

Expository Writing Through the Editorial

Grade Level or Special Area: 8th Grade Language Arts

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Length of Unit: Ten lessons (ten days, one day equals 50 minutes)

I. ABSTRACT

Students examine and write editorials as real-life persuasive writing on a timely issue. 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, to develop a thesis and organize a streamlined argument, and to avoid plagiarism. This unit makes use of foreign phrases, which are often used in editorial writing. (This unit also makes use of news articles and editorials from *The Virginia Gazette*, but those write-ups can be selected from any one publication of your choice.)

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of the difference between hard news versus editorials.
2. Understand the power of language to persuade.
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. English: Writing, Grammar, and Usage: Writing and Research, p.181
 - a. Expository writing: Write essays that describe, narrate, persuade
 - b. Write research essays, with attention to:
 - i. Asking open-ended questions
 - ii. Gathering relevant data through library and field research
 - iii. Summarizing, paraphrasing, and quoting accurately when taking notes
 - iv. Defining a thesis
 - v. Organizing an outline
 - vi. Integrating quotations from sources
 - vii. Acknowledging sources and avoiding plagiarism
2. English: Foreign Phrases Commonly Used in English, p. 185
 - a. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing.

C. Skill Objectives

1. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
2. Study hard news, or fact, versus opinion. (Eighth Grade Power Standards Unwrapped 2.1)
3. Develop, support, and write intellectual opinions, or editorials, on world events. (Eighth Grade Power Standards Unwrapped 2.1)
4. Be able to identify and avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.1)
5. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
6. Integrate quotes accurately with citations acknowledging sources. (Eighth Grade Power Standards Unwrapped 4.4)

7. Write as a record of human experience. (Eighth Grade Power Standards Unwrapped 5.1)
8. Write an editorial in the expository form. (Eighth Grade Power Standards Unwrapped 5.3)
9. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
10. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Pulitzer prize editorials: America's best editorial writing*, Anderson and Sloan
 2. *Simon and Schuster Handbook for Writers*, Quitman
 3. *UPI stylebook: the authoritative handbook for writers, editors and news directors*, United Press International.
 4. *The New Republic reader: eighty years of opinion and debate*, Wickenden
- B. For Students
 1. Paragraph Writing—*Step Up to Writing*, Auman
 2. Expository Writing—*Core Knowledge Sequence*, Grade 8, p. 181
 3. Fiction and Nonfiction—*Core Knowledge Sequence*, Grade 7, p. 160
 4. Foreign Phrases Commonly Used in English—*Core Knowledge Sequence*, Grade 7, p. 161

IV. RESOURCES

- A. Auman, M. *Step Up To Writing* (to which students can refer for help in Lessons Three, Four, Seven through Nine)
- B. Cappon, René J. *The Associated Press guide to news writing* (to which students can refer for help in Lessons Three, Four, Seven through Nine)
- C. Ehrlich, Eugene and Marshall De Bruhl. *The International Thesaurus of Quotations* (to which students can refer for help in Lesson Six)
- D. O'Donovan, W.C. *The Virginia Gazette* (Lessons One and Two; can be replaced by any current newspaper)

V. LESSONS

Lesson One: Hard News vs. Editorial

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 3. Skill Objective(s)
 - a. Study hard news, or fact, versus opinion. (Eighth Grade Power Standards Unwrapped 2.1)
 - b. Be able to identify and avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.1)
 - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - d. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
- B. *Materials*
 1. Copies for each student of Appendix I: Cover Letter

2. Copies for each student of Appendix G: Editorial Unit Assessment
 3. Student copies of three hard news articles and three editorials from the same publication
- C. *Key Vocabulary*
1. Editorial—an article that gives the opinion of the writer
 2. Hard news—articles that give only the facts in reporting on an issues, places, people and/or events
 3. Libel—a written statement or representation that conveys an unjustly unfavorable impression
 4. Bias—a personal and sometimes unreasoned judgment; prejudice
- D. *Procedures/Activities*
1. Present and go over cover letter, as it appears in Appendix I. Talk about the general idea of editorial writing: to share a well-supported opinion of issues, places, people and events. Ask students what they know about newspapers.
 2. Administer pre-assessment, as it appears in Appendix G. Remind students that work should be their own, and that they should try their best.
 3. Check their progress. If they get stumped, encourage them to think about what they have observed in newspapers in the past.
 4. Collect pre-assessments to be graded.
 5. Write vocabulary terms and definitions on the board.
 6. Students take notes and ask questions.
 7. Give specific examples of libel. Tell students that a libelous article appearing in the paper can warrant a lawsuit against the writer.
 - a. If the trial is still in process, the writer may say, “O.J. Simpson allegedly killed two people.” Only after the civil trial ended with his conviction can the writer say, “O.J. Simpson is guilty of killing two people.”
 - b. If the interviewee said, “I accidentally ran over a skunk once,” but the article reports that he is a skunk tormentor, the writing would be libelous.
 - c. If the source that the writer consulted in forming his opinion read, “People with brown hair cry more often than those with blonde hair,” but the writer reported that “People with brown hair are generally depressed,” the writer may be accused of libel.
 8. Give specific examples of bias.
 - a. “People named Sally are juvenile.”
 - b. “It’s okay to abuse animals with stripes, but not spotted animals.”
 - c. “She’s top in her class, so she must be a geek.”
 9. Tell students that on top of being unethical, both libel and bias detract from the strength of a writer’s argument.
 10. Hand out student copies of three hard news articles and three editorials from the same publication.
 11. Have students preview the hard news articles and editorials: read them each carefully, and observe what appears on the surrounding newspaper page of each.
 12. Have students write paragraphs on three things that they found different and three things that they found the same about hard news versus editorials.
 13. Collect completed paragraphs.
- E. *Assessment/Evaluation*
1. Grade the pre-assessments, but do not record in grade book. Modify lessons as needed if students knew more than was expected on the unit.
 2. Spot-check paragraphs for completeness.

