

# Just the Facts: Essays, Speeches and the News

**Grade Level or Special Area:** 7<sup>th</sup> Grade Language Arts

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**Length of Unit:** Thirteen lessons (thirteen days, one day equals 50 minutes)

## I. ABSTRACT

Students examine essays and speeches outlined in the *Core Knowledge Sequence* in addition to select historical and parody news articles. Students plan and write news articles. In compiling information, students learn to ask interviewees open-ended questions, to gather relevant information, to quote sources accurately, to properly integrate quotes into their writing, and to develop a thesis and organize a streamlined factual report. This unit makes use of Latin phrases from the *Core Knowledge Sequence*, phrases that are often used in news writing.

## II. OVERVIEW

### A. Concept Objectives

1. Develop an awareness of the difference between fact and opinion.
2. Understand the power of language to record history.
3. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
4. Understand the effectiveness of foreign phrases used in American writing.

### B. Content from the *Core Knowledge Sequence*

1. 7<sup>th</sup> Grade English
  - a. Writing, Grammar, and Usage: Writing and Research, p. 157
    - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
    - ii. Write research essays, with attention to:
      - a) Asking open-ended questions
      - b) Gathering relevant data through library and field research
      - c) Summarizing, paraphrasing, and quoting accurately when taking notes
      - d) Defining a thesis
      - e) Organizing an outline
      - f) Integrating quotations from sources
  - b. Fiction, Nonfiction, and Drama, p. 161
    - i. Essays and Speeches
      - a) "Shooting an Elephant" (George Orwell)
      - b) "The Night the Bed Fell" (James Thurber)
      - c) "Declaration of War on Japan" (Franklin D. Roosevelt)
  - c. Foreign Phrases Commonly Used in English, p. 161
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing

### C. Skill Objectives

1. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry. (CDE Seventh-Grade Reading and Writing Benchmarks)
2. Determine the main idea or essential message in a text. (CDE Seventh-Grade Reading and Writing Benchmarks)
3. Find support in the text for main ideas. (CDE Seventh-Grade Reading and Writing Benchmarks)

4. Use context clues to determine the meaning of unfamiliar words. (CDE Seventh-Grade Reading and Writing Benchmarks)
5. Develop ideas and content with significant details, examples, and/or reasons. (CDE Seventh-Grade Reading and Writing Benchmarks)
6. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (CDE Seventh-Grade Reading and Writing Benchmarks)
7. Plan, draft, revise, and edit for a legible final copy. (CDE Seventh-Grade Reading and Writing Benchmarks)
8. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones. (CDE Seventh-Grade Reading and Writing Benchmarks)
9. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons. (CDE Seventh-Grade Reading and Writing Benchmarks)
10. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea. (CDE Seventh-Grade Reading and Writing Benchmarks)
11. Use conventional spelling in published work. (CDE Seventh-Grade Reading and Writing Benchmarks)
12. Use writing resources such as dictionaries to monitor spelling accuracy. (CDE Seventh-Grade Reading and Writing Benchmarks)
13. Distinguish between fact and opinion. (CDE Seventh-Grade Reading and Writing Benchmarks)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *The Associated Press guide to news writing*, Cappon
  2. *The new news business: a guide to writing and reporting*, Chancellor and Means
  3. *Writing the news: print journalism in the electronic age*, Fox
  4. *Writing for newspapers and news services*, Heyn and Brier
  5. *UPI stylebook: the authoritative handbook for writers, editors and news directors*, United Press International
- B. For Students
  1. Expository Writing—*Step Up to Writing*, Auman
  2. Fiction and Drama—*Core Knowledge Sequence*, Grade 6, p. 136
  3. Fiction, Nonfiction and Drama—*Core Knowledge Sequence*, Grade 7, p. 160

### IV. RESOURCES

- A. *China Stockpiling Massive Fireworks Arsenal, The Onion* (Lesson Twelve)
- B. Ehrlich, Eugene and Marshall De Bruhl, *The International Thesaurus of Quotations* (Lessons Nine and Eleven)
- C. *George Orwell's (aka Eric Blair's) "Shooting an Elephant": A Study Guide from Gale's Short Stories for Students"* (Lesson Three)
- D. Grunwald, Michael. "Terrorists Hijack 4 Airliners, Destroy World Trade Center, Hit Pentagon; Hundreds Dead: Bush Promises Retribution; Military Put on Highest Alert," *The Washington Post* (Lesson Eight)
- E. Holmes, Richard, *World War II In Photographs* (Lesson Seven)
- F. Kachuba, John B., *How to Write Funny: Add Humor to Every Kind of Writing* (Lessons Nine and Eleven)
- G. Marshall, Michael J., *Realms of Gold, Volume 2* (Lessons Two through Seven)

- H. Thurber, James, *James Thurber: Writings and Drawings* (Lesson Five)
- I. *The Titanic Sunk: Collision With Iceberg, 1,500 Lives Lost, Wireless Calls for Help, Liners to the Rescue, Belfast Newsletter* (Lesson Ten)
- J. Van Der Vat, Dan, *Pearl Harbor: The Day of Infamy-An Illustrated History* (Lesson Seven)
- K. Yudkin, Marcia, *Writing articles about the world around you* (Lessons Nine and Eleven)

## V. LESSONS

### Lesson One: Introducing...Exciting Expository! (50 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
  - 2. Lesson Content
    - a. Fiction, Nonfiction, and Drama
      - i. Essays and Speeches
        - a) “Shooting an Elephant” (George Orwell)
        - b) “The Night the Bed Fell” (James Thurber)
        - c) “Declaration of War on Japan” (Franklin D. Roosevelt)
  - 3. Skill Objective(s)
    - a. Determine the main idea or essential message in a text.
    - b. Distinguish between fact and opinion.
- B. *Materials*
  - 1. Copies for each student of Appendix D: Opening Letter
  - 2. Copies for each student of Appendix E: G.R.A.S.P.S.
  - 3. Copies for each student of *Realms of Gold, Volume 2*
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  - 1. Present and go over Appendix D: Opening Letter. Discuss the general idea of news articles, stressing that the news reports the facts while editorials convey opinions.
  - 2. Present and go over the G.R.A.S.P.S. in Appendix E to help answer any student questions. Answer remaining questions about the unit overview if need be.
  - 3. Divide students into partner pairs.
  - 4. Tell students to preview the two essays and one speech that appear in their *Realms of Gold, Volume 2* books. Specifically, they should read the first, last and one middle paragraph in each piece and answer who, what, when, where and why for each.
  - 5. Check students’ progress as they work. After about twenty minutes, ask them to wrap up their discussions.
  - 6. Call on students to share their findings, thereby orchestrating a class discussion.
- E. *Assessment/Evaluation*
  - 1. Have students write a paragraph on what this unit will entail and which part excited them the most (or bores them the least). Modify lessons as needed if students knew more than was expected on the unit.

**Lesson Two: “Shooting an Elephant” (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.
  2. Lesson Content
    - a. Fiction, Nonfiction, and Drama
      - i. Essays and Speeches
        - a) “Shooting an Elephant” (George Orwell)
    - b. Foreign Phrases Commonly Used in English
      - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
  3. Skill Objective(s)
    - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
    - b. Determine the main idea or essential message in a text.
    - c. Find support in the text for main ideas.
    - d. Use context clues to determine the meaning of unfamiliar words.
    - e. Distinguish between fact and opinion.
- B. *Materials*
1. Copies for each student of Appendix H: Latin Phrases
  2. Copies for each student of *Realms of Gold, Volume 2*
  3. Copies for each student of Appendix I: Just the Facts
- C. *Key Vocabulary*
1. Ad hoc—concerned with a particular purpose; improvised [literally, “to the thing”]
  2. Bona fides—good faith; sincere, involving no deceit or fraud
- D. *Procedures/Activities*
1. Hand out copies of Appendix H: Latin Phrases.
  2. Discuss ad hoc and bona fides by giving examples of each:
    - a. “This report is an ad hoc version of the book I read.”
    - b. “Is that coin fake, or is it a bona fide 1912 English penny?”
  3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  4. Ask students to give their own examples of sentences that use ad hoc or bona fides. Correct and give suggestions where necessary.
  5. Hand out copies of Appendix I: Just the Facts.
  6. Students read “Shooting an Elephant” from *Realms of Gold, Volume 2*.
  7. Students complete Appendix I: Just the Facts with all the appropriate facts they find in “Shooting an Elephant.”
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix I for “Shooting an Elephant” to be spot checked by the teacher.

