

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

TITLE OF LESSON

English 2 Unit 2 Lesson 36 – Students as Editors
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, 2.7-8, 3.11, W1.0-9, W/O1.0-5, L/S1.0-1
NETS for Students – 1, 3, 4

MATERIALS

Editing Skills List – Teacher Page
Hard News Guidelines – Student Page
Group Goals for Online Newspaper – Student Page
Guidelines for Online Newspaper – Student Page
Editor Critique Sheet – Student Page
Visual and Navigational Design – Student Page
Computer Lab with Microsoft Word
All student work saved on to floppy disks or on the school network
Floppy disks

LESSON OBJECTIVES

- To edit a partner’s news story
 - To make changes to a news story based on partner’s suggestions for revision
 - To type and turn in the final draft of the news story
 - To work as a group to determine unifying design elements for the online newspapers
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect homework. Return corrected homework and quizzes and have students place them in the appropriate sections of their binders.
- 2) [Daily Log](#) – Have students copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none">1. Peer editing of news stories.2. Type final draft of news story to turn in.(Complete Steps 5 and 6 of Project Guidelines.)3. Newspaper staff meeting (Complete Step One of Guidelines for Online Newspapers).		<ol style="list-style-type: none">1. Critique the contributions for your section using the Editor Critique Sheet (Step 2 of Guidelines for Online Newspapers).2. Write first draft of Novel Evaluation 3 (due Lesson 39).3. Finish typing Hard News story, if not completed in class.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of appropriate computer lab behavior. All computers must be off until the teacher has given instructions to turn them on.
2. **Peer Editing** – Have students take their **Editing Skills Lists** out of their binders. Give a copy to those who do not have their lists. Have students take out their second drafts of their news stories and their **Hard News Guidelines**. Now, they all need to find partners to edit their stories. They must complete Step 5 of the project guidelines. Remind them to sign one another’s papers. Spend no more than 20 minutes editing.
3. Correcting Mistakes – When they have finished editing, have them give the story 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 if it has been edited incorrectly, they should find another person to edit for them. Students must also get your initials in order to complete Step 5. Have students correct their mistakes over their partner’s suggestions, directly on the second draft.
4. **Type** the Story – Have students turn on their computers, open a new document in Microsoft word, and type their stories. 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 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, and Circle Diagram. Give them fifteen minutes to do this. If they do not complete it, tell them they must complete it for homework. You need to initial this step, as well. Collect essays that are finished.
5. Staff Meeting – When everyone has finished typing their stories, tell students to assemble in their newspaper groups. Ask the editors-in-chief to bring out their **Group Goals for Online Newspapers**. Tell students that they need to have a staff meeting to discuss the group goals and the vision for the online newspaper. Tomorrow, they will learn how to use Dreamweaver to enhance their web pages. As they continue to create, design, and edit their online newspapers, they will decide how to present their work in a way that best delivers their message and that addresses the interests of their target audience. Before their staff meeting, they will have a class brainstorm.
6. **Brainstorm** – Remind students that each person in the group is responsible for creating one web page that contains the work of all of the members of the group. The page will represent a section of a newspaper. Each student is a department editor for that section. Tell students that, because each person in the group is creating a page that belongs to the same newspaper, they must think of ways to “match” their page with the pages of the other members of the group. Have the class brainstorm ways to match pages. They should be able to come up with visual matches such as font size, type, and color. Other matches might be buttons they have in common, clip art images for spot illustrations, a common bullet point that might be used to demarcate the end of one article and the beginning of the next. If they do not think of these ideas, suggest them. Write their ideas down on the board or on a large piece of paper so that they may refer to them during class.
7. Staff Meeting – When they have finished the class brainstorm, they should discuss and decide on specific ideas for their group newspaper. Hand out the **Guidelines for Online Newspapers**. Review STEP 1 and 2 with them. They can read the rest as a group. Ask if there are any questions. Suggest that they bring out their **Visual and Navigational Design** sheets (from their last technology lesson) and discuss what they liked and did not like about various newspaper websites. The editors-in-chief should facilitate this meeting, and each section editor should take notes, so they know what to use in their own section. The editors-in-chief should make notes on the “Unifying Elements” section of the **Group Goals for Online Newspapers** sheet. Spend no more than ten minutes on the class brainstorm and the staff meeting. At the end of the meeting, have the teacher initial Step 1 of the **Guidelines for Online Newspapers** sheet, only if it is complete. If students have not finished it, it is homework tonight.
8. Editor Critique – Now, each section editor must print a hard copy of each student piece that will be in their section. (Each political cartoon editor must print a hard copy of each group member’s cartoon; each editorial editor must print a copy of each group member’s editorial, and so on.) They should also save each group member’s contribution on to a disk, so that they have a copy of all the necessary news writing for their page at all times. For homework tonight, the editors will use the notes from the staff meeting and the **Editor Critique**

Sheet (see *Group Roles* below) to evaluate each group member's work and make changes. Pass out **Editor Critique Sheets**. They should also write notes directly on the hard copies, based on the unifying design elements the group has decided upon.

9. Review Homework – Remind students that they also need to work on writing the first draft of their novel evaluation essays, which will be typed in lesson 39.
 10. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Complete Step 2 of the **Guidelines for Online Newspapers** for your section of the newspaper. (Critique the contributions for your section using the **Editor Critique Sheet**.)
 - 2) Write the first draft of Novel Evaluation 3 (due Lesson 39).
 - 3) Finish typing Hard News story, if not completed during class.
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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 make changes and do the final edits for the hard news stories, using the **Editor Critique Sheet** as a guide. 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 make changes and to do the final edits for everyone's letter to the editor, using the **Editor Critique Sheet** as a guide. You must also make sure that everyone gets you their information on time, so that you may make changes.

Political Cartoon Editor – You are responsible for designing the political cartoon page for the online newspaper. It is your job to make changes and to do the final edits for everyone's political cartoons, using the **Editor Critique Sheet** as a guide. You must also make sure that everyone gets you their information on time, so that you may make changes.

Editorial Editor – You are responsible for designing the editorial page for the online newspaper. It is your job to make changes and to do the final edits for everyone's letter to the editor, using the **Editor Critique Sheet** as a guide. You must also make sure that everyone gets you their information on time, so that you may make changes.

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

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

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

Veils
How does society create and establish truth?

2:2:36:Students as Editors

Evaluation Essay #4
Final Project Image
Final Exam