**Directions for Creating a Newscast**

You will be creating a news broadcast over a specific topic to be presented in class live or through a taped video. The newscast will last between 4-5 minutes.

1. Make sure all group members know their roles.

**Anchor**

* Helps decide which stories to include in newscast.
* Leads the group in creating the lead story.
* Writes the lead story.
* Reports on the lead story during the newscast.
* Engages in social chit-chat with Co-Anchor at the end of the newscast.
* Helps interviewee make or find props for the group.

**Co-Anchor**

* Helps decide which stories to include in newscast.
* Leads the group in creating the secondary story.
* Writes the secondary story. Reports on the secondary story during the newscast.
* Engages in social chit-chat with Anchor at the end of the newscast.
* Helps interviewee make or find props for the group.

**On-Scene Reporter**

* Helps decide which stories to include in newscast.
* Leads the group in creating the human interest story.
* Writes the human interest story.
* Rehearses the interview with Interviewee before the newscast.
* Reports on the human interest story and conducts interview during the newscast.
* Helps interviewee make or find props for the group.

**Interviewee**

* Helps decide which stories to include in newscast.
* Helps On-Scene Reporter write the human interest story.
* Rehearses the interview with On-Scene Reporter before the newscast.
* Acts as the subject of the human interest story.
* In charge of writing additional commercials, bulletins or props.
1. Research information on your topic. You should use the textbook and the internet. Make sure your information is from valid sources. Fill out information form.
2. Brainstorm ideas for a five- to seven-minute newscast that shows the impact of your topic on the world. Your newscast must include
* a lead story that shows an overview of the topic.
* a secondary story that shows the effects of your topic.
* a human interest story that focuses on an individual and how he or she was impacted by your topic.
1. Determine the order of possible stories based on their importance. For example, the most important story should be the lead story.
2. Determine how to incorporate visuals into your newscast. You may want to use it as a backdrop for the newscast or as part of a single news story.
3. Write the stories for the newscast. Include quotes from real people about your topic.
4. Plan the presentation of the newscast, and gather props for the presentation. You may want to include music, costumes, advertisements, or special bulletins to make your presentation as authentic as possible.
5. Rehearse all parts of the presentation.
6. Tape your presentation to show it to the class.

**Topic Choices**

1. Globalization (outsourcing, multinational companies, migration)
2. Human Rights (civil rights, apartheid, Gandhi, women)
3. Genocide in the Balkans
4. Genocide in Rwanda
5. Genocide in Darfur
6. Modern Technological Advances (computers, transportation, telecommunication, medical)
7. How Islam influences law and government in the Muslim world (Iranian Revolution). 9/11 and al Qaeda
8. Improvements in space exploration
9. Growth of the oil industry
10. Global Environmental Issues

**Calendar of Events**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **May 11**Most influential person/Event in History bracket | **May 12**Group assignmentPick topic and roles. Teacher initial required by end of period.Begin researching topics.  | **May 13**Research topic as a group.Fill out information sheet for your topic. Teacher initial required by end of period. | **May 14**Brainstorming and begin writing stories. You need to complete stories for homework. | **May 15**Stories due to teacher tomorrow at beginning of period for teacher initial. This is 50% of grade. Rehearse presentation.Begin taping. |
| **May18**Finish taping and editing.  | **May 19**Presentations  | **May 20**Presentations  | **May 21**Presentations and get Semester Review | **May 22**Presentations and Semester Review |

**Check off list**

**Step One** - Write down your topic. Each group will have a different topic. Have each student sign for the group role they are doing. Signing means that you understand your responsibilities.

Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Co-Anchor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-Scene Reporter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Teacher initial \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step Two** – Each student need to fill out a separate information form. All forms need to be shown to teacher.

* Teacher initial \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step Three** - All students have filled out information sheet.

* Teacher initial \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step Four** – Copies of all stories turned in to teacher as well as additional advertising or bulletin ideas:

Extra announcements: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Props or costumes being used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Teacher initial \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rubric

**\_\_\_\_\_/ 15 points**: Lead story describes importance of your topic and main information. It needs to be typed and
 turned in on May 23rd.

**\_\_\_\_\_/15 points**: Secondary story describes shows the effects of your topic. It needs to be typed and turned in on
 May 23rd.

**\_\_\_\_\_/15** **points**: Human interest story that focuses on an individual and how he or she was impacted by your topic.
 It needs to be typed and turned in on May 23rd.

**\_\_\_\_\_/5 points**: Additional commercials or advertising. It needs to be typed and turned in on May 23rd.

**\_\_\_\_\_/** **15 points**: On task during planning/working days in class

**\_\_\_\_\_/ 10 points:** visuals, props, costumes to help make set look real.

**\_\_\_\_\_/** **25 points:** Presentation (must be knowledgeable on your topic, flows smoothly, appropriate)

**Note:** Any inappropriate behavior by a member can result in whole group getting a zero.

**Topic Information Sheet**

Group names:

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research about your topic and then fill out the form.

1. Define your topic in a maximum of 3 sentences.
2. What subtopics fall under your main topic (as many as possible):
3. Who are some of the important people and the country they are from that are involved in your topic?
4. Why is your topic important?
5. How does your topic affect people around the world?
6. List 5-10 important facts about your topic.