LESSON PLAN History of Publishing

Duration: 5 class periods	**W.8.6.** Use **technology,** including the Internet, to **produce** and **publish** writing and present the **relationships** between information and ideas efficiently as well as to interact and **collaborate** with others.
	W.8.8. Gather relevant information from multiple print and **digital** sources, using search terms effectively; assess the **credibility** and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
	SL.8.5. Integrate **multimedia** and **visual** displays into presentations to clarify information, strengthen claims and evidence, and add interest

Lesson Aims:
Students will:
- Understand how documents change through the history of publishing.
- Use background knowledge to identify and codify the parts of print documents.
- Hypothesize how print documents are changing to edocuments.
- Produce a Google Apps presentation to demonstrate the translation of print documents into edocuments.

Notes and Resources

The world is changing the way it shares information. From the beginning of time man has tried to convey messages asynchronously beginning with cave paintings to the present printed works and beyond.

Students should be able to take what they have learned about the history of publishing and begin to hypothesize what changes in information are occurring now and what changes will occur in the future.

It is important to engage with students in thinking critically about how to share information in an ever-changing world.

Useful resources:

- The History of Publishing PPT
- Google Apps Presentation Maker
- D2D Instructions
- D2D Evaluation Rubric

UEQ: How has information sharing changed over time?

LEQ: What are the differences between desktop publishing and epublishing?

LEQ: What type of edocuments have traditional print documents become?

Student Opportunities:

Students will practice the following skills:
- Critical analysis
- making decisions
- finding information to apply to ideas
- organizing information in a visual context

Desirable Outcomes:
- Students will be able to explain how information sharing has changed over time.

- Students will know what how to translate a traditional print document into an edocument.

- Students will produce and present their ideas.

- Students will evaluate the work of others.

Technical Vocabulary: Document, Desktop, Manuscript, publish, epublish, media, file

Preparation:

Activity:
Class period 1
Have a general discussion about what is a document? How often do they use them? And Why?

View presentation and define the technical vocabulary.

Working in groups, ask students to reconstruct the fragmented documents and identify their purpose. Groups will move from document to document every 15 minutes until document reconstruction of all documents is complete.

Whole class:

Students will discuss the reconstructed documents.
- What document is it and what is it used for?
- Which documents were the hardest to reconstruct? Why?
- Why couldn't the class reconstruct the postcard?
- How do we share information written on postcards today?

Students will review technical vocabulary to reformulate meaning.

Collaborative pairs: Students will review a list of common document types used in everyday life. They will discuss its key features and purpose. They will brainstorm possible translations of the documents into edocuments.

Class Period 2 and 3
Product Production: Students will create a Google Slide Presentation that represents the change in physical publishing to epublishing.

Class Period 4 and 5

Students present D2D presentations and evaluate viewed presentations by completing evaluation rubric.