### **Lesson Three: This Just In! Orwell Maims Beast! (50 minutes)**

#### **A. Daily Objectives**

1. Concept Objectives
  - a. Develop an awareness of the difference between fact and opinion.
  - b. Understand the power of language to record history.
  - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
  - d. Understand the effectiveness of foreign phrases used in American writing.
2. Lesson Content
  - a. Writing, Grammar, and Usage: Writing and Research
    - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
  - b. Fiction, Nonfiction, and Drama
    - i. Essays and Speeches
      - a) “Shooting an Elephant” (George Orwell)
  - c. Foreign Phrases Commonly Used in English
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
3. Skill Objectives
  - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
  - b. Determine the main idea or essential message in a text.
  - c. Find support in the text for main ideas.
  - d. Develop ideas and content with significant details, examples, and/or reasons.
  - e. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - f. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
  - g. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
  - h. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
  - i. Use conventional spelling in published work.
  - j. Distinguish between fact and opinion.

#### **B. Materials**

1. Students’ copies from Lesson Two of Appendix H: Latin Phrases
2. Copies for each student of *Realms of Gold, Volume 2*
3. Students’ completed copies from Lesson Two of Appendix I: Just the Facts
4. Copies for each student of Appendix J: Practice News Article Rubric

#### **C. Key Vocabulary**

1. In medias res—in the middle of things
2. In toto—altogether, entirely

#### **D. Procedures/Activities**

1. Students get out their copies of Appendix H: Latin Phrases.
2. Discuss in medias res and in toto by giving examples of each:
  - a. “The student threw up in medias res while the teacher was talking.”
  - b. “This car is painted in toto with pink polka dots.”

3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  4. Ask students to give their own examples of sentences that use *in medias res* and *in toto*. Correct and give suggestions where necessary.
  5. Hand out students' completed copies from Lesson Two of Appendix I: Just the Facts.
  6. Separate students into partner pairs.
  7. Have students work in partner pairs to write a news article that starts with the headline, "Orwell maims beast!" Remind them to use the outline they made on Appendix I: Just the Facts. Remind them, too, that a news article contains just the facts, no opinions.
  8. Remind students that their new article should have a lead, or introductory paragraph, that briefly answers the five Ws: Who, What, When, Where, Why.
  9. Give them an example of a lead: "A giant purple rhinoceros arrived in downtown Denver on his two-propeller plane. The rhino hopes to speak next week to the people of Denver from the wing of his plane on world peace."
  10. Once they finish the lead, ask them to tell How, or the other details of the incident, in short, factual paragraphs.
  11. Monitor students' progress as they work.
- E. *Assessment/Evaluation*
1. Students turn in their completed practice news articles to be spot checked by the teacher.
  2. Teacher scores according to Appendix J: Practice News Article Rubric

**Lesson Four: "The Night the Bed Fell" (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.
  2. Lesson Content
    - a. Fiction, Nonfiction, and Drama
      - i. Essays and Speeches
        - a) "The Night the Bed Fell" (James Thurber)
    - b. Foreign Phrases Commonly Used in English
      - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
  3. Skill Objective(s)
    - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
    - b. Determine the main idea or essential message in a text.
    - c. Find support in the text for main ideas.
    - d. Use context clues to determine the meaning of unfamiliar words.
    - e. Distinguish between fact and opinion.
- B. *Materials*
1. Student copies of Appendix H: Latin Phrases from Lesson Two

2. Copies for each student of *Realms of Gold, Volume 2*
3. Fresh copies for each student of Appendix I: Just the Facts
- C. *Key Vocabulary*
  1. Carpe diem—seize the day, enjoy the present
  2. Caveat emptor—let the buyer beware, buy at your own risk
- D. *Procedures/Activities*
  1. Students get out their copies of Appendix H: Latin Phrases.
  2. Discuss carpe diem and caveat emptor by giving examples of each:
    - a. “Caesar said, ‘Carpe diem!’ to mean seize the day.”
    - b. “The sign at the garage sale read ‘Caveat Emptor: No Returns!’”
  3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  4. Ask students to give their own examples of sentences that use carpe diem or caveat emptor. Correct and give suggestions where necessary.
  5. Hand out fresh copies of Appendix I: Just the Facts.
  6. Students read “The Night the Bed Fell” from *Realms of Gold, Volume 2*.
  7. Students complete Appendix I: Just the Facts with all the appropriate facts they find in “The Night the Bed Fell.”
- E. *Assessment/Evaluation*
  1. Students turn in their completed copies of Appendix I for “The Night the Bed Fell” to be spot checked by the teacher.

**Lesson Five: Extra! Extra! Thurber Goes Bump in the Night! (50 minutes)**

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.
  2. Lesson Content
    - a. Writing and Research
      - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
    - b. Fiction, Nonfiction, and Drama
      - i. Essays and Speeches
        - a) “The Night the Bed Fell” (James Thurber)
    - c. Foreign Phrases Commonly Used in English
      - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
  3. Skill Objectives
    - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
    - b. Determine the main idea or essential message in a text.
    - c. Find support in the text for main ideas.
    - d. Develop ideas and content with significant details, examples, and/or reasons.

- e. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - f. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
  - g. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
  - h. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
  - i. Use conventional spelling in published work.
  - j. Distinguish between fact and opinion.
- B. *Materials*
- 1. Students' copies from Lesson Two of Appendix H: Latin Phrases
  - 2. Copies for each student of *Realms of Gold, Volume 2*
  - 3. Students' completed copies from Lesson Four of Appendix I: Just the Facts
  - 4. Copies for each student of Appendix J: Practice News Article Rubric
- C. *Key Vocabulary*
- 1. Modus operandi—a method of procedure
  - 2. Modus vivendi—a way of living, getting along
- D. *Procedures/Activities*
- 1. Students get out their copies of Appendix H: Latin Phrases.
  - 2. Discuss modus operandi and modus vivendi by giving examples of each:
    - a. "The modus operandi for writing a news article includes: 1) write a headline, 2) write a lead, and 3) write a few short, factual paragraphs about the details of the incident."
    - b. "Native Americans' modus vivendi involved hunting and gathering decades ago."
  - 3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  - 4. Ask students to give their own examples of sentences that use modus operandi and modus vivendi. Correct and give suggestions where necessary.
  - 5. Hand out students' completed copies from Lesson Four of Appendix I: Just the Facts.
  - 6. Separate students into partner pairs.
  - 7. Have students work in partner pairs to write a news article that starts with the headline, "Thurber Goes Bump in the Night!" Remind them to use the outline they made on Appendix I: Just the Facts. Remind them, too, that a news article contains just the facts, no opinions. Finally, remind them to differentiate *which* Thurber actually fell out of bed; it was the father rather than the narrator.
  - 8. Remind students that their news article should have a lead, or introductory paragraph, that briefly answers the five Ws: Who, What, When, Where, Why.
  - 9. Once they finish the lead, ask them to tell How, or the other details of the incident, in short, factual paragraphs.
  - 10. Challenge them to use at least one Latin phrase in their news articles.
  - 11. Monitor students' progress as they work.
- E. *Assessment/Evaluation*
- 1. Students turn in their completed practice news articles to be spot checked by the teacher.
  - 2. Teacher scores according to Appendix J: Practice News Article Rubric

**Lesson Six: “Declaration of War” (50 minutes)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Develop an awareness of the difference between fact and opinion.
  - b. Understand the power of language to record history.
  - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
  - d. Understand the effectiveness of foreign phrases used in American writing.
2. Lesson Content
  - a. Fiction, Nonfiction, and Drama
    - i. Essays and Speeches
      - a) “Declaration of War” (F.D.R.)
  - b. Foreign Phrases Commonly Used in English
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
3. Skill Objective(s)
  - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
  - b. Determine the main idea or essential message in a text.
  - c. Find support in the text for main ideas.
  - d. Use context clues to determine the meaning of unfamiliar words.
  - e. Distinguish between fact and opinion.

