

Making The Writing Connection



Grades 7 Through Twelve

Los Angeles Times
IN EDUCATION





Making The Writing Connection

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Grades Seven Through Twelve

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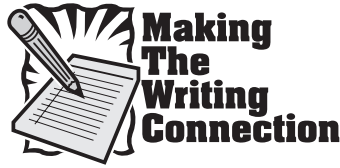
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Los Angeles Times | IN EDUCATION



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Making the Writing Connection

Grades Seven Through Twelve

TO THE EDUCATOR

The Los Angeles Times in Education Program provides newspaper delivery and access to The Times electronic edition to classrooms, plus curriculum guides for using The Times to reinforce basic skills at all levels — kindergarten through twelfth grade.

Making the Writing Connection, is designed to help students improve their writing skills while making the connection between real-life events and literature.

The unit begins with “Getting Started,” a section which contains three activities to guide students in their first explorations of the newspaper.

The ten lessons which follow emphasize various aspects of writing mechanics, style, and content. The type of writing and thinking processes employed are identified in the subheading and objective of each lesson. We encourage you to use the lessons in any order you feel is appropriate for your students’ skills and interests.

The Los Angeles Times is an ideal tool for the teaching of writing. It contains timely, motivational content on themes of interest to students as well as models of many styles and types of writing for students to analyze and emulate.

We are confident that your creativity, these lesson plans, and The Times will provide a winning combination for instruction that will benefit your students today — and tomorrow.



What's in The Times?

OBJECTIVE

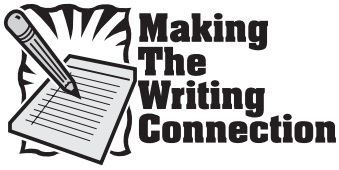
Students will learn to use the index to locate information in the Los Angeles Times

MATERIALS

Classroom sets of the Los Angeles Times or The Times electronic edition, copies of "What's in The Times?" activity sheets.

PROCEDURES

- 1 Ask students if they read the newspaper. Discuss why people read newspapers. Inform students that they will be using the newspaper in the classroom this year.
- 2 Thumb through The Times and read the names of the different sections. Have the class predict what they think they will find in each section.
- 3 Next, locate the newspaper's main index on page 2. Each section of The Times also has an index on the first or second page. Read through the index listings. Compare students predictions with the index listings. Explain how the sections and pages are numbered.
- 4 Demonstrate for students how to locate specific information using the index.
- 5 Have students orally explain how to use the index. Choose a topic listed in the index and have students locate it. Repeat this procedure until students can adequately use the index.
- 6 Have students complete the "What's in The Times?" activity sheet.



What's in The Times?

Activity Sheet

Name _____ Date _____

DIRECTIONS: Use the index to find the following information in the Los Angeles Times. Write the section and page where you find each item, then answer the question.

SPORTS	Find the name of an athlete in the news. In what sport does he or she play? Athlete's name Sport Section Page
MOVIES	Find a movie that you would like to see. What is the name of a theater where you could see it? Movie Theater Section Page
BUSINESS	Find the name of a company in the news. Section Page
COMICS	Find a comic strip that you like to read. Section Page
TELEVISION	Find a show that will be on at 7:00 p.m. tonight. Show Channel Section Page
ASTROLOGY	Find your horoscope for today. Zodiac sign Section Page
CROSSWORD	Find today's crossword puzzle. Write the first clue (1-Across). Clue Section Page



What's in The Times?

Activity Sheet page 2

Name _____ Date _____

EDITORIAL	An editorial is an article that expresses an opinion. Select one and give its view. Topic
	View
	Section Page
BOOKS	Write the title, author, and publisher of a book that is reviewed in today's Los Angeles Times. Title
	Author
	Publisher
	Section Page
ADVICE	Find an advice column. How many letters appear in today's column? Column name
	Number of letters
	Section Page
RADIO	Find a radio station that broadcasts classical music. Name of station
	Number on dial
	Section Page
WEATHER	Find today's national weather forecast. What is the predicted high temperature in your city? Name a city where it is raining. High temperature
	City where it's raining
	Section Page
CLASSIFIEDS	Find an ad for an item for sale in today's classifieds. Item for sale
	Price
	Section Page

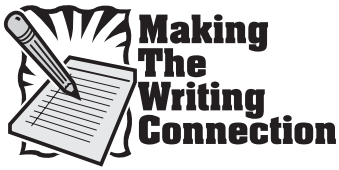


Style Connections

Name _____ **Date** _____

DIRECTIONS: There are many types of writing. Go through the pages of today's Los Angeles Times to find examples of the following kinds of writing.

