

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

TITLE OF LESSON

English 2 Unit 2 Lesson 32 – Selecting Editorial Staff
How do we use the media to tell our truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.4, 2.7-8, L/S1.0-1
NETS for Students – 2, 3, 4, 5

MATERIALS

Group Goals for Online Newspaper – Student Page
“Should you publish?” – Reading
“It Was Awful” – Reading
Four colors of chalk (or dry-erase pens) or four colors of sticky “dot” labels
Computer lab
floppy disks with web page submissions

LESSON OBJECTIVES

- To discuss the standards used in newspaper publication
 - To brainstorm a fair way to select editorial staff
 - To decide on groups for newspapers
 - To set group goals for the newspaper
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp all highlighted and annotated readings. Collect any web pages that students did not finish yesterday.
- 2) **Vocabulary** – Collect the Unit2 Vocabulary List 4 from all students. You will need to make corrections on the lists tonight so that they can study for the vocabulary quiz. Remind them that there will be a vocabulary quiz in Lesson 35.
- 3) **Daily Log** – Have students copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Standards for judging newspaper writing	1. Should you publish? 2. Discuss standards used to judge writing for newspapers. 3. Brainstorm a process for selecting editorial staff for newspapers. 4. Select staff. 5. Staff meeting – Set goals.		1. Read “It Was Awful” 2. Highlight and annotate the reading, and make note of different perspectives involved. 3. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of appropriate computer lab behavior and the consequences you have established for misbehavior. Computer monitors should be turned off until the teacher says to turn them on.
2. Should you publish? – Tell the students that what goes into newspapers depends on all different kinds of people who are involved. There is the owner/publisher, who decides how they want to market the newspaper. There is the editor, who decides what kind of writing he wants to see in the paper (depending on what the mandate of the publisher is). There are the advertisers, who want to advertise to a certain target audience. And there is the target audience also, the readers of the paper. Tell them that they are going to pretend to be editors of a newspaper. You are going to tell them the newspaper’s target audience and bias (which usually reflect the desires of the publisher to market to certain readers and advertisers). Then they will read a piece of writing and they must decide whether or not to put it in the paper.
3. Read – Distribute the handout “Should You Publish?” Tell them to decide how they will read the article (out loud- one person reads to the group while others follow along, each person reads a paragraph until the whole story has been read, each person reads one sentence until the whole story is read, or they read silently). After they finish reading, they must decide as a group whether or not they will publish the piece in the newspaper. Whether the answer is yes or no, they must choose at least three reasons to support their decision. On the front board, create a column with the heading, Yes, and a column with the heading, No. Ask the groups to write their reasons under the appropriate answer they have decided on.
4. Identify Influencing Factors – After each group has done this, write the terms “Quality of Writing,” “Target Audience” and “Bias” and “Other” on the board, and write the name of a color next to the term (for example, Quality of Writing = blue, Target Audience = red). The students need to look at the whole list of reasons on the front board and decide what factor is influencing each reason – the quality of the writing in the piece, or the target audience and bias of the newspaper, or a different reason. Then the students should get up and place a sticky dot or a chalk checkmark next to all of the reasons listed. The color used should indicate which factor they believe influenced the reason.
5. Discuss – After everyone has made their choices, begin a discussion of the reasons. Were some of the decisions whether or not to publish influenced by more than reason? Which ones? Did students generally agree about the factors influencing each reason? Why or why not? Ask students to look at the reasons that at least one person checked as “Other.” Ask the students to explain what other factors influenced these decisions. Is there a way to group the “Other” reasons into a category? Maybe someone in the group said they would want to publish it, but not at the present time. They would wait for a change in the current events. Reasons like this might fall into a category marked “trends.” There may be several that are difficult to categorize. That’s fine – you want to emphasize that it is a complicated decision, and that influences are usually multiple, just like perspectives. They cannot always be reduced to a single reason and a simple cause and effect relationship. You want to guide them towards an understanding that the decision to publish writing is not always based on the quality of the writing. There are many factors involved, such as the timeliness of the content, the fears of the advertisers (if the content is subversive or threatening to corporate values), and the biases of the publishers, editors, and target audience. Many writers who are excellent writers may not be published because of race, gender, or political beliefs. How might they be able to see these from a piece of writing? If the content does not reflect the values of the dominant culture, it may not be aired in the publications that are directed to the dominant culture.
6. Connect with Reading – Ask students how this discussion relates to the phenomenon of blogs, which they read about last night. How does the content of a publication change when there are several people involved, rather than just one writer, as is the case with blogs? Do the students think that the quality of writing would suffer or benefit from having less people overseeing the content? Why? What benefits do blogs offer that online newspapers do not? (Here you want students to point out some of the reasons people choose to self-publish – because they represent a viewpoint that is marginalized, for example.)
7. Choosing Newspaper Groups – Tell students that you are going to announce the editors-in-chief for the newspapers. These editors-in-chief will then choose their newspaper staff. Each newspaper will need one editor-in-chief and four staff (unless you decide to double up on some of the roles). Remind the students that everyone in the class will be taking on a responsibility to refine their own work, as well as the work of others. The selection of the newspaper staff is not a popularity contest. The editors-in-chief will examine the web page

submissions that the students turned in so that they may choose well. However, since no one may be left out, the class as a whole must discuss what a fair procedure will be for choosing. Students should be able to see the dangers of an unfair procedure – hurt feelings, as well as diminished quality for the final project. As they have just discussed, point out that issues of bias and popularity are influencing factors in major newspapers, as well. Hopefully, it is the ideal of your students to improve on these newspapers, and try to fight against dangerous biases. If it isn't, that's okay too. Your job will be to continue to point out to students the dynamic and the ideals they play out in the practice of their beliefs, as is the case in any situation they create for themselves. Have them discuss a fair way for editors-in-chief to choose a staff. Tell them they will have ten minutes, as a class, to decide and agree upon a process the editors must use to choose their staff. Remind them that they must be choosing not just on the basis of the writing, but on the web page construction and design. The editors-in-chief will have the opportunity to view web pages the students have designed. The students have already decided the section they would like to be responsible for, when they designed their pages. The editors-in-chief will select from the section submissions. However, not everyone will get to be in charge of the section they want. That is why the class must decide on the selection process now. Have them let you know when they have decided, if they finish early.