**B. Materials**

1. Student copies of Appendix H: Latin Phrases from Lesson Two
2. Copies for each student of *Realms of Gold, Volume 2*
3. Fresh copies for each student of Appendix I: Just the Facts

**C. Key Vocabulary**

1. De facto—in reality, actually existing
2. In extremis—in extreme circumstances, especially at the point of death

**D. Procedures/Activities**

1. Students get out their copies of Appendix H: Latin Phrases.
2. Discuss de facto and in extremis by giving examples of each:
  - a. “The dinosaur de facto lived millions of years ago.”
  - b. “I would never eat creamed spinach; not even in extremis!”
3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
4. Ask students to give their own examples of sentences that use de facto or in extremis. Correct and give suggestions where necessary.
5. Hand out fresh copies of Appendix I: Just the Facts.
6. Students read “Declaration of War” from *Realms of Gold, Volume 2*.
7. Students complete Appendix I: Just the Facts with all the appropriate facts they find in “Declaration of War.”

**E. Assessment/Evaluation**

1. Students turn in their completed copies of Appendix I for “Declaration of War” to be spot checked by the teacher.

## Lesson Seven: Stop the Presses! U.S. at War with Japan! (50 minutes)

### A. Daily Objectives

1. Concept Objectives
  - a. Develop an awareness of the difference between fact and opinion.
  - b. Understand the power of language to record history.
  - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
  - d. Understand the effectiveness of foreign phrases used in American writing.
2. Lesson Content
  - a. Writing and Research
    - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
  - b. Fiction, Nonfiction, and Drama
    - i. Essays and Speeches
      - a) “Declaration of War” (F.D.R.)
  - c. Foreign Phrases Commonly Used in English
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
3. Skill Objectives
  - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
  - b. Determine the main idea or essential message in a text.
  - c. Find support in the text for main ideas.
  - d. Develop ideas and content with significant details, examples, and/or reasons.
  - e. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - f. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
  - g. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
  - h. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
  - i. Use conventional spelling in published work.
  - j. Distinguish between fact and opinion.

### B. Materials

1. Students’ copies from Lesson Two of Appendix H: Latin Phrases
2. Copies for each student of *Realms of Gold, Volume 2*
3. Students’ completed copies from Lesson Six of Appendix I: Just the Facts
4. Ehrlich, Eugene and Marshall De Bruhl, *The International Thesaurus of Quotations*
5. Hirsch, E.D., Jr., Kett, J.F., and Trefil, J., *The Dictionary of Cultural Literacy*
6. Holmes, Richard, *World War II In Photographs*
7. Stinnet, Robert B., *Day Of Deceit: The Truth About FDR and Pearl Harbor*
8. Copies for each student of Appendix J: Practice News Article Rubric

### C. Key Vocabulary

1. Persona non grata—an unacceptable or unwelcome person
2. Prima facie—at first view, apparently; self-evident

- D. *Procedures/Activities*
1. Students get out their copies of Appendix H: Latin Phrases.
  2. Discuss *persona non grata* and *prima facie* by giving examples of each:
    - a. “When the *persona non grata* crashed the party, our hostess kindly asked him to leave.”
    - b. “*Prima facie*, it appears as though Japan has bombed U.S. territory. Investigators are uncovering the details of the attack.”
  3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  4. Ask students to give their own examples of sentences that use *persona non grata* and *prima facie*. Correct and give suggestions where necessary.
  5. Hand out students’ completed copies from Lesson Six of Appendix I: Just the Facts.
  6. Separate students into partner pairs.
  7. Have students work in partner pairs to write a news article that starts with the headline, “U.S. at War with Japan!” Remind them to use the outline they made on Appendix I: Just the Facts. Remind them, too, that a news article contains just the facts, no opinions.
  8. Remind students that their news article should have a lead, or introductory paragraph, that briefly answers the five Ws: Who, What, When, Where, Why.
  9. Once they finish the lead, ask them to tell How, or the other details of the incident, in short, factual paragraphs.
  10. Challenge them to use two Latin phrases in their news articles and one quote from one of these sources:
    - a. Ehrlich, Eugene and Marshall De Bruhl. *The International Thesaurus of Quotations*
    - b. Hirsch, E.D., Jr., Kett, J.F., and Trefil, J. *The Dictionary of Cultural Literacy*
    - c. Holmes, Richard. *World War II In Photographs*
    - d. Stinnet, Robert B. *Day Of Deceit: The Truth About FDR and Pearl Harbor*
  11. Monitor students’ progress as they work.
- E. *Assessment/Evaluation*
1. Students turn in their completed practice news articles to be spot checked by the teacher.
  2. Teacher scores according to Appendix J: Practice News Article Rubric

**Lesson Eight: “Terrorists Hijack 4 Airliners...” (50 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.

2. Lesson Content
    - a. Writing and Research
      - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
      - ii. Write research essays, with attention to:
        - a) Asking open-ended questions
        - b) Gathering relevant data through library and field research
        - c) Summarizing, paraphrasing, and quoting accurately when taking notes
        - d) Defining a thesis
        - e) Organizing an outline
        - f) Integrating quotations from sources
    - b. Foreign Phrases Commonly Used in English
      - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
  3. Skill Objectives
    - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
    - b. Determine the main idea or essential message in a text.
    - c. Find support in the text for main ideas.
    - d. Use context clues to determine the meaning of unfamiliar words.
    - e. Distinguish between fact and opinion.
- B. *Materials*
1. Copies for each student of Appendix A: *Terrorists Hijack 4 Airlines, Destroy World Trade Center, Hit Pentagon; Hundreds Dead: Bush Promises Retribution; Military Put on Highest Alert*
  2. Students' copies from Lesson Two of Appendix H: Latin Phrases
  3. Students' writing tools to include pen and paper
- C. *Key Vocabulary*
1. Pro bono publico—for the public good
  2. Pro forma—for the sake of form, carried out as a matter of formality
- D. *Procedures/Activities*
1. Students get out their copies of Appendix H: Latin Phrases.
  2. Discuss pro bono publico and pro forma by giving examples of each:
    - a. "Never lose sight of the fact that The President of the United States serves in office pro bono publico."
    - b. "Pro forma, you must submit record of your immunizations before attending a new school."
  3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  4. Ask students to give their own examples of sentences that use pro bono publico and pro forma. Correct and give suggestions where necessary.
  5. Hand out copies for each student of Appendix A: *Terrorists Hijack 4 Airlines, Destroy World Trade Center, Hit Pentagon; Hundreds Dead: Bush Promises Retribution; Military Put on Highest Alert*
  6. Have students read the article individually.
  7. Have students write down the 5 W's from the lead.

8. Have students underline or highlight three quotations and the reasons they think the reporter included these quotations.

E. *Assessment/Evaluation*

1. Students turn in their completed summaries of the lead and quotations to be spot checked by the teacher.

**Lesson Nine: Growing a Nose for the News (50 minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Develop an awareness of the difference between fact and opinion.
  - b. Understand the power of language to record history.
  - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
  - d. Understand the effectiveness of foreign phrases used in American writing.
2. Lesson Content
  - a. Writing and Research
    - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
    - ii. Write research essays, with attention to:
      - a) Asking open-ended questions
      - b) Gathering relevant data through library and field research
      - c) Summarizing, paraphrasing, and quoting accurately when taking notes
      - d) Defining a thesis
      - e) Organizing an outline
      - f) Integrating quotations from sources
  - b. Foreign Phrases Commonly Used in English
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
3. Skill Objectives
  - a. Develop ideas and content with significant details, examples, and/or reasons.
  - b. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - c. Plan, draft, revise, and edit for a legible final copy.
  - d. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
  - e. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
  - f. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
  - g. Use conventional spelling in published work.
  - h. Use writing resources such as dictionaries to monitor spelling accuracy.
  - i. Distinguish between fact and opinion.

