



Ancient Cultures News Broadcast

- Attractive news anchors
- Strong reporting

These kinds of questions will also promote media literacy skills and help students become more savvy media consumers.

Create

Divide the class into small groups. Have each team decide what types of segments, features, and ads they might include and then work to develop a more specific structure and timeline. For example, they might include a main story, weather, an interview, a human interest story, and so on.

Have each team complete a storyboard that includes information about the segments that need to be written. The storyboard should include design elements and ideas like supporting graphics, background images, and music so that the entire broadcast will have continuity.

Each team member should be responsible for writing one piece of the news broadcast. This could be a 15-second teaser for an upcoming segment, an interview, or weather a report. If students are struggling to determine what content to include in their segment, have them organize the segment using the 5 W's: who, what, where, when, and why.

Working on a complete news broadcast requires a variety of skills and expertise. You may choose to let team members identify and explore their own strengths, weaknesses, and skills, or you may find it best to assign roles to ensure the groups will be able to complete the necessary tasks.

Have each team create a Frames document with original animated illustrations and recorded narration. Teams might also choose to include photographs, sound effects, background music, titling, and more.

Identifiers

Grade Level

6–10

Subject

Social Studies, Language Arts

Duration

4 class periods (45 minutes each)

Objective

Students learn about the cultures of ancient civilizations.

Description

Students research an ancient culture and create a news broadcast on how geography affected daily life.

Application

Frames™ and Pics4Learning

Engage

Locate images on Pics4Learning in the geography category that relate to the culture you are studying and share them with the class. As students view the various images, ask them to think about how the geography they see in the pictures might influence the lifestyle of the inhabitants of that place.

Let students know that in order to demonstrate their understanding of the culture they have studied, they will create an animated news broadcast that shows how geography influenced this culture. Share your expectations for their performance and show a high-quality example of a completed project. You can find an Ancient Egypt Action News sample at: www.tech4learning.com/frames/integration.

As a class, watch a couple of news broadcast segments. Work together to identify a list of the features typically found in a TV news broadcast. Explore how the segments contribute to an effective whole. What makes the broadcast feel consistent, even when it has many different segments and topics? Discuss how broadcasts effectively inform their audience about news, events, and other topics. Also discuss how networks attract viewers and keep them interested using:

- Catchy headlines
- Compelling stories

Process

Authentic Task

Culture, the way of life that characterizes a group of people, is one of the most important things anthropologists and historians study. Geography is an important factor in how a civilization's culture develops. In this project, student teams will develop an animated news broadcast on the geography of an ancient culture, focusing on the question: How did geography affect the daily life of this culture?

Steps for Students

News Broadcasts in Frames™

Students can use the drawing tools in Frames to illustrate their own animations.

1. Launch Frames.
2. Click the New blank frame button on the toolbar to add more frames.
3. Click the Library button to add clip art, photos, or images you have collected.
4. Click the Tools button to use drawing tools to create your own illustrations.
5. Click the Clone button on the toolbar to duplicate frames. Make changes to the objects on the frames to create animation.
6. Click the Text tool on the Tools panel to add text. Use the handles and Format options to change how the text looks.
7. Click the Record tool on the Tools panel to add narration.
8. Select a frame or group of frames and adjust the Duration slider on the Tools panel to change the timing.
9. Click the Save button on the toolbar to save the file.
10. Click the Project button and choose *Export* to create an animated movie to share.



Share

When students have finished building the broadcast in Frames, have them export their work as a movie or Flash animation file to share with the rest of their class or other classes studying geography and history. You may also want to coordinate an “Evening News” showing with parents and community members to showcase the news broadcasts on a large screen.

Assessment

The final animated broadcast provides an excellent summative assessment, and there are many opportunities for formative assessment throughout the process. Having teams turn in their scripts and storyboards prior to starting work on the animated news broadcast will help make sure all teams are on track to complete the project. Having impromptu discussions with each group during the project building process about the structure of informational materials and geography will give you insight into whether or not you need to readdress these topics with individual groups or the class as a whole.

You may introduce time management strategies and encourage students to develop a project calendar to keep them on schedule.

Resources

Scarre, Christopher and Fagan, Brian M. *Ancient Civilizations* (3rd Edition). ISBN: 0131928783

Cotterell, Arthur. *The Penguin Encyclopedia of Ancient Civilizations*. ISBN: 0140114343

British Museum
http://www.ancientcivilizations.co.uk/home_set.html

History for Kids

<http://www.historyforkids.org/>

National Geographic

<http://travel.nationalgeographic.com/places>

Standards

NCSS – Curriculum Standards for Social Studies

Time, Continuity, and Change – Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that learners can:

c) identify and describe selected historical periods and patterns of change within and across cultures.

IRA/NCTE Standards for the English Language Arts

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (i.e. print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (i.e. libraries, databases, computer networks, video) to gather and synthesize information and to relate and communicate knowledge.

NETS for Students:

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.