

# The e-Replica Guide

Making the Digital Connection Between Your Students and *The Post*



COLLAGE BY CAROL PORTER FOR THE WASHINGTON POST

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

## A Word About e-Replica

This guide is composed of previous and new activities for incorporating the *Washington Post e-Replica Edition* into your classroom. It is meant to help you as you make the transition from free class sets of the printed *Washington Post* to this electronically transmitted version.

The e-Replica is an exact digital copy of the newspaper accessed online with a password. Its pages are turned with a click of your mouse and archived for three months for easy access. Both the Monday-through-Friday and the Sunday-Only deliveries are provided to you at no charge because of funding through The Washington Post Partners in Education (corporate donations and subscribers' vacation donations).

You and your students may access the e-Replica edition at school at individual monitors, by LCD projection or Blackboard and other programs. Its pages may be read at home for homework or class preparation. No more worries about snow, traffic jams and other delays. You may access the early e-Replica by 3 a.m.

It is eco-friendly and easy to use. Just review the suggested activities in this collection. As you design other ways to use this electronic version, send them to Christopher Janson ([jansoncl@washpost.com](mailto:jansoncl@washpost.com)) and Margaret Kaplow ([kaplowsm@washpost.com](mailto:kaplowsm@washpost.com)). They will share them with the more than 1,100 other teachers who are currently using *The Washington Post e-Replica Edition*.

**Lessons:** In addition to the reading, writing, mathematics and critical thinking skills that are exercised using *The Washington Post*, the e-Replica Edition utilizes technology and electronic information gathering skills.

**Level:** Low to High

**Subjects:** All

### NIE Online Guide

**Editor** — Carol Lange

**Art Editor** — Carol Porter

**Contributing to this guide:** Suggested activities for using e-Replica in the classroom were provided by Suzette Henry (West Potomac H.S. in Fairfax County, Va.), Jason Majesky who teaches in D.C. and Frank English (Our Lady of Mercy School in Potomac, Md.).

### Available Online

All Washington Post NIE guides may be downloaded at [www.washpost.com/nie](http://www.washpost.com/nie).

### Send comments about this guide to:

Margaret Kaplow, Educational Services Manager, [kaplowsm@washpost.com](mailto:kaplowsm@washpost.com)



Dear Educator:

We no longer offer printed daily papers through our INSIDE program. We do provide a combination of e-Replica edition and the Sunday print edition, delivered on Tuesdays or Wednesdays. Just as with our 18-year-old program that put newspapers in classrooms, it's free.

The e-Replica is an exact digital copy of the newspaper accessed online with a password. It is NOT [washingtonpost.com](http://washingtonpost.com). Many of our teachers are finding the e-Replica to be very useful in their classes. Using it with Smart boards, Promethean boards and even LCD projectors is easy and engaging for students. It is a complete newspaper that students can access from the library, the classroom, even from home, or any place they have access to e-mail and the Internet. Just imagine being able to assign activities and research projects that can actually incorporate *The Washington Post* archives over the last three months.

We have curriculum and resources easily used with the e-Replica. These may be downloaded at [www.washpost.com/nie](http://www.washpost.com/nie). Select Lesson Plans for interdisciplinary lessons. Select Presentations for a PowerPoint presentation showing the uses of e-Replica in the classroom. We can come out to your school and show teachers how others are using it every day with their classes.

If you or your teachers would like to take a look at e-Replica, just go to: <http://thewashingtonpost.newspaperdirect.com>. Click on the ? in the upper right corner. Select Free Trial from the left side column and you can try it for seven days. We have more than 1,100 teachers using e-Replica right now. The teachers like the fact that they can access back issues up to three months, bookmark articles, use favorites, and, most importantly, students can access it whenever they need to. You just sign up for the number of "copies" or simultaneous log-ins by students using your log-in credentials.

Please feel free to pass this information to any teachers who might be interested in using *The Washington Post* in the classroom.

Best regards,  
Margaret

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Date \_\_\_\_\_

## Words, Pictures, White Space | A1 Layout and Design

November 2009



Readers look to a newspaper for its content. Reporting, analysis, op-ed and photography are expected to meet the highest standards of journalism and to inform involved citizens. *Washington Post* Editor Marcus W. Brauchli puts it this way:

Underlying everything we do is *The Post's* journalistic mission. We believe in holding powerful institutions to account and in giving citizens the information they need to evaluate their leaders and make good decisions in a democracy.

"A newspaper remains just about the best, most relevant package of news and information you'll find in any community." During the week of October 18, 2009, *The Post* unveiled its new design to "make that package even easier to read, faster to navigate and more essential to you," states Brauchli.

Using the e-Replica Edition, take a closer look at the layout and design of Page One.

**Weather**  
High 70s Saturday  
Low 50s Sunday  
Details C12

**WASTING AWAY THE QUANDERING OF D.C.'S AIDS DOLLARS**  
A WASHINGTON POST INVESTIGATION

**Staggering need, striking neglect**

**Pakistan Launches Full-Scale Offensive**  
30,000 Troops Deploy In Militant Stronghold

**Medical Device Makers Court Unlikely Allies**

**Pro-Healthcare Democrats Face Off With Health-Care Firms**

**Young Md. Actor Sails to Broadway's 'Brighton Beach'**

**SPIRITS**  
Hokers' title hopes take hit with loss

**INSIDE**  
wp magazine

**DINING GUIDE**  
Featuring the top 50 Washington area restaurants

**ONLINE** [washingtonpost.com](http://washingtonpost.com)

**CLASSIFIED SECTIONS** Ready To Rent ...J1 Automotives ...G12 Jobs ...H1 Merchandise ...K1 Personals ...K3 Real Estate Sales ...J1

1. What information is in the largest font on the page?
2. How many stories are found on the front page? \_\_\_\_\_
3. The new design provides for a greater distinction between news and features. News headlines are flush left.
  - a. How many news stories are found on A1? \_\_\_\_\_
  - b. Give the headline of one of the news stories: \_\_\_\_\_
  - c. Give examples of verbs used in the headlines. What verb tense is used in the headlines of news stories? \_\_\_\_\_
4. Feature stories are identified with centered headlines.
  - a. How many feature stories are found on A1? \_\_\_\_\_
  - b. Give the headline of one of the features: \_\_\_\_\_
5. Datelines indicate where reporters were outside the D.C. metropolitan area when they covered the story. Traditionally, they appear in caps at the beginning of the first paragraph.
  - a. How many datelines appear on A1? \_\_\_\_\_
  - b. Name them: \_\_\_\_\_
6. Do you see another method of indicating the reporters' locations? Give an example of it:
7. In addition to reporters' names, what information is provided about them?  
Hint: Read to the end of stories to find the answer.

## **Words, Pictures, White Space** | A1 Layout and Design | *continued*

8. Editors decide which story is the major story of the day. This “lead” story is distinguished by a three-tier headline. Select the lead story on A1.
  - a. What type of typography is used in the three headlines?
  - b. Summarize the main idea of the story as presented in the three headlines.
  - c. Read the first paragraph, also known as the lead or “lede” of the story. Does it provide any additional information or does it repeat what is stated in the three-tier headline?
9. Photographs are an important part of telling the story.
  - a. How many photographs are found on the front page? \_\_\_\_\_
  - b. Which photograph grabs your attention? Tell about the subject and the qualities it has that attract your attention.
10. Select another aspect of the layout or design found on A1. What is it? How effective is it in communicating information?  
HINT: Possibilities include font readability, index and other reader aids, navigation bar.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Opulence and Destruction in Pompeii | Layout and Design

October 2008



"Day of Wrath: The National Gallery's Enlightening Look at the Opulence and Destruction of 'Pompeii,'" was published October 19, 2008, in the Style & Arts section of *The Washington Post*.