B. *Materials*

1. Fresh copies for each student of Appendix I: Just the Facts
2. Copies for each student of Appendix F: News Article Rubric

3. Access to the school or public library
  4. Overhead projector, blank transparency and overhead pen
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Open a discussion about important things that are currently happening in school, the community, and our country. Ask students:
    - a. “What do you think parents need to know about things currently happening in our school?”
    - b. “What do you think the community needs to know about things currently happening in our school?”
    - c. “What do you think people need to know about the things currently happening in our community? Our country?”
    - d. “What subjects are newsworthy, or worth informing the public about?”
  2. Draw a six-row chart on the blank transparency. Label the rows School, Sports, Entertainment, Current Events and Other. List student’s responses to the discussion under the appropriate category. Remind students that these are possible topics for the news articles they will write.
  3. Hand out and go over Appendix F: News Article Rubric.
  4. Ask students to pick a topic from the overhead or choose one of their own.
  5. Hand out fresh copies of Appendix I: Just the Facts. Ask students to write their topic at the top and two Latin phrases they can use in the article at the bottom.
  6. Give students the rest of the class period to go to the library or interview a school official for a quote to integrate into their news article.
  7. Homework: Fill in the Five Ws and How sections of Appendix I: Just the Facts, and write one quote to use in the article on the back of the worksheet.
- E. *Assessment/Evaluation*
1. Teacher spot-checks homework at the start of class on the following day.

**Lesson Ten: “The Titanic Sunk...” (50 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.
  2. Lesson Content
    - a. Writing and Research
      - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
      - ii. Write research essays, with attention to:
        - a) Asking open-ended questions
        - b) Gathering relevant data through library and field research
        - c) Summarizing, paraphrasing, and quoting accurately when taking notes
        - d) Defining a thesis
        - e) Organizing an outline
        - f) Integrating quotations from sources

- b. Foreign Phrases Commonly Used in English
          - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
  - 3. Skill Objectives
    - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
    - b. Determine the main idea or essential message in a text.
    - c. Find support in the text for main ideas.
    - d. Use context clues to determine the meaning of unfamiliar words.
    - e. Distinguish between fact and opinion.
- B. *Materials*
- 1. Copies for each student of Appendix B: *The Titanic Sunk: Collision With Iceberg, 1,500 Lives Lost, Wireless Calls for Help, Liners to the Rescue*
  - 2. Students' copies from Lesson Two of Appendix H: Latin Phrases
  - 3. Students' writing tools to include pen and paper
- C. *Key Vocabulary*
- 1. Quid pro quo—something given or received in exchange for something else
  - 2. Requiescat in pace, RIP—may he or she rest in peace [seen on tombstones]
- D. *Procedures/Activities*
- 1. Students get out their copies of Appendix H: Latin Phrases.
  - 2. Discuss quid pro quo and requiescat in pace by giving examples of each:
    - a. “The senator gave the lawyer a watch quid pro quo, then made his request from the lawyer.”
    - b. “We etched ‘requiescat in pace’ on my cat’s tombstone in hopes that she would rest in peace.”
  - 3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  - 4. Ask students to give their own examples of sentences that use quid pro quo and requiescat in pace. Correct and give suggestions where necessary.
  - 5. Hand out copies for each student of Appendix B: *The Titanic Sunk: Collision With Iceberg, 1,500 Lives Lost, Wireless Calls for Help, Liners to the Rescue*
  - 6. Have students read the article individually.
  - 7. Have students write down the 5 W’s from the lead.
  - 8. Have students write down three good sources for quotations and the reasons that they think those sources would be good informants.
- E. *Assessment/Evaluation*
- 1. Students turn in their completed summaries of the lead and potential quotations to be spot-checked by the teacher.

**Lesson Eleven: Just the Facts: Writing the News (50 minutes)**

- A. *Daily Objectives*
- 1. Concept Objectives
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.

2. Lesson Content
  - a. Writing and Research
    - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
    - ii. Write research essays, with attention to:
      - a) Asking open-ended questions
      - b) Gathering relevant data through library and field research
      - c) Summarizing, paraphrasing, and quoting accurately when taking notes
      - d) Defining a thesis
      - e) Organizing an outline
      - f) Integrating quotations from sources
  - b. Foreign Phrases Commonly Used in English
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
3. Skill Objectives
  - a. Develop ideas and content with significant details, examples, and/or reasons.
  - b. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - c. Plan, draft, revise, and edit for a legible final copy.
  - d. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
  - e. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
  - f. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
  - g. Use conventional spelling in published work.
  - h. Use writing resources such as dictionaries to monitor spelling accuracy. Distinguish between fact and opinion.

B. *Materials*

1. Students' completed copies from Lesson Nine of Appendix I: Just the Facts
2. Students' copies from Lesson Nine of Appendix F: News Article Rubric
3. Copies of Appendix G: News Article Score

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Have students get out their copies from Lesson Nine of Appendix F: News Article Rubric, their completed copies from Lesson Nine of Appendix I: Just the Facts and their writing materials including pen and paper.
2. Hand out student copies of Appendix G: News Article Score.
3. Have students spend thirty minutes writing the rough drafts of their news articles from their completed copies from Lesson Nine of Appendix I: Just the Facts. Remind them to use the rubric to make sure they follow all instructions.
4. Have students work in partner pairs to peer review one another's new articles. Students swap news articles and score each other on Appendix G: News Article Score according to the criteria outlined on Appendix F: News Article Rubric. Remind students to write at least one thing they liked and one suggestion in the comment field on Appendix G: News Article Score.

5. Tell students to use this feedback to improve their news article that they will turn in Lesson Thirteen.
  6. Homework: Edit, proofread and put the final touches on your news article and be prepared to submit it at the start of Lesson Thirteen.
- E. *Assessment/Evaluation*
1. Teacher spot-checks homework at the start of class on the following day.

**Lesson Twelve: “China Stockpiling Fireworks...” (50 minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Develop an awareness of the difference between fact and opinion.
  - b. Understand the power of language to record history.
  - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
  - d. Understand the effectiveness of foreign phrases used in American writing.
2. Lesson Content
  - a. Writing and Research
    - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
    - ii. Write research essays, with attention to:
      - a) Asking open-ended questions
      - b) Gathering relevant data through library and field research
      - c) Summarizing, paraphrasing, and quoting accurately when taking notes
      - d) Defining a thesis
      - e) Organizing an outline
      - f) Integrating quotations from sources
  - b. Foreign Phrases Commonly Used in English
    - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
3. Skill Objectives
  - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
  - b. Determine the main idea or essential message in a text.
  - c. Find support in the text for main ideas.
  - d. Use context clues to determine the meaning of unfamiliar words.
  - e. Distinguish between fact and opinion.

B. *Materials*

1. Copies for each student of Appendix C: *China Stockpiling Massive Fireworks Arsenal*
2. Students’ copies from Lesson Two of Appendix H: Latin Phrases
3. Students’ writing tools to include pen and paper

C. *Key Vocabulary*

1. Sic transit gloria mundi—thus passes away the glory of the world
2. Sine qua non—something absolutely indispensable [literally, “without which not”]
3. Sub rosa—secretly

D. *Procedures/Activities*

1. Students get out their copies of Appendix H: Latin Phrases.

2. Discuss *sic transit gloria mundi*, *sine qua non* and *sub rosa* by giving examples of each:
    - a. “Upon seeing the planes crash into the towers, the minister mumbled to himself, ‘*Sic transit gloria mundi*.’”
    - b. “Water, food and love may be considered *sine qua non* to human life.”
    - c. “The artist *sub rosa* painted a treasure map onto the back of his renown canvas.”
  3. Remind students that news reporters sometimes use Latin phrases to make their writing more eloquent. Tell them that in the news articles they will be writing, they will be required to use two of a total of nineteen Latin phrases that they will study during this week.
  4. Ask students to give their own examples of sentences that use *sic transit gloria mundi*, *sine qua non* and *sub rosa*. Correct and give suggestions where necessary.
  5. Hand out copies for each student of Appendix C: *China Stockpiling Massive Fireworks Arsenal*.
  6. Explain that this article is a parody. In other words, it pokes fun at news article writing by making it nonsensical.
  7. Have students read the article individually.
  8. Have students write down the 5 W’s from the lead.
  9. Have students write down three good topics on which to write a parody news article.
- E. *Assessment/Evaluation*
1. Students turn in their completed summaries of the lead and parody topics to be spot-checked by the teacher.

