

Bell Ringer – January 6, 2016

1. Write a story about something that happened during the break.
2. Tell me about one thing you are looking forward to this semester and why.
3. Use the ACT word of the day in one of your two responses.

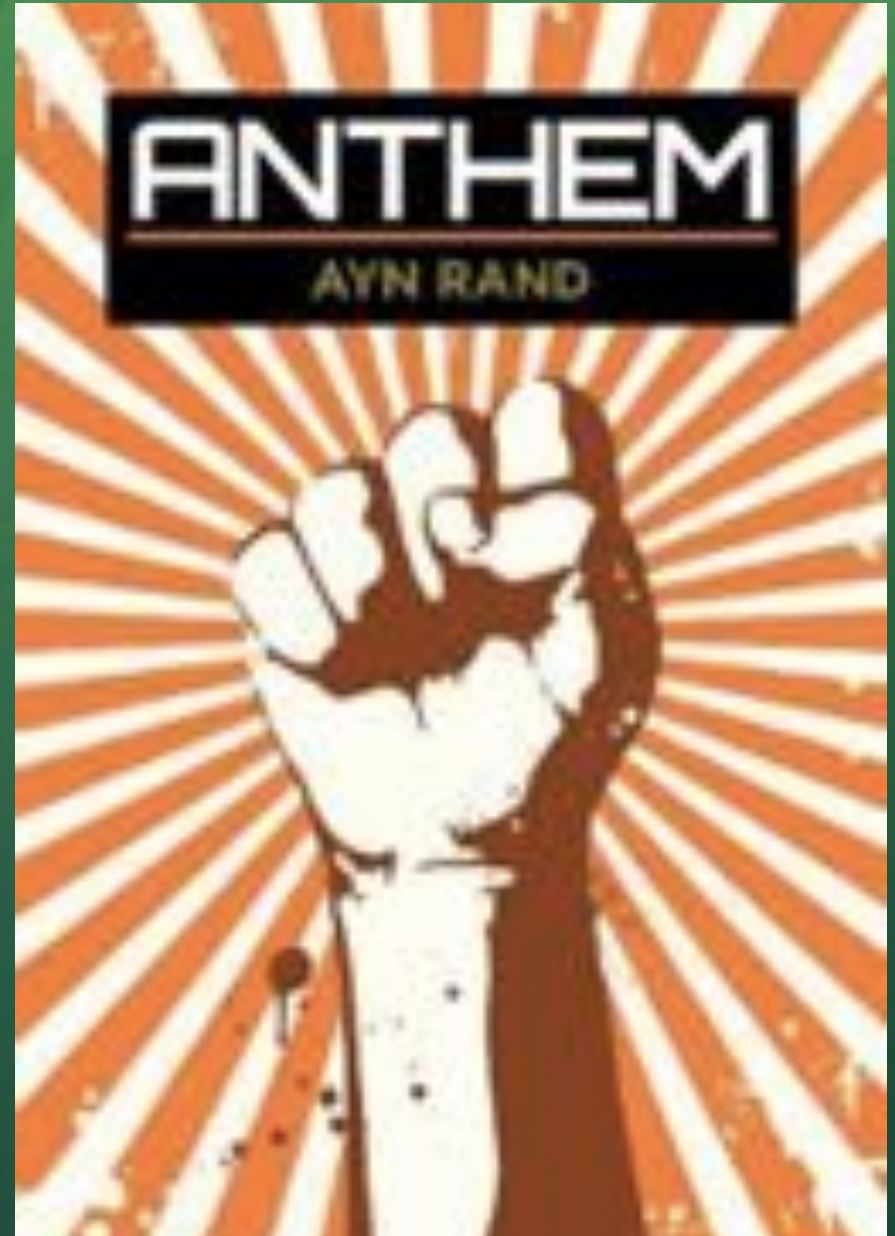


1. How do news outlets impact public opinion or public perception?
2. How does a writer use tone to advance an opinion?

**While
watching,
jot down
some
notes of
what
stands out
to you**



Intro
to
our
new
novel



Bell Ringer – January 8, 2016



1. Use the ACT word of the day in a sentence.

After watching this video,

2. Describe what you think the message is.

3. Then, list out the ways media affects you personally.

I can...

- Determine meanings of words and phrases as they are used in the text.
- Summarize the opinion of a writer using textual details as support.