*Answer the following questions about the article and the artwork and photographs that accompany it.*

1. Before reading the article, look at the two illustrations on M1. The dominant image is a close-up of a marble plaque unearthed in one of the homes of Pompeii. The second is the picture of a bracelet. What do these images tell the reader about the culture, arts and style of the people in Pompeii?
2. In what way do these illustrations work with the headline and subhead?
3. What is the purpose of this article?
4. Is it an exaggeration to call the eruption of Vesuvius the "epitome of catastrophe"? Explain your answer.
5. Which illustration(s) support the "horror" of the event?
6. What point is made to the visitor of the exhibit and the residents of D.C. in the paragraph that begins "And what we see we recognize, for the culture of Pompeii — its polished marble tabletops, its luxurious expectations, its antiquarian bragging, its conspicuous vacations — is already there within us"?
7. What mythic figures are associated with the Bay of Naples area?
8. What literary device does the author use when he writes: "The colors of the walls there seemed as startlingly fresh as those of shining butterflies ... brought to life as did stuffed birds in a bell jar"? What purpose does this paragraph serve?
9. Look at the busts under the subhead "Under the Volcano" and read the captions that add more information than is given in the article. Why might the residents of Pompeii have had these busts in their homes?
10. The individuals and institutions that loaned their works for the exhibit are indicated in the credit lines. What do they reveal about the discoveries made during excavation?
11. What are "Vesuvian fashion" and "Pompeian red and blue"?
12. What is the author's view of the exhibit? Give three examples of where this is stated.

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The Washington Post

# Style & Arts

SUNDAY, OCTOBER 19, 2008

M

DC FN MG PG R



PHOTO BY LUCIANO PEDICINI, COURTESY OF SOPRINTENDENZA SPECIALE PER I BENI ARCHEOLOGICI DI NAPOLI E POMPEI

# DAY OF WRATH

*The National Gallery's Enlightening Look at the Opulence and Destruction of 'Pompeii'*

By PAUL RICHARD  
Special to The Washington Post

**A**ug. 23, A.D. 79, was the last day of Pompeii. Who has not imagined what befell that chic resort? The towering volcano, then the wrath-of-God explosion, the rivers of red lava, the hot snows of gray ash, the fluted columns crashing, the statues overturned, and the panic of the dying as the tradesmen in their shops, and the dogs still in their kennels, and the nobles in their jewels are buried all at once.

That epitome of catastrophe smolders at the core of "Pompeii and the Roman Villa: Art and Culture Around the Bay of Naples," the terrific exhibition that goes on view today at the National Gallery of Art.

Portrait busts and goddesses, atria and niches, a living Roman garden of rosemary and laurel, mosaics underfoot, frescoes on the walls, you ought to go and see it. Its objects are deluxe. Its every telling detail (the old



From the ashes: Above, a marble plaque from the House of Gilded Cupids; left, a serpentine bracelet has an intricate "snakeskin" surface.

bronze of the cases, the entasis of the columns) feels learnedly considered. The show in the East Building is one of those spectaculars, generous and costly, that no one does as well as the National Gallery of Art. And the terrible yet tingly story that it tells is pretty hard to beat.

First we get the horror, and then a kind of miracle, a sort of resurrection, as the victims of Vesuvius — their reading lamps, their fountains, the very postures of their bodies — are brought back into light.

And what we see we recognize, for the culture of Pompeii — its polished marble tabletops, its luxurious expectations, its antiquarian bragging, its conspicuous vacations — is already there within us. It is also all about us. Step out of the gallery, look up and down the Mall, and what you mostly see is a kind of faux antiquity — of pediments and statues, acanthus leaves and obelisks — stretching far away. Believe it or not, there had never been a major show of ancient Rome in Washington. Here, for the first time, we get to see the real thing.

See ART, M6, Col. 1

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## Wide Angle



A marble torso from a statue of a woman, dating from the 1st century A.D. The East Building exhibit runs through March 22.

COURTESY OF SOPRINTENDENZA SPECIALE PER I BENI ARCHEOLOGICI DI NAPOLI/POMPEI

# FROM THE ASHES: ART AND HISTORY

ART, From M1

Had the National Gallery delivered just a show of Roman treasures — these tall statues brought alive by their eyes of colored stone, that bronze of Alexander, these standard lamps and bird baths — it would have done enough. But its director, Earl A. "Rusty" Bassett, had the idea of a grant loaned and raised the needed money (from the Bank of America), and the curator in charge, Carol C. Matsumoto of George Mason University, and the gallery's Mark Lettenthaler, whose cool team of designers devised the installation, have done a whole lot more. Their exhibition shows how the last day of Pompeii adjusted our aesthetics, set a template for our wishes, and got so deep into our minds.

People with the wherewithal have been finding their way gladly to the coast below Vesuvius (with its sweet herb-scented breezes, its incomparable seafood, and its view of far-off Capri) for millennia at least.

It's a place alive with myths. Hercules dropped by while performing his tenth labor (hence the town of Hercules). And Pompeii takes its name from the triumph that the hero won — though his victory work was done). Odysseus came as well (Batos, his old helmsman, drowned in these blue waters, and gave his name to Baiae, a nearby resort town).

"Baiae," noted Cicero, "is synonymous with lechery, love, adultery, and all sorts of parties."

Now, near Naples, had been a Greek city for 500 B.C. The rich resorts around it kept their Greek aesthetic. The Romans of the region venerated Homer, Alexander and all things ancient Greek. You see that in their art.

Vesuvius erupted. For the next 16 centuries most of this was lost.

The town of Herculaneum was not seen again until its theater was discovered by well-diggers at work in 1738.

Excavations quickly followed. They were paid for by a Frenchman named Jean-Baptiste de la Borbonne (the Bourbon ruler of Naples and Sicily), and directed by a pro (Karl Jakob Weber, a skilled Swiss engineer who may have been the first scientific archaeologist), but the treasures brought to light there were not for the many, only for the few. Only the important were invited to the dig. Weber's team had drilled 90 feet

### Five Months of Pompeii

Italy has lent more than 100 objects unearthed beneath Vesuvius to "Pompeii and the Roman Villa: Art and Culture Around the Bay of Naples," which today begins a five-month stay at the National Gallery of Art. The villa, the theater, the display of Roman antiquities will remain in the East Building (Fourth Street and Constitution Avenue NW) through March 22, and then travel to the Los Angeles County Museum of Art. The gallery is open Monday through Saturday, 10 a.m. to 5 p.m.; from 1 p.m. to 5 p.m. on Sundays, and closed on Dec. 25 and Jan. 1. Admission is free. For information call 202-737-4215 or visit [www.nga.gov/pompeii](http://www.nga.gov/pompeii).

her Peplos" (or perhaps she's undoing it) is just one of more than 80 large-scale statues from that buried villa's grounds.

In 1794, the oilman J. Paul Getty did his best to re-create that villa by the sea — in Malibu, Calif. Like a lot of other people, Getty kept on dreaming of Pompeii.

Imagining the music. And the scale of the feasting, and the exotic dishes served there on gold-and-silver plates (one consisting of a single piece of gold and heated flaming tongue). And imagine the entertainments, the dancing girls, the acrobats, the gladiatorial battles. (Pompeii, in its heyday, had 23,000 people and an amphitheater large enough to seat almost all of them.)