**Lesson Thirteen: Editing the News for Perfect Publishing (50 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Develop an awareness of the difference between fact and opinion.
    - b. Understand the power of language to record history.
    - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
    - d. Understand the effectiveness of foreign phrases used in American writing.
  2. Lesson Content
    - a. Writing and Research
      - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
      - ii. Write research essays, with attention to:
        - a) Asking open-ended questions
        - b) Gathering relevant data through library and field research
        - c) Summarizing, paraphrasing, and quoting accurately when taking notes
        - d) Defining a thesis
        - e) Organizing an outline
        - f) Integrating quotations from sources
    - b. Foreign Phrases Commonly Used in English
      - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing

3. Skill Objectives
  - a. Develop ideas and content with significant details, examples, and/or reasons.
  - b. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - c. Plan, draft, revise, and edit for a legible final copy.
  - d. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
  - e. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
  - f. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
  - g. Use conventional spelling in published work.
  - h. Use writing resources such as dictionaries to monitor spelling accuracy.
  - i. Distinguish between fact and opinion.
- B. *Materials*
  1. Students' completed news articles from Lesson Eleven
  2. School or community computer lab
  3. Teacher copy of newsletter layout design program like Publisher or Quark
  4. Teacher copy of Appendix F: News Article Rubric
  5. Fresh copies for each student of Appendix G: News Article Score
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  1. Teacher spot checks students' completed news articles from Lesson Eleven.
  2. Students who do not have their final copies are given the class period to complete the work for half credit.
  3. Students who came prepared are given the privilege of typing and emailing their work at the computer lab.
  4. Students should email or save to floppy their typed work to submit electronically to the teacher.
  5. Teacher compiles the typewritten news articles onto a newsletter template and prints multiple copies.
  6. Each participating student gets a copy of the newsletter, and is given the opportunity to distribute copies school wide.
- E. *Assessment/Evaluation*
  1. Teacher grades students' completed news articles using Appendix F: News Article Rubric and Appendix G: News Article Score.

## **VI. CULMINATING ACTIVITY**

- A. Have a professional newspaper reporter visit the classroom. Have the reporter speak about the newspaper business, and about what makes a great news article.
- B. Prepare Junior Executive Reporter certificates or awards for the reporter to give to each student who turned in a news article.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: *Terrorists Hijack 4 Airliners, Destroy World Trade Center, Hit Pentagon; Hundreds Dead, Bush Promises Retribution; Military Put on Highest Alert* (Lesson Eight)
- B. Appendix B: *The Titanic Sunk: Collision With Iceberg, 1,500 Lives Lost, Wireless*

- Calls for Help, Liners to the Rescue* (Lesson Ten)
- C. Appendix C: *China Stockpiling Massive Fireworks Arsenal* (Lesson Twelve)
  - D. Appendix D: Introducing...Exciting Expository! (Lesson One)
  - E. Appendix E: G.R.A.S.P.S. (Lesson One)
  - F. Appendix F: News Article Rubric (Lessons Nine, Eleven and Thirteen)
  - G. Appendix G: New Article Score (Lessons Nine, Eleven and Thirteen)
  - H. Appendix H: Latin Phrases (Lessons Two through Twelve)
  - I. Appendix I: Just the Facts (Lessons Two through Eleven)
  - J. Appendix J: Practice News Article Rubric (Lessons Three, Five and Seven)

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**Appendix A, page 1**  
**Terrorists Hijack 4 Airliners, Destroy World Trade Center, Hit Pentagon; Hundreds Dead**  
Bush Promises Retribution; Military Put on Highest Alert

*By Michael Grunwald*  
Washington Post Staff Writer  
Wednesday, September 12, 2001; Page A01

Terrorists unleashed an astonishing air assault on America's military and financial power centers yesterday morning, hijacking four commercial jets and then crashing them into the World Trade Center in New York, the Pentagon and the Pennsylvania countryside.

There were no reliable estimates last night of how many people were killed in the most devastating terrorist operation in American history. The number was certainly in the hundreds and could be in the thousands.

It was the most dramatic attack on American soil since Pearl Harbor, and it created indelible scenes of carnage and chaos. The commandeered jets obliterated the World Trade Center's twin 110-story towers from their familiar perch above Manhattan's skyline and ripped a blazing swath through the Defense Department's imposing five-sided fortress, grounding the domestic air traffic system for the first time and plunging the entire nation into an unparalleled state of anxiety.

U.S. military forces at home and abroad were placed on their highest state of alert, and a loose network of Navy warships was deployed along both coasts for air defense.

The terrorists hijacked four California-bound planes from three airports on the Eastern Seaboard; the airliners were loaded with the maximum amount of fuel, suggesting a well-financed, well-coordinated plot. First, two planes slammed into the World Trade Center. Then an American Airlines plane out of Dulles International Airport ripped through the newly renovated walls of the Pentagon, perhaps the world's most secure office building. A fourth jet crashed 80 miles southeast of Pittsburgh, shortly after it was hijacked and turned in the direction of Washington.

None of the 266 people aboard the four planes survived. There were even more horrific but still untallied casualties in the World Trade Center and the Pentagon, which together provided office space for more than 70,000 people. At just one of the firms with offices in the World Trade Center, the Marsh and McLennan insurance brokerage, 1,200 of its 1,700 employees were unaccounted for last night.

The spectacular collapse of the Trade Center's historic twin towers and another less recognizable skyscraper during the rescue operations caused even more bloodshed. At least 300 New York firefighters and 85 police officers are presumed dead. The preliminary list of victims included the conservative commentator Barbara K. Olson, "Frasier" executive producer David Angell and two hockey scouts from the Los Angeles Kings.

No one claimed responsibility for the attacks, but federal officials said they suspect the involvement of Islamic extremists with links to fugitive terrorist Osama bin Laden, who has been implicated in the 1998 bombings of two U.S. embassies in Africa and several other attacks. Law enforcement sources said there is already evidence implicating bin Laden's militant network in the attack, and politicians from both parties predicted a major and immediate escalation in America's worldwide war against terrorism.

## Appendix A, page 2

In a grim address to the nation last night, President Bush denounced the attacks as a failed attempt to frighten the United States, and promised to hunt down those responsible. "We will make no distinction," he said, "between the terrorists who committed these acts and those who harbor them."

Bush vowed that America would continue to function "without interruption," and federal offices and Congress are scheduled to be open today. But the New York Stock Exchange and Nasdaq Stock Market will remain closed, along with most businesses in lower Manhattan. And yesterday was a day of extraordinary interruptions -- for the president, for federal Washington and for the country.

Bush was in a classroom in Florida yesterday morning when the attacks began and spent the day on the move for security reasons, flying to military bases in Louisiana and then Nebraska before returning to Washington in the evening. At one point at Barksdale Air Force Base in Louisiana, the president rode in a camouflaged, armored Humvee, guarded by machine gun-toting soldiers in fatigues.

Vice President Cheney and first lady Laura Bush were whisked away to undisclosed locations in the morning, and congressional leaders were temporarily moved to a secure facility 75 miles west of Washington. The White House, the Capitol, the Supreme Court, the State Department and the Treasury Department were evacuated, along with federal buildings nationwide and the United Nations in New York.

Private buildings also were shut down, from the Space Needle in Seattle to the Sears Tower in Chicago to Walt Disney World in Orlando. America's borders with Canada and Mexico were sealed. New York's mayoral primary was abruptly postponed. So was Major League Baseball's schedule for the night.

Wireless networks buckled under the barrage of cell phone calls. The besieged Internet search engine Google told Web surfers to try radio or TV instead. Amtrak train and Greyhound bus operations were also halted in the Northeast.

Last night, fires were still burning amid the rubble of the World Trade Center, and pools of highly flammable jet fuel continued to hinder rescue teams searching through waist-deep rubble.

The Federal Emergency Management Agency dispatched eight search-and-rescue teams to New York and four teams to the Pentagon. The Department of Health and Human Services sent medical teams and mortuary teams, and activated a national medical emergency cadre of 7,000 volunteers for the first time.

The Empire State Building went dark as a symbol of national mourning. In Washington, Republicans and Democrats presented a united front in condemning the attacks; members of Congress delivered a spontaneous rendition of "God Bless America" after a news conference on the Capitol steps.

"We are outraged at this cowardly attack on the people of the United States," the leaders of Congress said in a bipartisan statement. "Our heartfelt prayers are with the victims and their families, and we stand strongly united behind the President as our commander-in-chief."