Lesson Two: Examining Editorials and News Terms

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of the difference between hard news versus editorials.
 - b. Understand the power of language to persuade.
 - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) Au revoir
 - b) Avant-garde
3. Skill Objective(s)
 - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
 - b. Study hard news, or fact, versus opinion. (Eighth Grade Power Standards Unwrapped 2.1)
 - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - d. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)

B. *Materials*

1. Student copies of Appendix E: Infamous Foreign Phrases
2. One copy of Appendix F: Key: Infamous Foreign Phrases
3. (From Lesson One) Student copies of three hard news articles and three editorials from the same publication
4. One copy of each of those articles on overhead
5. Overhead projector
6. Copies for each student of Appendix A: Examining an Editorial

C. *Key Vocabulary*

1. **Headline**—the main title of any newspaper story
2. **Subhead**—a subordinate title that appears under the headline for further detail
3. **Byline**—text that indicates the writer's name, usually appears right above the lead
4. **Caption**—text that appears under a picture for further explanation
5. **Lead**—the introductory section, or first paragraph of a news story; usually explains the Five Ws
6. **Opinion section**—the section of the newspaper where editorials, letters to the editor, and other opinion writing appears
7. **Editorial cartoon**—a drawing that pokes fun at issues, places, people and events
8. **The Five Ws**—Who, What, When, Where, Why—these details appear in the first paragraph, or lead, of hard news articles
9. **Au revoir**—goodbye, until we see each other again
10. **Avant-garde**—a group developing new or experimental concepts, a vanguard

- D. *Procedures/Activities*
1. Ask students to take out their copies of three hard news articles and three editorials from the same publication that they got yesterday.
 2. One by one, put each on the overhead and identify these news terms: headline, subhead, byline, caption, lead, opinion section, editorial cartoon.
 3. For each hard news article, identify the Five Ws in the lead.
 4. Students take notes on news terms on their copies of three hard news articles and three editorials from the same publication.
 5. Hand out Examining an Editorial as it appears in Appendix A. Have students complete this activity in partner pairs.
 6. Discuss students' answers on Examining an Editorial and answer any questions.
 7. Hand out Infamous Foreign Phrases as it appears in Appendix E.
 8. Write definitions of *au revoir* and *avant-garde* on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 9. Students write the definitions on Foreign phrases as it appears in Appendix E.
 10. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
- E. *Assessment/Evaluation*
1. Collect completed Examining an Editorial worksheets and check for completeness and understanding.

Lesson Three: Topic Brainstorm

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of the difference between hard news versus editorials.
 - b. Understand the power of language to persuade.
 - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - ii. Write research essays, with attention to:
 - a) Defining a thesis
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) *Bete noire*
 - b) *C'est la vie*
 3. Skill Objective(s)
 - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
 - b. Study hard news, or fact, versus opinion. (Eighth Grade Power Standards Unwrapped 2.1)
 - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - d. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases

2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
 3. One clean overhead transparency
 4. Overhead projector
 5. Enough copies of current newspapers (any one will do) for each partner pair to have at least one section
- C. *Key Vocabulary*
1. Bete noire—a person or thing especially dreaded or avoided [literally, “black beast”]
 2. C’est la vie—that’s life, that’s how things happen
- D. *Procedures/Activities*
1. Hand out one newspaper section to each partner pair.
 2. Ask students to look at all news articles and choose subjects on which they have an opinion.
 3. On the clean overhead transparency, make a chart with the following categories along the top: school, sports, entertainment, environment, current events, others.
 4. As students share their opinions, fill them in under the appropriate column on the overhead transparency.
 5. Ask students to write in their notes any topics about which they might be particularly interested in writing.
 6. Ask students to take out their copies of Infamous Foreign Phrases that they got yesterday, as it appears in Appendix E.
 7. Write definitions of bete noire and c’est la vie on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 8. Students write the definitions on Foreign phrases as it appears in Appendix E.
 9. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
 10. Homework: Write down a topic on which to write an editorial.
- E. *Assessment/Evaluation*
1. Spot check students’ notes for completeness and understanding.

