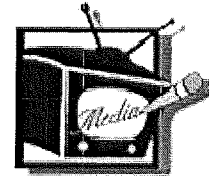


Production of a Kansas Newscast

Overview

In this lesson, students will produce a 30 minute news broadcast. In teams of 4-5, students will create a 5-6 minute segment of a Kansas related news story. In the process of planning their segments, students will study news broadcasts; learn how to create a T-script for their audio and visuals; develop scripts; and utilize primary sources.



Outcomes

Students will:

- understand the techniques effective speakers use to make convincing presentations
- select an appropriate oral presentation form for a specific purpose and audience
- use primary sources for research
- understand the various roles and responsibilities in the production of a news broadcast

Preparation and Materials

- A pre-recorded video tape of a television newscast or a portion of an evening news show with at least one interview in it.
- A current event to practice a news story
- Media/technology-projector, mimio pad, PowerPoint
- Handout 1 : TV News Evaluation
- Handout 2: What Are We Doing?
- Handout 3: T-Script

Course Outline

- Formation of news teams - 1 day
- Handouts-2 days
- Research and culmination of news story-1 day
- Set and prop construction –including any video or pictures
- Preview newscast – 2 days
- Show final cut - 1 day

Procedure

Day One

- Have students watch a pre-recorded video of yesterday's news, or a portion of an evening news show with at least one interview in it.
- Photocopy and distribute Handout 1: TV News Evaluation. Ask students to fill it out, and then discuss their answers.
- Evaluate a current event and brainstorm Q & A. Have volunteers role play reporter and person being interviewed.
- Ask students:
 - Are the main subjects visible to the audience?
 - Could you hear the Q & A clearly?
 - Is there anyone blocking the person speaking?
 - What can we do to correct these problems?

Day Two Write five topic headers for each newscast segment on the board. (...or 6, or 4, depending on how many segments you have.) Some of my topics have been:

- Statehood
- Weather
- Sports
- Economics
- Agriculture Business
- Exploration

You will need to divide your class into news teams of 4 - 5 students and ask them to choose a topic. They will need time to discuss that topic and narrow it down. Photocopy and distribute Handout 2: What Are We Doing? and give students time to fill it out.

Day Three

Give students class time to finish filling out the What Are We Doing? Handout. Show students how to create a T-script.

Video/Scene	Audio/Script
<ol style="list-style-type: none"> 1. <i>News anchor at news desk</i> 2. <i>Reporter conducting an interview</i> 3. <i>Landscape or building</i> 	<ul style="list-style-type: none"> • <i>Overview of news stories.</i> • <i>Questions and answers.</i> • <i>Voiceover historical scene.</i>

As this sample shows, a T-script is a two column script, shaped like a "T". In the left vertical column, have students put the picture/video, what will be seen at any given moment. In the right column, students should put a description of what will be heard. (Or vice versa.) Students will need to get their T-script approved before they may begin. The use of an overhead projector and a PowerPoint can be used to broadcast pictures and video.

Day Four

Students should turn in their What Are We Doing? Handout and begin preparing a T-script. Primary sources should be used with the research for the news stories. Tell students that they will be allotted a limited time to take this information and turn it into a news presentation, so they will need to make plans accordingly.

Day Five

- Students get their T-scripts approved. They will begin making cue cards, practicing lines, arranging interviews, and preparing their props.
- Some segments can be filmed outside the classroom.
- Five segments of a newscast will require a minimum of 5-6 minutes of dialogue by each group. Some groups will need to edit down their stories while others will need to add.
- Groups will need to practice in front of each other before bringing the news to a school audience.
- News day we bring in a younger class to watch the news.

Evaluation

Groups will receive marks for their completed T-scripts and What Are We Doing? Handouts, as well as their completed news segments. A self and group evaluation handout will also be given to each student

TV News Evaluation

Name _____

1. List the stories in the order presented. How many minutes were given to each topic?

	TOPIC	MINUTES
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

2. Listen to the reporters. Can you mimic their speech patterns? How would you describe their tone? Upbeat? Serious? Alarmed? Uncaring? Why do you think so?

