

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 2 Unit 2 Lesson 26 – Typing Editorials  
*How do we convince someone of our truth?*

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.0-2, 1.4-7, 1.9, 2.0, 2.4a-d, W/O1.0-5  
NETS for Students – 1, 3, 4

MATERIALS

**Guidelines for Editorials** – Student Page

**Editorial Rubric** – Student Page

**How to Use the Footnote Function of Microsoft Word** – Teacher Page (made into an overhead transparency, used on a computer projector or used on a computer that is hooked up to a television monitor)

**How to Use Reviewing** – Teacher Page

Computers with Microsoft Word

Computer lab or enough computers for each student

floppy disks (depending upon how you have decided to have students save)

LESSON OBJECTIVES

- To type an editorial
- To utilize the footnote tool in Microsoft Word when listing sources
- To follow the **Guidelines for Editorials** while making suggestions for revision to a partner’s editorial
- To utilize knowledge and understanding of the Reviewing tools in Microsoft word
- To demonstrate mastery of the revision process of writing

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all complete first drafts of editorials. Pass back all graded work and have students place them in the appropriate section of their binders.
- 2) Return the corrected Unit 2 Vocabulary List 3. Remind students that there will be a quiz in Lesson 27.
- 3) **Daily Log** – Have students copy the Daily Log below. Tell them not to turn on their computers until you tell them to.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Type Editorials 2. Peer Revisions – Step 3 of <b>Guidelines for Editorials</b>		1. Brainstorm a list of images that would help illustrate the points in your editorial. 2. Continue reading novels. 3. Study vocabulary words to date.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of the computer lab etiquette you have established for your class and the consequences of any misbehavior. Tell students that today, they will be typing their editorial, as well as revising a partner’s editorial. They must accomplish all of this in one class period, so they need to work quickly!

2. Footnotes – Tell students that you are going to teach them to use the footnote function of Microsoft Word. This means they should take out a sheet of paper and prepare to take notes. Have them title their paper, How to Use the Footnote Function of Microsoft Word. Tell them that whenever they list a piece of evidence in their editorial, they must footnote the evidence and list the source in the footnote. Last night, they should have gathered the text/source material they would be using to evidence their arguments. This is what they will be using to insert into their footnotes. Review **How to Use the Footnote Function of Microsoft Word** with them.
  3. Directions – Review with students STEP 3 of the **Guidelines for Editorials** sheet. Remind them that their editorial is due at the end of the period tomorrow. They will be typing the second draft and editing tomorrow. Also, remind them of the goals they set for themselves with regards to their rubric grade, which is the quality of their work. Tell them you have the sheets they turned in and you will also be comparing what they said they want to earn to the actual work they are doing.
  4. **Type** Draft 1 – Now, students should open Word and type in the 1<sup>st</sup> draft of their editorial, making sure to save frequently. As soon as they have finished typing, they should save the draft as a version on to disk and exchange disks with their partner. Have students look at the list of partners you have posted on the board. They must exchange with that partner or they will receive no credit for this portion of the assignment. They should revise the partner’s editorial using the Reviewing and Comments toolbar in Word (and following the instructions on the **Guidelines for Editorials** sheet). If they have questions or cannot remember how to use this function of Word, they should revisit their notes or ask a friend for help. You should be their last resort. They have had plenty of practice in this by now. They will have the rest of the period to type their first draft and complete STEP 3 – Revising with a Partner. Have them get right to work.
  5. Save – Remind students to save their changes as a version. Then ask them to close the document and hand the editorial back to the author. Tomorrow, the author will look over the changes made and accept or reject them, based on their ideas of what is correct. The author will look at the comments and suggestions and input the changes the partner has suggested, as well.
  6. If it seems that most students were not able to finish in the time allotted and you are feeling generous, offer to open the computer lab at lunch or after school and extend their deadline to tomorrow at the beginning of class.
  7. Clean Up – Five minutes before the end of the period, have students clean up their workstation, push in their chairs, and shut down their computers. Review their homework. They must brainstorm a list of images that they feel would illustrate the main points of their editorial. (They just need to describe the image – for example, if the editorial is about gun control, they might put on their list “a photo of a victim of an accidental gunshot”.) They should list at least four ideas for images. Remind them to meet at the lab tomorrow.
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#### HOMEWORK

- 1) **Brainstorm** a list of images to help illustrate the points in your editorial.
  - 2) Continue reading novels.
  - 3) Study vocabulary words to date.
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#### GROUP ROLES

None

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#### 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

##### Unit 2

Essay 1: War  
Essay 2: Communication  
Novel Evaluation 2  
Project 1 – Letters to the Editor  
Evaluation Essay #5  
Project 2 – Political Cartoons

*Veils*  
*How does society create and establish truth?*

2:2:26:Typing Editorials

Project 5 – Planning Your Third Image  
Evaluation Essay #4  
Final Project Image  
Final Exam