

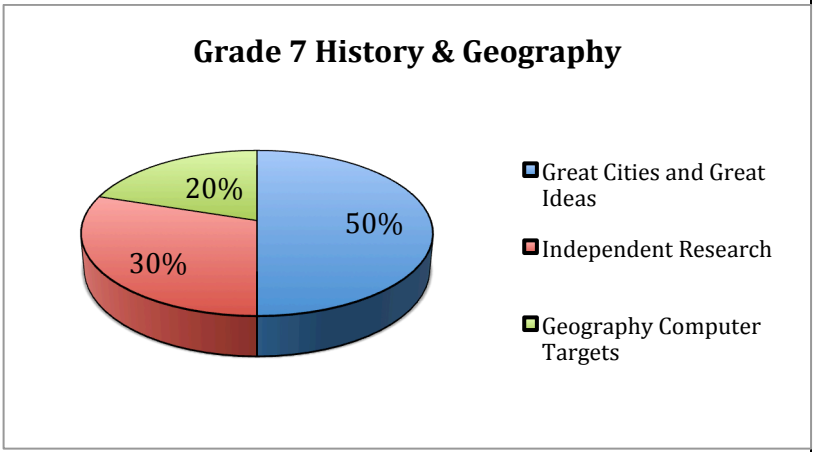
Grade 7: History and Geography

2013-2014 School Year

Welcome Scholars!
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study. After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!
Student Signature:
Parent/Guardian Signature:

Grade 7 History and Geography

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	**Grading Pie**
❑ Students set goals, track their own progress, and grade themselves. ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is ***excellence***.	

Notes:

The 7th Grade Project-Based History & Geography Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Some Projects end with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, students must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 3 Project work-periods a week. There are 48 Projects in total. There will not be class time set aside for you to work on all 48 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a purple box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be looked over.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY.**

Great Ideas and Great Cities

GREY BOXES = Foundation Project – May require oral exams completed with notes from class

PURPLE BOXES = Independent Projects – There is no guaranteed class time to work on these projects. The coordinating Foundation Project **MUST** be completed before Independent Project can be worked on. Each Independent Project is accompanied by a rubric.

1	***The Roaring Twenties Oral Exam***	Start	
	Intro: *Can you do the Charleston? Do you know when sliced bread was invented? Find out in class when we learn more about the Roaring Twenties!*	Due	

To receive credit for this Project:

- ❑ Complete class notes on the Roaring Twenties
- ❑ Be able to pass an oral exam on the 1920s:
  - Anything on your notes is fair game to be asked during the oral exam
  - Must be able to share about the BIG ideas: Communism, Prohibition, New Inventions, Women's roles, the Scopes Trial, and the heroes of the 1920s.

2	***Journal Entry #10 – Technological Advances***	Start	
	Intro: *Did you know that places in San Diego, including the Mission Brewery, were used as hospitals during the flu epidemic after WWI? Read an article from the San Diego Reader that details what it was like in San Diego and around the world once the flu struck then summarize it for others to read.*	Due	

To receive credit for this Project:

- ❑ Write a 5-paragraph essay detailing the flu epidemic that struck after WWI
- ❑ Use the resources handed out in class for your research – Notes used in your informational summary must be highlighted or listed (turn this in with your essay)
- ❑ Complete summary organizer
- ❑ You MUST have a rough draft completed and edited by another student

- ❑ You will receive TWO points if you write it on your blog and it is published by Ms. Curry
- ❑ You will receive ONE point if you just turn in a final copy to Ms. Curry and it is not published

Earn Double! This project counts for Writing too! Check your Writing Project Tree!

3	***Journal Entry #10 – Technological Advances***	Start	
	Intro: *You have already written journal entries in Language Arts and informational summaries in writing, now you are going to put them together and write about the technological advancements during the 1920s.*	Due	

To receive credit for this Project:

- ❑ Write a 5-paragraph essay detailing the technological advancements made during the 1920s.
- ❑ Use the resources handed out in class for your research – Notes used in your informational summary must be highlighted or listed (turn this in with your essay)
- ❑ Complete summary organizer (used for WWI Flu Epidemic summary)
- ❑ You MUST have a rough draft completed and edited by another student

❑ You will receive TWO points if you write it on your blog and it is published by Ms. Curry
❑ You will receive ONE point if you just turn in a final copy to Ms. Curry and it is not published

Earn Double! This project counts for Writing too! Check your Writing Project Tree!

