LESSON 8  GAME DAY REBOUND: Using Newspaper Articles to Explain Community Growth

Overview
Students read newspaper articles that relate to land use planning, and then design questions on the content of the articles that will stump their fellow classmates. This activity tests students' reading comprehension, understanding of the subject matter and retention of the material covered.

Objective
Students will be able to:
1. Utilize primary sources to learn.
2. Generate questions and answers from a news article.
3. Report what they have read through a fast-paced, competitive and fun question and answer session.

Duration
One 50-minute period divided as follows:
- 5 - 10 minutes to read the article;
- 12 - 15 minutes to come up with questions and answers;
- 25 minutes to play the game.

Materials
Newspaper articles.

Key Vocabulary
Subjective, objective, bias, interest group

Subject:
Language Arts
Social Studies

Procedure
Team Players: Four to five students per team.
Positions: One secretary and one spokesperson per group; other team members answer the questions.

Randomly assign students to four or five person groups. The students in each group will come up with a team name. Each group needs to have a spokesperson and a secretary. Hand out copies of a current newspaper article that deals with land use planning to each student. Depending on the length of the article, allow five to ten minutes to read the article. Encourage the students to take notes during this time.

When this time is up, instruct the students within each group to come up with at least four questions from the article. The secretary must write down the questions and
answers to the questions on a sheet of paper. All team members names must be written on the paper. Allow 12-15 minutes for each group to come up with at least four questions and answers. Encourage the students to come up with more than four questions if time permits, because some groups may come up with the same questions. Collect the newspaper articles before play begins. The students are only allowed to keep their notes, and the question and answer sheet in front of them during the game.

Procedure
The teacher selects a number and asks each spokesperson to guess that number. The group with the closest number gets to ask the first question. Play continues in a clockwise manner from the first group. The spokesperson chooses an opposing group to direct the question to. Once the question has been asked, the receiving group has three seconds to answer the question. The teacher counts out loud, one-thousand one, one-thousand two, one-thousand three, then says REBOUND! The question is now in the public domain, and any group may answer the question (except for the group that did not have an answer on the initial try). When a question is being asked, group members may not consult with each other. The first person to raise their hand in a group is called upon. If there is talking amongst group members, the question is thrown out. Questions may be rebounded twice.

Teaching Tips
If the suggested time table is followed (5-10 minutes to read the article, and 12-15 minutes to come up with questions), there should be enough time remaining in a 50 minute class period to play three rounds of REBOUND with six groups of students.

The teacher should make sure that each group is asked a question during each round, so everyone has an equal opportunity to earn points.

Assessment
Points are earned as follows:
- 1 point is given to a team that answers a question correctly.
- 1 point is given to a team that asks a question that is rebounded.
- If a question is rebounded twice, the asking team may amass 3 points:
  - 1 point for the initial question, and 1 point for each of the 2 rebounds.
- Points are only given if someone tries to answer a question on the rebound.
- The team with the most points is the winner!

When the game is over, collect the question and answer sheets and any notes taken by the students. You may then use this information to determine if the students are comprehending the material. Participation points or extra credit points may be given to those who turn in their notes and questions. You may use the notes and questions to
determine the students' strengths and weaknesses in reading comprehension and retention.

**Content Standards Addressed**

**Language Arts**

- **Standard 1. Meaning and Communication**
  - All students will read and comprehend general and technical material.

- **Standard 3.**
  - All students will focus on meaning and communicating as they listen, speak, view, read, and write in personal, social occupational, and civic contexts.

- **Standard 10. Ideas in Action.**
  - All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

- **Standard 11. Inquiry and Research**
  - All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.