

THE ENERGY TIMES

PLANNING OVERVIEW

SUBJECT AREAS:

Language Arts, Fine Arts, Earth Science, Environmental Science, Physical Science, History, Geography, Government

TIMING:

Preparation: 30 minutes

Activity: 3-5 45-minute class periods

Summary

Students investigate past and present energy use while developing their own historical newspaper.

Objectives

Students will:

- Recognize that energy use has evolved over time to meet the changing demands of society.
- Explain why energy use is a newsworthy topic.
- Conduct research on an historical period.
- Demonstrate skills needed to publish a special edition newspaper on energy.
- Evaluate their finished product, *The Energy Times*.

Materials

Student Handout: "The Energy Times: Getting Out the Newspaper"
"Energy Timeline" (in Appendix)

A variety of local, state, or national newspapers

Pens, pencils, marking pens, paper

Research materials including books, encyclopedias, Internet access, library references

Tape, rulers, rubber cement, glue sticks, scissors

Optional: Tabloid-sized paper (Rolls of newsprint are sometimes available from local newspapers.)

Optional: Computers and word-processing programs

Optional: Computer graphics programs

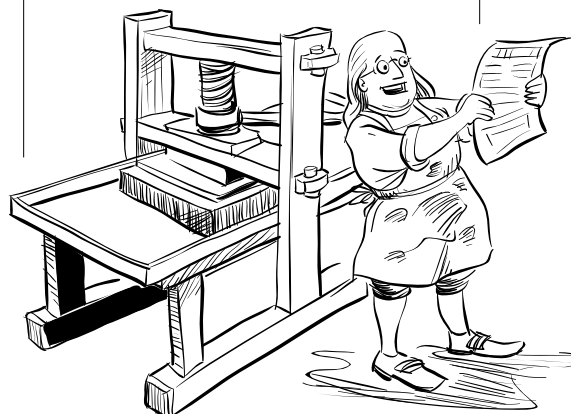
Optional: E-mail or web page software and Internet access

Making the Link

Energy affects our lives every day. In fact, there has never been a time in history when humans have not used energy. Energy use has always been a newsworthy topic, whether communicated by word of mouth, by stone tablet, or by the printed word.

The advent of practical ways to use electricity, along with the development of the internal combustion engine (such as that found in cars and trucks), brought an ease to our lives that most of us are not willing to give up. Our electrical devices and our cars are considered necessities of modern life.

Energy issues are frequently front page news. The resources we use to produce electricity and run our transportation have become very valuable commodities. The resulting problems associated with energy use (such as pollution, gasoline shortages, electrical blackouts) are also common topics of everyday life.





By studying the history of energy use, we can learn more about where we stand in the present, as well as how to plan our future.

Since energy use plays a significant role in our daily lives and in the global community, using this topic for the production of a newspaper should be an easy concept for students to grasp.

Teaching Notes

In this project the class will develop its own newspaper, *The Energy Times*, which will cover society at a chosen time in history. The focus will be on energy production and use, and will include newsworthy events and inventions as well as interviews and human interest stories.

Newspapers are collective efforts, which are excellent for developing interdisciplinary skills, including those of research, composition, word processing, hierarchical decision-making, organizing, proofreading, illustrating, and editing.

Information found in the Chapter 1 Discussion and the handouts, “*The Energy Times: Getting Out the Newspaper*” and the “Energy Timeline” will help guide the project.

Warm-up

After students have read the Discussion for Chapter 1, “A Brief History of Energy,” ask them if there has ever been a time when humans have not used energy. Generate a discussion about what students know concerning energy use over time. During the discussion, make a list of various energy resources on the blackboard. Try to include as many resources as possible.

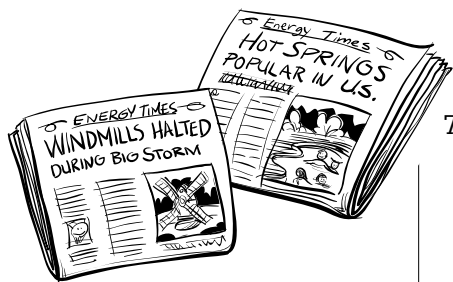
Ask students if there is ever a day in their lives when they don’t use energy. If they were to create a newspaper about a day in their community, could the activities or events they describe have taken place without some form of energy use? Elicit students’ views regarding pollution, transportation, space heating, and technological advances. Discuss our daily dependence on electricity (which usually only comes to mind if there is a power failure).

The Activity

1. Bring in some recent newspapers. Break students into informal groups and have each group scan a newspaper to identify and name the various sections.
2. As a class, generate a list of the different sections of the newspaper and what information each contains. After some discussion, distribute “Getting Out the Newspaper” and have students check to see what other sections might be included. Add these to the list. Tell students to keep this handout.
3. Explain that they, as a class, are going to develop their own newspaper with the theme of energy. Tell students that different groups will be responsible for various sections of this newspaper.