4	***Harlem Renaissance Oral Exam***	Start	
Intro: *Do you hear the jazz music playing? You will after completing your notes on the Harlem Renaissance.*		Due	

To receive credit for this Project:
❑ Complete class notes on the Harlem Renaissance
❑ Be able to pass an oral exam on the Harlem Renaissance:
- Anything on your notes is fair game to be asked during the oral exam
- Must be able to share about the BIG ideas: the Great Migration, Jazz Age, influential African Americans and what they will be remembered for

5	***Black History Month Bio - Web***	Start	
Intro: *Did you know that February is Black History month? Celebrate by learning more about an influential African American and sharing it with others on your blog.*		Due	

To receive credit for this Project:
❑ Learn more about any of the following African Americans. If you do not see someone on the list you would like to learn more about, ask permission first before starting to research.
❑ Acceptable people to complete a Bio-Web on:
- W. E. B. Du Bois
- Zora Neal Hurston
- Countee Cullen
- Langston Hughes
- Duke Ellington
- Louis Armstrong
- Marcus Garvey

❑ Use the example of Martin Luther King Jr.'s Bio-Web to help you complete yours. Start with their name in the center. Add links to complete a web to show everything you learn about your person. You should begin with at least five ideas coming out from center circle. Each of your five ideas should have at least four details coming each. You may use the following ideas but you are not limited to these:
- Introduction → Background (name, birth, death)
- Early Life (where he/she grew up, family life)
- Challenges he/she faced / how he/she overcame them
- Significant life events – What is he/she known for? His/Her role in the Harlem Renaissance?
- Conclusion → Late Life (how he/she spent the end of his/her life, how he/she died)

❑ All of your details should be in complete sentences!
❑ Wikipedia CANNOT be used. Resources that can be used are located on 7th grade blog. Any other resources used need to be linked to your blog!
❑ Publish Bio-Web on your blog

6	***Prohibition and Gangsters***	Start ☛	
Intro: *Was the18th Amendment successful? Bootleggers, Speakeasies, and Al Capone were running America. Show us in an iMovie timeline the progression of a seemingly positive rule ruining cities all over the US.*		Due ☹	

To receive credit for this Project:

- ❑ Create a video in iMovie – be creative – detailing the progression of alcohol being illegal
  - Can be a timeline, a slideshow of pictures with overlapping text, or your choice. If you are going to be in the video, taping yourself speak, you must have props/costumes.

Your video must tell us:

- ❑ Where the idea of prohibition came from – when did it start?
- ❑ Who was for prohibition? Why?
- ❑ What was the 18th Amendment? When was it created?
- ❑ Who was against prohibition? Why?
- ❑ What were speakeasies? Why were they called that? How did you get in? Why did people go there?
- ❑ Who were bootleggers? Why were they called that?
- ❑ Who was Al Capone? What did he have to do with prohibition?
- ❑ When did prohibition end? Why?
- ❑ What was the St. Valentine's Day Massacre?
- ❑ Any other information that you see as relevant

❑ **Publish the video on your blog!**

7	***Stock Market Crash & Great Depression Oral Exam***	Start ☛	
Intro: *Quick, go grab your money from the bank! After you hear more about the stock market crash of 1929 you may be weary of investing your money and putting it in the bank.*		Due ☹	

To receive credit for this Project:

- ❑ Complete class notes on the Stock Market Crash
- ❑ Be able to pass an oral exam on the Stock Market Crash:
  - Anything on your notes is fair game to be asked during the oral exam
  - Must be able to share about the BIG ideas: Black Tuesday, Smoot-Hawley Tariff Act, Hoovervilles, and the Bonus Army

8	***Bonus Army Speech***	Start ☛	
Intro: *You will act as a returning WWI veteran demanding your benefits and write a speech to share in front of the White House.*		Due ☹	

To receive credit for this Project:

- ❑ Write a speech demanding the benefits you deserve as a WWI veteran. Your speech must address the topics below:
  - Who did the Bonus Army consist of? What did they do?
  - What did the Bonus Army want?
  - What was the Bonus March?
  - When were the veterans supposed to get the benefits?
  - The Patman Bill – What did veterans receive if the bill was passed?
  - Who the president was at the time?
  - Who led the attack against the Bonus Army? (2 people)
  - What was the outcome for the president as a result of the event?
- ❑ Follow the writing timeline to **publish it to your blog!** – You MUST present your speech in video showing the emotion you have as a veteran in the Bonus March.