First Amendment to the United States Constitution

“Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for redress of grievances.”

Respecting

Establishment

Prohibiting

Free Exercise

Thereof

Abridge

The Press

Peaceably

Assemble

Petition

Redress

Grievances

Respecting

Establishment

Prohibiting

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Peaceably

Assemble

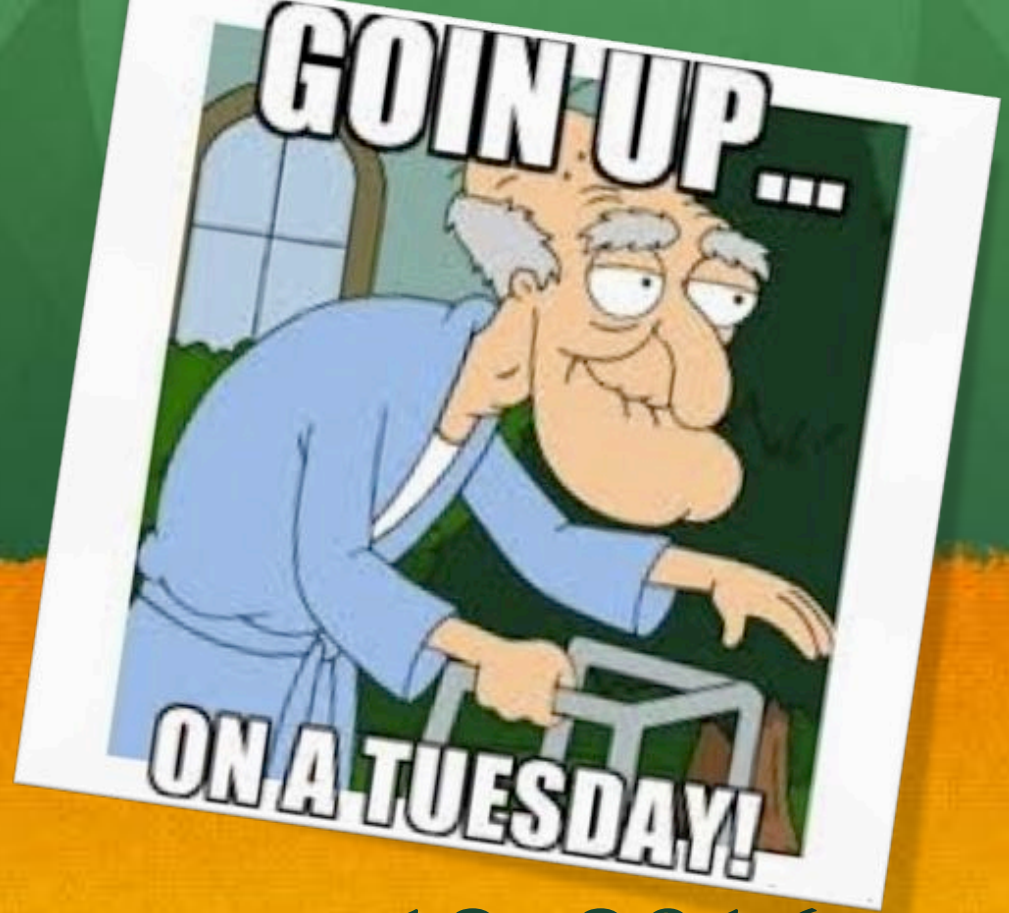
Petition

Redress

Grievances

1. Define each term.
2. Now transform the text by rewriting the First Amendment, replacing the vocabulary words with their definitions. In SOME cases, your definition may fit exactly; in others, you may need to rework the phrasing.





Bell Ringer – January 12, 2016

Get back into your groups from last class and put your finishing touches on your rewrite of the First Amendment. 10 minutes to finish.

What are the four or five
basic rights identified in
the First Amendment?

Which of these will we be dealing
with in this unit?