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Joseph Wright's "Vesuvius From Portici," circa 1774-1776, one of the many painted spectacles re-creating the eruption after



"Interior at Pompeii," 1905 oil on canvas by Josef Theodore Hansen, depicting the house of Marcus Lucretius Fronto.

through the dark, cementlike pyroclastic flow, and the theater could be seen now, but the vista wasn't clear. The viewer was "conducted," one of them reported, "down a dark flight of more than a hundred steps to the bottom of the crater, where the complete idea of the place was not easily formed . . . It rather resembles a profoundly dark subterranean labyrinth."

It was not until much later — with the Napoleonic wars finally concluded, and the banditry of Campania pretty well suppressed, and steamship tourism expanding, and the advent of the photograph — that the

last day of Pompeii seized the wider public's awe.

Pompeii's resurrection, as the show makes clear, was to a large degree a Victorian phenomenon. Science and romance, terrifying cataclysts and moralizing legends, the rocks and plants and news and yearning for belief, were all mixed up together in the Victorian imagination.

The colors of the walls there seemed as startlingly fresh as those of shining butterflies brought from far away and pinned down on a card. The dead of the disaster, once their molds were filled with plaster, seemed

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Pompeii and Herculaneum had been excavated a few decades earlier. The 1834 publication of the novel "The Last Days of Pompeii" furthered fascination with the eruption and its toll.



This poor soul didn't make it: A circa-1870 albumen print of Michele Amodeo's plaster cast of a fallen man.

as nearly brought to life as did stuffed birds in a bell jar. The lost-found story of Pompeii, which seemed to have a lot to do with confidence destroyed and decapitated, appeared ideally devised for the ripe Victorian mind.

So what you got were fads — a suddenly erupting interest in volcanoes, and in ancient Romans (those patriotic, prosperous, world-ruling imperialists so very much like us), and in the heated climate of Naples and Pompeii.

Artists across Europe began to fill their paintings

with wild, scary images of Vesuvius erupting, preferably at night. Their oils are on view. In Britain and in France, America as well as England, there was a new, the now-Victorian fashion. One of these evoked in the National Gallery exhibit — the Senate Appropriations Committee's main committee room in the U.S. Capitol — was decorated boldly by Constantino Brumidi in 1856 in Pompeian red and blue.

Two very famous Englishmen also helped to make the last day of Pompeii a sensational phenomenon. The first was William Hamilton, a learned British dip-

lomat who spent many years in Naples in the second half of the 18th century. When visitors who mattered landed in that city, Hamilton would take them to the small summer residence he had built near the volcano more than 60 times. He was also a collector who, in 1772, sold his vast collection of Neapolitan antiquities — more than 700 vases, 600 bronzes and 6,000 coins — to the British Museum, London.

The second was a novelist, Edward Bulwer-Lytton, whose "The Last Days of Pompeii" was published to immense acclaim in 1834. Before the century was over his book would be republished more than 20 times. The historically recorded stories of Pompeii, and those invented by the novelist, were soon so mixed together that visitors to Italy were confidently shown the very houses in Pompeii where his characters had lived.

The gallery's exhibit closes with a triumph, an enormous painted fiction by Sir Lawrence Alma-Tadema — "A Sculpture Gallery" (1874) — which blends antiquarian learning and rich Victorian kitsch in almost equal measure. The earlier busts of Caligula mostly had done for medieval art and knight-in-shining-armor. Here instead, we see a family of Romans who seem to be selecting sculptures for their seaside villa in Pompeii. The statues look authentic, which shouldn't be surprising, since they're elsewhere in the show. The Romans look Victorian, which is not surprising either, since they are the painter's young wife and two daughters.

The movies would come later. (The 1935 one with Basil "Sherlock Holmes" Rathbone may have been the scariest.) So, too, would the slide shows, and the fireworks displays of "The Last Days of Pompeii." But Pompeii's archaeology and imaginary drama had already merged.

Painted on the wall toward the exhibition's end is a quote from J. W. von Goethe, who visited Pompeii in 1787: "There have been many disasters in this world," wrote the German poet, "but few have given so much delight to posterity." A motto for this show.

washingtonpost.com/style

PEERLESS IN POMPEII

See more photos at [www.washingtonpost.com/museums](http://www.washingtonpost.com/museums).

### Under the Volcano



Though the head of Livia, wife of Augustus, the first emperor of Rome, looks almost deco, it was carved (of black Egyptian basanite) some 2,000 years ago. On loan from the Louvre.



Homer didn't pose for this portrait; he'd been dead for many centuries. His bust, a faux antiquity, helped Romans feel connected to the glory that was Greece. From the British Museum.



Caligula was a sadist, a glutton, an adulterer. Many thought him mad. Here he seems a bit weary, perhaps even headachy, unwell in Baiae. It is loan from the Museo Archeologico dei Campi Flegrei in that seaside town.



Augustus became emperor after defeating Marc Anthony and Cleopatra at Actium in 31 B.C. His portrait was copied all over the empire. This one is on loan from the Walters Art Museum, Baltimore.



Julius Caesar owned a coastal villa at Baiae. This head, which is probably idealized, and posthumous, is on loan from the Toledo Museum of Art.

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**Blog This Page** | Posting on the Classroom Blog

January 2009



Sharing an article on a blog allows teachers to post a particular article or page from the e-Replica *Post* to the class blog that they have created. From the icons on the screen, select the Blog button (as shown to the left). *The Post* "Submit to" choices are Blogger, LiveJournal, Word Press and MSN Spaces. Teachers can post content to any other blog (other than mentioned in the drop down menu) by copy-pasting HTML source (click on View Source checkbox) in the blog dialog. Some teachers set up a thread within Blackboard that allows only students in a class access.

A graphic of the page will be embedded in the blog and will link back to the e-Replica article or page that was shared. There is a brief summary of the article next to the image when it is placed on the blog.

**Wednesday, December 24, 2008**

**Obama Follows Lincoln by the Book** (The Washington Post, 23 Dec 2008, Page C3)

**Obama Follows Lincoln by the Book**

*The Washington Post*  
23 Dec 2008

Barack Obama announced his historic bid for the presidency from the steps of the statehouse in Springfield, Ill., the same spot where another Illinois state legislator, Abraham Lincoln, began his quest. Now, to complete the historical symmetry, when...[read more...](#)

*Here is an example  
of what a posting looks like.*

It is also possible for teachers and students to add a comment prior to posting the article on the blog. Teachers can add comments in the dialog or in the blog Web site when pasting HTML there.

**Teachers could**

- Post questions that students are to answer after reading the article.
- Ask students to read the article (from an earlier edition) that you have posted and find articles in the last week that update the content.
- Each week assign a different student to select an article for posting. The student is to introduce the article with a brief statement of why it was selected (for example, relation to class study, relevance to your community, influence on teens). This would be followed with a question that other students are to answer after reading the article. This will get students involved in current events, responding to issues and topics, and using technology for educational purposes.

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**Conduct an e-Replica Advanced Search | Access Resources**

February 2009

The use of the Search, Advanced Search and Monitor features of e-Replica can save time, provide easier access to resources on a particular topic and facilitate a lesson in using the Internet for educational purposes.

Locate the Search tab and fill in the fields. After the search is completed, *The Washington Post* e-Replica will present thumbnails of the pages that contain your search, indicate the number of times the searched word has been mentioned on that page, and highlight this word on the page for easy reference.

