

TITLE OF LESSON

English 2 Unit 1 Lesson 18 – Active Versus Passive Creation of Race:
How can the media be used as a public forum?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0-1, L/S1.0-3, 1.6, 1.8, 2.0, 2.2a-f

MATERIALS

Create Packet #7: Editorials from the following readings:
“Confessions of a Monolingual Americano”, Carlos Sanchez
“Teach the Truth About Columbus”, Hans Koning
“Mature Religions”, Anjana, via the Internet
“Who’s Mature Now?”, responses to Anjana
“Big Brother or Regional Wimp?”
“Jah Bless the Stars”, Michael Pipkin
“She Leads a Nation”, Hank Whittemore

Questioner lesson 18 – Student Page

Summarizer lesson 18 – Student Page

Clarifier lesson 18 – Student Page

Predictor lesson 18 – Student Page

Editing Skills List – Teacher Page

LESSON OBJECTIVES

- To present opinions of ways the media uses newspapers to construct race identity
 - To deconstruct newspapers for bias, message, target audience, culture and/or subculture and effectively convey ideas to an audience of peers
 - To read using the Reciprocal Teaching Strategy
 - To demonstrate understanding of student presentations by determining in which newspaper the Letter from Birmingham Jail would most likely be published in today
 - To brainstorm ways the media can be used as a public forum
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all complete second drafts of Essay #2, highlighted and annotated reading from last night, and Project 2. Pass back all graded assignments. Have students place them in the appropriate section of their binder. Tell students there will be no Silent Reading today. They should continue reading their novel on their own time, as they should be finished reading by Lesson 27.
- 2) **Daily Log** – Have students copy the Daily Log below.
- 3) **Revision** – Ask students to switch essays with a partner. Tell them they will have 20 minutes to complete STEP 5, using the **Editing Skills List** (make sure you have posted it on the overhead projector so that all students can see it). Remind students it is their job to make sure their paper has been edited thoroughly. If it has not been edited properly, tell them they will need to find someone else to edit for them by the end of the day. Give students 20 minutes to revise. At the end of 20 minutes, call time. Have them hand the essays back to the author. If they have not finished, they will need to revise it on their own time. Ask them to put their essays away.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		How the media can be used as a public forum	1. Editing Essay 2 2. Project 2 Presentations 3. Reciprocal Teaching 4. Brainstorm media venues and ways the public can use them	Packet #7: Editorials and Letters to the Editor	1) Continue reading your novel 2) Read your assigned reading from Packet #7. 3) Highlight and annotate reading 4) Finish correcting mistakes in Essay 2

ACTIVITIES – INDIVIDUAL AND GROUP

1. Presenting Project 2 – Ask students to take out Project 2. Tell them they will be presenting today. They should have decided how they will present their information and their **graphic organizer** yesterday. Randomly, call on groups to present. As the group finishes, have them leave their organizer in the front of the room so the whole class can see it. Have the rest of the class take out a separate sheet of paper, as they must take notes on each presentation, while the group is presenting. Make sure each group asks if there are any questions from the class when they have finished, as students may need to clarify information. Tell students their notes will be used later to help them determine in which newspaper the reading from last night would most likely be published today. As each group finishes presenting, collect their individual Project 2 sheets to be graded tonight.
2. **Reciprocal Teaching** – Have students take out their **highlighted and annotated** “Letter from Birmingham Jail” reading from last night. Tell students they will be sharing their highlighted and annotated information with the rest of their group members in order to understand the text. Each member of the group is responsible for the information from their portion of the reading from last night and each member of the group will be responsible for facilitating (Please be clear about the fact that they are helping their group members to either summarize, clarify, predict, or question. They are not coming up with ideas for the role they have chosen by themselves.) the role they choose. First, pass out the handouts: **Clarifier, Questioner, Predictor, Summarizer**. Then have group members choose a role (see *Group Roles* below) and pick up the corresponding handout. Next, tell them they will have 15 minutes in their groups to fill in their sheets.
3. Meaning – At the end of 15 minutes, call time. Tell students they should agree upon the overall meaning of the text. Give them 5 minutes. Have each student write the overall meaning on a separate sheet of paper.
4. Bias and Target Audience – At the end of 5 minutes, call time. Ask the groups to decide on the text’s bias and target audience. Give them five minutes. Have them write it on the same sheet of paper.
5. Publishing – Then have them decide which newspaper (based on presentations) the text would most likely be published in today and why, if they have not already done this.
6. Present – Finally, call on the predictors from each group to present which newspaper their group believed the text would most likely be published in and why.
7. Collect student notes on the presentations and reciprocal teaching handouts.
8. **Brainstorm** – Ways the media can be used as a public forum. First, as a whole class, have students list different types of media (e.g., film, newspaper, magazines, television, radio, Internet). Then, for each, have students brainstorm ways the public can use them (e.g., newspaper – editorials, letters to the editor, advertisements). Tell them that tonight they will be reading ways the public has used newspapers to transform ideas of race identity.
9. Homework Review – Pass out homework Packet #7: Editorials and Letters to the Editor readings. Have students divide up the readings evenly among group members. Remind students that tomorrow is a computer lab day. They should go directly to the computer lab.

HOMEWORK

- 1) Read assigned readings from Packet #7.
 - 2) Highlight and annotate readings.
 - 3) Correct all mistakes on Essay 2.
 - 4) Continue reading your novel.
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GROUP ROLES

Clarifier – Your job is to help your group members dig up any information about their section of the reading that will make the reading easier to understand. This might mean researching information related to the story like: history, culture, geography, information about the author, or words/passages that are unfamiliar. Or using group member's knowledge of the subject to figure out words/passages that are unfamiliar in order to better understand the ideas the author is trying to convey. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out this sheet.

Questioner – Your job is to help your group members develop a list of questions about their portion of the reading assignment that your group will discuss. Usually the best questions come from your own thoughts, feelings, concerns, and reactions to what you read. Your task is to help people talk over the big ideas in the reading and share their reactions. Then you should write them down in the space below. You will lead the discussion and make sure that all participants contribute to the group. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out this sheet.

Predictor – Your role is to help your group gather information, make connections, and predict which newspaper that this text would most likely be published in today. Predictions are based on information, not just guesses. Headings, subheadings, and questions found in the text and all of the information presented by the class for Project 2 about the newspapers will help with predictions. Be sure your group can answer *Why* this text would most likely be published in the newspaper your group chooses. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out this sheet.

Summarizer – Your job is to help your group members write a brief summary of their portion of the reading. Your group members will need to write a statement that will give the key points, the main highlights, the gist, the essence of their portion of the reading assignment. There may be several big ideas or events that will be important to remember and discuss. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out this sheet.

DOCUMENTATION FOR PORTFOLIO Evaluation Essay #1