Annotation

- Number the paragraphs
- Add 4 chunks

Annotation TECHNIQUES

for comprehension

- 1. Number**
 - Start with the first paragraph, number it one and continue numbering sequentially throughout, placing the numbers near the paragraph indentation.
 - As with page numbers, paragraph numbers will act as a reference so you can easily refer to places in the text.
- 2. Circle**
 - Key terms, cited authors, and other essential words or numbers.
 - Words/phrases that are repeated, defined by the author, used to explain or represent an idea, used in an original or unique way, a central concept or idea, relevant to one's reading purpose.
- 3. Underline**
 - Author's claims and other information relevant to the reading purpose.
 - A claim may appear anywhere in the text.
 - A claim may not appear explicitly in the argument, so the reader must infer it from textual evidence.
 - There may be several claims throughout the author's argument.
 - An author may signal his claims, letting you know his position.

Themes
Abortion is wrong - destroy potential (another "Jesus"?!) (= gift from God)
- they were rich, had no reason apart from it was inconvenient

CHARACTER
Narrator - the unborn child
"I wish I'd - "An into me a child is born,"

STRUCTURE
- continuous monologue of 25 lines

TECHNIQUES
- unfinished questions
- Made love or had sex?
- Repetition for emphasis
- Alliteration (try at being conceived)
- Safety Security (Meditation)
- People love already

POETRY
A feeling, an earnest desire, a want
no right to live, had to hope parents wanted him

CHARACTER
Turning Point -
Good reputation but does evil things

CHARACTER
It remained an inconvenience

CHARACTER
She had no more right to call herself a woman than a dog queen.

POETRY
- to make reader sympathetic with narrator
- foreshadow and therefore disagree with abortion
- OBSERVATION - 25 line continuous monologue
- EMERGENCY - 1-16 happy 17-22 angry and bitter
- TECHNIQUES - metaphor, repetition, alliteration
- INDIVIDUAL WORDS - I was, I was! lived on trust 'had no say' 'shipped'
- CONTRAST - try at new life which is destroyed, contrast in narrator's feeling before/after turning point.

- Before reading, What can we learn from the article by the information provided?

Specific Annotations

- Specific Annotations:
 - ? – write the symbol and the question that is provoked
 - ! Write the symbol and what surprises you and why
 - * Write the symbol and the connection you made to the First Amendment rights



Congress shall make no law that has anything to do with creating or setting up a state-sponsored religion; nor any law that prevents citizens from practicing their faith without fear of reprisal; nor can Congress write laws that curtail, cut short, or in any way curb the freedom of speech or of news outlets to report; or the right of the people to get together for peaceful reasons or seek justice from the Government in the event that one suffers an injustice or other attack on one's rights

Re-written Example

1. Does it
make sense?
1-10, 10 = yes,
1 = no



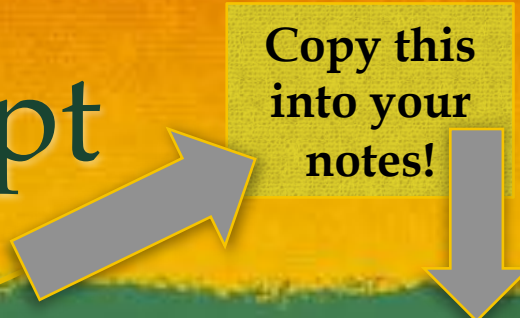
2. What could they specifically do to improve?
Example = take out the current definition for
respecting and re-write the sentence to
say_____.
3. Something the group did well.

Bell Ringer – January 14, 2016

1. Annotate and read Chunk 1 of “The Role of Media in a Democracy.”
2. While reading, you will form an opinion on this topic:
 - A society with a government **but no news access** is a better option than a society **with news access, but no government.**

Writing Prompt

Copy this
into your
notes!



- Think about the role of media in society today, including its limitations and its contributions to a democratic society.
 1. Create a Double Bubble Map comparing the different limitations and contributions using information from the article.
 2. In a written response using details from the text, discuss the importance of free press in a democracy:
 - Provide an explanation of free press in democracy in your answer
 - Provide a concluding statement that follows from and supports the explanation presented
 - Use specific diction to maintain an objective/informative tone throughout your writing (logos)

Bell Ringer – January 19, 2016

1. With your groups, identify the definitions to the words *objectivity* and *subjectivity*.
 - Come up with two examples for each word.
2. What is bias and come up with two examples?
3. What is an editorial?
4. Once you finish these two activities, continue reading chunks 2-4 of your article.