EXAMPLES OF WRITING	ITEM	SECTION	PAGE #
1. A factual report			
2. A short summary			
3. An opinion			
4. A letter			
5. A review or critique			
6. Dialogue			
7. Humor or satire			
8. Analysis of a graph, table, or chart			
9. A vivid description			
10. Biographical information			
11. Persuasive writing			
12. Research results			



Content Connections

Name _____ Date _____

DIRECTIONS: Find articles or features in The Times which include the following content ingredients.

CONTENT INGREDIENTS	ITEM	SECTION	PAGE #
1. A story of family conflict			
2. An example of mystery or suspense			
3. A story about an unresolved problem			
4. A story about a problem which has been solved			
5. A story about a tragic event			
6. A story of man versus nature			
7. A story without an ending resolution			
8. A story which might make a good movie			
9. A story which reminds you of something that happened in your own life			
10. A story which takes place in a geographical or cultural setting different from your own			
11. A story which tells about an event that may affect future generations			
12. A story which reports about a person who is like you in some way			

Have We Met Before?

*Comparing People in the News to
Characters in Literature*

OBJECTIVE

Students will analyze the similarities and differences between a person in the news and a main character in literature, then write a comparison/contrast paragraph.

MATERIALS

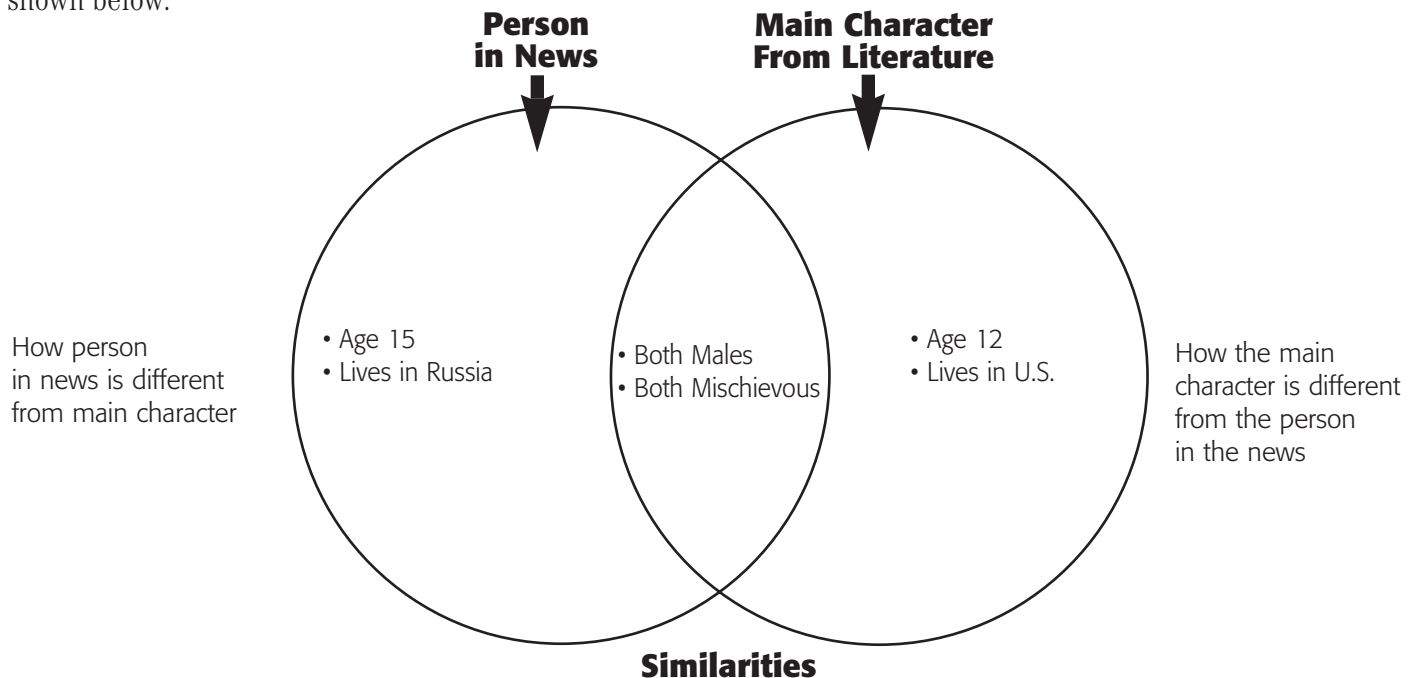
Classroom sets of The Times or The Times electronic edition, Venn diagram worksheets, a short story or novel, construction paper, scissors, glue.

PROCEDURES

1 With the class, brainstorm or cluster as many qualities and details the class can remember about the main character of a short story or novel they have either read or are in the process of reading. Save this list on chart paper.

2 Give students time to read the newspaper and ask each to cut out a news story about a person who interests them. If using The Times electronic edition, students will need to print their items and cut them out. Then have students brainstorm or cluster the characteristics of the person in the news they have selected.