The impact of the attacks reverberated not just in the United States but in every major capital. European and Asian airlines canceled all flights to the United States and recalled or diverted those already in the air. Flights over London, Paris and other capitals were re-routed over less populous areas. London's financial district was largely evacuated; security was bolstered around U.S. schools and embassies in many countries.

### Appendix A, page 3

Panic buying caused oil and gold prices to soar while stock investors in all major foreign markets dumped shares in the most frenzied wave of selling since the 1987 crash. In the Middle East, China and the Yugoslav republic of Serbia, some people welcomed the attacks, but an array of international leaders pledged support for the victims.

Israeli Prime Minister Ariel Sharon condemned the attack in blistering terms, and described it as a "turning point" in the global war against terrorism. Palestinian leader Yasser Arafat condemned the attack as well, although some Palestinians in Israeli-occupied territories and Lebanon celebrated with glee.

But amid all the sadness and all the outrage, there were questions about lax security and inadequate intelligence, as Americans tried to fathom how such a catastrophe could happen with no apparent warning. On at least two of the airliners, according to federal officials, the hijackers were armed with nothing but knives. How did they get away with it?

In fact, counterterrorism experts have talked in recent years about cyber-attacks and biological attacks. Security officials issued warnings just last month about bin Laden's threats to American installations abroad.

But yesterday's attacks caught a vast security apparatus off guard. The military command center in Colorado's Cheyenne Mountain, responsible for U.S. air defenses, received word just 10 minutes before the first aircraft struck the World Trade Center that a American plane had been hijacked. The notification came too late for fighter jets to take action, a senior Air Force officer said.

The disaster began to unfold at 8:48 a.m., when American Airlines Flight 11, carrying 92 people from Boston to Los Angeles, crashed into the North Tower of the World Trade Center, the landmark glass-and-steel complex at the southern tip of Manhattan that provided office space for 50,000 workers. Islamic militants had detonated a bomb there in 1993, killing six people. Yesterday's terrorism turned out to be far worse.

Eighteen minutes later, United Airlines Flight 175, carrying 65 people on the same Boston-to-Los Angeles route, tore through the South Tower with an even larger explosion. The collisions shrouded New York's helter-skelter financial district in pallid ash, and created mass pandemonium inside and outside the towers. Workers were screaming, running for stairways, gasping for air. Several of them began leaping to their death from the upper floors.

But the scene soon shifted from America's financial mecca to its military fortress. At about 9:40 a.m., American Airlines Flight 77, carrying 64 people from Dulles to Los Angeles, barreled into the west wing of the Pentagon in yet another fiery collision, destroying at least four of the five rings that encircle the world's largest office building. A Pentagon spokesman called the casualties "extensive," although they were clearly not as extensive as New York's.

The Federal Aviation Administration promptly banned takeoffs nationwide, ordered domestic flights to land at the nearest airport and diverted international flights to Canada. But officials soon confirmed that a fourth plane, United Airlines Flight 93, carrying 45 people from Newark to San Francisco, had crashed in Shanksville, Pa. It had been hijacked as well -- one passenger called 911 from a cell phone -- and had been heading toward Washington when it went down.

Then it was back to the World Trade Center. Shortly before 10 a.m., the South Tower collapsed with an earthshaking roar. Smoke replaced steel as if the building had suddenly imploded. A half-hour later, the North Tower collapsed. Mayor Rudolph Giuliani publicly urged New Yorkers to stay calm and stay put -- unless they were below Canal Street in lower Manhattan.

## Appendix A, page 4

"If you're south of Canal Street, get out," he warned. "Just walk north."

America's battle against terrorism, it seemed clear last night, will never be the same. The nation's airports are expected to reopen at noon today, but with beefed-up security measures: no more curbside check-in, and a possible return of armed "air marshals" to prevent future hijackings.

Many members of both parties declared that for all practical purposes, the nation is at war. At a briefing last night in the battered Pentagon, Defense Secretary Donald H. Rumsfeld warned that America's enemies should not rest easy.

For now, those enemies have not been publicly identified. But government officials said they have strong evidence from multiple sources linking the attacks to bin Laden and his terrorist web, known as al Qaeda.

Journalists with access to bin Laden said his followers have been boasting about preparations for major attacks against the United States in retaliation for American support of Israel. Bin Laden has already been linked to the 1993 bombing of the World Trade Center, the 1998 embassy bombings in Kenya and Tanzania, and last year's attack on the USS Cole in Yemen. Yesterday, government officials said they intercepted messages from bin Laden associates gloating about hitting their targets.

Before the mayhem, though, U.S. intelligence all pointed to an attack overseas. The State Department had warned travelers in an advisory Friday, and U.S. military and diplomatic posts abroad have been on alert as well.

Terrorism experts have repeatedly warned that U.S. airport security is extremely lax, warnings that have been backed up by a stack of studies. When Department of Transportation investigators tried to breach security at eight airports three years ago, they succeeded 68 percent of the time.

"The security of airports is pathetic," said Harvey W. Kushner, a Long Island University professor and terrorism consultant to several federal agencies. "It's very easy to have someone get on a plane and wreak havoc."

Today, at least, the debates over education, health care, Social Security and the budget surplus that have consumed Washington in recent months have been put on hold; perhaps for the first time since the Gulf War, national security is at the top of the agenda. Rep. Curt Weldon (R-Pa.) was preparing to call for more military spending at a news conference at the time of the attacks.

"This is a failure of the U.S. intelligence system, caused by a lack of resources and by complacency," he said. "Today, our government failed the American public."

But that was a discordant note yesterday in Washington, where solidarity was the watchword of the day. In his speech last night, Bush emphasized the nation's harmony, noting that "a great people have been moved to defend a great nation." After reading from the 23rd Psalm, he proclaimed that even amid suffering and death, Americans will remain committed to their freedom-loving way of life.

"This is a day when all Americans from every walk of life unite in our resolve for justice and peace," he said. "America has stood down enemies before, and we will do so this time."

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## Appendix B, page 1

### The Titanic Sunk: Collision With Iceberg, 1,500 Lives Lost, Wireless Calls for Help, Liners to the Rescue

#### **TAKEN FROM BELFAST NEWSLETTER, 16 APRIL 1912**

The maiden voyage of the new White Star liner Titanic ended in disaster yesterday morning, the giant vessel sinking, with about 1,500 of those on board, off the coast of Newfoundland, after collision with an iceberg.

The news of the collision was received on the night of the 14th inst. in Montreal by wireless telegraphy, and several Atlantic liners also picked up the Titanic's messages calling for immediate assistance.

The Virginian, Parisian, Baltic, Olympic, and other vessels proceeded at full speed to the damaged liner, and over 600 of the passengers were subsequently transferred without mishap. It is officially stated that many lives have been lost.

The passengers are being conveyed to Halifax, Nova Scotia, where they are due to arrive tomorrow, and preparations are being made for their conveyance to New York.

Late last night the White Star liner Titanic, on her maiden voyage from Southampton to New York, collided with an iceberg in latitude 41.46 degrees north, longitude 50.14 degrees west. This is the season of the year at which the southward drift of the icebergs call for incessant watchfulness on the part of mariners traversing the North Atlantic, and the vessel's position shows that she was following the southerly route. The circumstances in which the disaster happened have yet to be narrated. The space annihilating speed of wireless telegraphy alone made it possible for news of what had occurred to be known ashore within an hour or so, and since then, as may be readily understood, such messages as have come through, have been brief and confined to statements as to the actual state of affairs at the time of despatch. The Titanic carried altogether some 3,359 souls of whom over 1,400 were passengers. Her wireless signals picked up along the Atlantic shipping lines brought several big liners to the rescue, and all the passengers appear to have been safely removed. When they reach land at Halifax or elsewhere the world will hear the full story of the misfortune which has overtaken its largest ship.

Wireless messages received at Halifax early this afternoon stated that the condition of the Titanic was dangerous, and that the lives of those who still remained on board were in some peril. Great excitement prevails in the vicinity of the disaster, and in a maze of wireless messages from various steamers it is difficult to get any connected story. The Government tug Lady Laurier is going from Halifax to render assistance.

#### GIANT LINER SINKS

Only 675 saved.

The Titanic sank at 2.30 this morning.

White Star officials now admit many lives have been lost.

