

Roll The Presses —

The Last Newspaper Boy in America

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Lesson Description

Inspired by the book *The Last Newspaper Boy in America*, this lesson focuses on designing and publishing in-classroom newspapers. Through this activity, students will demonstrate their understanding of how our relationships with other organizations affect us by engaging in a simulation involving the unequal distribution of resources, creating the need for interdependent relationships between organizations. (Knowledge of the book is not a requirement of this lesson, but it will compliment students' appreciation of the impact of newspapers.)

Grades 3-4

Concepts

- **Exchange:** Trading goods and services with people with other goods and services.
- **Interdependence:** Dependence on others for goods and services, occurs as a result of specialization.
- **Scarcity:** The condition that exists because there are not enough resources to satisfy everyone's wants. People who produce a narrower range of goods and services than they consume. Also called specialized workers.

Standards

Arkansas Economics Standards

- E.5.4.2: Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services D2.Eco.4, 7.3-5

Arkansas English Language Arts Standards

Grade 3

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons

Grade 4

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- W.4.1: Write opinion pieces on topics or texts, supporting a point of view

Objectives

- Students will be able to demonstrate how specialization leads to interdependence and trade for the satisfaction of wants.

Time required

2 class periods, plus 30-60 minutes of preparation time

Materials required

- Optional: *The Last Newspaper Boy in America*, by Sue Corbett, 1 copy per student for home reading OR 1 copy for a class read-aloud
- Class set of newspapers
- Cardstock or poster board cut to 4¼ X 11 inches (each team needs one)
- Markers
- The items below to be divided into 4 large manila envelopes:
 - 4 Newspaper Task Sheets (Activity 1), one per groups
 - 4 large manila envelopes
 - 4 sheets of bulletin board paper cut to the same size as a sheet of newspaper
 - 2 rulers
 - 3 pairs of scissors
 - 2 glue sticks
 - 8 markers
 - 4 masthead forms (Visual 2)
 - 4 articles with a banner headline
 - 4 articles with a headline
 - 4 pictures of people performing a service
 - 8 articles about something in the city/region
 - 8 articles about something in the state/nation
 - 4 international articles
 - 8 comic strips
 - 4 letters to the editor
 - 4 editorials
 - 4 editorial cartoons
 - 4 sports articles
 - 8 games (crossword puzzles, word jumbles, etc.)
- Discussion Question Sheet (Activity 2), one per student
- Newspaper Vocabulary & Scavenger Hunt (Visual 1)

Teacher Preparation

- Make 4 copies of the Newspaper Task Sheet (Activity 1)
- Make 1 copy per student of the Discussion Question Sheet (Activity 2)
- Fill the 4 large manila envelopes as follows:
 - **Envelope #1:** 2 pairs of scissors, 1 glue stick, 4 markers, 2 banner headline articles, 1 headline article, 2 pictures of a person performing a service, 4 city related articles, 2 editorial cartoons, 1 comic strip
 - **Envelope #2:** 1 pair scissors, 1 glue stick, 1 marker, 1 banner headline article, 2 headline articles, 3 city related articles, 1 editorial cartoon, 2 masthead forms (Visual 2), 4 comic strips, 3 sports articles
 - **Envelope #3:** 1 ruler, 2 markers, 1 banner headline article, 1 headline article, 2 pictures of a person performing a service, 1 city related article, 1 state related article, 1 editorial cartoon, 4 letters to the editor, 1 masthead form (Visual 2), 1 sports article
 - **Envelope #4:** 1 ruler, 1 marker, 7 state related article, 4 editorials, 1 masthead form (Visual 2), 3 comic strips, 4 international articles, 8 games

Procedure**Day 1**

1. **The day before this activity**, distribute newspapers to the class. Using the newspaper, go over the Newspaper Vocabulary (Visual 1). Challenge the students to find examples of each of the items on the vocabulary list. You can have the students cut the examples out and turn them in for use in the next day's activity.