3 Review with the class the chart (Step 1) of characteristics from the short story or novel. Then use the Venn diagram worksheet to guide students in sorting the characteristics of the main character from the short story or novel along with the characteristics they have generated for their person in the news. Follow the example shown below:



4 Instruct students to use the Venn diagram they have created to write a paragraph which shows how the main character from literature is both similar to and different from the person in the news they have chosen. Their paragraphs should contain at least three similarities and three differences, and they should indicate which similarities and differences are most interesting and explain why. Students should write their first drafts focusing on ideas rather than spelling and mechanics.

5 Have students exchange their paragraphs, articles, and Venn diagrams with a peer partner. The peer partner should evaluate whether or not:

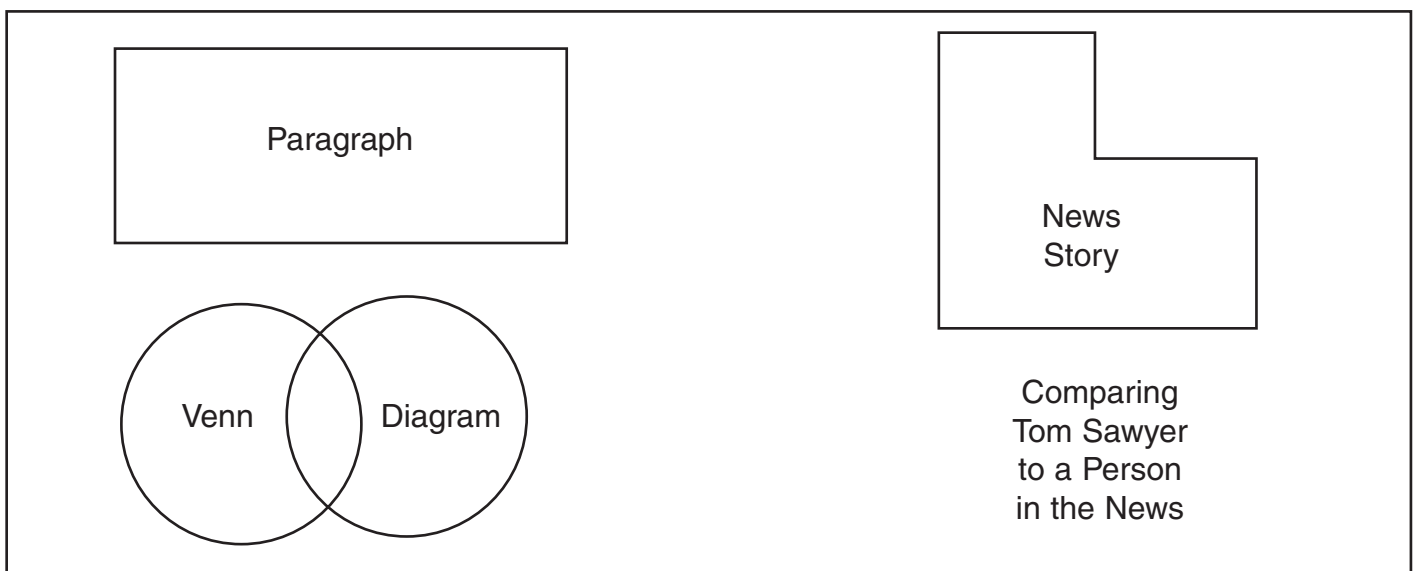
- ▶ all entries on the Venn diagram are parallel
- ▶ all facts are accurate according to the literature and the news article
- ▶ the paragraph is written according to the directions given in Step 4 above

6 Based on the feedback of their peer partner, students should edit and revise their work before they hand in the final copy. First draft paragraphs should be turned in with the final version.



EXTENSION

1. The finished product along with the Venn diagram and the news article may be pasted to construction paper. These make an interesting bulletin board display.