Each person should have this in their notebook/notes

**Welcome
Back!!**

Bell Ringer – January 26, 2016

1. Since we were given an unexpected break from school, write for **10 minutes** explaining what you did over your “snow” break.
 - GOAL = to practice using as many adjectives as you can while describing your snow break and to write clearly.
 - Work on your informative writing; explaining *WHAT* you did and *WHY*.
 - *W.11.2 (Literacy Focus) – Writing to inform or explain complex ideas using clear details and writing.*

More information on your Op-Ed Project

- Editorial – opinion of the publisher
- Op-Ed – literally meaning opposite the editorial page - published by a named author not affiliated with the editorial board
- An unsigned editorial – that source's official opinion on a matter

Bell Ringer – January 28, 2016

1. In your notebooks, answer these questions:

- *What do you think of a news source made **just for you** based on your interests and likes?*
- *What kinds of things would the source include?*
- *What might be some of the advantages of a fully personalized news source?*
- *Disadvantages?*

10 minutes

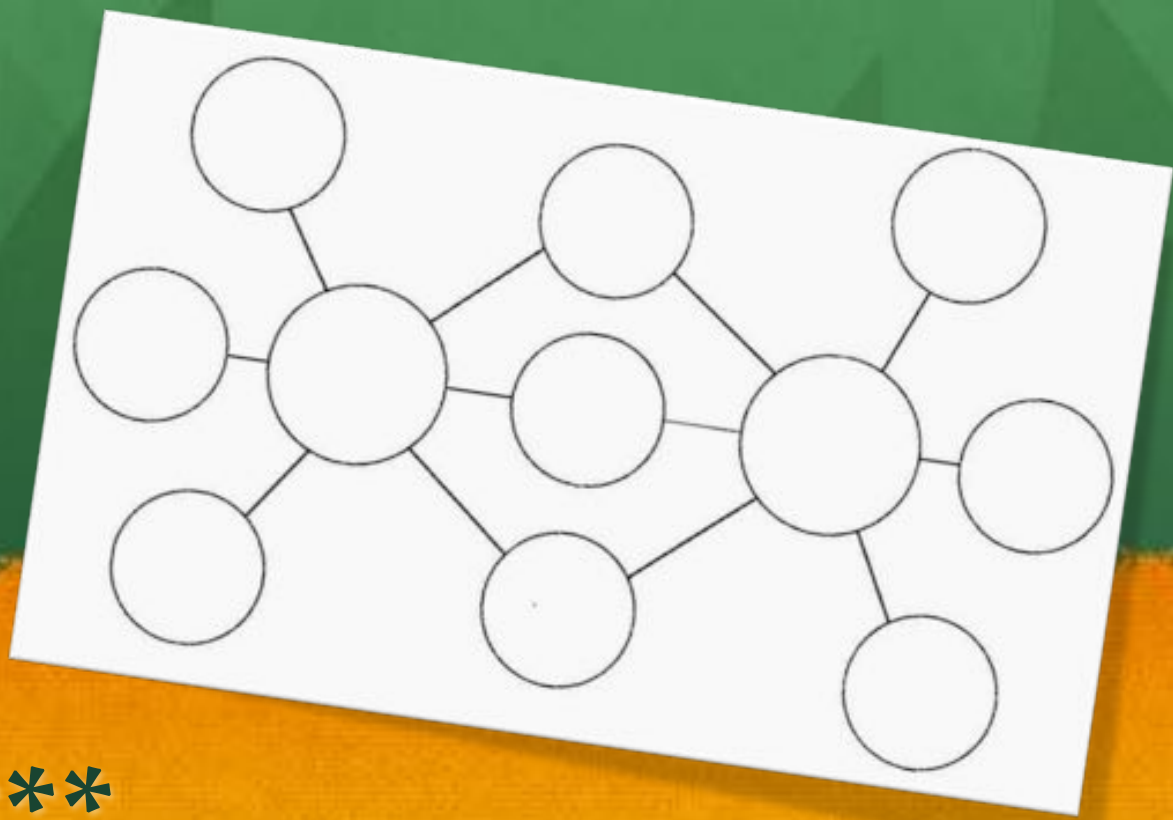
I can...

1. Compare and contrast the two sides of having a personalized news source.
2. Analyze a news story for evidence of bias.

RI.11.5 - Analyze and evaluate the effectiveness of the way an author structures his or her writing



Each group can
have 1 map



*****In your
table teams*****

Focusing on the idea of a personalized news source, compile the advantages and disadvantages into a double bubble map to compare and contrast them.

