

TITLE OF LESSON

English 2 Unit 2 Lesson 33 – What is Hard News?
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, 3.12, W1.0-3, L/S1.0-1

MATERIALS

Analysis of Hard News – Student Page
Guidelines for Hard News – Student Page
Students’ copies of the reading

LESSON OBJECTIVES

- To review the definition of hard news
 - To analyze a newspaper article for the components of hard news
 - To go over project guidelines for writing a hard news story
 - To begin a Mind Web for a hard news story
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EXPLANATION OF LESSON

Today, students will examine the components of a hard news story. They will analyze an article to understand how the narrative links together facts and multiple perspectives, engaging the reader with an opening hook that summarizes the story. With this schema in place, you will review the **Guidelines for Hard News Stories** (available in the *Student Pages*). They will then begin a Mind Web for their own hard news story. This is the final piece that will go in their online newspaper. You will need copies of the **Analysis of Hard News sheet** for each student, and a copy of the page **What is Hard News?** (found in our *Teacher Pages*), made into an overhead.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp all highlighted and annotated reading. Have students keep their articles for today’s discussion.
- 2) Return the corrected Unit 2 Vocabulary List 4 to all students. Remind students that there will be a vocabulary quiz in Lesson 35.
- 3) **Daily Log** – Have students copy the Daily Log below.
- 4) **Sustained Silent Reading** – Read for fifteen minutes. After reading, ask students if they can identify at least two perspectives in their novel. If no one has an example, point one out from your book.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		What is Hard News?	1. Hard news analysis. 2. Review project guidelines. 3. Begin Mind Web for hard news story.	“It Was Awful”	1. Finish the Mind Web to outline your hard news story.(Complete Step One on Hard News Guidelines.) 2. Continue reading novels. They must be finished by Lesson 35! 3. Study vocabulary words.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Analysis of Hard News – Tell students to bring out their articles from last night’s reading (“It Was Awful”). Tell them that, today, you will begin the final piece of writing for the online newspaper – a hard news article. They discussed the definition of hard news before, when they learned newspaper vocabulary. Ask if anyone can remember the definition. Tell them that, just like with persuasive writing and evaluation writing, news writing has several features that make it unique. They have been working with newspapers throughout the unit, so they may be able to brainstorm some of those features right now. If anyone has a guess for one of the features, have them come and write it on the board. Take as many ideas as the students have to offer, being sure to ask them how they came to their conclusions.
2. Group Work – Distribute the **Analysis of Hard News** sheet to each group. Tell students to choose *Group Roles* (see below). Tell students to analyze the article to answer the questions on the sheet. Give them 10 minutes in their groups to fill out the **Analysis of Hard News** sheet.
3. Present – At the end of 10 minutes call time. Randomly call on presenters to give their examples and evidence of the features of hard news. Then ask if any of the features listed on the sheet or on the board apply to any of the other types of writing they have been studying. If they do, what makes this article hard news while the other types of writing are not? The purpose of this line of questioning is to challenge the categories of news and point out the ways that people’s perceptions of information change when it is packaged as news.
4. Process Observer – Call on Process Observers to report on the progress of their group.
5. Lecture: What is Hard News? – Using the teacher page **What is Hard News?** review with the students the main features of a hard news story.
6. Directions – Distribute the **Guidelines for Hard News**. Tell students that their project will be to create a news story about one of the texts from class. It can be any of the texts, but they must write about one of the events mentioned in the text as if it were a breaking news story. They will create a Mind Web for homework as their outline for the writing tomorrow.
7. Model the **Mind Web** – Demonstrate the idea of the project by modeling a **Mind Web** for one of the texts on the board. For example, you might want to write about the Los Angeles riots, as discussed in Anna Deaveare Smith’s film “Twilight: Los Angeles”. Put the phrase “Twilight: Los Angeles” in the central circle of the **Mind Web**. (Or you may want to choose a more specific event to focus on, such as the beating of Rodney King by the police, or the attack on Reginald Denny, which took place during the riots.) Draw several spokes coming out of the circle. Call on people to come to the board and place connecting ideas on the spokes. Tell them that, as this is the brainstorming, any connecting ideas are acceptable.
8. Discuss News Writing – After you have called on several people to write general ideas connecting to “Twilight: Los Angeles,” make a list of the features of news writing next to them. (Write down “who, what, where, when, why,” “visual detail #1, visual detail #2,” “fact #1, fact #2, and “opinion #1, opinion #2.) Point out that news writing is different from the kind of writing they have been doing, where they create a thesis and gradually build support until the conclusion. In news writing, all of the pertinent information goes in the lead, which is a summary of what is in the body. Therefore, when they outline their piece, they will just have two sections: lead and body. Within those sections, they will place the important features. The lead should contain the five Ws. Ask if any of the ideas written on the board connect to the required features of news writing. Call on people to come to the board and label the ideas with one of the features. If there is not an example of each feature, tell the class that they will need to come up with an example for each feature. Allow them to think about this for a while – some of them may point out that they do not have enough information about what happened to describe the visual details, the facts, or the opinions of people involved. This is an important point! If no one raises it, you should guide the students to this realization. When they write their hard news story, they are not actually being reporters. They are not able to interview the people involved, or base their information on news footage. They must use the literature to gather information and extrapolate the rest. Of course, if they were reporters they would not do this. But this is not actually an exercise in reportage – it is another way to explore the literature, and to think about multiple perspectives. They are using the format of hard news as another entry point into the concept of truth. (They will, however, be required to be as accurate as possible about the different perspectives. To this end, you will meet in the library tomorrow, to do some research.)

9. Project Guidelines – Now, ask everyone to take out a sheet of paper for their own **Mind Web**. Tell them to draw a central circle with some spokes, and to write down the list of hard news features on the paper as a reminder. Distribute the **Guidelines for Hard News** and review the requirements. Tell them that it will be their responsibility to examine the grading requirements, which are also included. The process of carrying a piece from the initial brainstorm to the final draft should be familiar to them by now.
 10. Review Homework – they must complete the **Mind Web** for their own hard news story based on one of the texts. Their **Mind Web** will be the outline for their story. The outline must include the required features of news writing. Their information on alternate perspectives may be incomplete, however, since additional research will take place tomorrow. If there is still time in class, they may begin this now.
 11. Tell students that they should bring whatever text they decide to write about to class tomorrow (along with their **Mind Web**), since they will be working on writing their news stories. Remind them to meet in the library.
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HOMEWORK

- 1) Finish the **Mind Web**, outlining your hard news story.
 - 2) Continue reading novels.
 - 3) Study vocabulary words.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible about the features of a hard news story. It is not your job to come up with all of the ideas. It is your job to encourage/help other group members to come up with the ideas.

Note taker – Your job is to write out the words the group is giving you for examples and evidence of the features of hard news. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to present the information from the **Analysis of Hard News** sheet. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

Process Observer – Your job is to observe how other members of your group work together. You must write down your thoughts about how your group members work together to generate ideas and make decisions about how to answer the questions. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete

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