3. Where do the reporters' eyes look when speaking?

4. What do the reporters do when they are finished their story?

What Are We Doing?

Name _____

1. What segment is your news team creating?

2. Narrow down your topic. What specifically will your segment cover?

3. What props will you need?

4. What will you use for a backdrop? How does the background relate to your segment?

5. List all of your team members. Give each member an occupation. Choose from the following: Leader, Script Writer, Historical Figure, Set/ Prop Designer, Researcher, Cue Card Holder, Photo Journalist, or Reporter. (You can have team members with more than one job and you can have several jobs used more than once.)

T-SCRIPT

Picture/scene	Script/Audio
<i>Example: News anchor at news desk.</i>	<i>Reading a news report on famous explores to the region</i>
<i>Example: Reporter interviewing a historical figure.</i>	<i>Sample questions for the topic of discussion</i>
<i>Example: Picture of a landscape or building.</i>	<i>Voiceover of the historical significance of the picture or scene.</i>

Cover Sheet for the Project

Name: _____

Assignment Date(s) Start: _____ Completed: _____

Those Involved:

_____ Individual _____ Group _____ Partner
_____ Parent _____ Class _____ Other Person

In this assignment I was asked to do ...

The strengths of this work are ...

By doing this assignment I learned ...

What books, resources, or tools did you use in the process of completing the assignment?

Group Investigation

Investigation Topic: _____

Group Members: _____

Write your Objectives: _____

Group Leader(s): _____

- Organize group investigation and report to the teacher
- Lead Discussions and settle disputes
- Make sure the workload is equal and that all members are contributing
- Shares to the class what your group accomplished each day

Researchers: _____

- Gathers information from classroom or Internet sites
- Finds resources from outside the class, including primary and secondary sources
- Helps structure the research to complete the project
- Keeps the Bibliography of resources used to complete the project

Writer: _____

- Makes suggestions to the group about how the written part of the project will be completed
- Shares the written draft with all members
- Writes the final information for the project or performance
- Types the written part of the investigation or project

Artist: _____

- Discusses with group ideas about artwork
- Completes drawings, illustrations, symbols or creative designs
- Enhances the project

Sections of the news: Outline

State Headlines;

KS Statehood

KS/NE act, Popular Sovereignty, Wyandotte Constitution

Bleeding Kansas—John Brown, Quantrill's Raid, Civil War-Battle of Mine Creek

Exploration

French-Traders

Spanish-Coronado, Quivero, Coronado Heights

LA Purchase-Lewis and Clark, Sacagawea

Economics

California/Santa Fe Trails

Cowtowns / Chisholm Trail

A T & SF Railroad / Holiday

Air Capital City – Cessna, Beech, Boeing- B-29 *Superfortress*, Spirit, Lear Jet

Agriculture Business

Homestead Act / Timber Culture Act / Preemption

Internal combustion engines / tractors, Combines

Weather:

Climate of Kansas / Regions of KS

Weather extremes

Droughts, Floods, Blizzards (snow & dust), Hail,

Plagues of Grasshoppers and Rabbits

Sports

State Universities

KU, K-State, WSU, Pitt State, Emporia State, Fort Hays State

Notable Athletes:

Self Evaluation of Group Project

What did you contribute to the group project or performance?

List the names of your group members and comment on each member's contribution.

What things went well within your group?

Describe any frustrations you encountered and how did you overcome the obstacles?

If you had this assignment to do over again, what would you do differently?

What grade do you think your group deserves on this assignment? Explain and justify your response.

Group Project Evaluation

Group Members: _____

Evaluator: _____

What is the project?

How was the project presented (play, lecture, story)?

Write three positive things about the project and presentation (be specific)?

Make some suggestions for improvement of the project and presentation.

Write any additional comments you have about the project and performance that would be helpful to the group.