Lesson Four: Developing a Thesis

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of the difference between hard news versus editorials.
 - b. Understand the power of language to persuade.
 - c. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - ii. Write research essays, with attention to:
 - a) Defining a thesis
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) Carte blanche
 - b) Cause célèbre
 3. Skill Objective(s)
 - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)

- b. Study hard news, or fact, versus opinion. (Eighth Grade Power Standards Unwrapped 2.1)
 - c. Develop, support, and write intellectual opinions, or editorials, on world events. (Eighth Grade Power Standards Unwrapped 2.1)
 - d. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - e. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - f. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
- 1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases
 - 2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
 - 3. (From Lesson Two) Overhead transparency with students' ideas on topics
 - 4. Overhead projector
- C. *Key Vocabulary*
- 1. Carte blanche—full discretionary power [literally, “blank page”]
 - 2. Cause célèbre—a very controversial issue that generates fervent public debate [literally, “celebrated case”]
- D. *Procedures/Activities*
- 1. Ask students to get out their topics that they wrote down for homework the night before.
 - 2. Ask a handful of students to share their topics aloud with the class.
 - 3. Write each of these topics on the board. For example: Softball.
 - 4. Ask students to narrow the focus of this topic by answering the Five Ws:
 - a. Who? Girls and boys.
 - b. What? Should have intramural softball teams.
 - c. When? This year.
 - d. Where? At our school.
 - e. Why? Middle school students would benefit from playing a team sport.
 - 5. Remind students that their answers to the Five Ws in this case should include their opinions, since this is for editorial writing.
 - 6. Repeat steps 3-5 for each topic shared with the class.
 - 7. Remind students that a thesis statement is a sentence or two that pinpoints the writer's intent.
 - 8. Have students practice writing thesis statements for each of the topics on the board. For example: “This year, Academy of Charter Schools should sponsor girls' and boys' intramural softball teams for middle school students to experience participation in a team sport.”
 - 9. Students should repeat step 8 for each topic on the board.
 - 10. Ask students to take out their copies of Infamous Foreign Phrases that they got during Lesson Two, as it appears in Appendix E.
 - 11. Write definitions of carte blanche and cause célèbre on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 - 12. Students write the definitions on Foreign phrases as it appears in Appendix E.
 - 13. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
 - 14. Homework: Write a thesis statement to begin your editorial.
- E. *Assessment/Evaluation*
- 1. Spot check practice thesis statements for completion and correctness.

Lesson Five: Identifying and Avoiding Plagiarism

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 - b. Understand the effectiveness of foreign phrases used in American writing.
2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - ii. Write research essays, with attention to:
 - a) Summarizing, paraphrasing, and quoting accurately when taking notes
 - b) Acknowledging sources and avoiding plagiarism
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) Coup de grace
 - b) Coup de d'état
3. Skill Objective(s)
 - a. Develop, support, and write intellectual opinions, or editorials, on world events. (Eighth Grade Power Standards Unwrapped 2.1)
 - b. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - c. Integrate quotes accurately with citations acknowledging sources. (Eighth Grade Power Standards Unwrapped 4.4)
 - d. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)

B. *Materials*

1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases
2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
3. Copies for each student of Appendix J: Plagiarizer Caught!
4. One copy of Appendix K on overhead transparency: What is Plagiarism?
5. Overhead projector

C. *Key Vocabulary*

1. Coup de grace—a decisive finishing blow
2. Coup de d'état—overthrow of government by a group

D. *Procedures/Activities*

1. Hand out Plagiarizer Caught!, as it appears in Appendix J. Ask students to read the passage; then work in partner pairs to identify the four cases of plagiarism of which Biden was accused.
2. Reveal the four cases:
 - a. Biden ripped off a conclusion from Kinnock.
 - b. He stole an entire speech from R. Kennedy.
 - c. He plagiarized while he attended Syracuse.
 - d. When he said it was all “much ado about nothing,” he even forgot to give Shakespeare credit for those words.
3. Put transparency of What is Plagiarism?, as it appears in Appendix K, on the overhead projector.
4. Go over the five types of plagiarism.