Earn Double! This project counts for Writing too! Check your Writing Project Tree!

9	***The Dust Bowl Oral Exam***	Start	
Intro: *Quick, hide and take cover the storm is coming! Find out more about how the dust storm started and what the effects were.*		Due	

To receive credit for this Project:

- ❑ Watch the documentary in class on the Dust Bowl
- ❑ Complete notes while watching the Dust Bowl
- ❑ Complete summary after the documentary
- ❑ Be able to pass an oral exam on the Dust Bowl:
  - Anything from the video is fair game to be asked during the oral exam
  - Must be able to share about the BIG ideas: How it started, "Okie" migrations

Earn Double! This project counts for Independent Reading and Research too! Check your History Project Trees!

10	***Songs of the Depression – Listen and Create***	Start	
Intro: *Will you be the next Osprey Idol? Ryan Seacrest will not crown the winner but we would all still like to hear your version of a song written and performed during the Great Depression.*		Due	

To receive credit for this Project:

- ❑ Listen to a variety of songs written during and about the Great Depression – are located on the 7th grade blog
- ❑ Write a song describing an event or the whole depression. Your song should mention at least three of the following:
  - The stock market crash/Black Tuesday
  - Hoovervilles/President Hoover
  - Bonus Army
  - The Dust Bowl
  - Franklin Delano Roosevelt or Eleanor Roosevelt
- ❑ The song must have music to accompany your singing – your own music or the use of garage band is allowed

Your song must:

- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ (**plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be at least five stanzas long (two stanzas may be the chorus)
- ❑ Include a chorus
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Follow the writing timeline to **publish it to your blog!**

11	***FDR Jigsaw Reading***	Start	
Intro: *Did you know FDR is called the "Alphabet Soup President"? Find out why today.*		Due	

To receive credit for this Project:

- ❑ Read your assigned reading about FDR or Eleanor Roosevelt
- ❑ Summarize and present the most important points about FDR or Eleanor Roosevelt
- ❑ Listen to your classmates' presentations about FDR and Eleanor – complete graphic organizer
- ❑ Be able to pass an oral exam on the FDR and Eleanor Roosevelt:
  - Anything on your notes is fair game to be asked during the oral exam
  - Must be able to share about the BIG ideas: the New Deal, fireside chats, FDR

12	***Fireside Chats***	Start	
		Due	

To receive credit for this Project:

- ❑ Listen to FDR's first fireside chat – link located on 7th grade blog
- ❑ Answer the following questions in complete sentences:
  - What does the bank do with your money?
  - Why couldn't banks give money back to their customers?
  - What was the first step in the government's reconstruction of financial and economic fabric?
  - What was the purpose of the "Bank Holiday"?
  - Why were banks not re-opened at the same time?
- ❑ If you were someone who could not get your money from the bank after the stock market crash, would you be reassured from FDR's speech? Why or why not?
- ❑ Act as a president in your own fireside chat – come up with TWO current events that you would address as president
- ❑ Describe the current events and outline what you will do as president to help them stop or prevent them from occurring again

Your video must:

- ❑ Be at least 3 minutes long
- ❑ Include yourself dressed as president OR just use your voice
- ❑ Include a speech you have rehearsed *several* times – you should not be stumbling over your words
- ❑ **Publish to your blog!**

13	***Letters to Eleanor***	Start	
		Due	

To receive credit for this Project:

- ❑ Visit the website Dear Mrs. Roosevelt – located on 7th grade blog
- ❑ Read "How the Depression Affected Children" – "The Letters" – "Mrs. Roosevelt's Response"
- ❑ Write your own letter to Mrs. Roosevelt **AND** a response you would have expected to see back. Your letter should address at least three of the following:
  - The stock market crash/Black Tuesday and the effects
  - Hoovervilles
  - The Dust Bowl and its effects
  - The New Deal and its effects
  - Education for children
  - Nutrition for children

Your letters must:

- ❑ Be at least 3 paragraphs long
- ❑ Be in letter format
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Follow the writing timeline to **publish it to your blog!**

14	***FDR and Eleanor Roosevelt Biography***	Start ☛	
		Due	

To receive credit for this Project:

- ❑ Write a biography for the 32nd president or Eleanor Roosevelt. Follow the writing timeline to **publish on your blog.**
- ❑ Complete an outline for your biography detailing what information will be in each of your five paragraphs.
- ❑ Wikipedia CANNOT be used. Resources that can be used are located on 7th grade blog. Any other resources used need to be linked to your blog!

Your biography must:

- ❑ Follow 5 paragraph essay graphic organizer
  - Introduction → Background (name, birth, death)
  - Early Life (where he grew up, family life)
  - Challenges he faced / how he overcame them
  - Significant life events – What is he known for? His role in WWI?
  - Conclusion → Late Life (how he spent the end of his life, how he died)
- ❑ Contain a topic sentence for EACH paragraph
- ❑ Contain specific facts, examples, or quotations (from your research)
- ❑ Show a variety of sentence lengths and structures
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Be at least two pages handwritten / one page typed

15	***Partner Timeline Piece***	Start ☛	
Intro: *Let's review… What were the Roaring Twenties? Who was a flapper? You and your partner will remind us by creating a piece of our class timeline.*		Due	

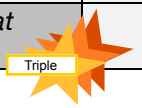
To receive credit for this Project:

- ❑ Work with a partner on your assigned piece of the timeline – options will be chosen in class
- ❑ Complete AT LEAST a five sentence paragraph summarizing your event for the timeline
- ❑ Include a picture for the timeline
- ❑ Present your information to the class on assigned due date – TBA

16	***Hoover Dam Model***	Start ☛	
Intro: *Herbert Hoover spearheaded the Boulder Dam, later called the Hoover Dam. Find out more and build a version of your own.*		Due	

To receive credit for this Project:

- ❑ Read about the Hoover Dam – link located on the 7th grade blog
- ❑ Watch the videos on History.com – link located on the 7th grade blog
- ❑ List AT LEAST 10 separate facts on your blog after watching the video and reading
- ❑ Make a model of the Hoover Dam – height specifications need to be listed, map of where the Hoover Dam is located **must** be somewhere on your model
- ❑ Take an oral exam:
  - What is the Hoover Dam a symbol of? Why?
  - What were the challenges in building the Hoover Dam?
  - How does the Hoover Dam work?
  - What was the purpose of the dam?
  - Where is it located?
  - When was it created?
- ❑ Create a video sharing the facts you learned and showing your model – **publish it to your blog!**

12	***Great Depression Time Capsule – Show Off What You Know***	Start	
Intro: *You just learned all about the Roaring Twenties and the Great Depression what would you put in a time capsule to share with someone 100 years from now.* 		Due	

To receive credit for this Project:

- ❑ Fill a shoebox (or any similar box) with at least eight artifacts that describe/share your knowledge of the Roaring Twenties and the Great Depression. You should have at least four artifacts that share information about the Roaring Twenties and at least four artifacts that share information about the Great Depression.
  - Artifacts should not all be pictures (maximum of one picture per artifact box)
  - Artifacts should span from the beginning of the quarter to the end – review your project tree to get ideas!
- ❑ Each artifact should come with a write-up (at least ten sentences typed). You are proving you are an expert on this topic. This will include:
  - What the artifact is and what it represents
  - Why it was chosen – What is its historical significance
  - How it relates to the Great Depression/Roaring Twenties
  - Who, What, When, Where, Why, How
- ❑ The outside of your box should be decorated with appropriate pictures/words/descriptions – get creative!
- ❑ Share your artifacts and time capsule by **publishing a video to your blog.** Each artifact must be explained when you take it out of the box.
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for your time capsule MUST be highlighted/noted on your resources. You will be asked to prove the information you share in your time capsule by pointing to highlighted evidence from your resources.

Independent Reading and Research

1	**Chapter 8: Silent Cal and the Roaring Twenties**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 41 – 46 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What were some of the changes that shook American society during the 1920s?
  - Discuss the problems occurring during the 1920s.
  - Explain random selection
  - Interesting fact you learned

2	**Chapter 4: The Prohibition Amendment**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 25 – 28 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Who favored prohibition? Why?
  - What problems arose as a result of prohibition?
  - Explain random selection
  - Interesting fact you learned

3	**Chapter 5: Mom, Did You Vote?**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 29 – 33 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Why were women picketing at the White House in 1917? What happened to them?
  - How did women finally get the right to vote? What year did it happen?
  - Explain random selection
  - Interesting fact you learned

4	**Chapter 6: Red Scare**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 34 – 36 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Why were people in the US worried about communism? What is an anarchist?
  - Discuss some of the rights Mitchell Palmer violated.
  - Explain random selection
  - Interesting fact you learned

5	**Chapter 9: Everyone's Hero**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 47 – 50 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - How did Babe Ruth help change the game of baseball?
  - Why was Babe Didrikson Zaharias called the outstanding woman athlete of the first half of the 20th century?
  - Explain random selection
  - Interesting fact you learned

6	**Chapter 10: Only the Ball Was White**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 51 – 54 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Were black and white athletes segregated from the beginning of baseball? What led to their segregation? How did men of color respond?
  - Who were some outstanding baseball players of color? What black athletes were outstanding in other sports?
  - Explain random selection
  - Interesting fact you learned

7	**Chapter 11: American Music**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 55 – 62 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - How does "Jazz Age" describe a period of time?
  - How did the classical music of that time differ from jazz?
  - Explain random selection
  - Interesting fact you learned

8-9	**Chapter 12/13: Hubba, Hubba, Hubble and Space Pioneer**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 63 – 68 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Chapter 12: What were Hubble's most important discoveries about the universe?
  - Chapter 13: What did Robert Goddard do on March 16, 1926? Why did he think rockets would be important in the future? How was Goddard different from other rocket scientists?
  - Explain random selection
  - Interesting fact you learned

10	**Chapter 14: The Lone Eagle**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 69 – 73 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Who is Charles Lindbergh, Jr.? What did he do?
  - What preparations did Lindbergh make for his flight? Do you think he expected to get the public attention he received?
  - Explain random selection
  - Interesting fact you learned

11-12	**Chapter 12/13: Hubba, Hubba, Hubble and Space Pioneer**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 63 – 68 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Chapter 12: What were Hubble's most important discoveries about the universe?
  - Chapter 13: What did Robert Goddard do on March 16, 1926? Why did he think rockets would be important in the future? How was Goddard different from other rocket scientists?
  - Explain random selection
  - Interesting fact you learned

13	**Chapter 15/16: The Prosperity Balloon / Getting Rich Quickly**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 76 – 82 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Chapter 15: What qualifications did Herbert Hoover have being president?
  - Chapter 15: On what grounds did Hoover's supporters attack Al Smith during the election campaign? What other bigots were at large in America at this time?
  - Chapter 16: What is a share of a stock? Why do stock prices go up and down?
  - Chapter 16: What does it mean to buy stocks on margin? How did this cause many problems from people?
  - Explain random selection
  - Interesting fact you learned

14	**The Crash of 1929**	Start	
		Due	

To receive credit for this Project:

- ❑ Watch the documentary – link can be found on 7th grade blog
- ❑ Complete a movie questions at the end – given out in class

15	**Chapter 17: Down and Out**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 83 – 87 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What did Herbert Hoover say about the economy from 1930 to 1932?
  - Why did thousands of veterans march on Washington, D.C?
  - Why were some people in the 1930s report favorably on dictators in Europe?
  - Explain random selection
  - Interesting fact you learned

16	**Surviving the Dust Bowl**	Start	
		Due	

To receive credit for this Project:

- ❑ Watch the documentary – link can be found on 7th grade blog
- ❑ Complete a movie questions at the end – given out in class

17	**Chapter 18: Economic Disaster**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 88 – 91 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What did Herbert Hoover say about the economy from 1930 to 1932?
  - Why did thousands of veterans march on Washington, D.C?
  - Why were some people in the 1930s report favorably on dictators in Europe?
  - Explain random selection
  - Interesting fact you learned

18	**Chapter 25: President Roosevelt**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 106 – 110 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - How did Roosevelt's ideas about the Depression differ from those of Coolidge and Hoover?
  - How did the New Deal change some of America's business habits?
  - How did FDR increase citizens' involvement in the political system?
  - Explain random selection
  - Interesting fact you learned

1-8	**Newspaper Updates**	Start	
Intro: *Have you ever heard that History repeats itself? Let's make sure we stay up to date on what is happening in San Diego, the United States, and in the world.*		Due	

To receive credit for this Project:

- ❑ Bring in newspaper article – must be printed or from actual newspaper
  - Article should be one that comes from the Union Tribune, The New York Times, The Washington Post, The LA Times, The Boston Globe, etc.
- ❑ Complete summary on Newspaper Update organizer
- ❑ Locate where your newspaper article takes place in the world on the map
- ❑ Be prepared to share your article with the class – Five students will be randomly called to share their summary each week