**Writing Exploration: Editorials**

What kinds of writing exist and what is their purpose? Consult the P.I.E. chart on the wall if you want more help. Think individually, write a response, share with another Foster kid, share with the class.

What is an editorial? Conduct a 2 minute Google search and tweet your answer IN YOUR OWN WORDS with the hashtag #fostere11 Class definition:

Fill in the blank lecture notes about specific types of editorials:

* + 1. Editorials of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** take a firm stand on a problem or condition. They attempt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the reader to think the same way. This editorial often proposes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or advises taking some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
		2. Editorials of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** attempt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the meaning or significance of a situation or news event. There is a wide variety of editorials in this category, ranging from those which provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to those which identify issues.
		3. Editorials of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** attempt to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a person or an activity, such as honoring the accomplishments of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, complimenting a politician’s choice or praising a particular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
		4. Editorials of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** have two categories. One is the short **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** treatment of a light topic. The second is a slightly satirical treatment of a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

Keep our Reader’s Workshop big question in mind, “How does a writer craft a text (in this case an editorial) to tell a story (in this case to support a claim(s) in an analysis of substantive topics) using strong author’s craft techniques (in this case valid reasoning and relevant and sufficient evidence)?” As we read a few editorials together, “talk to the text” in four specific ways:

1. UNDERLINE ideas that you read that you already know.
2. CIRCLE ideas that you learned about as a result of reading the editorial
3. HIGHLIGHT and explain specific aspects of the text that make it an editorial: logos, pathos, ethos, evidence, etc.
4. BOX any words that you currently don’t know. Then use context clues, word parts, and parts of speech to figure the word out and take your best guess. Show Mr. Foster your best guess. Then, you can add these to your Vocabulary list, if you want, or maybe you already added words from reading Beowulf.

**We will read a few together. After T4ing all of them, choose one and complete the next two page for ONE editorial.**

**Columbus schools should learn from Cleveland's charter-school approach**

Given how much worse the Cleveland Metropolitan School District fares on the Ohio Department of Education's school report cards than do Columbus City Schools, one might doubt the Columbus district could learn much from Cleveland.

But a recent initiative by the Cleveland district to embrace charter schools rather than fight them is an indication that the perennially troubled district is intent on providing new opportunities for students. It is a striking contrast to Columbus' district, where officials' persistent antipathy toward charters recently was highlighted by a free-thinking Board of Education member.

The Cleveland district historically has been no friendlier to charter schools than most big-city districts, where administrators and teachers' unions alike view them as a threat to business as usual. But Cleveland recently surprised observers by inviting charter schools to apply for its sponsorship.

Collaboration between the district and charters stands to benefit both. If the charters are effective and help students improve their performance, those test scores will boost the district's dismal numbers.

More important, the district could learn from and adopt methods from the charters that succeed, whether through innovation or better application of tried-and-true techniques.

For charter schools that come under the district's sponsorship, the benefits are simple: access to better facilities, through low-cost leases of closed district buildings, and the district's vast administrative resources. Under Ohio law, charter schools receive state per-pupil funding but no tax money for buildings.

Some potential charter operators with a sound educational approach and tremendous potential fail for lack of a suitable building, dependable transportation and sufficient administrative savvy.

Cleveland's effort has been praised by education reformers, including the Dayton-based Thomas B. Fordham Institute, for approaching the new policy with great forethought. That includes an extensive application process that requires would-be charter-school partners to spell out their educational methods, to prove they have strong leadership and to plan for parental involvement.

A demanding application and careful screening are important, because, even though Ohio's state oversight and standards for charter schools have improved in recent years, many charters still fail.

Education reformers encourage all school districts to strive for a portfolio of good schools - an array of educational philosophies and organizational schemes that offers families choices. By bringing charter-school innovators into their tent, Cleveland school officials increase their opportunities for success and likely will keep more Cleveland youngsters in district-affiliated schools.

That's a far better approach than Columbus City Schools' reluctance to even allow well-established, high-performing charter schools to lease empty district buildings for fear of competition. That policy was publicized recently when school-board Vice President Stephanie Groce submitted a column to The Dispatch, criticizing administrators on the issue.

The column generated an uproar - not about whether the school district should embrace and learn from successful charter schools, but about whether Groce was out of line in speaking out. This is in part a result of the board's "policy governance" approach, intended to prevent board micromanagement of district administrators. Unfortunately, it has been interpreted by many on the school board to mean that members cede their right and responsibility to act as watchdogs for the public interest.

Columbus school officials should focus on improving chances for success - in part by breaking old patterns that have failed - instead of suppressing criticism.

# Why Muslims are America’s best anti-terror weapon

Recently, [in an interview, I] explained the need for increased police presence and intelligence-gathering in New York City’s Muslim neighborhoods. Since then, I’ve been called a racist and a bigot.

My views are being misrepresented. I don’t want anyone displaying suspicion of Muslims. I don’t dispute for a moment American Muslims’ love for our shared country. In fact, I think it’s an untapped weapon against terror. Let me explain.

After every terrorist attack, the cry goes out, “Why weren’t we ready?” “Why didn’t we have the intelligence?” All too often, we learn that the perpetrators were living among us, hiding out for weeks or months in plain sight.

NYPD Commissioner Bill Bratton has done a great job of preparing us for a possible terrorist attack, but what we really need to do is stop attacks before they happen. The only way to do that is to be proactive in our intelligence gathering.

If police wanted to infiltrate the Italian mob, they would send Italian officers into Italian neighborhoods to meet the locals, speak their language and establish relationships to gain valuable information from the people who live and work with suspects. We should use the same methods to combat terror.