5. Students take notes.
 6. Stress that stealing ideas is still plagiarism and that if students paraphrase, they still need to cite their sources. Tell students that other people's words taken word-for-word should appear in quotes, but paraphrased material does not need quotes. Refer to Step 8 for examples.
 7. Tell students that the simplest form of citation appears within the text, and that this is what they will be expected to do in their editorials. They will not be expected to include a bibliography on this piece of writing. (I recommend building on this unit with a more advanced research paper unit in which students include parenthetical citation and a works cited page.)
 8. Give students examples of how to write citations within the text:
 - a. Shakespeare coined the phrase, "Much ado about nothing." (Word-for-word)
 - b. According to Stephen A. Lucas's book *The Art of Public Speaking*, Senator Joe Biden's record of plagiarism kept him from gaining public support for his run as President. (Paraphrased)
 - c. Ms. O'Donovan said, "Success happens when opportunity and preparedness meet." (Word-for-word)
 9. Ask students to take out their copies of Infamous Foreign Phrases that they got during Lesson Two, as it appears in Appendix E.
 10. Write definitions of coup de grace and coup de d'état on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 11. Students write the definitions on Foreign phrases as it appears in Appendix E.
 12. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
- E. *Assessment/Evaluation*
1. Spot check students' notes for completion.

Lesson Six: Quote Hunt!

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the power of language to persuade.
 - b. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 - c. Understand the effectiveness of foreign phrases used in American writing.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - 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) Integrating quotations from sources
 - e) Acknowledging sources and avoiding plagiarism
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) Déjà vu

- b) **Enfant terrible**
- 3. **Skill Objective(s)**
 - a. Develop, support, and write intellectual opinions, or editorials, on world events. (Eighth Grade Power Standards Unwrapped 2.1)
 - b. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - c. Integrate quotes accurately with citations acknowledging sources. (Eighth Grade Power Standards Unwrapped 4.4)
 - d. Write as a record of human experience. (Eighth Grade Power Standards Unwrapped 5.1)
 - e. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - f. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
 - 1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases
 - 2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
 - 3. Copies for each student of Appendix D: Editorial Rubric
 - 4. Access to the school library or other such resource
 - 5. Hall passes so students can interview select faculty members
- C. *Key Vocabulary*
 - 1. Déjà vu—something overly familiar [literally, “already seen”]
 - 2. Enfant terrible—one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]
- D. *Procedures/Activities*
 - 1. Hand out Editorial Rubric as it appears in Appendix D.
 - 2. Go over rubric with students.
 - a. Point out that they must avoid libel and bias, as covered in Lesson One.
 - b. Tell students that they must include at least one correctly cited quotation in their editorials. Remind them how to make a citation within the text of the editorial, as covered in Lesson Five.
 - c. Tell students that they must correctly use at least two foreign phrases covered in class within their editorials.
 - 3. Tell students that they will spend an allotted time, 20 minutes or so, hunting for a quote to include in their editorials.
 - a. Students who go to the library should be reminded to ask the librarian where to look for the best resources. They should also be reminded to write down the title and author’s name of any book from which they take a quote.
 - b. Students who go to interview select faculty members for quotes should be reminded to make and keep a later appointment if that faculty member is unable to speak with them promptly. They should also be reminded to write down what that person says word-for-word, and to confirm and write down the correct spelling of his or her full name.
 - 4. Dismiss students to school library and/or specific available faculty members so students can get quotes to integrate into their editorials.
 - 5. Upon students’ return, take attendance; then ask students to take out their copies of Infamous Foreign Phrases that they got during Lesson Two, as it appears in Appendix E.
 - 6. Write definitions of enfant terrible and déjà vu on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 - 7. Students write the definitions on Foreign phrases as it appears in Appendix E.

8. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
 9. Homework: Write down a quote to include in your editorial.
- E. *Assessment/Evaluation*
1. Spot check for completion students' notes that they made while on the Quote Hunt.

Lesson Seven: Outlining Our Opinions

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the power of language to persuade.
 - b. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 - c. Understand the effectiveness of foreign phrases used in American writing.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - ii. Write research essays, with attention to:
 - a) Organizing an outline
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) Fait accompli
 - b) Faux pas
 3. Skill Objective(s)
 - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
 - b. Develop, support, and write intellectual opinions, or editorials, on world events. (Eighth Grade Power Standards Unwrapped 2.1)
 - c. Be able to identify and avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.1)
 - d. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases
 2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
 3. Copies for each student of Appendix C: My Editorial Outline
- C. *Key Vocabulary*
1. Fait accompli—an accomplished fact, presumably irreversible
 2. Faux pas—a social plunder [literally, “false step”]
- D. *Procedures/Activities*
1. Ask students to get out their thesis statement that they developed in Lesson Four and their quote that they formed in Lesson Six.
 2. Hand out copies of My Editorial Outline as it appears in Appendix C.
 3. Students complete their outlines.
 4. Check on students' progress and answer questions.
 5. Ask students to take out their copies of Infamous Foreign Phrases that they got during Lesson Two, as it appears in Appendix E.