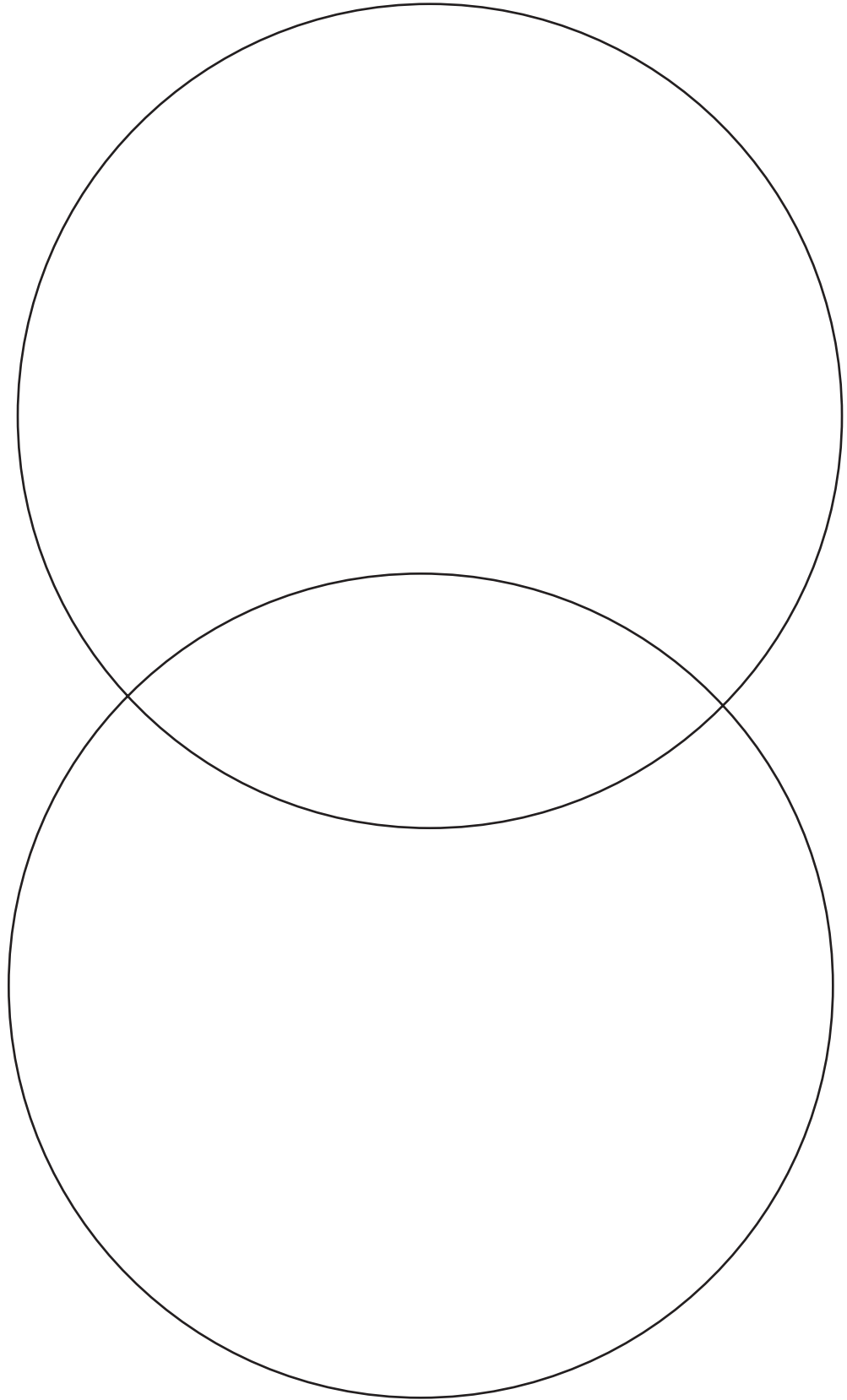


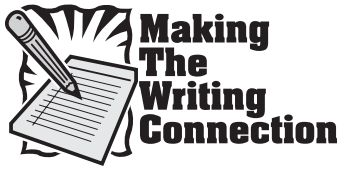


Have We Met Before?

Worksheet

Name _____ **Date** _____





He Could Have Said...

Writing Dialogue

OBJECTIVE

Students will analyze the frames of a comic strip, create a storyline, and write dialogue to accompany the frames.

MATERIALS

Classroom sets of *The Times* or *The Times* electronic edition, worksheets, story response forms, scissors, glue.

PROCEDURES

1 Have students select a comic strip they enjoy and cut it out of the newspaper. If using the electronic edition, students will need to print their items and then cut them out.

2 Instruct students to:

- a) Cut the frames of their comic strip apart.
- b) Erase or white-out the captions for each frame.
- c) Spread the frames on their desk.
- d) Move the frames around until they are in the desired order.
- e) Glue the frames to the “He Could Have Said...” worksheet.

3 Have students think of a storyline for their comic strips. They can write a draft of their storyline on a piece of scratch paper, then transfer their storyline to the bubbles in the comic strip.

4 Students should then rewrite their story on the lines provided on the worksheet. Remind them to follow these rules for writing dialogue:

- a) Enclose the exact words (and only the exact words) of speakers in quotation marks.
- b) Indent each time speakers change.
- c) Use “he said” or “she said” to clarify who is speaking.

5 Have students exchange stories with a partner and read each other’s stories. Each student can then complete a story response form.

6 Students can use their partner’s comments to review their stories. They should also check their story’s spelling, punctuation, and grammar.



1. The class’s completed stories can be bound together in a giant class comic book.



He Could Have Said...

Story Response Form

Name _____ Date _____

1. Does the story hold your attention?

Comments:

.....

.....

.....

2. What do you like best about the story?

.....

.....

.....