Now focus on the Advanced Search function. To begin this activity:

- Select Search option at the top of the screen.
- Scroll to and select Advanced Search.
- Under Find Results: Type in “Obama Cabinet Appointments”
- Under Date: Select “Anytime”

In January this advanced search would have resulted in ten articles including “For Obama Cabinet, A Team of Moderates,” December 20, 2008, by Alec MacGillis, *Washington Post* Staff Writer.

On February 1, there were no results, but one had the option to “Add ‘Obama Cabinet Appointments’ to My Monitor.”

This option allows readers to set up the Search Criteria, notification preference and frequency of notification.

If there is a topic or news item that the reader wants to know immediately, the Monitor function is a timely feature. When the item appears in *The Post*, the reader is notified by e-mail.

The Monitor feature is also useful to follow up a story. The reader will be alerted when the person, event or topic appears in *The Post*.

Changing the search to “Obama Cabinet” resulted in more than 50 results.

Working with students on a variety of search topics will teach students the importance of using succinct wording and narrowing the search topic to get results that are most appropriate and pertinent to their topics.

For example, if the reader wants to know who has been nominated to the Secretary of Commerce position, by using “Secretary of Commerce” and “Anytime” for Date, many of the results are the old news of New Mexico Governor Bill Richardson’s selection. “Secretary of Commerce Appointment” and “Last 3 Days” has no results — and won’t until a nominee has been vetted and announced. By using the “Add to Monitor” feature, the reader will be among the first to know.

Use the following groups of research topics to practice using the Advanced Search and Monitor features:

- Fish and Wildlife Service  
Endangered species  
Penguin protection
- Impeachment  
Governors  
Blagojevich
- Healthy choices  
Nutrition  
Obesity
- Obituaries  
A Local Life  
John Updike
- Poppies  
Afghanistan  
Poppies, Afghanistan
- Employment equity  
Equal pay  
Fair Pay Act

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### Follow the News | News Alert Monitor | March 2009



You find a news brief or article of interest. Is there any means of learning the final decision, the next step or outcome? Using the Monitor feature of the e-Replica edition you can arrange to have an alert sent to you by e-mail. ► After opening the current issue, select the My Services tab. ► Select "My Monitors" to add a monitor. ► In the space provided, type in your Search Term. Make this a specific request. ► For frequency of e-mail notification, you have three choices: once a day, every other day and as-it-happens. Select the one you want. ► If there is a particular time of day that is best for you to receive the notice, select that time. ► After reviewing the information that you have provided, hit the Save Monitor button.

*Read the following news briefs. Select one of the topics. Prepare a monitor alert.*

**1 A Rare and Blessed Event; Zoo's Newborn Gorilla Could Bring Attention to Threatened Species**  
**January 12, 2009; Metro**

Zoo officials said the birth is significant because the animals, western lowland gorillas, are listed as critically endangered on the International Union for Conservation of Nature and Natural Resources Red List of Threatened Species.

**2 Wolves to Lose U.S. Protection**  
**Associated Press**  
**January 15, 2009; Nation**

BILLINGS, Mont., Jan. 14 — The Bush administration on Wednesday announced plans to remove gray wolves in the western Great Lakes and northern Rocky Mountains regions from the federal endangered species list.

But wolves in Wyoming will remain under federal jurisdiction because that state has not done enough to ensure their survival, Deputy Interior Secretary Lynn Scarlett said.

Previous attempts by the federal government to remove wolves in both regions from the endangered list and return management authority to the states have been overruled by courts.

In the northern Rockies, the Fish and Wildlife Service tried to address the courts' concerns by excluding Wyoming, where officials had sought a "predator zone" covering almost 90 percent of the state where the animals could be shot on sight. In the western Great Lakes region, the federal government made no policy changes.

**3 Activists, Circus Square off over Elephants**  
**By Nedra Pickler**  
**The Associated Press**  
**February 4, 2009; 5:12 p.m.**

WASHINGTON — The treatment of circus elephants went on trial in federal court Wednesday with animal rights groups accusing Ringling Bros. of violating the Endangered Species Act when it uses bullhooks and chains to control its performing pachyderms.

During opening statements, the two sides showed dueling videos that painted vastly different portraits of the animals' lives under the big top.

The American Society for the Prevention of Cruelty to Animals, the Animal Welfare Institute and other activist groups say they will prove that Asian elephants are injured physically and emotionally by their treatment in the circus. ...

The image shows two screenshots of the Washington Post e-Replica software. The top screenshot, labeled 'Initial screen', shows the 'My Monitors' interface with a list of available monitors. The bottom screenshot, labeled 'Data screen', shows the 'Notification preferences' screen where users can set search criteria and notification options like 'Once a day' or 'Select time'.

Ringling Bros. and Barnum & Bailey Circus and its parent company, Feld Entertainment, say the activists are just philosophically opposed to animals living in captivity and want to destroy a beloved American family tradition.

Defense lawyer John Simpson said the circus is nothing without its elephants, and the tools are needed for safety and are not harmful to the animals.

**4 Feds to Consider Protection for American pika**  
**The Associated Press**  
**February 12, 2009; 4:56 p.m.**

SAN FRANCISCO — The U.S. Fish and Wildlife Service will consider whether to protect a rabbit-like, alpine creature known as the American pika because of habitat loss.

The decision comes in an agreement announced Thursday with the Center for Biological Diversity and Earthjustice. The groups sued in August to protect the so-called "boulder bunny" under the federal Endangered Species Act.

The government has until May to decide if protection is warranted.

Environmentalists say the pika is losing its cold, high-altitude habitat because of global warming. The American pika cannot survive in warm climate and has been moving to higher elevations as temperatures at lower elevations rise.

**5 Eagles' Big Moment, Diverted by a Definition**  
**David A Fahrenthold, Washington Post Staff Writer**  
**Feb 26, 2007; Metro**

If the regal bird is ever "delisted," as officials have promised, an eagle-protection statute from 1940 will be left to guide new development along the Potomac River and other places where eagles now thrive. That law makes it illegal to "disturb" an eagle.

Now, environmentalists fear the government will settle on a narrow definition of "disturb" — like one that prohibits only killing birds, injuring them or driving them from their nests. That, they say, would be difficult to enforce and would allow developers to encroach ever more closely on eagle havens such as Mason Neck National Wildlife Refuge in Fairfax County.

The word is found in the Bald and Golden Eagle Protection Act, which will become the primary law about eagles if the birds lose threatened-species protection. It lists all the things one cannot do to the national bird: pursue, shoot, shoot at, poison, wound, kill, capture, trap, collect, molest, disturb.

Name \_\_\_\_\_

Date \_\_\_\_\_



## News Hound Hunt | Scavenger Hunt

April 2009

See if you can find the following items using *The Washington Post* e-Replica.