The following despatch has been received here from Cape Race - The steamer Olympic reports that the steamer Carpathia reached the Titanic's position at daybreak, but found boats and wreckage only. She reports that the Titanic foundered about 2.20am in lat. 41 degs. 16 mins., long. 50 degs. 14 mins. All the

## Appendix B, page 2

Titanic boats are accounted for. About 675 souls have been saved of the crew and passengers, the latter nearly all women and children. The Leyland liner California is searching the vicinity of the disaster.

### THE NEWS IN NEW YORK

#### Dramatic Midnight Call for Aid

The news of the disaster reached New York in the small hours of the morning by way of Montreal, whither it had been transmitted by wireless telegraphy from the Allan liner Virginian, eastward bound. The Virginian herself in common with other liners whose names are household words in two Continents, had picked up in the night the wireless signals for assistance, sent broadcast by the maimed liner; and at the same moment that she was passing them on to the shore was steaming the fastest to the rescue. The excitement and dismay which the tidings aroused here may easily be imagined: New York was preparing to give the Titanic a big welcome on the same lines as that extended last year to her sister ship, the Olympic, and among her passengers, it was known, there were many distinguished American citizens, concerning whose fate the earlier messages said nothing. Most of these, after fulfilling business and other engagements in Europe, had waited in order to enjoy the thrill of making the homeward journey in the world's greatest liner, the "millionaire's ship", on board which they might almost be pardoned for considering themselves as safe as their hotels on shore.

## Appendix C

### China Stockpiling Massive Fireworks Arsenal

From *The Onion*

WASHINGTON, DC—Satellite photographs have revealed the recent test-detonation of several hundred extremely small explosive devices in the remote Guangxi Zhuang Autonomous Region of Southwestern China, sources from the U.S. Department of Defense reported Monday.

"The tests, combined with evidence that factory buildings in this area are operating at capacity, indicate a massive buildup in China's already substantial fireworks arsenal," Army festive-munitions expert Ronald Dowdy said. "We have also recorded an increase in the amount of cording, nitrides, and gaily colored paper being shipped to Jiangxi, Liaoning, and Hubei. Since China is already in possession of enough fireworks to delight the entire world 50 times over, we can only assume that they're gearing up for an imminent celebration of unprecedented size."

The Pentagon reports that the current Chinese fireworks arsenal, which is known to include land-based firecrackers, bottle-to-air rockets, and the oft-criticized M-80, is believed to hold a delighting force in excess of 10,000 megafuns—or, in the words of one expert, "almost a billion times the merriment produced by a single cherry bomb."

With the signing of the landmark international Black Cat Limitation Treaty in 1989, the Chinese government committed to slashing its fireworks production in half. As a part of the agreement, adult-supervision officials have been allowed to inspect factories in Jiangsu and Guangdong provinces, which had been converted to sparkler production in recent years.

Recent intelligence suggests that China simply shifted major fireworks manufacturing to other locations.

"These are not the innocent magic snakes, smoke bombs, and snap-pops that China is legally allowed to deploy for inoffensive purposes," Dowdy said. "These are full-blown instruments of mass recreation—whistling pinwheels, multiple-effect fountains, and single-shot shells that launch 80 feet into the air. Why, we've gotten reports of shells in excess of 50 shots, strobing starbursts, and, in the case of The Big Kahuna, multiple tiger tails. I'm not comfortable knowing that, at any time, a major American city could be jarred by a sudden flash and loud report."

According to Dowdy, the Chinese government has refused to acknowledge any violation of international law, claiming that its arsenal is not of an unusual size for the season. It has also defended its fireworks production as a part of Chinese culture.

But U.S. officials have expressed concern that the extremely portable fireworks, packaged in normal shipping containers and labeled as ordinary trade goods, could enter our country in large numbers.

"Despite strict laws limiting their use, a significant amount of Chinese-made fireworks ends up in North America every year," Department of Homeland Security domestic-affairs advisor Beth Galliard said. "We'll be patrolling the nation's rural gas stations, searching for any possible distribution points for these fireworks."

Galliard said that, while she doesn't want to be an alarmist, she has received reliable intelligence suggesting that a major fireworks-related incident on American soil is being planned for early July.

"It's frightening to think that nearly anybody could enter a populated area—say, a picnic shelter or a crowded beach—with a few fireworks and a book of matches," Galliard said. "To create utter chaos, all they'd need to do is place the device on the ground, light fuse, and get away."

## Appendix D

# Introducing...Exciting Expository!

November 2004

Greetings, students!

Today, class, we will be writing an essay.

Raise your hand if your eyes, by sheer natural reflex, rolled back into your head as if to say, "Pu-lease!" Right.

What if there was a more exciting way to write? What if the essay took on the personality of Superman? What if I told you expository writing is exciting? Hold onto your eyeballs!

Superman has the most exciting job in the world, right? Sure, by night he saves lives and betters the world, but *by day*... He and his staff sniff out the stuff that makes society tremble. They write up truths that make grown men swoon. They answer all the public's questions and boil up a few in the minds of the powerful. Who are they? *News reporters*.

You, too, can join their ranks.

In the next fourteen days, you will be able to examine essays and speeches and select historical and parody news articles. You will hunt out newsworthy subjects to plan and write news articles. You will learn to ask interviewees open-ended questions, to gather relevant information, to quote sources accurately, to properly integrate quotes into your writing, and to develop a thesis and organize a streamlined factual report.

The essays, speech and news articles we will enjoy include:

- "Shooting an Elephant," by George Orwell
- "The Night the Bed Fell," by James Thurber
- "Declaration of War Against Japan," by FDR
- "Terrorists Hijack 4 Airliners..." by Michael Grunwald, *Washington Post*
- "The Titanic Sunk..." from a 1912 edition of the *Belfast Newsletter*
- "China Stockpiling Massive Fireworks Arsenal," from *The Onion*

Don't bother us now! We're on deadline!

Sincerely,

Teacher's Name

## Appendix E G.R.A.S.P.S.

### The News Reporter's Job Description

*Goal* : Develop an awareness of the difference between fact and opinion. Understand the power of language to record history. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events. Understand the effectiveness of foreign phrases used in American writing. Grow a nose for news!

*Role* : You have accepted the role of investigators, reporters and writers.

*Audience* : The target audience is a classroom of seventh graders whose eyes are in danger of rolling permanently to the back of their heads if they have to read or write one more dull essay!

*Situation* : You will be able to examine essays and speeches and select historical and parody news articles. You will hunt out newsworthy subjects to plan and write news articles. You will learn to ask interviewees open-ended questions, to gather relevant information, to quote sources accurately, to properly integrate quotes into your writing, and to develop a thesis and organize a streamlined factual report.

*Product* : The essays, speech and news articles you will read include: "Shooting an Elephant," by George Orwell, "The Night the Bed Fell," by James Thurber, "Declaration of War Against Japan," by FDR, "Terrorists Hijack 4 Airliners..." by Michael Grunwald, *Washington Post*, "The Titanic Sunk..." from a 1912 edition of the *Belfast Newsletter*, "China Stockpiling Massive Fireworks Arsenal," from *The Onion*. You will practice writing news by reporting the facts that you find in those readings. For your final written assessment, you will gather, report and edit news for an original article of your own.

*Success, Standards and Criteria* : Your original article will be assessed according to these traits: Well Set-Up, Developed, Eloquent, Organized, Supported and Publishable. In other words, your news article must have a headline, byline and a lead that very effectively answers the 5 Ws. All points must be backed up with facts and details. Work should suggest that you completed significant research. Your news article must demonstrate correct usage of more than two foreign phrases covered in class. The news article should be organized so effectively that reading it is smooth and carefree. The news article will include more than one quotation, which is correctly cited within the text. There must be no grammatical, punctuation or spelling errors in your news article.