3. How could the story be improved?

.....

.....

4. Does the story conform to the following rules for writing dialogue?

- a) exact words of speakers in quotation marks
- b) new paragraph for each speaker
- c) "he said/she said" to show who is speaking

5. Other comments

.....

.....

.....

.....

OBJECTIVE

Students will use analysis, evaluation, and synthesis skills to write a review of a book, movie, concert, or performance.

MATERIALS

Classroom sets of *The Times* or *The Times* electronic edition, worksheets.

PROCEDURES

- 1 Have students find the section of *The Times* which contains articles that critique books, movies, concerts, plays, or other performances. Explain that these critiques are called “reviews.”
- 2 Instruct students to select three reviews, cut them out, and glue them to a piece of paper. Have them read each review carefully. If using *The Times* electronic edition, students will need to print their items and then cut them out.
- 3 Ask students to reread their reviews and look for things they have in common. Students should find at least three common elements of reviews and list them on their worksheets.
- 4 Ask students select a book, movie, concert, or performance they would like to review. Have them complete the review planning section of their worksheets to help organize their thoughts. Then have each student use the information on their worksheets to write a review.
- 5 Have students exchange their reviews with a partner, then follow these steps:
 - a) Pretend that you are the entertainment editor of the newspaper.
 - b) Read your partner’s review. Does it sound like a review? Why? How?
 - c) Can you find elements common to reviews?
 - d) Complete the section of your partner’s worksheet entitled “Editor’s Response.”
 - e) Return your partner’s review.
- 6 Ask students to revise their papers using the “Editor’s Response” comments from their partner. Remind students to check spelling, punctuation, and usage before completing their reviews.



EXTENSION

1. Working in groups, students can create an entertainment section for tomorrow’s newspaper by using their reviews. They may also want to include drawings, photographs, and feature stories.



The Verdict Is In

Worksheet

Name _____ Date _____

COMMON ELEMENTS OF REVIEWS

ELEMENT 1 - Examples	ELEMENT 2 - Examples	ELEMENT 3 - Examples

REVIEW PLANNING WORKSHEET

OBJECT OF REVIEW: _____

DETAILS (TIME, PLACE, DATE, PRICE, ETC.): _____

BRIEF SUMMARY OR DESCRIPTION: _____

ANALYSIS: HIGHLIGHTS: _____

 SHORTCOMINGS: _____

OVERALL OPINION: _____



The Verdict Is In

Worksheet page 2

Name _____ Date _____

THE EDITOR RESPONDS

OBJECT OF REVIEW: _____

DETAILS (NOTE OMISSIONS): _____

SUMMARY (WHAT'S GOOD? WHAT'S LACKING): _____

HIGHLIGHTS (LIST/COMMENT): _____

SHORTCOMINGS (LIST/COMMENT): _____

OVERALL EFFECTIVENESS OF THE REVIEW: _____

A STRONG POINT IS: _____

A SUGGESTION FOR IMPROVEMENT IS: _____

OBJECTIVE

Students will locate a problem to be solved in the Los Angeles Times, analyze the problem, develop and prioritize potential solutions, and write letters which:

- a) state the problem and its causes and effects, and
- b) propose solutions.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, discussion/evaluation forms.

PROCEDURES

- 1** Have students look through The Times to find a problem. (NOTE: Problems can be found in all sections of the newspaper. Students might want to use the sports section or the comics.)
- 2** Instruct students assume the identity of a person affected by the problem, then write a letter which clearly states the problem and explains its causes and effects. Students can use worksheets to help organize their thoughts. You may want to read letters to advice columnists.
- 3** Then have students write a second letter in reply to their problem letter. The reply should include two or three possible solutions. Save the best solution for last.
- 4** Divide the class into small groups and have students read their letters and replies to each other. Students can use the discussion response guide to make suggestions for improvements to their letters. Students should also check one another's papers for spelling, punctuation, and usage.
- 5** Have students rewrite their letters based on the comments and suggestions of their group.



EXTENSIONS

1. Create a book by mounting "problem letters" on one side of construction paper and responses on the other side. Tie with yarn or spiral bind. Be sure to include a forward by the teacher that explains the purpose of the writing.
2. Make a tape recording with each student reading their own letter and one student answering all of them. Put it in a reading corner with headsets for listening.



A Bit of Good Advice

Worksheet

Name _____ Date _____

PROBLEM:

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.....

CAUSES:

.....

.....

WHAT ARE THE EFFECTS:

.....

.....

WHAT MIGHT BE DONE ABOUT IT?

.....

.....

.....

WHICH SOLUTIONS SEEM THE MOST PRACTICAL?

.....

.....

.....

.....



A Bit of Good Advice

Worksheet - page 2

Name _____ Date _____

DISCUSSION RESPONSE GUIDE

IS THE PROBLEM CLEAR?

