about the nature of Mainers in their mobilized, prepared, and participated in a world war?
 - o Were the political and military goals of "defending Democracy" worth the casualties and destruction of countries?
 - o Did World War I create a true sense of nationalism for Mainers? Why or why not?

Maine and World War I Newspaper Rubric

	<i>Exceptional</i>	<i>Great</i>	<i>Fair</i>	<i>Poor</i>
<i>Essential Parts</i>	All required parts of newspaper project are present. Extra is added and newspaper exceeds expectations.	Newspaper is complete. All parts are present.	Newspaper is partially complete. A few parts are missing.	Newspaper is incomplete. Many parts are missing.
<i>Content</i>	Exceptional information. Provides a true concept of its purpose.	Developed information provides a good description of the topic.	Partially developed information gives a fair description of the topic.	Very basic information and little detail.
<i>Pictures</i>	A variety of pictures and captions are present. Pictures are reflective of content and time period.	All pictures and captions are clear. Some pictures may not be reflective of content or time period.	A few pictures and captions are present, but are unrepresentative of content and time period.	No pictures or captions are present.
<i>Mechanics</i>	No grammatical, spelling, or punctuation errors.	One or two grammatical, spelling, or punctuation errors.	Three or four grammatical, spelling, or punctuation errors.	More than four grammatical, spelling, or punctuation errors.
<i>Organization</i>	The students organized the newspaper in a way that is very appealing to the reader, easy to follow and read.	The students organized the newspaper in a way that is easy to follow and read.	The newspaper was somewhat organized by the students in a way that is easy to follow and read.	The newspaper was not organized by the students in a way that is easy to follow and read.
<i>Design and Appearance</i>	Very creative and attractive. Exceeds expectations.	Complete design, shows creativity and organization.	Organized design, simple presentation, and little creativity.	Unorganized design. Graphics are not unique. Empty space.
<i>Professional</i>	Student used all class time effectively to complete and perfect project.	Student used most class time to complete/perfect project. May have been distracted or distracted others.	Student used some class time to complete project. Student was often distracted or distracting others.	Student did not use class time to complete project. Student was consistently distracted and distracting others.

Comments:



PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

FURTHER INVESTIGATION



PRIMARY SOURCE ANALYSIS TOOL



OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION