

VETERANS DAY NEWSPAPER

Learning Objectives: Students will:

1. understand the history of Veterans Day
2. analyze and compile facts pertaining to Veterans Day
3. create a newspaper with facts about different wars in which the US was involved

TEKS: SS 3.17A,B,C&E, 18B, 4.21A&B, 5.5A, 17D, 24A&B; LA 3.20C, 25B, 26A&B, 4.18C, 23B, 24A&B, 5.18C, 23B, 24A

Materials Needed: display copy of Attachment 1, materials for research, newspaper format (available online)

Vocabulary: veterans, commemorate, supporting materials

Teaching Strategy:

1. Introduce lesson by exhibiting the different parts of a newspaper. Read a short article and notice the 5 W's – who, what, when, where, why – included in the first few sentences. Then notice that the rest of the article contains supporting materials. Ask students to notice if there was a “hook” or interesting fact at the first of the article to get the reader interested.
2. Inform students that they will be creating a Veterans Day newspaper to commemorate Veterans Day, November 11.
3. Make sure that students understand the meaning of Veterans Day by explaining the history of the holiday. Veterans Day was originally Armistice Day, a commemoration of the end of World War I, which occurred on November 11, 1918. In 1954, it was changed to Veterans Day to honor veterans of all US wars. See <http://www1.va.gov/opa/vetsday/>
4. For the classroom newspaper, possible articles might include:
 - a. The history of Veterans Day
 - b. Brief history of World War I
 - c. Brief history of World War II
 - d. Brief history of the Korean War
 - e. Brief history of the Viet Nam War
 - f. Brief history of the Gulf War
 - g. Brief history of the Iraq War
 - h. Article on uniforms, past and present
 - i. Article on weaponry, past and present
 - j. Military aircraft
 - k. The Tomb of the Unknown

- I. Washington DC Memorials of the various wars (World War II, Korean War, Viet Nam)
 - m. Editorials
 - i. A new memorial in Washington DC
 - ii. The draft
 - iii. The use of women in combat
 - iv. The problems facing children whose parent(s) is deployed
 - n. Puzzles, weather forecast, ads
5. Display the inverted pyramid model (Attachment 1) for students to follow in writing their rough draft. Proofread articles before proceeding to final copy. Pictures, maps, or graphics should be added in final copy where appropriate. Use Microsoft Publisher or ReadWriteThink Printing Press (http://www.readwritethink.org/lessons/lesson_view.asp?id=249) (http://interactives.mped.org/view_interactive.aspx?id=110&title=) if available. An alternate product might be a Power Point presentation, in which each student would design one slide.
6. Make copies of the compiled newspaper for the class. Allow students to read their articles to the class.

G/T Extension:

Students will select one of the topics listed under “Editorials” to further research. Write a letter to a congressional representative expressing their views.

First Paragraph

Who, What, When, Where, Why
Hook to get people interested

Second Paragraph – Additional Essential
Information

Third Paragraph - Other information