## Appendix F News Article Rubric

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b><i>Well Set-Up</i></b>	The news article has a headline, byline and a lead that very effectively answers the 5 Ws.	The news article has a headline, byline and a lead that answers the 5 Ws.	The news article has two out of three: a headline, byline and a lead that answers the 5 Ws.	The news article has one out of three: a headline, byline and a lead that answers the 5 Ws.	The news article lacks a headline, byline and a lead that answers the 5 Ws.
<b><i>Developed</i></b>	All points are backed up with facts and details. Work suggests that the writer completed significant research.	Most points are backed up with facts and details. Work suggests that the writer completed some research.	Some points are backed up with facts and details. Work suggests that the writer completed little research.	Few points are backed up with facts and details. Work suggests that the writer completed no research.	Points are not backed up, and no research was completed. The writing leaves the reader thinking, "Yeah, right!"
<b><i>Eloquent</i></b>	Demonstrates correct usage of more than two foreign phrases covered in class.	Demonstrates correct usage of two foreign phrases covered in class.	Demonstrates correct usage of one foreign phrase covered in class, but the writer did attempt to include two foreign phrases.	Demonstrates usage of two foreign phrases covered in class, but the writer should rethink correct usage of each.	Does not demonstrate correct usage of any foreign phrases covered in class.
<b><i>Organized</i></b>	The news article is organized so effectively that reading it is smooth and carefree.	The news article is organized effectively.	The news article is somewhat organized, but the reader sometimes has to jump around to get the point.	The news article is somewhat organized, but the reader sometimes has no idea what the writer means.	The news article is so poorly organized that the paper has little meaning.
<b><i>Supported</i></b>	The news article includes more than one quotation, which is correctly cited within the text.	The news article includes one quotation, which is correctly cited within the text.	The news article includes one quotation, but it is not quite correctly cited within the text.	The news article includes one quotation, but has no citation within the text.	The news article does not include any quotations or citations.
<b><i>Publishable</i></b>	There are no grammatical, punctuation or spelling errors in this news article.	There are few grammatical, punctuation or spelling errors in this news article.	There are some grammatical, punctuation or spelling errors in this news article, but it doesn't slow the reader too much.	There are enough grammatical, punctuation or spelling errors in this news article to make it sort of difficult to read.	There are so many grammatical, punctuation or spelling errors in this news article that it is distracting to the reader.

**Appendix G**  
**News Article Score**

Student Name: \_\_\_\_\_

Date: November 2004

Teacher:

1.	<i>Well Set-Up</i>	5	4	3	2	1
2.	<i>Developed</i>	5	4	3	2	1
3.	<i>Eloquent</i>	5	4	3	2	1
4.	<i>Organized</i>	5	4	3	2	1
5.	<i>Supported</i>	5	4	3	2	1
6.	<i>Publishable</i>	5	4	3	2	1

TOTAL: \_\_\_\_\_/25

COMMENTS :

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## Appendix H

### Latin Phrases

1. Ad hoc—concerned with a particular purpose; improvised [literally, “to the thing”]
2. Bona fides—good faith; sincere, involving no deceit or fraud
3. Carpe diem—seize the day, enjoy the present
4. Caveat emptor—let the buyer beware, buy at your own risk
5. De facto—in reality, actually existing
6. In extremis—in extreme circumstances, especially at the point of death
7. In medias res—in the middle of things
8. In toto—altogether, entirely
9. Modus operandi—a method of procedure
10. Modus vivendi—a way of living, getting along
11. Persona non grata—an unacceptable or unwelcome person
12. Prima facie—at first view, apparently; self-evident
13. Pro bono publico—for the public good
14. Pro forma—for the sake of form, carried out as a matter of formality
15. Quid pro quo—something given or received in exchange for something else
16. Requiescat in pace, RIP—may he or she rest in peace [seen on tombstones]
17. Sic transit gloria mundi—thus passes away the glory of the world
18. Sine qua non—something absolutely indispensable [literally, “without which not”]
19. Sub rosa—secretly

Appendix I, page 1  
**Just the Facts**

**1. Who?** Who was the main person involved? Who else was there?

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**2. What?** What happened? Be specific!

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**3. When?** What was the date? What time was it?

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**4. Where?** In what location(s) did the incident take place?

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**5. Why?** Are there any facts or event that caused the incident?

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**How?** Tell all the other details of the incident. Be sure to include a quote from an eyewitness or expert. Use two Latin phrases to describe what happened.

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## Just the Facts Key: “Shooting an Elephant”

**6. Who?** Who was the main person involved? Who else was there?

*Young George Orwell was the main character, or the one doing the shooting. Others present included the townspeople and the elephant.*

**7. What?** What happened? Be specific!

*Orwell was working as a police officer. He got news that an elephant had been harassing the town. Orwell took his gun, found the animal and—after some personal struggle—shot it several times before it finally died.*

**8. When?** What was the date? What time was it?

*A “cloudy, stuffy morning” near the time of the fall of the British Empire.*

**9. Where?** In what location(s) did the incident take place?

*The town of Moulmein in lower Burma.*

**10. Why?** Are there any facts or event that caused the incident?

*Orwell attributes the incident to his own immaturity and naivete. The townspeople, in fact, did need reprieve from the best, though, and Orwell provided that protection.*

**How?** Tell all the other details of the incident. Be sure to include a quote from an eyewitness or expert. Use two Latin phrases to describe what happened.

*Students may provide a variety of answers in this section. To check comprehension, teacher may reference the text and Appendix H: Latin Phrases.*

## Just the Facts Key: “The Night the Bed Fell”

- 1. Who?** Who was the main person involved? Who else was there?

*The bed falls on James Thurber’s father. James, his cousin and his mother are present at the time.*

- 2. What?** What happened? Be specific!

*Thurber, Sr., decided to sleep in the attic one night against the wishes of his wife. There was a great calamity that awoke everyone; Mrs. Thurber thought it was James who was hurt. As it turned out, the bed in the attic had collapsed on James, Sr.*

- 3. When?** What was the date? What time was it?

*In the middle of the night around the year 1903.*

- 4. Where?** In what location(s) did the incident take place?

*In the attic of the Thurbers’ home in Columbus, Ohio.*

- 5. Why?** Are there any facts or event that caused the incident?

*Thurber, Sr., decided to sleep in the attic in order to have time to think. The bed in the attic was rickety, and that caused him to fall.*

**How?** Tell all the other details of the incident. Be sure to include a quote from an eyewitness or expert. Use two Latin phrases to describe what happened.

*Students may provide a variety of answers in this section. To check comprehension, teacher may reference the text and Appendix H: Latin Phrases.*

## Just the Facts Key: “Declaration of War”

- 1. Who?** Who was the main person involved? Who else was there?  
*President Franklin D. Roosevelt, with the approval of Congress, declared war on Japan.*
- 2. What?** What happened? Be specific!  
*Japan launched a surprise attack on the U.S. at Pearl Harbor. Consequently, President Roosevelt declared war on Japan.*
- 3. When?** What was the date? What time was it?  
*December 8, 1941*
- 4. Where?** In what location(s) did the incident take place?  
*At the U.S. Congress*
- 5. Why?** Are there any facts or event that caused the incident?  
*In retaliation after the attack at Pearl Harbor, and also because Japan had attacked other unsuspecting territories around the globe.*

**How?** Tell all the other details of the incident. Be sure to include a quote from an eyewitness or expert. Use two Latin phrases to describe what happened.

*Students may provide a variety of answers in this section. To check comprehension, teacher may reference the text and Appendix H: Latin Phrases.*

**Appendix J**  
**Practice News Article Rubric**

	<b>5</b>	<b>3</b>	<b>1</b>	<b>Score</b>
<b><i>Well Set-Up</i></b>	The news article has a headline, byline and a lead that very effectively answers the 5 Ws.	The news article has two out of three: a headline, byline and a lead that answers the 5 Ws.	The news article lacks a headline, byline and a lead that answers the 5 Ws.	
<b><i>Developed</i></b>	All points are backed up with facts and details. Work suggests that the writer completed significant research.	Some points are backed up with facts and details. Work suggests that the writer completed little research.	Points are not backed up, and no research was completed. The writing leaves the reader thinking, "Yeah, right!"	
<b><i>Organized</i></b>	The news article is organized so effectively that reading it is smooth and carefree.	The news article is somewhat organized, but the reader sometimes has to jump around to get the point.	The news article is so poorly organized that the paper has little meaning.	
<b><i>Publishable</i></b>	There are no grammatical, punctuation or spelling errors in this news article.	There are some grammatical, punctuation or spelling errors in this news article, but it doesn't slow the reader too much.	There are so many grammatical, punctuation or spelling errors in this news article that it is distracting to the reader.	