6. Write definitions of *fait accompli* and *faux pas* on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 7. Students write the definitions on Foreign phrases as it appears in Appendix E.
 8. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
 9. Homework: Draft first copy of editorial.
- E. *Assessment/Evaluation*
1. Spot check students' outlines for completeness and correctness.

Lesson Eight: Editorial Circle

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the power of language to persuade.
 - b. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 - c. Understand the effectiveness of foreign phrases used in American writing.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) *Pièce de résistance*
 - b) *Raison d'être*
 3. Skill Objective(s)
 - a. Be able to identify and avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.1)
 - b. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - c. Write as a record of human experience. (Eighth Grade Power Standards Unwrapped 5.1)
 - d. Write an editorial in the expository form. (Eighth Grade Power Standards Unwrapped 5.3)
 - e. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - f. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases
 2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
 3. Copies for each student of Appendix B: Editorial Circle
- C. *Key Vocabulary*
1. *Pièce de résistance*—the principle part of the meal, a showpiece item
 2. *Raison d'être*—reason for being
- D. *Procedures/Activities*
1. Hand out copies of Editorial Circle worksheet as it appears in Appendix B.
 2. Have students exchange editorial drafts in partner pairs.
 3. Students write answers to Editorial Circle questions for their partners' paper.
 4. Once finished, students discuss their answers in partner pairs.
 5. Teacher circulates room to prompt deeper levels of discussion on Editorial Circle answers.

6. Ask students to take out their copies of Infamous Foreign Phrases that they got during Lesson Two, as it appears in Appendix E.
 7. Write definitions of *pièce de résistance* and *raison d'être* on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 8. Students write the definitions on Foreign phrases as it appears in Appendix E.
 9. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
 10. Homework: Revise editorial according to what partner said in the Editorial Circle, write second draft.
- E. *Assessment/Evaluation*
1. Spot check students' Editorial Circle answers for completion.

Lesson Nine: Peer Review

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the power of language to persuade.
 - b. Understand that writing is a tool for investigating common interests and similarities in issues, places, people and events.
 - c. Understand the effectiveness of foreign phrases used in American writing.
 2. Lesson Content
 - a. Writing and Research
 - i. Expository writing: Write essays that describe, narrate, persuade
 - b. Foreign Phrases
 - i. Students should learn the meaning of French words and phrases that are commonly used in English speech and writing
 - a) Savior-faire
 - b) Tête-à-tête
 3. Skill Objective(s)
 - a. Be able to identify and avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.1)
 - b. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
 - c. Write as a record of human experience. (Eighth Grade Power Standards Unwrapped 5.1)
 - d. Write an editorial in the expository form. (Eighth Grade Power Standards Unwrapped 5.3)
 - e. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - f. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
1. (From Lesson Two) Student copies of Appendix E: Infamous Foreign Phrases
 2. (From Lesson Two) One copy of Appendix F: Key: Infamous Foreign Phrases
 3. (From Lesson Six) Student copies of Appendix D: Editorial Rubric
- C. *Key Vocabulary*
1. Savior-faire—the ability to say or do the right thing in any situation, polished sureness in society [literally, “to know (how) to do”]
 2. Tête-à-tête—private conversation between two people [literally, “head to head”]
- D. *Procedures/Activities*
1. Ask students to take out their copies of Editorial Rubric as it appears in Appendix D.

2. Have students exchange second drafts of editorials in partner pairs.
 3. On their own paper, students score their partners' editorials according to the Editorial Rubric as it appears in Appendix D.
 4. Ask students to include in their score one thing they liked and one thing they would suggest for their partners' editorials.
 5. Once finished, students discuss their scores in partner pairs.
 6. Teacher circulates room to prompt deeper levels of discussion on Peer Review.
 7. Ask students to take out their copies of Infamous Foreign Phrases that they got during Lesson Two, as it appears in Appendix E.
 8. Write definitions of savior-faire and tête-à-tête on board as they appear in Appendix F, Key: Infamous Foreign Phrases.
 9. Students write the definitions on Foreign phrases as it appears in Appendix E.
 10. Tell students that foreign phrases are often used in editorial writing in order to create a more eloquent message.
 11. Homework: Write final draft of editorial.
- E. *Assessment/Evaluation*
1. Spot check students' Peer Review scores for completion.

Lesson Ten: Going to Press

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of the difference between hard news versus editorials.
 - b. Understand the power of language to persuade.
 - 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. Foreign Phrases
 - 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. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
 - b. Be able to identify and avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.1)
 - c. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
 - d. Demonstrate knowledge of foreign words and phrases. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
1. Copies for each student of Appendix G: Editorial Unit Assessment
 2. One copy of Appendix D: Editorial Rubric
- C. *Key Vocabulary*
- No key vocabulary
- D. *Procedures/Activities*
1. Hand out copies of the Editorial Unit Assessment as it appears in Appendix G.
 2. Students take the Editorial Unit Assessment independently and without help from the teacher.
 3. Monitor students for ethical test-taking behavior.
 4. Collect completed Editorial Unit Assessments.

5. Collect final drafts of editorials.
 6. Homework: Formulate questions for the editor.
- E. *Assessment/Evaluation*
1. Grade Editorial Unit Assessments and record grades in the grade book. Score final drafts of editorials on the Editorial Rubric, as it appears in Appendix D, and record grades in the grade book.

VI. CULMINATING ACTIVITY

- A. Have a professional newspaper editor visit the classroom. Have the editor speak about the newspaper business, and about what makes a great editorial.
- B. Prepare Junior Executive Editor certificates or awards for the editor to give to each student upon completion of his/her talk.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Examining an Editorial (Lesson Two)
- B. Appendix B: Editorial Circle (Lesson Eight)
- C. Appendix C: My Editorial Outline (Lesson Seven)
- D. Appendix D: Editorial Rubric (Lessons Six and Nine)
- E. Appendix E: Infamous Foreign Phrases (Lessons Two through Nine)
- F. Appendix F: Key: Infamous Foreign Phrases (Lessons Two through Nine)
- G. Appendix G: Editorial Unit Assessment (Lessons One and Ten)
- H. Appendix H: Key: Editorial Unit Assessment (Lessons One and Ten)
- I. Appendix I: Cover Letter (Lesson One)
- J. Appendix J: Plagiarizer Caught! (Lesson Five)
- K. Appendix K: What is Plagiarism? (Lesson Five)

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Appendix A

Examining an Editorial

Choose any one of the three editorials in the packet you received in class today. Examine the editorial closely, and answer these questions:

- 1) In what section of the newspaper would this writing appear?
- 2) Is there a comic at the top? If so, what do we call this type of comic?
- 3) Locate the headline of the editorial. Write down what it is. How many words are in the headline?
- 4) According to the byline, who wrote the editorial?
- 5) How many words are in the first sentence? The second sentence? The third? The fourth? The fifth? According to what you found in the first five sentences, how many words are in an average sentence in an editorial?
- 6) Describe the editor's word choice. Does he use filler words like "so," "then," and "well" to start sentences? Does he use extra phrases like "back to my point," "all in all" or "in conclusion"? What types of words does he use?
- 7) About how many sentences are in each paragraph?
- 8) Overall, how would you describe this writing? Is it wordy? Fluffy? To-the-point? Does the editor ramble?

Appendix B

Name _____ Date _____

Editorial Circle

- i. What is the writer's thesis statement? How can the thesis statement be clearer?
- ii. To what personal experience did the writer relate the thesis? How well does this experience fit in the context of the argument?
- iii. How thoroughly did the writer explain the other side of the issue? What other perspectives might the writer mention?
- iv. Did the writer avoid libel and bias? If not, underline sections that may need to be double-checked for these errors.
- v. Does the editorial have a headline? What would you suggest for a short, informative, and catchy headline?
- vi. Did the writer remember his or her byline? If not, be sure to remind him or her to add it!
- vii. Did the writer include a quote to support his or her opinion? Is the source properly cited within the text so that the editorial is free of plagiarism?
- viii. Did the writer include at least two foreign phrases? Are they used correctly?
- ix. Examine the word choice closely. (Hunt out filler words like "so," "then," and "well" that start sentences. Stake out fluffy phrases like "back to my point," "all in all," "and stuff," "it was cool," or "in conclusion".) Cross out words that you recommend eliminating. Circle words that might be misspelled.
- x. How many words are in the first sentence? The second sentence? The third? The fourth? The fifth? According to what you found in the first five sentences, how many words are in an average sentence in this editorial? Which sentences would you condense or eliminate?

My Editorial Outline

- I. Write down your thesis statement and give a few points to explain it.
 1. Thesis:
 2. Explanation:
 3. Explanation:
- II. Relate your opinion to a personal experience.
 - 1.
 - 2.
 - 3.
- III. Explain the other side of the issue. What would someone say if they disagreed with you?
 - 1.
 - 2.
 - 3.

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IV. Give an example to support your opinion. This is where your quote goes! Be sure to cite your source, explain the quote, and avoid libel.

1. Quote:

2. Source:

3. Explanation:

V. Give your own reasons for your opinion. Be sure to avoid bias!

1.

2.

3.