.....

WHAT CAUSED THE PROBLEM?

.....

.....

.....

ARE THE SOLUTIONS POSSIBLE?

.....

.....

.....

EVALUATION RESPONSE GUIDE

WAS THE PROBLEM CLEARLY STATED?

.....

.....

WAS IT EASY TO FIND THE CAUSE AND EFFECT?

.....

.....

ARE THE SOLUTIONS WORKABLE?

.....

.....

.....



Literary Headlines

Writing a News Story About an Event in Literature

OBJECTIVE

Students will analyze an event from a short story or novel and identify the major news ingredients, then write a news story about the event using the inverted pyramid news writing style.

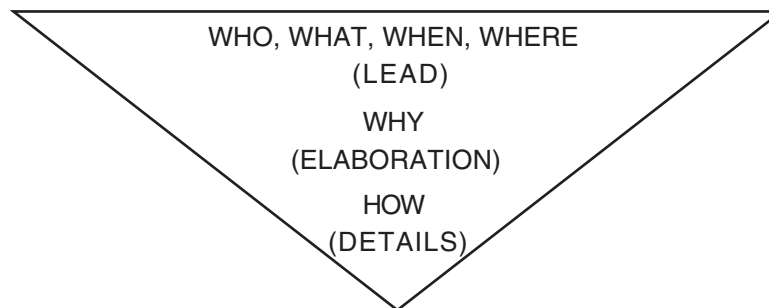
MATERIALS

Classroom sets of *The Times* or *The Times* electronic edition, a novel or short story, software for creating a class newspaper (optional).

PROCEDURES

1 Have students read through *The Times* and choose a short news story that they like.

2 Review or teach news story structure by asking students to analyze the news story they have chosen. Refer to the inverted pyramid below:



3 Have students skim through a novel or short story with which they are familiar and choose one event they would like to write as a news story. The section of the book containing the event they choose can be recopied for reference. Encourage students to create a cluster based on their chosen event for each part (lead, elaboration, details) of the inverted pyramid.

4 Have students use the inverted pyramid structure to write a news story about the event they have chosen from literature. In their first drafts, students should concentrate on following the structure of a news story, rather than worrying about the correctness of their writing mechanics.

5 Students can exchange their news stories with a partner or share them in small groups. Feedback from peers should focus on the following:

- ▶ does the story follow the inverted pyramid structure?
- ▶ are the statements accurate according to the literature?

6 Students should revise their news stories based on the feedback they receive from their peers and proofread to check spelling, punctuation, capitalization, and usage before turning in their papers.



EXTENSION

1. The class's news stories can be assembled and published in a newspaper format using popular computer software programs.

OBJECTIVE

Students will analyze, interpret, and explain a graphic from the Los Angeles Times, then write an analytical paper about it.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets.

PROCEDURES

- 1 Instruct students to find examples of graphs, tables, or charts in The Times. These are called “graphics.”
- 2 Have students select a graphic to interpret. As the basis for their selection, they should consider how much it interests them, how well they understand it, and how much they can explain or conclude about it.
- 3 Have students use the graphic they have selected to complete their worksheets.
- 4 Using their worksheets as a guide, have students write an analysis of their graphic. The analysis should:
 - a) Explain the graphic.
 - b) Analyze the graphic.
 - c) Formulate and support a hypothesis based on the graphic.
- 5 Have students exchange papers with a partner. As students read each other’s papers, they should comment on the following:
 - a) How well the writer explains the graphic.
 - b) How well the writer analyzes the graphic.
 - c) How the writer’s hypothesis relates to the graphic.
 - d) How well the hypothesis is supported.
 - e) What was effective about the analysis?
 - f) What is a suggestion for improvement?
- 6 Students should use their partner’s comments to revise their analysis. They should also check spelling, punctuation, and usage before turning in their papers.



Graphically Speaking

Worksheet

Name _____ Date _____

Title of graphic: _____

Date of publication: _____

Section and page number in The Times: _____

Purpose of the graphic: _____

Format of the data (chart, table, graph, etc.): _____

Conclusions which can be made directly from the data: _____

Inference (hypothesis) which could be made from the data: _____

A Play on Words

Analyzing Figurative Language

OBJECTIVE

Students will identify and analyze examples of figurative language in the Los Angeles Times, then write a brief explanation of the literal meaning of the language they have selected.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, books or other written materials which include examples of figurative language.

PROCEDURES

1 Read aloud some examples of figurative language in literature (Amelia Bedelia books are a good source). Discuss idioms, figures of speech, and their literal translations. Use visualization and guided imagery warm-ups.

2 Have students find a headline in The Times which uses figurative language (the sports section is often a good place to look). Ask students to draw a picture on their worksheets that literally describes the figure of speech used in their headline.