Explain that their newspaper, *The Energy Times*, will not be like a daily newspaper, but will reflect a longer range of time and a particular historical period. However, it will be written as if the events were occurring in the present.





4. Discuss the different jobs involved in developing a newspaper. These include editors, reporters, photographers, artists, cartoonists, proofreaders, word processors, designers and printers. For those teachers who integrate technology into the classroom, please note the possibilities here for Internet research, word processing, design, creation and importing of graphics, and document layout.
5. Divide the class into working groups and have each group choose (or assign each group) a different section of the newspaper on which to work. Possible sections might include News and Features, Editorial, Entertainment and Leisure, Business, Sports, and Advertising.
6. Refer to the handout, "Getting Out the Newspaper" and make sure that everyone understands the jobs described. Then have each group select an editor, reporters, and any other jobs they think necessary to get the job done.

7. Hand out the "Energy Timeline" and allow groups some time to review it. Tell them to suggest a 50- to 100-year time period that they think would be most interesting to focus on as a class. Or you may wish to pick one yourself, (e.g., the era of the Industrial Revolution, which started in the early 1700s and continued to the mid-1800s).

8. Have groups brainstorm what kinds of articles, features, illustrations (or, when possible, scanned graphics) they could have in "their" section of the newspaper.

For example, if the time period 1700-1750 is chosen, News/Features may have a description of T. Savery's steam engine being used to pump water from flooded coal mines. They might compose some interviews with coal miners and with Mr. Savery. The Entertainment/ Leisure section could have a feature on fashions made from fabric from the new textile mills. The editorial department might have a commentary on the

terrible conditions in the coal mines or applaud the march of progress brought about by increased coal mining production. The business section might have a feature comparing the benefits of various water-wheel designs for factories.

Assist each group in determining where to find the information it will need to write convincingly about its choices.

9. Give students a deadline for completing their sections. Allow class time for groups to work on research, composition, proofreading, and word processing. If possible, have each group save its work on a disk. If you have a scanner, groups may wish to scan in any illustrations or photographs they have found during their research. Editors should supervise the work, assisting in editing and proofreading as well as layout.

10. Have editors from each group assemble the newspaper. Have them refer to actual newspapers as a model for layout. They may be assisted by their group's word processor.



Wrap-up

As a class, share and evaluate the final product. You may wish to have each group present its section. Examine and discuss the various sections to see whether each reflects the theme of energy use during the selected time period. Elicit comments about the effect energy use had on lifestyle and the environment during the time period studied. Compare this to the effects energy use has had in other time periods, including the present.

Discuss the process of composing a newspaper. Compare the process of producing an “historical newspaper” with that of putting out a daily newspaper.

You might want to reproduce the newspaper in sufficient quantities to be given to other classes and taken home to family and friends. (If you are especially pleased with the product, you may wish to have your local newspaper printer publish your paper on newsprint.) If distributed beyond your classroom, you may wish to have a small student group gather feedback from others about the newspaper. This feedback could be used as part of the evaluation process.

Assessment

Have students:

- Explain why energy use is a “newsworthy” topic that affects all aspects of life at any given time.
- Demonstrate an understanding of how energy use has changed over time in order to meet the demands of progress.
- Recognize that energy use has come with a price.
- Work cooperatively to develop a section of a newspaper.
- Assume a specific task related to newspaper development.
- Evaluate the finished product.

Extensions

- Further integrate your newspaper with technology. For example, create a “paperless” product by posting your newspaper on a web page, sending it as an e-mail attachment, or copying it onto CDs to send to your “subscribers.” Use PowerPoint or other presentation software to produce your newspaper.
- Brainstorm other time periods that could be covered in a future newspaper. Have each group compose its own newspaper, each representing different time periods. Compare and contrast the different time periods.
- Encourage students to read their daily newspapers and to look for energy-related topics. Have them bring in news clippings to share.

“The Energy Times,” adapted from Project Wet, “Water: Read All About It.”



THE ENERGY TIMES: Getting Out the Newspaper

Newspapers are designed to report on current events. Yet they can be considered journals that record history. They also are places where people can exchange ideas and points of view. An historical newspaper such as *The Energy Times* differs from a daily newspaper in that it is a fictionalized version of actual events from a specific time period.

Many people work together to produce a newspaper.

Reporters seek and gather information about events they are assigned to cover. Reporters write (and rewrite, if necessary) the “copy” (article, story, or column). Reporters tell who, what, when, where, why and how in an interesting, easy-to-read style. For a daily newspaper, reporters often conduct interviews to get their information. For *The Energy Times*, reporters can quote from imaginary interviews based on research.

Photographers record images that illustrate a story and capture the interest of the reader.

Graphic artists enhance a story and provide illustrations and images such as maps, charts, and graphs. For *The Energy Times*, graphic artists and photographers may also create illustrations or “photographs” using models with props and costumes. Actual photos and other images can be downloaded from the Internet or scanned from other public domain resources.