So
What?

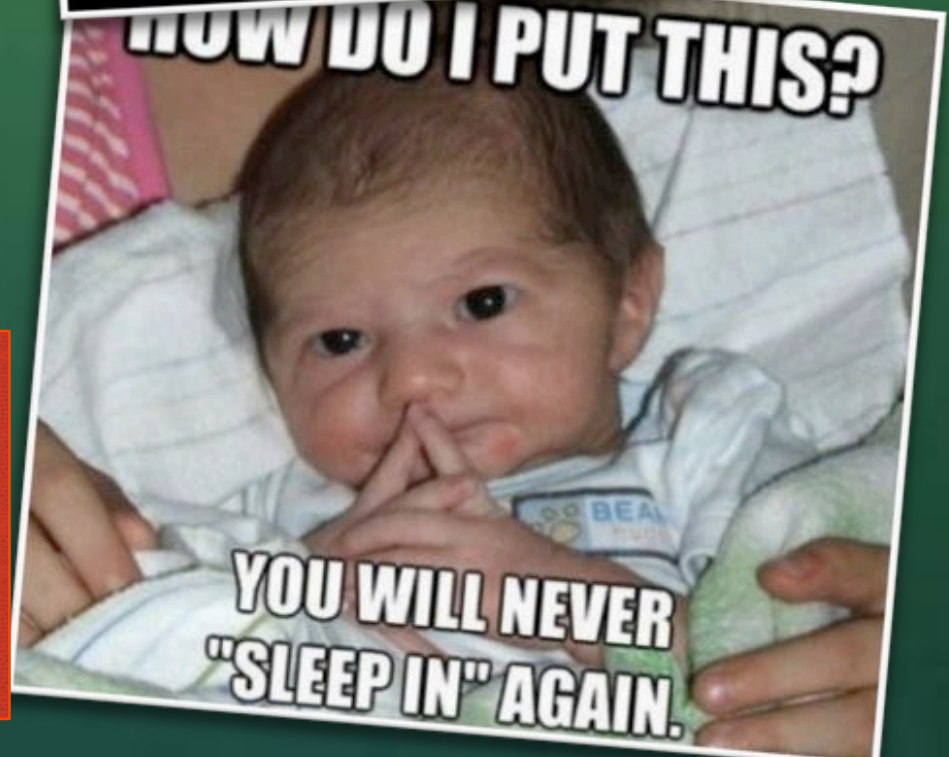
WHY?

Why did we do this
activity with the personal
news source?

I can...

1. Compare and contrast the two sides of having a personalized news source.
2. Analyze a news story for evidence of bias.

RI.11.5 - Analyze and evaluate the effectiveness of the way an author structures his or her writing



Editorial Cartoons Example



BUS STOP

ARE YOU SHIPPING
OUT TO
AFGHANISTAN?

NO, MA'AM.
HIGH SCHOOL.

SCIENCE

Story © 2001 ROCK RIVER TIMES
STORYCARTOONS.COM



Guest Columnist Editorial

- What does that mean?
- http://www.wacotrib.com/opinion/columns/guest_columns/tonya-warren-guest-columnist-tips-for-saving-money-on-school/article_f25e6065-99a5-57be-a789-3a352bd03e66.html

4 Responses to Editorial

- [Original Article: http://www.northjersey.com/news/district-continues-talks-on-school-uniforms-1.352696?page=all](http://www.northjersey.com/news/district-continues-talks-on-school-uniforms-1.352696?page=all)
- <http://www.northjersey.com/opinion/opinion-letters-to-the-editor/letter-to-the-editor-no-need-for-school-uniforms-1.1412566>
- <http://www.northjersey.com/opinion/letter-to-the-editor-school-uniforms-are-a-good-idea-1.499082>

Op-Ed Example

- Topic is: School Uniforms (SSA)
- Unsigned Editorial 1:
<http://www.heraldnet.com/article/20120904/OPINION01/709049983>
- Unsigned Editorial 2: http://www.lehighvalleylive.com/opinion/index.ssf/2014/08/editorial_uniforms_can_improve.html

Bell Ringer – February 9, 2016

1. Grab any seat. 6 minutes
2. Take out your notebooks/notes.
3. Use the ACT word of the day in a paragraph.
4. Take out your article (Role of Media in Society) and a pen or pencil.