3 Have students write a short paragraph on their worksheets which tells the intended meaning of their figurative language example from the newspaper. Ask them to contrast this intended meaning with the literal meaning.

4 Divide the class into small groups. Have students share their figurative language examples, their drawings, and their paragraphs with each other. Ask each group to consider:

- ▶ Does each drawing accurately reflect the literal meaning?
- ▶ Does each explanation of the intended meaning make sense to the group?

5 Have each student rewrite their papers based on their groups comments and suggestions. Students should also check spelling, punctuation, and capitalization before turning in their papers.



EXTENSION

1. Make a bulletin board display with students' examples of figurative language cut from The Times, their literal meaning pictures, and their written summaries. You may wish to title this display "A Play on Words" and have one student illustrate this figurative title with a literal translation.



A Play on Words

Worksheet

Name _____ Date _____

Write an example of figurative language from The Times.

.....

.....

.....

In what ways could you show this literally? List ideas, don't write sentences. Then sketch your art ideas in the space below.

.....

.....

.....

What is the intended *figurative* meaning of the phrase you selected? How is that different from the *literal* meaning?

.....

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.....

.....

.....

.....



I Have This To Say About That

Writing a Letter to the Editor

OBJECTIVE

Students will read, analyze, and evaluate a series of letters, then write a letter to the editor expressing their viewpoint on an issue.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets.

PROCEDURES

- 1 Have students find the section of The Times which contains letters to the editor. Have them select three letters, cut them out, and paste them to a sheet of paper. If using The Times electronic edition, students will need to print their items and then cut them out.
- 2 Ask students to reread their letters and look for things the letters have in common. Have them find at least three common elements and list them on their worksheets.
- 3 Ask students to think of an issue they are concerned about, then use the letter planning portion of their worksheets to organize their thoughts about the issue they have chosen.
- 4 Instruct students to use the information from their worksheets to help them draft a letter to the editor.
- 5 Have students exchange their draft letters with a writing partner. When reading their partner's letter, students should consider the following:
 - a) Does it sound like a letter to the editor? How? Why?
 - b) Can you find examples of elements common to other letters to the editor?

Then have each student assume the role of editor and complete the editor's response portion of the worksheet.

- 6 Using the editor's response completed by their partner, have students revise their letters. They should also check spelling, punctuation, and usage.



1. On a bulletin board, do a layout of the letters to the editor section of The Times. Arrange student letters on the layout.



I Have This To Say About That

Worksheet

Name _____ Date _____

COMMON ELEMENTS OF LETTERS TO THE EDITOR

ELEMENT 1 - Examples	ELEMENT 2 - Examples	ELEMENT 3 - Examples

LETTER PLANNING WORKSHEET

IDEA OR ISSUE: _____

YOUR STAND ON THE ISSUE: _____

REASONS FOR YOUR POSITION: _____

WHY YOUR ARGUMENT MAKES SENSE: _____



I Have This To Say About That

Worksheet page 2

Name _____ Date _____

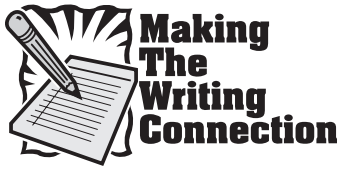
EDITOR'S RESPONSE

LETTER'S IDEA OR ISSUE: _____

WRITER'S STAND: _____

REASONS FOR WRITER'S STAND: _____

EFFECTIVENESS OF THE LETTER. WHAT WORKS? WHAT DOESN'T? _____



Survivors

Analyzing Characteristics of Survivors in Literature and in the News

OBJECTIVE

Students will analyze the characteristics of survivors in literature and in a news story, then write an essay which identifies and cites examples of the qualities of a survivor.

MATERIALS

Classroom sets of *The Times* or *The Times* electronic edition, a book with a main character who is a survivor and access to several other books on the list provided.

PROCEDURES

- 1 Have students choose one of the books on the attached list and begin reading and discussing it with the class over a period of weeks. Students should take notes about examples of bravery, etc. displayed by the characters.
- 2 Over the same period of several weeks, students should be provided time in class to collect and discuss stories from *The Times* about people or animals who have survived a tragedy. Students should take notes of examples of tactics used for survival and personal traits of the survivors.
- 3 When students have completed reading the book from Step 1, guide them in checking out from the library another book from the attached list. These books feature characters who are survivors. As the students read, they should continue to keep notes about what the characters had to do to survive and their personal traits and characteristics.
- 4 Have students create a map of small illustrations with quotes from the text of the news stories and novels which show the kinds of qualities they think a person must have in order to be a survivor.
- 5 Have students refer to their “survivor map” and notes from news stories and novels to choose four examples that they think illustrate the most important qualities a person needs to be a survivor. Students should then write a two to three page essay about “surviving” based on their examples. They should be sure to name the character or person they are referring to and mention the title of the novel and the date of the newspaper story.
- 6 Essays can be shared with peer response groups. The following list of questions will help peers provide useful feedback to the writer:
 - a) What were the most interesting examples used?
 - b) Was it clear what qualities the survivor possesses?
 - c) Was it clear what book or news story the writer was referring to?
 - d) Does the essay have a clear beginning, middle, and end?
 - e) Does the essay meet the expectations listed in the directions?
- 7 Students should revise their essays based on feedback from their peers and check for spelling, punctuation, and usage errors before handing in their essays.