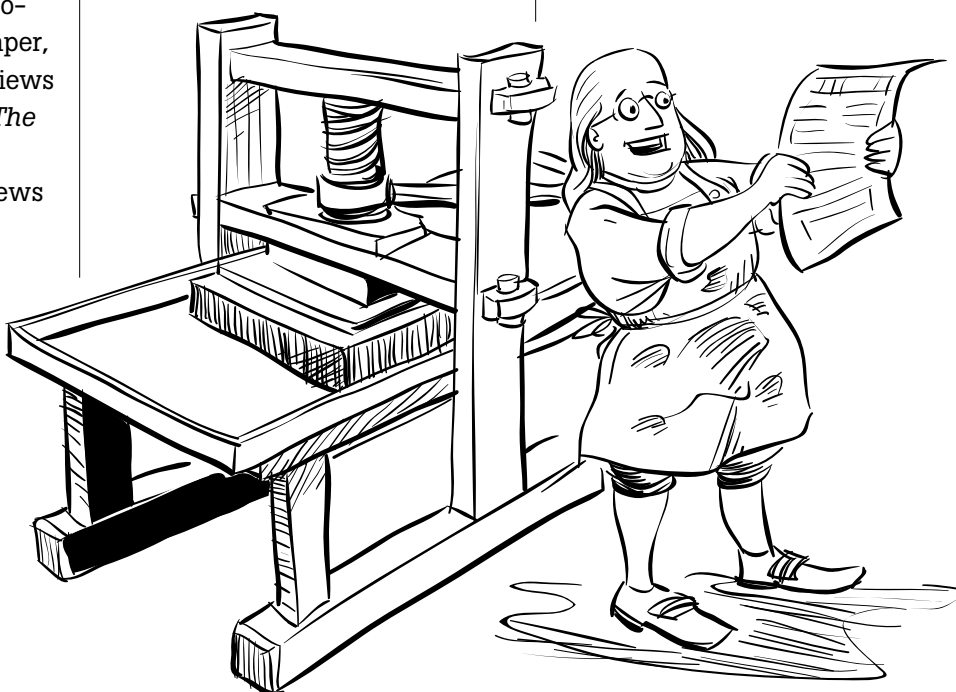
Editors determine, along with the rest of the staff, which stories to report and where to place them. They also review

rough drafts and comment on additions or deletions that should be made. Editors for *The Energy Times* will also put the various sections together to complete the final product.

Managing editors or **page editors** lay out and arrange the stories in logical order. For *The Energy Times* the editors of each department assume this duty.

Proofreaders make detailed corrections on all written copy and graphics.

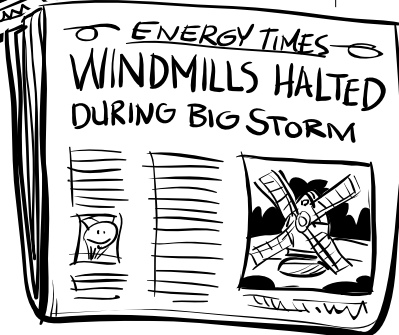
Ad managers decide which ads to use and where to place them in the paper. **Advertising copywriters** write ads, and graphic artists illustrate the ads.





Most newspapers are divided into sections.

News and Features. All the articles that the editor and staff feel are important are in this section. For *The Energy Times*, these stories will cover some aspect of life related to energy use. Some examples: "Amazing New Steam Engine Saves Drowning Coal Miners!" or "World's First Geothermal Electric Power Plant Opens."



Entertainment and Leisure.

In this section, news and stories about society's leisure-time and recreational activities are found. In newspapers today, this category includes fashion, movies and television, music, art and community events. For *The Energy Times*, the time period that the class chooses will dictate the aspects of entertainment and leisure to be covered. Every attempt should be made to relate the stories to energy use in some way. Two examples: "New Fall Fashion From Factory-Woven Cloth" or "Exploring the Wonders of Steam-driven Ocean Travel."

Sports/Weather. For *The Energy Times*, depending on the time period, sports and weather may be difficult to research, especially as these subjects relate to energy.

Some examples: "Stadium Lit With Modern Electric Power – More Nighttime Games Possible" or "Windmills Halted During Huge Storm." (If desired, this section may be eliminated for *The Energy Times*.)



Editorials. This section presents the opinions of the newspaper staff and contributing writers. Readers are also invited to respond with their own thoughts in the form of letters to the editor. For *The Energy Times*, students will assume the roles of editors, contributing writers, and readers, responding to hot-button energy issues of the time period chosen. Some examples: "New Factories Are Driving Hand Weavers Out of Business" or "New Steam Engine Steps Up March of Progress."

Advertising. Without people purchasing space for ads, most newspapers couldn't survive. The advertising department of *The Energy Times* can create ads that reflect all aspects of society at the time but should try to focus on those that relate to energy use. Two examples: "Don't Be the Last on Your Block to Buy the New Model T Ford" or "Feeling Under the Weather? A Visit to Saratoga Hot Springs Will Fix You Right Up!"