

NOTE: Today is a computer lab day. Please make sure you have signed up for the lab in advance. Make sure you have confirmed your Teacher Panel (which would ideally consist of a technology teacher, the school newspaper advisor, and another language arts teacher) for today. Assign each student group to evaluate a different group's newspaper.

TITLE OF LESSON

English 2 Unit 2 Lesson 43 – Panel Review of Online Newspapers

TIME ESTIMATE FOR THIS LESSON

One Class Period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R2.7-8
NETS for Students - 4

MATERIALS

Online Newspaper Rubric – Student Page (five copies for each student, a copy for every student in the class for the Teacher Panel)
Computer lab with Internet access

LESSON OBJECTIVES

- To read another group's newspaper
- To use media literacy skills to evaluate another group's newspaper
- To have own newspaper evaluated

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back all graded work. Have students place it in the appropriate section of their binders.
- 2) [Daily Log](#) – Tell students to copy the Daily Log below.
- 3) Group Goals – Tell students to bring out their packets that they must turn in with their final project. Place them in front of the computers, so that panels can examine the Group Goals as they judge the newspapers.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Panel Review of Online Newspaper		1. Study for final exam. 2. Continue reading novels. 3. Organize binder. Due tomorrow.

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. Teacher Panel – Tell students that a teacher panel will review their newspapers. Because their newspapers, in their completed forms, should be able to be read like any online newspaper, the panel should be able to explore and evaluate the website without assistance from the editorial staff. So the teacher panel will be working to evaluate student websites while students are assessing each other. You may want to introduce your teacher panelists now. Then have them get started. The ideal teacher panel would be the technology teacher, the school newspaper editor, and another language arts teacher. However, your choices may be limited to the pool of teachers who have a free period to assist you. You will at least, hopefully, have the technology teacher present.

The panels will use the **Online Newspaper Rubric** to evaluate the newspaper. Explain to the teachers and students that these scores will be incorporated into each student's final rubric score. (The Rubric score is assessed twice, once as a student panel score and once as a teacher score. You will use the evaluations of this teacher panel to assess the teacher score.) Have the members of the panel visit each newspaper website and navigate through the entire site. You may want to ask your editor-in-chiefs to post their web addresses on the front board so that the panelists can easily open them or you may choose to have a computer available to the panelists that already has the sites open. First, they will discuss and assign rubric scores (for every portion of the rubric except Group Collaboration and Organization and Unity) for each newspaper section. Then, they should discuss and assign an overall score for Organization and Unity of the site. This last one is a group grade – every student in the group receives the same score. All of the other scores are given by section. Therefore, the teacher panel will need five copies of the **Online Newspaper Rubric** for each newspaper to be evaluated. You will personally assign the teacher Rubric score for Group Collaboration.

3. Student Panel Groups – Distribute five copies of the **Online Newspaper Rubric** to each student. Announce the groups and explain the panel structure to the class. The students will stay in the groups they have worked in, but they will read one newspaper by another group. Tell the students that they will use the **Rubric** to score each section of the newspaper. The panel will go through the newspaper, one section at a time, beginning with the home page, and score each editor based on the work in their section. Just as with the teacher panel, the student panels will not assign a score for Group Collaboration. After they have assigned individual student scores for each section, they will assign one group score for Organization and Unity of the site. Remind the students that, because this score will be a part of the final grade, they should take their responsibility seriously. They should read the newspaper carefully and consider all of the hard work that has been done. Someone else will be doing the same for the section they wrote.
4. Assemble into Panel Groups – Each editor-in-chief may locate their website to open it, but thereafter, the members of the panel should do the navigation so that they are able to evaluate how easy the site is to navigate. Their sites should be easily available to all computers since they uploaded it yesterday. Tell the panels to begin with the homepage, write the editor-in-chief's name on one Rubric form, and evaluate the editor-in-chief's specific section.
5. Evaluate – Now, each panel should evaluate each section using the **Rubric**. Remind the panels to put the appropriate section editor's name on top of each **Rubric** form. Give them about ten minutes per section for evaluation. While they do this, circulate around the room. You may be able to begin grading your **Rubric** scores for some of the students, as well. After the panel review, have everyone turn in all of the **Rubric** sheets to you.
6. Group Collaboration Score – The editor-in-chief will be in charge of scoring each student for the "Group Collaboration" portion of the rubric. They should take out a sheet of paper, title it "Group Collaboration Score," and write their name as well as each group member's name on it, and use the rubric information to decide on a final score for each group member. While they do this, the editorial staff will discuss and decide on a Group Collaboration score for their editor, which they will write on a separate sheet of paper. Tell them to take out a sheet of paper, title it "Group Collaboration Score," and write their names on it. Then they should write their editor's name, and use the rubric information to decide on a final score.
7. Tell students to turn in their packets that accompany their final project.
8. Review homework – Tell students to finish filling out the **Unit 2 Study Guide** for the final exam. If they have already finished filling it out, they should think of a way to study the terms and concepts. They may want to create flash cards or study with a partner. They will conduct an exam review during lesson 44.

HOMEWORK

- 1) Complete **Unit 2 Study Guide** for final exam. Study all terms for the final exam.
 - 2) Continue reading novels.
 - 3) Organize your binders. Due tomorrow at the end of the period for credit.
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GROUP ROLES

Editor-in-Chief – Your job is to work with your group to assign a rubric score for each section of another group’s newspaper. You must also assign a Group Collaboration score to each member of your own group.

Letters Column Editor – Your job is to work with your group to assign a rubric score for each section of another group’s newspaper. You must also work with your group to assign a Group Collaboration score to your editor-in-chief.

Political Cartoon Editor – Your job is to work with your group to assign a rubric score for each section of another group’s newspaper. You must also work with your group to assign a Group Collaboration score to your editor-in-chief.

Editorial Editor – Your job is to work with your group to assign a rubric score for each section of another group’s newspaper. You must also work with your group to assign a Group Collaboration score to your editor-in-chief.

Book Review Editor – Your job is to work with your group to assign a rubric score for each section of another group’s newspaper. You must also work with your group to assign a Group Collaboration score to your editor-in-chief.

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
Project 5 – Hard News Stories
Novel Evaluation 3
Final Project – Online Newspaper