VI. Restate your thesis statement in a new way, and end with a positive statement about your subject.

1. Thesis restated:

2. Positive statement:

3. Any additional comments:

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Appendix D

Editorial Rubric

	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>Publishable</i>	There are no grammatical, punctuation or spelling errors in this paper.	There are few grammatical, punctuation or spelling errors in this paper.	There are some grammatical, punctuation or spelling errors in this paper, but it doesn't slow the reader too much.	There are enough grammatical, punctuation or spelling errors in this paper to make it sort of difficult to read.	There are so many grammatical, punctuation or spelling errors in this paper that it is downright distracting to the reader.
<i>Developed</i>	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!"
<i>Eloquent</i>	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.
<i>Organized</i>	The editorial is organized so effectively that reading it is smooth and carefree.	The editorial is organized effectively.	The editorial is somewhat organized, but the reader sometimes has to jump around to get the point.	The editorial is somewhat organized, but the reader sometimes has no idea what the writer means.	The editorial is so poorly organized that the paper has little meaning.
<i>Supported</i>	The editorial includes more than one quotation, which is correctly cited within the text.	The editorial includes one quotation, which is correctly cited within the text.	The editorial includes one quotation, but it is not quite correctly cited within the text.	The editorial includes one quotation, but has no citation within the text.	The editorial does not include any quotations or citations.
<i>Fair</i>	There are no libel or bias errors, as defined in class, in this paper.	There are few libel or bias errors, as defined in class, in this paper.	There are some libel or bias errors, as defined in class, in this paper, but it doesn't skew the writers' opinion too much.	There are enough libel or bias errors, as defined in class, in this paper that it makes it difficult for the reader to form his or her own opinion on the subject without being unjustly swayed by the writer's unfair light.	There are so many libel or bias errors, as defined in class, in this paper that the writer's opinion is not at all credible.

Infamous Foreign Phrases

- a. au revoir—
- b. avant-garde—
- c. bete noire—
- d. c'est la vie—
- e. carte blanche—
- f. cause célèbre —
- g. coup de grace—
- h. coup de d'état—
- i. déjà vu—

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j. enfant terrible—

k. fait accompli—

l. faux pas—

m. pièce de résistance—

n. raison d'être—

o. savior-faire—

p. tete-a-tete—

Appendix F

Key: Infamous Foreign Phrases

- a. au revoir—goodbye, until we see each other again
- b. avant-garde—a group developing new or experimental concepts, a vanguard
- c. bete noire—a person or thing especially dreaded or avoided [literally, “black beast”]
- d. c’est la vie—that’s life, that’s how things happen
- e. carte blanche—full discretionary power [literally, “blank page”]
- f. cause célèbre—a very controversial issue that generates fervent public debate [literally, “celebrated case”]
- g. coup de grace—a decisive finishing blow
- h. coup de d’état—overthrow of government by a group
- i. déjà vu—something overly familiar [literally, “already seen”]
- j. enfant terrible—one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]
- k. fait accompli—an accomplished fact, presumably irreversible
- l. faux pas—a social plunder [literally, “false step”]
- m. pièce de résistance—the principle part of the meal, a showpiece item
- n. raison d’être—reason for being
- o. savior-faire—the ability to say or do the right thing in any situation, polished sureness in society [literally, “to know (how) to do”]
- p. tete-a-tete—private conversation between two people [literally, “head to head”]

Editorial Unit Assessment

1. What is the defining difference between hard news and an editorial?
 - a. Hard news reports only the facts while editorials give the opinion of the writer.
 - b. Hard news only appears on the front page while an editorial would usually appear near the cartoon section.
 - c. Only newspaper reporters write hard news while the editor would usually write an editorial.
 - d. Hard news appears in newspapers while an editorial may be seen in a magazine.

2. Why should libel and bias be avoided in editorial writing?
 - a. Both libel and bias detract from the strength of the writer's argument.
 - b. Libel may be grounds for a lawsuit against the offending writer.
 - c. Libel may give the reader an unjustly unfavorable opinion of your subject, and bias may reveal prejudice in your argument.
 - d. All of the above.

3. In which sentence(s) below is the foreign phrase *avant-garde* used correctly?
 - a. The avant-garde successfully defended his goal from his opponent's puck.
 - b. The Congresswomen's ideas were considered avant-garde since they were more modern than traditional tactics.
 - c. The advertising agency owners decided to call their new branch "Avant-Garde Ads" because they prided themselves on developing fresh concepts.
 - d. Both b and c are correct.

4. In which sentence(s) below is the foreign phrase *bete noire* used correctly?
 - a. The gambler was unwise to bete noire; consequently, he didn't win a dime.
 - b. The actress gave a flourish of her hand in the old bete noire fashion.
 - c. Sadam Hussein is feared by people throughout the middle east; in fact, he may be considered a bete noire worldwide.
 - d. Both a and c are correct.

5. In which sentence(s) below is the foreign phrase *cause célèbre* used correctly?
 - a. It is said that one should avoid discussing politics, as this subject is certainly a cause célèbre.
 - b. My best friend's upcoming birthday is a cause célèbre, so we'll have a party tonight.
 - c. Jennifer Lopez is considered a cause célèbre because she gives so much to charities nationwide.
 - d. Both b and c are correct.