1. Locate the “Letters to The Editor” in today’s e-Replica edition.  
Select one letter and answer the following questions:

- Who wrote the letter? Include title if given. \_\_\_\_\_
- Where does this person live? \_\_\_\_\_
- What is the letter about? \_\_\_\_\_

2. Find an article about a foreign country in today’s e-Replica.

- On what page and in what section is the article? \_\_\_\_\_
- What is the name of the country? \_\_\_\_\_
- Who wrote this article? \_\_\_\_\_
- What is the main idea of the article? \_\_\_\_\_

3. Locate the KidsPost page in today’s e-Replica.

- What section of the newspaper contains KidsPost? \_\_\_\_\_
- Write the headline of one KidsPost article from today on the line below:  
\_\_\_\_\_

- What news did KidsPost editors highlight? \_\_\_\_\_

4. Locate the Sports section in today’s e-Replica.

- Write the headline of one article from the front of Sports on the line below:  
\_\_\_\_\_
- Select a game story. What was the score? \_\_\_\_\_
- What is the name of the winning team or player? \_\_\_\_\_

5. Find the Comics section in today’s e-Replica.

- Select your favorite comic strip. Tell what is happening.  
\_\_\_\_\_
- Do any of the comics include technology (i.e., computer, cell phone, TV)? Tell about it. Is it part of the setting? Part of the cartoon’s message?  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**News Hound Hunt** | Scavenger Hunt | *continued*

6. Use the Search feature of e-Replica to find articles in today's *Washington Post* about the following topics. At the end of the chart, add two topics of your choice.

- For each topic, select one of the articles that was found by the search engine. In what section of the newspaper did your selected article appear?
- Summarize the article in a sentence.

TOPIC	SECTION OF THE POST	SUMMARY
Blogs		
Employment		
Food or product safety		
Science news		
World news		
Your county		
(Your topic)		
(Your topic)		

Name \_\_\_\_\_

Date \_\_\_\_\_

## Listen to the e-Replica Post | Hear *The Post*

May 2009



You can do the dishes, polish your shoes, or brush the dog — and read *The Washington Post* at the same time. This is made possible through the e-Replica feature allowing you to have articles read to you.

Listening to articles requires Windows Media player to be installed with the most recent upgrades (i.e., all Microsoft patches) as this feature utilizes the software already present in Windows to work. Mac users will need Windows Media Player for Mac OS X or Flip4Mac. Please note that for the audio feature to work, the e-Replica issue must have the “smart” navigation features enabled.

After you have opened today's e-Replica, select an article. Move the cursor over the article or headline to activate this audio feature. The icon for sound will appear. Click and a bar with four choices appears — Share, Print, Listen and Comment. Select Listen.

The image below is the window that will be activated when Listen is selected. The article read is highlighted both in the thumbnail view as well as within the list of articles on the right.

To pause an article, simply click on the pause button — circled in the image below:

The screenshot shows the Windows Media Player interface with the e-Replica content. A red arrow points to the pause button in the media control bar at the bottom left. The main content area displays an article titled "Poverty, Tendency to Self-Medicate Help Drive Up Flu Deaths in Mexico" by Joshua Partlow and William Booth. The article discusses the flu outbreak in Mexico City and the challenges faced by the poor in accessing medical care. To the right of the article, there is a sidebar with "Update on Reported Cases" and a "CONSULTA MEDICA \$25.99" advertisement. The bottom of the screen shows the standard Windows Media Player toolbar with icons for file operations, search, and navigation.

The pause button will become a play arrow when clicked so you can resume listening to the article. The reader is computer-generated so you do not get to change voices.

Not all content is read. You will have to read your own horoscope, sports scores, comics and classified ads.

An Integrated Curriculum For The Washington Post Newspaper In Education Program



## **An Ocean of Information** | Science Page

September 2009

Today we explore the Science page. On this special page, *Post* staff writers report and explain the varied aspects of science affecting our society.

### **The Science Page**

1. Open your e-Replica edition and locate the Table of Contents. Is “Science” listed? If it is, click on it to read the Science page. If Science is not listed, you have another option to locate this special page.
2. Locate Calendar in the tool bar and select it. “Science” will appear most Mondays in the A section. Select the Monday issues in the last month.
  - On which dates did Science pages appear in that month?

- List the topics covered.
- Select one of the articles. After reading it, summarize the science news. Be sure to include the headline, date and page on which the article was found.

Since many of the topics covered may be technical or specialized, the Science page often provides photographs with captions and informational graphics. Select a Science page that has appeared in *The Post* in the last three months. Print the page.

*Answer these questions about the page you have selected:*

- What is the main idea of the article?
- In what ways do the photographs and/or informational graphics help you to understand the topic?
- How many words do the Science Digest briefs average?
- What kind of information do you find in the first sentence of each brief? A summary of the article? An introduction to the topic? A teaser to get you to read more?
- List any words with which you are unfamiliar.
- Does the context of the article help you to figure out definitions of the technical terms?

*Write a Science Digest brief.*

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**An Ocean of Information** | Science Coverage

September 2009

In addition to Science page coverage, articles about science discoveries, issues and news appear in *The Post*. In this activity, we are asking you to locate science articles in current and past issues of *The Post*.

**Search and Advanced Search Features**

Locate the Search and Advanced Search options on the tool bar of an e-Replica issue. Experiment with different ways to locate topics and information.

**Narrow the Search Topic**

- Use a word or phrase that states the category without being too broad. For example, “animal” does narrow possible topics, but you are likely to be more successful in finding the latest information in *Post* articles if you use a term that is closer to your research interest such as “tiger,” “lizard” or “coral.”

**Use Punctuation**

- If you are seeking general information (I wonder what *Post* reporters have covered on topic X, Y or Z), use commas to separate search terms. For example a search using three words without quotation marks (threatened, species, coral) resulted in three articles:

1. “To Attract Butterflies to Your Garden ...” (Aug. 22)
2. “Saving Species No Longer a Beauty Contest ...” (June 29)
3. “Corals Are Animals, Too” (Aug. 19)

- If you are using a multi-word search term, put the words within quotation marks. For example, on August 30, the two words “marine, animals” with a comma between them got 61 results, but “marine animals” got no hits. A search using “threatened species” and ‘coral’ resulted in the one article, “Corals Are Animals, Too.”

**Use Each Timeframe Option**

- If you want to know if today’s *Post* has an article on pollution in the Potomac River, you should first try a search of the current issue followed by a “last three days” search.

Practice using these terms: invasive species, Great Lakes, ballast. Which of the four search approaches and combinations yields the best results for you?

- a) Search for the three terms individually without quotation marks for the timeframe “last three days.”
- b) Vary the timeframe searches — this week, this month and anytime — for the three terms. Compare results.
- c) Using “anytime,” change the terms by adding quotations marks around “Great Lakes” and “invasive species.”
- d) Use the search in c above, but connect the three terms with the word “and.” Compare the results of approach c and d.

Which search approaches work for you?

**Ecosystem Explorations**

*Practice using the research approaches using these 5 groupings.*

- 1** Chesapeake Bay  
Chesapeake Bay Foundation  
Native Oyster Restoration

- 2** Magothy Bay Natural Area Reserve  
North American Wetlands Conservation Act  
Virginia barrier islands

- 3** Pollution  
Baltic Sea  
Seaweed

- 4** Continental Shelf  
Mid-Atlantic Ocean Forum (Baltimore, December 2008)  
Mid-Atlantic Seascape

- 5** Chesapeake Bay Program (EPA)  
Great Wicomico River Oysters

Name \_\_\_\_\_

Date \_\_\_\_\_



## INSIDE e-Replica

### Laugh Lines | Comics Pages

October 2009

① You open your copy of e-Replica and scan the Table of Contents. No comics? But there must be a comics section. How do you find it?

② You could do a search, especially if you are looking for a particular comic strip. Today, though, let's try the "View all thumbnails" option found in the upper right corner. Tap on it and the whole newspaper in miniature appears on your screen.