If we’re going to find these killers before they kill, we need to look where they’re likely to be. So yes, I want to increase police presence in Muslim neighborhoods, but I don’t want to persecute American Muslims. I don’t want police to stop and question every Muslim they see. I don’t want to put spies in Muslim homes and businesses. I don’t want to accuse or intimidate Muslims.

The vast majority of Muslims are law-abiding citizens who love their families and want them to be safe. They need to see that law enforcement is there to protect them. American Muslims want to fight terror as much as anyone, and I want them to know we understand that.

First of all, I’m not just talking about stepping up police presence in Muslim areas; I’m talking about stepping up Muslim police presence there. There are hundreds of Muslim officers in the NYPD.

Dress some of them in plainclothes and put them on the streets of Muslim communities to meet the people and gain their trust. Send Arabic-speaking officers in uniform into these areas to communicate with the locals in their native tongue. Let the police gather intelligence from the people who are most likely to have it.

Muslim Americans love this country as much as anyone. We can’t afford to ignore what a valuable asset they can be to law enforcement. The terrorists who attacked Paris and Brussels were renting apartments in both cities and shipping weapons between these safe houses. Who knows what suspicious activity their neighbors saw or what incriminating conversations they overheard?

Should Muslim Americans ever notice potential terrorist activity in their neighborhood, there must be Muslim, Arabic-speaking police officers around to whom they can bring this invaluable information without hesitation or fear.

In addition to recruiting the help of the city’s Muslim population, we must also turn some terrorists themselves to our side. One of the Brussels bombers wrote that he was eager to blow himself up because he was afraid of being jailed for his previous crimes.

The police have always used confidential informants — criminals who cooperate with law enforcement in exchange for some degree of amnesty — to infiltrate and surveil dangerous organizations. We must locate terrorists with existing criminal records and make them our informants as well.

Former Police Commissioner Ray Kelly told me that this type of intelligence has already helped prevent multiple terrorist attacks in New York City, yet the political-correctness fanatics are calling it bigotry.

They’re wrong. By refusing to step up legitimate, community-oriented policing in Muslim neighborhoods, we’re doing a disservice to our Muslim citizens, who, simply by living near where weapons and bombs are being built and stockpiled, are in the most immediate danger. We’re also putting all our lives at risk.

This threat may have originated in the Middle East, but after Paris, San Bernardino and Brussels we know that our enemies are now embedded among us. If it’s politically incorrect to go searching for terrorists where we can reasonably expect terrorists to be, then political correctness will kill us.

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**Editorial Reading Analysis**

Title: Author: Date Published:

**Literal comprehension**: What happened? What was the author discussing? What details, facts, research, or arguments did he/she use to inform, persuade, or entertain? What new information about this topic did you learn?

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| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and explain the **literal** main ideas & details & **cite text** **evidence** | **I can** insightfully explain author’s meaning byciting text evidenceaccurately beyond teacher’s expectations. | **I can** plainly explain the author’s meaning by citing text evidencerelatively accurately &consistently. | **I can** just mention the author’s meaning byciting text evidencesomewhat accurately and somewhat consistently. | **I struggle to** identify theauthor’s meaning byciting text evidence.I have some inaccuracies and/or **need teacher** **assistance.** |

**Author’s craft analysis**: How did the author construct the editorial to explain a topic, argue a claim, or entertain the reader? How was support for claim(s) structured in an analysis of substantive topics? How did the author use valid reasoning and relevant evidence? What rhetorical strategies, logos/pathos/ethos, or literary devices did the author use and how were (or weren’t) those effective?

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine the **author’s craft of narratives, informational and persuasive texts.**  | **I can** insightfully explain all examples of author’s craft accurately beyond teacher’s expectations. | **I can** plainly explain several examples ofauthor’s craft relatively accurately and consistently. | **I can** mention some examples of author’s craft somewhat accurately and somewhat consistently. | **I struggle to** identify examples of author’s craft. I analyze A. C. with some inaccuracies & **need teacher assistance**. |

**Editorial Reading SYNTHESIS**

Why did we do this? What do you now know about editorials? What have you learned about organizing a claim? What author’s craft tricks were common between all examples? What other traits do editorials share? What have you learned from reading multiple editorials that you will do when you write your own editorial?

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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to analyze, and/or to entertain?  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.**  |

Editorials:

1. One example with aspects annotated: <http://www.frameworksinstitute.org/toolkits/foodsystem/docs/tfssampleeditorial.pdf>



1. Columbus Charter schools editorial: <http://www.dispatch.com/content/stories/editorials/2010/12/13/good-example.html>



1. Muslim police presence example: <https://www.studentnewsdaily.com/editorials-for-students/why-muslims-are-americas-best-anti-terror-weapon/>



1. More editorial options: <http://www.nytimes.com/spotlight/learning-writing-prompts>
2. Anthology of examples: <https://www.studentnewsdaily.com/archive/editorials-for-students/>
3. Leonard Pitts Jr. examples = <http://www.miamiherald.com/opinion/opn-columns-blogs/leonard-pitts-jr/>

Answers:

Class definition of editorial: text meant to inform or persuade an audience about a particular claim or opinion-usually from and editor of a respected publication: newspaper, magazine, reputable blog, etc.

1. Editorials of **argument and persuasion** take a firm stand on a problem or condition. They attempt to persuade the reader to think the same way. This editorial often proposes a solution or advises taking some definite action.
2. Editorials of **information and interpretation** attempt to explain the meaning or significance of a situation or news event. There is a wide variety of editorials in this category, ranging from those which provide background information to those which identify issues.
3. Editorials of **tribute, appreciation or commendation** praise a person or an activity, such as honoring the accomplishments of a **fallen soldier**, complimenting a politician’s choice or praising a particular **legislative decision**.
4. Editorials of **entertainment** have two categories. One is the short **humorous** treatment of a light topic. The second is a slightly **satirical treatment of a serious subject**.