Day 2

1. In class, explain that the students will be divided into 4 groups, representing 4 different newspapers to be named by each group. Have each newspaper select an editor, choose a name for their newspaper, and create a flag. Explain that in the world of newspapers a flag is the newspaper's name as it appears at the top of the first page (also known as the logotype or nameplate).
2. When the group finishes its flag, the editor is to bring the flag and the markers to you and exchange them for an envelope with all the resources in it that newspaper has in order to meet the needs of its readers. Do not allow them to open the envelope until told to do so.
3. Tape the flag to the board.
4. Once you have collected each group's flag, give the signal to begin. Each newspaper is to complete the task sheet in the envelope, even though all the resources needed to do so won't be in the envelope. They must trade with other newspapers in order to complete the task sheet. Watch the newspapers as they complete their tasks. Make notes of comments the members of the newspapers make as they are trying to be productive and are trying to meet the wants of the residents with scarce resources.
5. Post on the board the order in which each newspaper completes its tasks. As the newspapers finish, hand out the discussion sheet.

Closure

When all groups have completed their tasks and their discussion question sheets, conduct a classroom discussion in which you mention which group finished first, why they did, and how they did. Then continue your classroom discussion by reviewing each question from Activity 2. Elicit comments from each newspaper. Guide the discussion to a conversation about why people/countries trade.

Assessment

After the discussion, have students write a one paragraph summary of the most important things they learned about why countries trade.

Connections

1. Geography: Have students generate a list of products produced in your state and trades with other states and countries and locate the states and countries on a map.
2. History: Divide students into groups and have each group research a period of time in your state's history using online and hard copy newspapers and discuss the effects of trade during that time period.

Newspaper Vocabulary & Scavenger Hunt

Banner – a headline that runs across the entire page

Box – border around a story or photo

Flag – the newspaper's name as it appears at the top of the first page

Editor – a person who decides what stories will be covered, assigns reporters to stories, improves the stories that reporters write, and decides where stories will appear in the paper.

Editorial – an article expressing the opinion of the newspaper's editor or management

Letter to the Editor – a letter written to the newspaper by a citizen

Headline – words in large type at the top of the story telling what the story is about

Masthead – detailed information printed in the newspaper stating names of the publication's publisher, editors and other top executives, usually printed in a box on the editorial page.

Can you find examples of the vocabulary in the following sections of the newspaper?

Comics

Sports articles

International Articles

National Articles

Local Articles

Editorial Cartoons

Title of Newspaper

_____, Publisher

Editor: _____

Title of Newspaper

_____, Publisher

Editor: _____

Newspaper Task Sheet

Your group has been nominated to organize a newspaper. All newspapers want to include specific things. These wants are met by completing the tasks listed below.

1. The newspaper will be 4 pages produced by folding the sheet of paper you are given in half.
2. The Front Page
 - a. Create a **FLAG** that will fit on the front page of your newspaper. The flag should be the width of the front page and 2 inches tall.
 - b. Add an article with a **BANNER**
 - c. An article with a **HEADLINE**
 - d. Create a table of contents for your paper
 - e. Include a picture that illustrates a person performing a service
3. Page 2
 - a. 2 articles that highlight something happening in your city/region
 - b. 2 articles that highlight something happening in the state/nation
 - c. 1 sports article
4. Page 3
 - a. An editorial cartoon
 - b. A letter to the editor
 - c. An **EDITORIAL**
 - d. The **MASTHEAD** for your paper (trimmed to the box)
 - e. An international news article
5. Page 4
 - a. 3 comic strips (one created by the group)
 - b. 5 group created classified ads
 - c. 1 game
6. Fill in any white spaces with group created ads from local businesses.

Discussion Question Sheet

Name: _____

Directions: Answer these questions with a complete sentence.

1. Could your group have completed the task without trading with other groups for resources?
2. How did your group solve the problem of not having all the materials needed to complete the tasks?
3. Were there conflicts? Why or why not? How were the conflicts resolved?
4. How did you feel when you realized the resources were unequally distributed?
5. Give some examples of innovative or unusual ways your group accomplished their tasks.
6. How do our relationships with other countries affect our agricultural system?