Create Newspaper Articles about:

1. The Defeat of the Spanish Armada (sec. 1)
2. Louis the XIV: The Sun King (sec. 2)
3. The Thirty Years’ War (sec. 3)
4. The Glorious Revolution (sec. 4) ***OR*** The English Bill of Rights (sec. 4)

Each Newspaper Article should include:

* An attention grabbing title
* Interesting writing
* Summarized words (**DO NOT COPY OUT OF THE BOOK OR OFF OF RESOURCES ONLINE**)
* An accurate summarization
* Dates (Found on a timeline)
* A picture

You will also need to include *one comic* in your newspaper.

You will also need to include *one advertisement* in your newspaper.

Please remember to make the articles interesting. They need to be creative, appealing to the eye and above all else: **IN YOUR OWN WORDS!**

Your Newspaper is due on December 5th (9B) and December 9th (9A). You will present at the end of the class on this day. Each group will present one article, their comic, and their advertisement.

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Layout - Headlines & Captions** | All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic. | All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions. | Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions. | Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions. |
| **Layout - Flag** | The name of the newspaper is centered and is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font. | The name of the newspaper is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font. | The name of the newspaper is in a font that makes it stand out from other content. Either the date or the edition number of the newspaper appears below the name in a smaller font. | The name of the newspaper does not stand out OR both the name and edition of the newspaper are missing on one or more pages. |
| **Contributions of Group Members** | Each person in the group has contributed at least two of the articles and one graphic without prompting from teachers or peers. | Each person in the group has contributed at least one article and one graphic with a few reminders from peers. | Each person in the group has contributed at least one article with some minimal assistance from peers. | One or more students in the group required quite a lot of assistance from peers before contributing one article. |
| **Knowledge Gained** | All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper. |
| **Spelling and Proofreading** | No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and corrects the newspaper. | No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | Several spelling or grammar errors remain in the final copy of the newspaper. |
| **Articles - Purpose** | 90-100% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic. | 85-89% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic. | 75-84% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic. | Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. |
| **Articles - Supporting Details** | The details in the articles are clear, effective, and vivid 80-100% of the time. | The details in the articles are clear and pertinent 90-100% of the time. | The details in the articles are clear and pertinent 75-89% of the time. | The details in more than 25% of the articles are neither clear nor pertinent. |
| **Graphics** | Graphics are in focus, are well-cropped and are clearly related to the articles they accompany. | Graphics are in focus and are clearly related to the articles they accompany. | 80-100% of the graphics are clearly related to the articles they accompany. | More than 20% of the graphics are not clearly related to the articles OR no graphics were used. |
| **Who, What, When, Where & How** | All articles adequately address the 5 W's (who, what, when, where and how). | 90-99% of the articles adequately address the 5 W's (who, what, when, where and how). | 75-89% of the articles adequately address the 5 W's (who, what, when, where and how). | Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how). |
| **Requirements** | All of the required content was present. | Almost all the required content was present. | At least 75% of the required content was present. | Less than 75% of the required content was present. |
| **Articles - Interest** | The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers. | The articles contain facts, figures, and/or word choices that make the articles interesting to readers. | The article contains some facts or figures but is marginally interesting to read. | The article does not contain facts or figures that might make it interesting to read. |
| **Speaking English** | Student always spoke English and asked for permission to speak in a language other than English when explaining details to another group member. | Student usually tried to speak English and asked for permission to speak in a language other than English when explaining details to another group member. | Student rarely tried to speak English and sometimes forgot to ask for permission to speak in a language other than English. | Student never tried to speak English and never asked for permission to speak in a language other than English. |