

## Lesson Segment Overview

Course: Music or History; Grades 6-8	2 hr movie, 40 min lesson
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### The *Real* Newsies: Fact vs. Fiction

**Central Focus:** to teach students which parts of the historical movie-musical Newsies are fictional and which are true to life.

#### Student Learning Objectives:

SWBAT verbally or in writing compare and contrast the fictionalized narrative with real history.

#### Standards: NJSLSSS

*6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.*

*6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics...*

### Lesson Plan

*Students should watch the movie "Newsies" before embarking on this lesson.*

#### Lesson Opener: Do-Now Class Discussion (10 minutes)

Teachers can put these questions on the board (using the associated powerpoint) for students to discuss with the people around them for a couple minutes as they are coming in. When the instructor is ready to convene class, students can share-out in a whole-group discussion.

- 1.) What do you remember about the movie *Newsies* from last class?
- 2.) Why were the kids striking? Do you think their reasons were valid?
- 3.) Did anything seem a little *too* fantastical to you?

#### Lesson Activities: Mini-Lecture + Reading

- Mini-Lecture (5-10 min)
  - Using the provided slides, the teacher can explain major differences between the movie and the history to prep students for the reading. Overall, the movie is fairly accurate, but it glosses over some important nuance.
- Reading (10 min): [Excerpt of "Extra, Extra..." by Bruce Chadwick](#)
  - Read aloud with students

#### Lesson Closure / Assessment: [Venn Diagram \(10 min\)](#)

To show if they understood the lesson, students should complete a venn diagram that compares the movie they watched to real life. This will be their exit ticket.

#### Timetable

Task	Students	Teacher	Time
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Do-Now	Talking to each other	Taking attendance, greeting students, facilitating conversation	5-10 min
Mini-Lecture	Listening	Lecturing	10 min
Reading	Reading or following along	Reading or choosing students to read	10 min
Venn Diagram	Comparing and contrasting on their chart	Circling the room supporting	10 min

### Materials

- Slides
- [Reading](#)
- [Venn Diagram Handout](#)

### Misconceptions

1. *The Newsboys were led by the fictional characters from the movie they watched.* They were actually lead by a strike committee
2. *The Newsboys struck in response to a wholesale price hike.* They actually tolerated raised wholesale prices for several months during the Spanish-American war, but once the war ended and demand for papers decreased, it started to hurt them more. When most papers lowered their prices to newsboys, this prompted a strike against only the papers who kept their prices high.
3. *The Newsboys were alone in their unionization.* Several other industries were striking around this time as well, and the Newsboys were responding to what was going on around them as much as they were creating more pro-union sentiment.