③ Scroll down. Since comic strips are primarily horizontal and grouped, it is fairly easy to identify the two pages of comics. There they are at the back of the Style (C) section. Select one of the pages. If you did not sign in, you'll need to do that before your viewing pleasure begins.

④ A little small to read? Look in the tool bar for the magnifying glass. Click on the plus sign to get the image size you want. If you were overzealous hitting the +, just hit the minus sign. You are in control.

⑤ Other information is found on the two "comics" pages. List five examples:

1.

2.

3.

4.

5.

Look for the MORE LAUGHS ONLINE box. Here you will find the Web address to view more comic strips. Click on it to visit [www.washingtonpost.com/comics](http://www.washingtonpost.com/comics). In addition to more comic strips, you have the option of reading about "all things funnies" in Michael Cavna's blog. Select "Blog: Comic Riffs."

1

The screenshot shows the Washington Post e-Replica interface. At the top, there's a navigation bar with 'Search', 'My Services', 'Sign in', and a question mark icon. Below it is a 'Table of Contents' dropdown menu with 'A1 Front Page' selected. To the right is a 'View all thumbnails' button. The main content area displays the front page of the Washington Post with various news articles and images. On the left side, there's a sidebar with a 'Table of Contents' list containing items like 'A1 Front Page', 'A2 News Today', 'A3 Politics & The Nat...', 'A4 The Nation', etc. The 'View all thumbnails' button is circled in red.

Table of Contents

2

This screenshot shows the same interface as above, but with a different focus. The 'View all thumbnails' button in the top right is now highlighted with a red oval. The main content area is filled with a grid of thumbnail images representing different sections of the newspaper, including various comic strips. A large number '3' is visible in the bottom right corner of the main content area.

View All Thumbnails

4

A close-up of a computer toolbar. The magnifying glass icon, which serves as a link to the 'Read the Comics' feature, is circled in red. The toolbar also includes icons for file operations, a search bar, and other standard browser functions.

Magnifying Glass

5

A strip of three panels from the comic strip 'BABY BLUES' by Garry Trudeau. The first panel shows a woman holding a baby. The second panel shows a man talking to her. The third panel shows the man with a speech bubble saying, 'ALTHOUGH I'M NOT SURE HOW IT GOT IN YOUR MOUTH.' Below this strip is another strip of three panels from 'KIRKMAN & SCOTT'. The first panel has a caption 'CARTOON...ADVENTURE...FUNNY VIDEOS...CARTOON...CARTOON...DONE.' The second panel shows a character with a speech bubble 'LET'S GO.' The third panel shows a character with a speech bubble 'HAD ZOE EVER LET YOU WATCH A WHOLE PROGRAM?' Below these strips are two more strips: 'ON THE FASTRACK' and 'BILL HOLBROOK'. The 'ON THE FASTRACK' strip shows a computer monitor with a cartoon character. The 'BILL HOLBROOK' strip shows a cartoon character with a speech bubble 'IN ORDER TO COOL OFF HER COMPUTER'S DRIVE.' A red line points from the 'BABY BLUES' strip to the text 'Read the Comics'.

Read the Comics

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Comic Strips** | Cross Platforms

December 2009

Cartoon strips are found in the e-Replica Edition, just as they are in the print *Post*. You will begin with the work of these cartoonists. After reflecting on the work of cartoonists with which you are familiar, you are asked to explore others.

1. Locate the comics pages in the e-Replica Edition of *The Washington Post*. Read two of your favorite comic strips. Summarize the story being told in the panels.

**First Cartoon Strip**

Name of Comic Strip \_\_\_\_\_  
 Cartoonist(s) \_\_\_\_\_  
 Storyline \_\_\_\_\_  
 Message/Purpose (entertain, convey idea) \_\_\_\_\_

**Second Cartoon Strip**

Name of Comic Strip \_\_\_\_\_  
 Cartoonist(s) \_\_\_\_\_  
 Storyline \_\_\_\_\_  
 Message/Purpose (entertain, convey idea) \_\_\_\_\_

2. Select another comic strip from ones that you usually do not read. Give the same information.

**Third Cartoon Strip**

Name of Comic Strip \_\_\_\_\_  
 Cartoonist(s) \_\_\_\_\_  
 Storyline \_\_\_\_\_  
 Message/Purpose (entertain, convey idea) \_\_\_\_\_

3. Select the MORE LAUGHS ONLINE link. This takes you to the home page of [www.washingtonpost.com](http://www.washingtonpost.com). State two ways to locate the comics on the Web site:

a. Use the \_\_\_\_\_ tab.  
 b. \_\_\_\_\_

4. There are many links to cartoon strips. Select one that is NOT found in the pages of the daily or Sunday *Washington Post*.

**Fourth Cartoon Strip**

Name of Comic Strip \_\_\_\_\_  
 Cartoonist(s) \_\_\_\_\_  
 Storyline \_\_\_\_\_  
 Message Purpose (entertain, convey idea) \_\_\_\_\_

An Integrated Curriculum For The Washington Post Newspaper In Education Program

5. Compare and contrast the comic strips, familiar and new ones, based on one or more days of reading them. Be sure to name the comic strips and cartoonists. Areas to consider include:

- Continuing storylines
- New idea, unconnected from previous day's strip
- Audience/readers: adult, youth, all audiences
- Main characters: adult, youth, all ages
- Style of the cartoonists. Adjectives that may be used include exacting, detailed, loose, elaborate, simple, whimsical, realistic
- Purpose of the strips (educate, entertain, advocate)

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Using Blackboard with e-Replica** | Reader Response Blog

## Guest Educator Activity

Under Fairfax County's Standards of Learning in English Instruction, students are taught to read and analyze a variety of literature, use online sources for information and develop 21st century skills (use of technology). In order to build upon the skills taught at the elementary and middle school levels, high school teachers provide lessons where students can continue to challenge themselves and improve their reading analysis. The culmination of what students are able to do is assessed on the Virginia End of Course SOL Exam in Reading and Writing, administered in the students' junior year.

**STEP 1: Introduce e-Replica and The Day's Lesson**

Tell students that *The Washington Post* comes in three versions — print, online as a Web site and online in the interactive e-Replica edition. Explain to students how you would like them to use e-Replica.

For example, you may tell them:

Today we will begin using a resource called *The Washington Post e-Replica Edition*. It is an exact digital replica of the print *Washington Post*. This online interactive version of *The Washington Post* will help us with our reading and critical thinking skills. We will also be using blogs to work on our writing skills. Model how to access e-Replica using the Smart board. Post the directions for accessing e-Replica by listing them under the announcements or under the external links tab on the left-hand side of the course selection menu.

**STEP 2: Access The Washington Post e-Replica**

If students are using the program from home, they should have the following steps so that they can access it. I usually put this information under the external links tab on the left side of the screen or post the instructions under the announcements screen.

*The Post NIE e-Replica* is a new way to read and use *The Washington Post*. It is an interactive digital version of the standard newspaper. With e-Replica, you can listen to the articles, click on the photos and other images and highlight the articles themselves. To begin this reading experience, follow these steps:

- Open another Internet window. Copy and paste the link below into the browser:  
<http://thewashingtonpost.newspaperdirect.com/epaper/viewer.aspx>
- Type in:  
 Username: [your fcps e-mail]  
 Password: [your password]

Note: Because of security features in Blackboard, if students want to use e-Replica from home, they cannot click on the link within the page. Students will need to open another window and follow the instructions so that they can log on.

