

NOTE: Today is a computer lab lesson. Please make sure you have signed up for the computer lab in advance.

TITLE OF LESSON

English 2 Unit 2 Lesson 13 – Edit and Submit Letters to the Editor
In a divided society, whose truth do we believe?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.7-8, W1.0-4, 1.6-7, 1.9, 2.0, 2.5a-d, W/O1.0-5
NETS for Students – 1, 3, 4

MATERIALS

Editing Skills List – Teacher Page
Project 1: Letters to the Editor – Student Page
Floppy disks

LESSON OBJECTIVES

- To edit a partner’s letter
 - To demonstrate spelling, punctuation, and grammar skills while editing
 - To type the letter and to use the spell check tool in Microsoft word
 - To submit a letter to the online *New York Times* Learning Network
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back graded assignments. Have students place them in the appropriate section of their binders. Stamp all highlighted and annotated homework. Initial complete second drafts of the letter to the editor.
- 2) Vocabulary – Return Unit 2 Vocabulary Lists to the students with your corrections to their definitions. Have students take out their “Unit 2 Vocabulary List 2” and write the words “crematory” and “Kaddish.” Tell them that they must define the words tonight, writing the sentences in the reading that helped them to determine the definition. Remind them that there will be a vocabulary quiz in Lesson 14.
- 3) [Daily Log](#) – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Peer editing of letters 2. Type final draft 3. Submit letters to The New York Times		1. Read Chapters Three and Four of <i>Night</i> (pages 27-62). 2. Highlight and annotate the reading. 3. Prepare a “why” question, based on the reading, to ask the teacher during class tomorrow. 4. Define vocabulary words. 5. Study for vocabulary quiz tomorrow. 6. Continue reading novels. 7. Organize binders.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of the computer lab etiquette you have established and the consequences for any misbehavior. They should not turn on their computers until you tell them to do so.
2. **Peer Editing** – Post the Editing Skills List on the overhead, hand it out to students, or have students copy it. Ask students to take out the second drafts of their letter and their **Project 1: Letters to the Editor** guidelines. Now, they all need to find partners to edit their letters. They must complete Step 7 of the project guidelines. Remind them to sign one another's papers. Spend no more than 20 minutes editing.
3. At the end of 20 minutes, call time. Have them give the letter back to the author. Tell students that it is their responsibility to make sure their paper has been edited properly. If it has not been edited at all or correctly, they should find another person to edit for them. Students must also get your initials in order to complete Step 7.
4. Type the Letter – Have students turn on their computers, open a new document in Microsoft word, and type their letters. They should incorporate the editing suggestions, where appropriate, and use spell check to help check their final draft. When they have finished typing, they should save the document on their disk and print out a copy to turn in. As listed in Step 8 from their project guidelines, they should staple everything together in the following order: the requirements sheet on top, the typed final draft, second draft, first draft, Circle Diagram, and Mind Web. You need to initial this step as well. Remind students that they are submitting their letters to be published in a newspaper. If they hope to be published, they must pay special attention to the editing and make sure the letter is ready to appear in a newspaper. Not all letters get selected to be published, but their chances are better if the letter is well written and checked carefully for errors. If they include an e-mail return address, they will be notified if the letter is published. If their letter is published, they will get extra credit. For students whose grades are not so great, this is a great way for them to bring their grades up and be heard publicly.
5. Submit the Letter – Write this web address on the board:
<http://www.nytimes.com/learning/students/letters/submit.html>. Students should prepare to submit their letters by selecting their final drafts (still on their computer screens), right clicking their mouse, and selecting "copy." Tell students that for their final project, they will be using the letters they create now as the letters to the editor section of their newspaper website. In order to earn an 'A' on their final project, they must have at least one published letter to the editor. They can get that letter from someone on their newspaper staff or they can ask permission of another student in the class (or one of your classes). So the quality and accuracy of the writing they do now will affect them in the long run. Tell them that chances are better for getting published if they submit to more than one newspaper. In order to do that, they will need to research newspapers and submit their letters to them on their own time. Remind students that 'A' work is always the work that goes the extra mile. In this case, students will definitely have to do some extra work now, but that extra work will pay off in their final grade for the course.
6. Students should open their web browsers and find the website
<http://www.nytimes.com/learning/students/letters/submit.html>. This will bring up the screen for submitting letters to the editor. Once there, they should click the cursor in the box marked "letter," right click their mouse, and select "paste." Note that they must enter their name, grade, e-mail address, and home state in separate boxes. Instruct them to do so. Check the letters once again to see if any changes occurred in the formatting when it was pasted. As long as they only entered returns for paragraph changes, the letters should be fine. Click on "send." If there is time, students may submit their letters to other newspapers of their choice. Remind them to keep track of the newspapers they submit to, as they will need to check back frequently to see if their work was published. Sometimes, newspapers do not notify the authors that their work has been published. It will be the student's job to follow up. Now would be a good time to remind students that following up is a great skill to have. Following up helps the people they work with to effectively accomplish a task. It reminds people of the importance of completing a task. It helps to convey responsibility and leadership skills. It is an essential quality that employers look for in employees. For students, it may mean meeting deadlines for college applications, figuring out what is expected of them (in classes, for college, for employment, etc.), asking good questions about requirements, and making sure they have fulfilled requirements.
7. Saving – Finally, remind students to save their typed letters to a floppy disk. Prior to class, you should have decided who will be responsible for keeping the floppy disks so that they do not get lost. If you elected to house

the disks for them, collect the disks, reminding students to make sure their names have been written on them (first and last). If they have elected to be responsible for keeping them, have students place them in their binders. Tell students you will not be responsible for any lost or deleted assignments because they forgot to save properly!

8. **Silent Reading** – If there is any time left in the period, or if some students finish typing before others, have them take out their novels for independent reading and read silently.
 9. **Homework Review** – Students should be reading, as well as preparing a question based on the reading, one that they will ask you tomorrow, during the Hot Seat activity. They should remember strategies for formulating good questions. This question should begin with the word “why” and focus on seeking reasons to explain the events described by the author.
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HOMEWORK

- 1) Read Chapters Three and Four of *Night* (pages 27-62).
 - 2) **Highlight and annotate** the reading.
 - 3) Prepare a “why” question, based on the reading, to ask the teacher during class tomorrow. Remember the strategies for asking good questions! Your question must be different than any other student’s question. So be creative.
 - 4) Define vocabulary words.
 - 5) Study for vocabulary quiz.
 - 6) Continue reading novels.
 - 7) Organize binders. Due Lesson 15.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1: Letter to the Editor