8. **Decision Making Process** – At the end of ten minutes, call time. Ask the class what decision making process the editors will use to choose their staff. What will be the criteria? And how will they apply it? Write their decision making process on a large sheet of paper for all to see. If they could not make a decision about process, ask them what they are going to do. They have only a limited amount of time (editors must choose their staff today, as all subsequent assignments depend on this process). Do not allow the students to proceed without agreeing on a process or you will not be able to hold them accountable for their work. In other words, they will be able to say that the process was unfair or they did not agree to it in order to justify not doing work or turning in poor assignments. The way to hold them accountable is to have clear guidelines for process that everyone agrees on. So no matter how much time it takes them (sometimes they are quick because they know they need to complete assignments and they want to get it done and sometimes they are slow because some students delay the process – they don't want to work, they don't like the assignment, etc.), stop here and finish. Explain to them that this process is a reflection of their willingness or unwillingness to complete a task. Then help them to work through what is holding them up.
9. **Select Staff** – Then allow time for the editors-in-chief to go to the computers, view the web page submissions, and select staff.
10. As each editor-in-chief selects staff, they should keep in mind the *Group Roles* (see below). They must also keep in mind the selection criteria that have been established by the class, and the protocol for what to do if two editors-in-chief want to select the same person (or if there is a person that no editor-in-chief wishes to select). While they read the web page submissions and select staff, the other students will define their goals for the project.
11. **Setting Individual Goals** – Tell students to take out a sheet of paper, title it “Goals for Online Newspaper,” and write the words “bias,” “target audience,” and “message.” Tell them that they will be meeting as a staff once the selection is done. Remind them that the newspaper will explore the theme of war and violence. While the editors-in-chief review the submissions and select staff, the other students should write down ideas about what they think the target audience and the message for their group's newspaper should be. Then they should make a list of their opinions about war and violence, and write down what biases they think will be apparent in the newspaper.
12. **Setting Group Goals** – After the editors-in-chief are done selecting their staff, the groups will be announced. Editors in Chief should announce the section editors for their groups. Remember, the student chosen must agree to take the position for which he/she has been selected. (You will need to ask the students what they should do if someone does not wish to take the position for which they have been selected. If they did not touch on it in their decision making process above, you should point it out to them now.) Everyone will assemble in their new groups, and discuss the responsibilities of each person, according to the Group Roles description. Editors-in-chief will facilitate this discussion. Distribute the **Group Goals for Online Newspaper** sheet and ask the editors-in-chief to facilitate a discussion about the group goals for the project. They should spend the rest of the period filling in the **Group Goals for Online Newspapers** sheet. Tell students to select a Notetaker who will

write down each individual group member's ideas for the bias, target audience, and message for the online newspaper. Then they will work as a group to decide how to determine a single group goal for the bias, target audience, and message for the paper. They should fill out the group goals in the bottom row of the sheet, and leave the final box empty for now.

13. Review Homework – Tonight the students should read, “It Was Awful” and highlight and annotate the reading, making sure to look for different perspectives that are represented in the story.
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HOMEWORK

- 1) Read, “It Was Awful”
 - 2) **Highlight and annotate** reading, and make note of different perspectives represented.
 - 3) Continue reading novels.
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GROUP ROLES

Editor-in-Chief – You are in charge of designing the home page for the online newspaper, which houses the hard news stories in the paper and contains links to all of the other sections. You also must suggest revisions and do the final edits for the hard news stories. It is your job to oversee your staff and make sure that they are completing their newspaper sections on time. You are also in charge of facilitating staff meetings and goal-setting sessions. It is not your job to come up with all of the content or all of the design elements for the paper. You must help your group make these decisions.

Letters Column Editor – You are responsible for designing the letters column page for the online newspaper. It is your job to suggest revisions and to do the final edits for everyone's letter to the editor. You must also make sure that everyone gets you their information on time, so that you may make suggestions for revisions.

Political Cartoon Editor – You are responsible for designing the political cartoon page for the online newspaper. It is your job to suggest revisions and to do the final edits for everyone's political cartoons. You must also make sure that everyone gets you their information on time, so that you may make suggestions for revisions.

Editorial Editor – You are responsible for designing the editorial page for the online newspaper. It is your job to suggest revisions and to do the final edits for everyone's letter to the editor. You must also make sure that everyone gets you their information on time, so that you may make suggestions for revisions.

Book Review Editor – You are responsible for designing the book review page for the online newspaper. It is your job to suggest revisions and to do the final edits for everyone's letter to the editor. You must also make sure that everyone gets you their information on time, so that you may make suggestions for revisions.

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 - Letters to the Editor
Evaluation Essay #5
Project 2 – Political Cartoons
Project 3 – Editorials
Project 4 – CyberSpeech