**STEP 3: Model Use of e-Replica and Blogging**

Reader Response to Article of the Day: Students will read the same article from today's *Washington Post e-Replica Edition* and discuss the author's purpose in the article. Why is the author writing this article? (to inform, to explain, to persuade, to entertain). Was the author successful in accomplishing his or her goal for you the reader? Why? What other readings does this article remind you of? What connections can you make to your life and why? What did you think of the article? Why?

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Using Blackboard with e-Replica** | Reader Response Blog | *continued*

After discussion, each student is then going to log into Blackboard and access the BLOG tool. Under the blog tool, teachers must post the writing prompt that students are to respond to.

**STEP 4: Write Blogs (in Blackboard) and e-Replica**

You will have to enable the blog tool before you begin this exercise. You can speak to the IT person at your school to enable the tool. Under the blog tool, you can have the students compose written responses to readings in *The Washington Post* e-Replica. You can decide what you would like your students to focus on, whether it is content of articles, writing style or layout and design (typography, photographs and captions, informational graphics). In this case, students are going to examine author's purpose.

Under the teacher's blog tool, the prompt can read:

"For your blog posting today, you are to choose an article from today's *Washington Post* e-Replica. Read the article and highlight or use the audio to help you follow along. In your blog posting be sure you include: the title and author of the article you have chosen, what you think the author's purpose is (to inform, to explain, to persuade, to entertain), if you felt the author was successful in accomplishing his or her purpose and why. Be sure to include at least one quotation from the article, explaining why you included it in your blog and telling what you thought of the article.



**A seventh grade student at**  
Bull Run Middle School uses *The Washington Post e-Replica Edition*.

**ABOUT THE EDUCATOR**

This lesson is shared by Suzette Henry who teaches English at West Potomac High School in Fairfax County, Virginia.

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Using Blackboard with e-Replica** | Discussion Board Exercise

Guest Educator Activity

Under Fairfax County's Standards of Learning in English Instruction, students are taught to read and analyze a variety of literature, use online sources for information and develop 21st century skills (use of technology). In order to build upon the skills taught at the elementary and middle school levels, high school teachers provide lessons where students can continue to challenge themselves and improve their reading analysis. The culmination of what students are able to do is assessed on the Virginia End of Course SOL Exam in Reading and Writing, administered in the students' junior year.

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If students are using the program from home, they should have the following steps so that they can access it. I usually put this information under the external links tab on the left side of the screen or post the instructions under the announcements screen.

*The Post* NIE e-Replica is a new way to read and use *The Washington Post*. It is an interactive digital version of the standard newspaper. With e-Replica, you can listen to the articles, click on the photos and other images and highlight the articles themselves. To begin this reading experience, follow these steps:

- Open another Internet window. Copy and paste the link below into the browser:  
<http://thewashingtonpost.newspaperdirect.com/epaper/viewer.aspx>
- Type in:  
 Username: [your fcps e-mail]  
 Password: [your password]

Note: Because of security features in Blackboard, if students want to use e-Replica from home, they cannot click on the link within the page. Students will need to open another window and follow the instructions so that they can log on.

**STEP 3: Model Use of e-Replica and the Discussion Board Tab in Blackboard**

Discussion of the Article of the Day: Students are to read the same article from today's *Washington Post e-Replica Edition* and discuss the author's purpose in the article. Why is the author writing this article (to inform, to explain, to persuade, to entertain)? Was the author successful in accomplishing his or her goal for you the reader? Why?

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Using Blackboard with e-Replica | Discussion Board Exercise | *continued*

After discussion, each student will log into Blackboard and access the Discussion Board tool. Under the Discussion Board tool, teachers must post the forum prompt that students are expected to respond to and discuss.

### STEP 4: Discussion Board and e-Replica

Teachers need to enable the Discussion Board tool before you begin this exercise. The IT person may enable or give instruction in enabling the tool. Under the Discussion Board tool, you can have students compose written responses to readings in *The Washington Post* e-Replica. You can decide what you would like your students to focus on, whether it is content of articles, writing style or layout and design (typography, photographs and captions, informational graphics). In this case, students are going to examine the author's purpose.

Under the teacher's Discussion Board tool, the prompt can read:

"For your Discussion Board today, you are to choose an article from today's *The Washington Post* e-Replica. Read the article and highlight or use the audio to help you follow along. In your Discussion Board posting be sure you include: the title and author of the article you have chosen, what you think the author's purpose is (to inform, to explain, to persuade, to entertain), if you felt the authors were successful in accomplishing their purpose and why. Would you recommend this article to another student in the class? Why?"

In order for students to receive full credit, they must post their own Discussion Board thread and then respond to two other students in the class. In order for students to respond to another student's Discussion Board thread, they must click on that student's response and click on "respond."

This assignment can be followed by a homework piece, in which students respond to their classmates' suggestions and read another article on *The Washington Post* e-Replica to share with the class the next day.

### ABOUT THE EDUCATOR

This lesson is shared by Suzette Henry who teaches English at West Potomac High School in Fairfax County, Virginia.

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Reading and e-Replica** | Journal Writing

Guest Educator Activity

This daily activity examines *The Washington Post e-Replica Edition* for structure and purpose. Focused on reading skills, students examine the structure and organization of a newspaper (informational) text. Also, students evaluate articles in relation to the 5 Ws of newspaper articles and main ideas and supporting details.

**Learning Outcomes** (Enduring Understandings)

- Newspapers provide news, information and services to a community.
- Newspapers have a basic structure and key elements.

**Evidence of Learning**

- Article Summaries
- Student Participation

**NINE-WEEK LESSON PLANS****Week 1**

## 1. Introduce Journal Writing and The Four Golden Rules:

- Students Should Write Freely

This means that journals will not be corrected like all other written work in terms of grammar/sentence structure in relation to a letter grade.

- The Journal Is the Student's Own
- The Teacher Will Respond Naturally to all Journal Entries
- Writing Is a Pleasure

## 2. Teacher will instruct students about a main purpose of the newspaper — to report the news.

## 3. Teacher will discuss with students the various ways that newspapers get their information. Teacher will discuss how a newspaper decides what news is important enough for the newspaper.

## 4. Teacher will instruct students on the sections of a newspaper, particularly how sections make the newspaper more organized topically.

**Weeks 2 through 9**1. Students will individually select one article from the *Washington Post e-Replica*.

## 2. Using APA citations for journal and newspaper articles, students will first list the following from the article:

- Author name(s), last names first;
- Year of publication, in parentheses;
- Full title of article: capitalize only the first word of the title, and don't underline it or put quotation marks around it;
- Publication information, including the title of the periodical or newspaper (spelled out — not abbreviated — and italicized) and page numbers.

Example: Majesky, Eric; (2005) How to sleep at night with a broken wrist. *Washington Post e-Replica*, Entertainment Section, page 2.

**ABOUT THE EDUCATOR** Jason Majesky teaches in Washington, D.C.

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Reading and e-Replica** | Journal Writing | *continued*

3. Teacher will introduce the 5 Ws to the class: Who, What, Where, When, Why. Teacher will model how to find the 5 Ws in an article with the entire class. Teacher will also show students how to use Hidden Text scaffold.

**Evaluating a Newspaper Article**

Starting from the top of your page, write down the following information from the newspaper article you have chosen:

- Author name(s), last names first;
- Year of publication, in parentheses;
- Full title of article: capitalize only the first word of the title, and don't underline it or put quotation marks around it;
- Publication information, including the title of the periodical or newspaper (spelled out — not abbreviated — and italicized) and page numbers.

