

Technology Integration Workshop 2016

Unit Title: Investigative Journalism (up to first of three published pieces)

Grade Level: 8

Subject Area: *English Language Arts Workshop 8 - Narrative Non-fiction writing*

Duration/Length/Number of class periods: 10 class periods

Description: Students will use observations of life to write news and investigative report articles about meaningful topics, crafting vivid narratives and giving multiple perspectives.

Established Goals (National, State, Local):

- 8.7.1.1 - Write arguments to support claims with clear reasons and relevant evidence.
- 8.7.2.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 8.7.3.3 - Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 8.7.5.5 - With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
- 8.7.6.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
- 8.7.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- 8.7.10.10 - Write routinely over extended time frames.
- 8.11.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

What Enduring Understandings are desired?

- Writers use their writer's notebook as a thinking tool.
- Through publishing, writer's voices and concerns matter.
- Writing is a significant act of social activism.
- Less can become more when you become expert at writing short---every word counts; every technique matters.
- Writer's think about what they are writing about, and also how they are writing. They think about the work they want to do in order

to outgrow themselves.

- Journalists see stories everywhere.
- Journalists observe the events closely, capturing the who, what, where, why and when of events within captivating and concise news stories.
- Journalists often attend to social issues, or things that are unfair, or things that should be seen because they are hopeful or beautiful.

What Essential Questions will be considered?

How can we learn to research and write in the footsteps of journalists, stirring up our readers to care about a subject, while being careful to be accurate and ethical?

Students will know / be able to:

- Journalists observe the world closely, capturing the who, what, where, when and why of events within concise and captivating news stories.
- Journalists get ideas for potential news stories by closely observing the world around them, looking for the out-of-the ordinary, for heightened emotion, or for a storyline that occurs underneath the main events. They use their observations as starts to newscasts.
- Newscasters turn to and research past events, but they write differently from personal narrative writers---they write in the third person, telling the facts and maintaining a nonfiction, journalistic tone.
- Journalists make short writing powerful with some specific nonfiction techniques, and that writers can learn these techniques by taking advice from nonfiction experts and studying their work.

<p>Description:</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p> <p>Class periods begin with a short (9-15 min) mini-lesson consisting of a connection to ongoing work, teacher demonstration or example with explanation, active involvement where students make a plan for that day's writing, and Link/Off You Go restating the mini-lesson focus and linking it to the day's work. The remainder of the period is workshop time - students work independently and with writing partners, teacher conferring with individuals, partners, or teaching small strategy groups.</p>	<p>Fo rm ati ve</p>	<p>Su m ma tiv e</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu dent Tec hno logy Use d</p>	<p>Teac her Tec hno logy Used</p>	<p>ISTE Stan dard s</p>
<p>Beginning of Unit On-Demand Baseline- Personal Narrative</p>	<p>X</p>		<p>X</p>			<p>X</p>	
<p>Day 1 - Teach/Model telling a story, and beginning to write a newscast including 5 W's within first one to two sentences. Active Engagement - stage in class event for students to write first journal entry about. Create a bulletin board on Tackk.com for students to post questions, story ideas, pictures and comments as unit progresses.</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>2a,d 4b,c</p>
<p>Day 2 - Teacher demonstrate a journalistic stance and voice over observing events around them and finding drama in the small moments and notating for future newscasts. Take students to gym, hallway, other classroom to record</p>	<p>X</p>			<p>X</p>		<p>X</p>	

observation notes in writer's notebooks. Students "write in the air", telling the story of one of their observations with a partner. Write newscast for homework.							
<p>Day 3 - Students sign in to teacher created Seesaw (web.seesaw.me) using class code, and begin a portfolio by taking a picture with ipad of writing done for homework, or digitally submit. Students will place work done in class and homework completed the night before in their portfolio's daily.</p> <p>Min-Lesson: "Today I want to teach you that you can take events you witnessed or were a part of, and you can sift through these lived experiences to find potential newscasts and write about them as journalists. To do this, you step out of your role as the protagonist, and into the role of outside observer."</p> <ul style="list-style-type: none"> - Have students brainstorm list of events a journalist observing their class from last year would recognize as the big stories - Teacher chooses a shared experience and models how to write that as a newscast. Name what you did emphasizing transferable tips - sifting through witnessed events choosing one of interest to our community, writing a lead to grab reader's interest, get to the 5 w's right away, write in journalistic tone not exaggerating or slipping into personal narrative 1st person. <p>Students recall an experience and write it as a newscast.</p>	X			X	X	X	1b,2b
<p>Day 4 - Use anchor text to demonstrate stringing scenes together to suggest meaning, each addressing the underlying issue. Students turn and talk - how was second scene weaved in, how does it add to piece. Students add to a piece they have begun with a second scene.</p>	X			X			
<p>Day 5 - Short pieces can still pack a punch. Anchor poster - add a Grace Note - an elegant word that sticks out, end with a Delightful Jolt - a clever ending, Keep it focused - it ALL has to be about what it's REALLY about.</p> <p>Teacher presents mentor text, demonstrates how to reread for techniques. Model identifying and analyzing first technique. Active engagement - students identify and analyze second technique in pairs/groups, third alone and then sharing. Identify a place in one of your pieces to add one or more of these techniques, continue writing for tomorrow.</p>	X			X			
<p>Day 6 - Setting ambitious goals for publishing, thinking not just what they are writing about but <i>how</i> they are writing, and what they want to do to outgrow themselves, measuring themselves against the best.</p> <p>Teacher presents narrative checklist using nearpod with all students having checklist</p>	X			X	X		1c,2a

projected on their ipads. Students review pieces and find places to edit and revise for content and technique, working in support groups. Teacher uses conferring time to teach leads, transitions, or endings. Have 2-4 published newscasts for tomorrow.							
Day 7 - Peer review of writing partner's piece/pieces using narrative checklists. Provide constructive feedback. Homework: respond to your feedback - might add to your original piece, reflect in your notebook about what's next for you as a writer, come with some writing that shows you responded to feedback.	X						
Day 8 - Students revise and complete their best final piece. Teacher conferring. Alternatively, students could create newscasts with writing partners using stupeflix, iMovie, or the like.				X	X		1b,2b 4a
Day 9 - Reading Marathon/Students revise and complete their best final piece. Teacher conferring.		X					
Day 10 - Publish to Class Blog Adding at least one picture (use clkr.com, morguefile.com, veezle.com for images) Reading/Sharing, Celebrating Pieces . Scoring Notebooks for entries organized, variety of entries, multiple entries daily 1-2 pages in length, and evidence of revisiting previous entries.		X			X		2a,b

Materials, tools and resources <i>Investigative Journalism</i> , Mary Ehrenworth and Cornelius Minor. Lucy Calkins, Series Editor
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