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6. In which sentence(s) below is the foreign phrase *coup de grace* used correctly?
- The South African tribe made a coup de grace when they peacefully overthrew the existing government.
 - Tyson threw the coup de grace in the boxing ring, bringing Holyfield down for the final count.
 - Bush delivered a coup de grace when he asked for a recount in Florida; shortly thereafter, he won the presidential race.
 - Both b and c are correct.
7. In which sentence(s) below is the foreign phrase *coup de d'état* used correctly?
- The war on Iraq may be considered a coup de d'état since the existing regime was overthrown by groups that no longer wanted that type of power to rule.
 - In the novel *Animal Farm*, the animals stage a coup de d'état when they throw all humans off the farm and develop their own sort of government there.
 - The chickens in the specially designed coup de d'état lay more eggs than the chickens in the fields.
 - Both a and b are correct.
8. In which sentence(s) below is the foreign phrase *enfant terrible* used correctly?
- Some NBA officials consider Dennis Rodman an enfant terrible after his juvenile behavior embarrassed his team.
 - The toddler was going through a rather bratty stage, which made everyone except his parents think of him as an enfant terrible.
 - The chef was merely unconventional in his recipes, but his fellow gourmet cooks called him the enfant terrible.
 - All of the above.
9. In which sentence(s) below is the foreign phrase *savior-faire* used correctly?
- The politician had a spectacular savior-faire that saved him from any social blunders.
 - The unfinished portion of a large meal may be called the savior-faire.
 - The knight brandished his savior-faire in a threat to the duke.
 - Both a and b are correct.
10. In which sentence(s) below is the foreign phrase *tete-a-tete* used correctly?
- The mouse's tiny feet made a tete-a-tete across the floor.
 - The President of the United States met with the Prime Minister of Great Britain at Camp David for a tete-a-tete about relations between the two countries.
 - I pulled my dad aside for a quick tete-a-tete about what to get my mom for the holidays.
 - Both b and c are correct.

Appendix H

Key: Editorial Unit Assessment

1. a
2. d
3. d
4. c
5. a
6. d
7. d
8. d
9. a
10. d

Appendix I
Cover Letter

February, 2004

Dear Students,

It has come to my attention that a certain newspaper editor is on his way to visit our school in hopes of discovering the next Junior Executive Editor. He is searching for an eighth grade writer who is a pro at writing for the opinion section.

What exactly does that mean? Here's the breakdown:

- ◆ You must examine the difference between hard news and editorials.
- ◆ Once you have a clear picture of what an editorial includes, you must write—to the best of your ability—an editorial on a timely issue.
- ◆ For added credibility, you must include in your editorial a quote from an interviewee or outside source.
- ◆ You must ensure readers that your editorial is fair, or free of libel and bias, and eloquent, or created with foreign phrases appropriate for editorial writing.

We have exactly twelve days before the editor, W.C. O'Donovan [fill in your editor's name] from *The Virginia Gazette* [fill in your publication's name] arrives. Over the course of this time, you will receive more tips to help you successfully make your deadline. Good luck—and may the best Junior Executive Editor win!

Sincerely,

Ms. O'Donovan

[Fill in your name.]

Appendix J

Plagiarizer Caught!

“In 1987, Senator Joe Biden of Delaware was emerging as a strong candidate for the Democratic Party’s presidential nomination. Handsome, articulate, and a dynamic speaker, Biden seemed ready to make a serious run for the nomination, when it was reported that his eloquent conclusion to a speech at the Iowa State Fair was lifted, almost word for word, from an address by British Political leader Neil Kinnock.

“Biden claimed the similarity between his speech and Kinnock’s was purely accidental, but it was soon discovered that in an earlier speech he had pirated, almost verbatim, the words of Robert Kennedy. Even more damage was done a few days later when Biden admitted he had been found guilty of plagiarism while a law student at Syracuse University.

“Although Biden tried to pass the whole matter off as ‘much ado about nothing,’ his standing in the polls plummeted and his presidential campaign never recovered. In the view of many experts, Biden’s credibility was so damaged as to permanently injure any hopes he might have had of becoming President.”

Plagiarism is a Serious
Crime!

Excerpt from: Lucas, Stephen E. *The Art of Public Speaking*. Boston, Massachusetts: McGraw Hill, 1989.

Appendix K

What is Plagiarism?

- ◆ Plagiarism—presenting another person’s language or ideas as one’s own

- ◆ Global plagiarism—stealing a speech or piece of writing from a single source and passing it off as one’s own

- ◆ Patchwork plagiarism—stealing ideas or language from two or three sources and passing them off as one’s own

- ◆ Incremental plagiarism—failing to give credit for particular parts of a speech or piece of writing that are borrowed from other people.

- ◆ Paraphrase—to restate or summarize an author’s ideas in one’s own words—paraphrasing still requires citation!

Excerpt from: Lucas, Stephen E. *The Art of Public Speaking*. Boston, Massachusetts: McGraw Hill, 1989.