Example:

1. Jordan, Michael;
2. (2005)
3. How to sleep at night with a broken wrist.
4. Washington Post e-Replica, Entertainment Section, page 2.

Next, answer the following questions about the article you read:

**WHO** was the article about? [For example, was it about a new medical cure for cancer, or a natural disaster, such as the hurricane that hit New Orleans?]

**WHAT** happened that made these people (or) events interesting to write about? [For example, the hurricane that hit New Orleans is an event that is

affecting everyone who lives in the United States.]

**WHERE** did the What of the article happen? [The What would the hurricane that took place in New Orleans.]

**WHEN** did all of this happen? [The hurricane hit New Orleans on Tuesday, September 6, 2005.]

**HOW** did this happen? What was the cause? [The cause was a terrible storm called a hurricane, and the strong winds from the hurricane have devastated the entire city of New Orleans.]

**WHY** did this happen? [This may include meteorological information, man-made attempts to control the Mississippi River and other waters, and other factors that are reported about the devastation to people, land, homes and businesses.]

List at least two words that you do not know the meaning of from the article you read. Next, by reading the sentence that the word is used in, first try to guess at the meaning of the word and write down your guess. Underneath your guess, write down the dictionary meaning.

For homework – Once a week, choose an article, and answer the following three (3) questions:

1. **Main Idea:** This should be what you believe the author wanted you (the readers) to know and understand after reading the article.
2. **Supporting Details:** What pieces of information from the article helped you to decide on what the main idea of the article was about? List at least two.
3. **Interesting Facts:** What are two interesting or surprising facts you learned from the article?

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Using e-Replica allows me to put the articles on the Smart board for all to see and follow along with. My future plan is that they will create a virtual notebook, collecting in it their *Post* articles read in e-Replica. They will pick one a week and write a short opinion paragraph on it.

**The Approach**

I am a 7th and 8th grade Social Studies teacher who has students clip or download three to four newspaper articles each week, tape them in their notebooks, and once a week discuss them in either small groups or as a class.

**The Evaluation**

I do enjoy the e-Replica very much and hope that this is the beginning of a long relationship with *The Post* in the e-Replica format.

**ABOUT THE EDUCATOR** This activity is shared by Mr. Frank English who teaches at Our Lady of Mercy School in Potomac, Md.

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Reading and e-Replica** | Journal Writing | *continued***Daily Journal Rubric**

CATEGORY	4 ACCOMPLISHED	3 ON TARGET	2 DEVELOPING	1 INSUFFICIENT	TOTAL
Completeness	Journal entry includes all required elements. Detail is provided where/when appropriate.	Journal entry includes all required elements. Little detail is provided.	Journal entry includes all but one of the required elements. No detail provided.	Journal entry is missing more than one element.	
Accuracy	Journal entry is accurate based on article information.	Journal entry is mostly accurate based on article information.	Journal entry is inconsistent with article information.	Journal entry reflects no information from article.	
Neatness	Writing is legible, and student responses are comprehensible (for meaning) to the evaluator.	Writing is legible, and student responses are comprehensible (for meaning), but require additional follow-up to explain meaning(s).	Writing is legible, and student responses are comprehensible (for meaning), but require substantial follow-up to explain meaning(s).	Writing is not legible, and evaluator is unable to comprehend the meaning of the student's written work.	

**Essential Student Academic Learning Objectives**

- |   |  |
|---|--|
| 2.1 Demonstrate evidence of reading comprehension.  | 2.3.1 Understand and analyze the relationship between and among literary/narrative text and informational/expository text.     |
| 2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. | 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text. |
| 2.2 Understand and apply knowledge of text components to comprehend text.   | 2.4.5 Understand how to generalize from text.  |
| 2.2.2 Apply features of printed and electronic text to locate and comprehend text.  | 3.2 Read to perform a task.  |
| 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.   | 3.2.2 Understand a variety of functional documents.  |
|   | 3.4 Read for literary experience in a variety of genres.   |
|   | 3.4.2 Understand contemporary and traditional literature written in a variety of genres.                                       |

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## ORDER FORM | Sunday-Only Delivery

Please sign me up for FREE Sunday newspapers for the 2009-2010 school year sponsored by The Washington Post Partners in Education (corporate donations and subscribers' vacation donations). Available in limited areas.

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School Phone Number \_\_\_\_\_

County, District, or Diocese \_\_\_\_\_

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E-Mail Address (required) \_\_\_\_\_

Number of Sunday newspapers delivered on Tuesdays or Wednesdays (min.10, max.20) \_\_\_\_\_

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Last Date of Delivery: (no later than Tuesday 6/15): \_\_\_\_\_

*Please Note: There is no delivery during Winter Break or Spring Break*

Grade Level(s) Taught \_\_\_\_\_ Subject(s) Taught \_\_\_\_\_

Signature (Required) \_\_\_\_\_ Date \_\_\_\_\_

**Please mail or fax this form to:**

Margaret Kaplow or Christopher Janson  
Educational Services

*The Washington Post*  
1150 15th Street NW  
Washington, DC 20071

Or Fax: (202) 496-3946 or (202) 728-3176  
E-mail: [kaplowlm@washpost.com](mailto:kaplowlm@washpost.com)  
[Jansoncl@washpost.com](mailto:Jansoncl@washpost.com)

\*To view the full INSIDE *The Washington Post* curriculum, visit: [www.washpost.com/nie](http://www.washpost.com/nie)

\*\*Please save a copy of this form for your records.

**OFFICE USE ONLY:**

Agent #: \_\_\_\_\_

Route #: NIE \_\_\_\_\_

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## An Integrated Curriculum For The Washington Post Newspaper In Education Program



Inside *The Washington Post*  
**ORDER FORM** e-Replica Edition  
 2009-2010 School Year

Please sign me up for FREE\* copies of *The Washington Post e-Replica Edition* which I will use for educational purposes for the 2009-2010 school year.

Name \_\_\_\_\_

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School Address \_\_\_\_\_

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County, District, or Diocese \_\_\_\_\_

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E-Mail Address (required) \_\_\_\_\_  
*(School e-mail, please. Notify tech staff to allow receipt of The Washington Post e-mails and info on e-Replica.)*

+Total Number of Students Expected to Use e-Replica in one day: \_\_\_\_\_

Number of Students Expected to Use e-Replica in one class: \_\_\_\_\_  
*(Minimum of 10 "copies" or log-ons used at one time)*

Grade Level(s) Taught \_\_\_\_\_ Subject(s) Taught \_\_\_\_\_

Signature (Required) \_\_\_\_\_ Date \_\_\_\_\_

**Please Return This Form to:** Christopher Janson, Fax: (202) 728-3176  
 or e-mail: [jansoncl@washpost.com](mailto:jansoncl@washpost.com); or

Margaret Kaplow, Fax: (202) 496-3946  
 or e-mail: [kaplowlm@washpost.com](mailto:kaplowlm@washpost.com)

+Each teacher receives one username and passcode which may be used by all students simultaneously.

\*This program is funded through The Washington Post Partners in Education (corporate donations and subscribers' vacation donations).

To view the full INSIDE *The Washington Post* curriculum, visit: [www.washpost.com/nie](http://www.washpost.com/nie).

An Integrated Curriculum For The Washington Post Newspaper In Education Program



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**NOTE:** To read “Day of Wrath: The National Gallery’s Enlightening Look at the Opulence and Destruction of ‘Pompeii,’” download the October 2008 NIE guide at [www.washpost.com/nie](http://www.washpost.com/nie).