

TITLE OF LESSON

English 2 Unit 2 Lesson 34 – Finding Other Perspectives
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, 2.2-7, 2.7-8, W1.3, L/S1.0-1

MATERIALS

Any of the texts examined in class so far
Library with support materials for research (and Internet access, if possible)
Extra copies of the **Guidelines for Hard News Story** – Student Page

LESSON OBJECTIVES

- To use the **Mind Web** as an outline to begin writing the hard news story
 - To research other viewpoints
 - To utilize library resources
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EXPLANATION OF LESSON

Today, students will conduct additional research to complete the outline for their hard news story. The outline, and their story, must include multiple perspectives. After they have researched a perspective other than the one presented in their text, they will begin writing the piece. In order to prepare for this, you may want to visit your school library in advance to ascertain that it has resources that will be useful for the news stories. For example, are there books about the holocaust for those who choose to write about *We Are Witnesses, Night, or Maus*? Is there information about the Los Angeles riots for those who choose *Twilight: Los Angeles*? (The transcripts from *Twilight: Los Angeles*, if you have them, will actually provide sufficient perspectives for the story.) Are there books about Malcolm X and other people fighting for civil rights for those who choose *Malcolm X for Beginners* or *The Autobiography of Malcolm X*? If your library has Internet access, then some students may be able to get some excellent support information from the following sources:

<http://www.brothermalcolm.net> (Malcolm X: A Research Site)

<http://www.motlc.wiesenthal.com> (Museum of Tolerance Online Learning Center, which includes a lot of holocaust information)

<http://www.sfmuseum.org> (San Francisco Museum – Internment Camp information)

<http://www.kqed.org> (The California Report – select Recent Reports or Archives, April 15, 2002 to hear the program “Ten Years After the L.A. Riots.” This is a time sensitive file, and is likely to be on the site until 2003. It allows you to listen to interviews with people who were teenagers during the time of the riots.)

<http://www.pbs.org/wnet/stageonscreen/twilight/twilight/html> (Twilight: Los Angeles information, including scenes from the play and videos you can watch of Smith discussing her interviews.)

Students will need their **Guidelines for Hard News sheets**. You may want to have a few extras around, for those who forgot.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Have students keep their **Mind Web** for today’s activity. Stamp/initial it to show that it was done on time.
- 2) **Daily Log** – Have students copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
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			<ol style="list-style-type: none"> 1. Brainstorm research methods. 2. Research hard news story. 3. Begin writing hard news story (Step Two on Project Guidelines). 		<ol style="list-style-type: none"> 1. Finish writing hard news story (complete Step Two on Project guidelines). 2. Continue reading novels. They must be finished by Lesson 35! 3. Study vocabulary words.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Library Protocol – Remind the class to be respectful of library rules. Remind the students of any consequences for misbehavior in the library.
2. **Brainstorm** – Ask the students to bring out their **Mind Webs** and look at the ideas they have written for opinions and perspectives to be included in the stories. Are there any gaps? If they have only one perspective or opinion, there is definitely a gap. They will be able to research other perspectives today. They need to think of a subject heading for their topic to help them think of ways to research this. Ask them to write down a few ideas for subject headings now.
3. How to Conduct a Library Search – Now, they will need to use these key words to find another perspective to include in their news story. It does not have to be an extensive reading. It is just important that they include more than one opinion. It should be an opinion of someone who was an observer or participant to the event that they are writing about (for example, someone who observed or participated in Japanese Internment, or a survivor of a concentration camp, or a civil rights worker). They only need to read a short excerpt from whatever source they find. Then, they can summarize the opinion and write the name of the person who gave it. This may then be placed in their story, as if they had interviewed the writer. Ask the students to brainstorm ways they may find the information they need. How will they go about searching for an alternative perspective on their topic? Will they look in the card catalogue (or the electronic catalogue, if your library has one)? Will they do a Google search on the Internet? Will they check their texts to see if it lists any sources or recommended readings? Will they ask for recommendations from friends? They may also ask the librarian for suggestions on finding information, if your library has one. If they ask you for help, you should think of ways they might track down information themselves, rather than you doing it for them. (You will want to recommend the websites listed above, however.)
4. **Research** – After they have discussed ways to find information, tell them to begin researching. Give them a time limit – about twenty minutes. Tell students that, on the back of their Mind Web outline, they must list three sources they examined while conducting their research. Their list should include the title of the book, article, or website they examined, the author of the material they read, and a personal annotation that indicates the author’s perspective on their topic, and if it is the same as or different from the perspective they have already included.
5. Present – At the end of twenty minutes, call time. Now ask for a volunteer who will say what their topic is and what the message of their original source is. Ask them how they would use the sources they examined today to support that message. Ask them how they would use the sources they examined today to counter that message. (For example, if the volunteer wrote about Japanese internment, based on the message of the author of “Manzanar,” they might counter the message with the words of the author of “Their Best Way to Show Loyalty.”) Ask anyone else who is writing on the same topic to contribute ways to support or counter the message. Call on each student writing about the topic. Then repeat the exercise with the other topics.
6. Discuss – Point out to the students that they have to show how it’s possible to use the words of other people to send a message of your own. Do they think that it is right for newspapers to use a news story to push a particular message? If they do, ask them if they think that this right has any limits. If they do not, ask them if they think that newspapers that do push a particular message are sometimes justified in doing so. Now that they are the reporters and the editors, they must consider their responsibility in using these words. What choices will they make as editors and why?

7. News Story Draft 1 – At the end of their research time, tell the students to begin writing their news story. You want them to start writing in class, since it is a new kind of writing for them, and your assistance may be required at the beginning.
 8. Review Homework – Remind students that there is a vocabulary quiz tomorrow. They must also be done with their novels by tomorrow. They should finish writing their news story tonight. They will work in class on revisions.
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HOMEWORK

- 1) Finish writing your hard news story (complete Step Two on Project Guidelines).
 - 2) Continue reading novels.
 - 3) Study vocabulary words.
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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 – Letters to the Editor
Evaluation Essay #5
Project 2 – Political Cartoons
Project 3 – Editorials
Project 4 – CyberSpeech