

## Extra! Extra! Read All About It! The American Revolution Newspaper!

**WebQuest Description:** Students will research four areas pertaining to the American Revolution: Battles, Leaders, Flags and Documents, then create newspaper articles which will then be put together into a cohesive unit.

**Grade Level:** 6-8

**Curriculum:** Social Studies

**Keywords:** American, Revolution, American Revolution, 1776, George Washington, Lexington, Concord, Lexington and Concord, Declaration of Independence, Articles of Confederation, Treaty of Paris, Benedict Arnold, Thomas Jefferson, Saratoga, Ticonderoga

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### Introduction

"Extra! Extra! Read all about it!" This cry was heard thousands of times on the streets of America throughout our history, shouted by newspaper vendors and paperboys intent on getting the message of the day out. Today's world is much more technological, with our news being streamed live to our desktops, tablets and phones on a 24-hour-a-day basis. Still, there is something special about holding an actual newspaper, not connected to any kind of online network or connection. There is a kind of permanent feeling you don't get from digital media. You will be creating your own "newspaper," complete with a Headline, photographs, and individual articles. Through this newspaper, you will display what you have learned about the American Revolution. So, in the words of so many newspaper editors in the past, "Stop the presses!" - because you've got work to do!

### Process

Extra! Extra! Read All About It! The American Revolution  
You are going to create a newspaper devoted to information about the American Revolution. Your newspaper will be composed of twelve separate articles. There will be four content areas of your newspaper: Battles, Leaders, Flags, and Documents. For Battles, Leaders and Flags, you must choose three topics from the lists provided. For Documents, you must write an article about all three documents in the list. Articles must be factually correct and need to address all of the main requirements for each section (see the bullet points below).  
**Revolutionary War Battles** Choose three Revolutionary War battles from the list below. Write a separate article for each one, including the following information: a summary of what happened during the battle, key participants from the American and British sides, date and specific location when and where it took place, which side won the battle. Your article must also include an illustration of, or relating to, one of the battles, with a caption that describes what is depicted.  
**List of Battles:** Lexington and Concord, Battle of Cowpens, Fort Ticonderoga, Bunker Hill/Breed's Hill, Long Island, Trenton, Princeton, Saratoga, Yorktown  
**Revolutionary War Leaders** Choose three Revolutionary War leaders from list below. Write a separate article for each one, including the following information: Which side of the conflict the person was on (American or British), at least two qualities that made this person a "leader," and a short summary of an example of them demonstrating leadership. At least one quote attributed to the person, relating to the American Revolution. Find a portrait of one of the people online. Include the portrait with your article (or draw your own), and write a caption that describes the leader.  
**List of Leaders:** George Washington, Charles Cornwallis, Francis Marion, John Burgoyne, Benedict Arnold, King George III, Ethan Allen, Thomas Jefferson, John Paul Jones  
**History Quotations Page**  
**Revolutionary War Flags** Research three flags used during the American Revolution. Write a separate article for each one, including the following information: Meaning of the symbols and elements used on the flag, date the flag was created (and the creator, if known), important battles, locations or people associated with the flags. Your article must also include an illustration of all three flags in color, with a caption that describes the flag.  
**Flags List:** Grand Union Flag, Union Jack, Bennington Flag, Gadsden Flag, Serapis Flag (John Paul Jones), "Betsy Ross" Flag, First US Navy Jack, Green Mountain Boys Flag, Revolutionary War Documents  
**Research the three key documents from the American Revolution listed below. Write a separate article for each one, including the following information:** A summary of the document, including its purpose, author or authors, intended audience.  
**Documents List:** Declaration of Independence, Articles of Confederation, Treaty of Paris (1783)  
**Additional Information on the Declaration of Independence**  
**Additional Information on the Articles of Confederation**

### Conclusion

Now that you have completed your newspapers, be sure to check out what your classmates have learned as well. The story of America's founding is a truly amazing one, full of incredible stories of courage, and many very brave men, women and even children who fought to be free. We are living out their legacy in America today. Do

not forget the sacrifices that have been made to give you the freedom you enjoy today.

## Evaluation

I have chosen four criteria for the evaluation of this project: accuracy of the information presented, quality of the information presented, format, and use of time. Accuracy is determined by the correctness of the facts presented. Quality is determined by the amount and significance of the facts presented. Format is determined by the standards laid out in the WebQuest itself (see the Process page). Use of Time is determined by teacher observation of students during class time.

Category and Score	Beginning 1-4 Points	Developing 5-8 Points	Very Good 9-12 Points	Exemplary 13-16 Points	Score
Accuracy of information presented.	Four or more errors in information are present.	Three or more errors in information are present.	One or two errors in information are present.	All information is presented accurately.	
Quality of information in presentation.	No effort to create a quality presentation is evident. The amount and significance of information is minimal.	Little effort to create a quality presentation is evident. Some sections show reasonable quality of information.	All sections are completed with reasonable quality of information.	All sections are completed with high quality of information.	
Format of project.	Little attention to the standards of the project as outlined on the website is present.	Some sections show attention to the standards of the project as outlined on the website.	Most sections of the project meet all the format requirements as outlined on the website.	Every section of the project meets all of the format requirements as outlined on the website.	
Use of time.	Student consistently wasted time in working on the project, leaving most of the effort to other students.	Student spent part of the assigned time working on the project, but was off-task at least half the time.	Student spent most of the time working on the project, with little down-time.	Student used all of the time assigned effectively, and was not off-task to any noticeable degree.	
				Total Score	

## Teacher Page

This WebQuest has been designed for middle school students. I have given my students a full week of class time to complete their research and to finish their actual newspapers. I have found that my classes go about 50-50 as regards using the MS Word template for their newspapers and creating their own. A note for using the template: your students will definitely not be able to fit all of their articles onto one page of the template. I have advised students to download multiple copies of the template and to rename them (page 2, page 3, etc.).

### Standards

This WebQuest fulfills the following Washington State Social Studies Learning Standards for the 8th Grade:

History 4.1.2 (part 1) - Understands how the following themes and developments help to define eras in US History from 1776 to 1900: Fighting for independence and framing the Constitution (1776-1815)

Civics 1.1.1 - Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.

Geography 3.2.1 - Understands that the U.S. government includes concepts of both a democracy and a republic.

Social Studies Skills 5.2.1 - Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.

### Credits

As with any other project done by teachers, there exists a long line of professionals whose work I have had the privilege of building upon. One of the best skills a teacher can have is the ability to share freely that which they have learned. To that end, please feel free to use, manipulate, change, or throw out any part or parts of this WebQuest to better serve your own students.

### Other