Survivors

Analyzing Characteristics of Survivors in Literature and in the News

Page 2

SURVIVORS BOOKLIST

- Aaron, Chester. *An American Ghost*. New York: Harcourt Brace Jovanovich, 1973.
- Aurembou, Renee. *Snowbound*. New York: Abelard-Schuman, 1965.
- Bradbury, Bianca. *Two on an Island*. Boston: Houghton Mifflin, 1965.
- Burnford, Sheila. *The Incredible Journey*. Boston: Little, Brown, 1961.
- Byars, Betsy. *Trouble River*. New York: Viking Press, 1969.
- Defoe, Daniel. *Robinson Crusoe*. New York: Charles Scribner's Sons, 1920.
- Eckert, Allan. *Incident at Hawk's Hill*. Boston: Little, Brown, 1971.
- Fife, Dale. *Destination Unknown*. New York: E.P. Dutton, 1981.
- George, Jean. *Julie of the Wolves*. New York: Harper and Row, 1972.
- Hamilton, Virginia. *The Planet of Junior Brown*. New York: MacMillian, 1971.
- Holman, Felice. *Slakes Limbo*. New York: Charles Scribner's Sons, 1974.
- Kerr, Judith. *When Hitler Stole Pink Rabbit*. New York: Coard, McCann and Geoghegan, 1972.
- Konigsburg, E.L. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. New York: Athenium, 1967.
- Moeri, Louise. *Save the Queen of Sheba*. New York: E.P. Dutton, 1981.
- O'Dell, Scott. *Island of the Blue Dolphins*. Boston: Houghton Mifflin, 1960.
- Roy, Ron. *Avalanche!* New York: E.P. Dutton, 1981.
- Speare, Elizabeth. *The Sign of the Beaver*. Boston: Houghton Mifflin, 1983.
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Beyond Book Reports

Synthesizing Literature and Newspaper Knowledge and Experiences

OBJECTIVE

Students will analyze the components of both a selected historical novel and the Los Angeles Times, then create a simulated newspaper set in the historical context of a novel they have read.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, computer with desktop publishing program (optional).

PROCEDURES

- 1 Have students select and read a historical novel.
- 2 Guide students to scan and identify different parts of The Times and analyze the characteristics of these different components. Other lessons in this curriculum guide may be helpful.
- 3 Instruct students to use the Beyond Book Reports worksheet to list ideas for newspaper items based on the historical novel they've read.
- 4 Working individually or in collaborative groups, instruct students to create a historical newspaper based on ideas from their novel and other events in that same historical period. Students should include the four required components and select four additional components for their newspapers. The components (news stories and features) should be arranged to resemble newspaper pages.
- 5 Have students exchange their first drafts with a writing partner or group member. Students should comment on each other's work using the following guidelines:
 - a) Are all items true to the historical context of the novel? (Are there any anachronisms?)
 - b) Is the novel content well-utilized in the newspaper components?
 - c) Are there items which are confusing or unclear?
 - d) Is the correct newspaper style used consistently?
 - e) How does the newspaper look? How might the layout be improved?
- 6 Students should revise their drafts based on their writing partner's comments. Students should also check their work for punctuation, capitalization, spelling, and usage.



1. Use a typewriter or a desktop publishing program to assemble and print the newspapers.



Beyond Book Reports

Worksheet

Name _____ Date _____

REQUIRED COMPONENTS	DESCRIPTION	NOTES/IDEAS
Front Page Banner	Includes logo, date, number of pages, copyright, circulation and price.
News Article	Based on facts from the novel, but may also contain information from outside research.
Editorial	An editor's opinion which pertains to an event from the novel.
Book Review	Critique of the source novel which includes answers to the following questions: 1. How do time and place influence the character and the plot? 2. Which historic facts are true? 3. Which characters are real and which are fictional? 4. How does the author give a real feel of time? (techniques used)

Additional components (choose 4). Each of the selected components should be based on the novel and/or the historic period in which it is based.

- | | |
|----------------------------|-------------------------|
| Advice Column _____ | Food Feature _____ |
| Classified _____ | Index _____ |
| Comic Strip _____ | Social News Event _____ |
| Crossword Puzzle _____ | Sports _____ |
| Cuts (pictures, art) _____ | Weather _____ |
| Display Ad _____ | |