

## Excerpt from “Listening to Katey” by Louise D. Nicholas

READING 6: *As Full as the World*, BJU Press

“Now then, back to the new plan,” I said to my fellow adventurer. “This is the best idea yet.”

Ike smiled a crooked little smile, which I ignored.

“Remember Mr. Jackson telling us about the fur traders? And how much money they made?”

Ike nodded, somewhat like a fellow nods when he thinks you might be trying to trick him.

“Well, I figure there are lots of animals in the woods back of the cul-de-sac, you know. All we have to do is catch them. Then we can sell the fur.”

Ike sat there as if he expected me to say more.

“That’s it,” I said. “That’s the plan. We’ll use that big hole to keep the animals in until some company comes for them.”

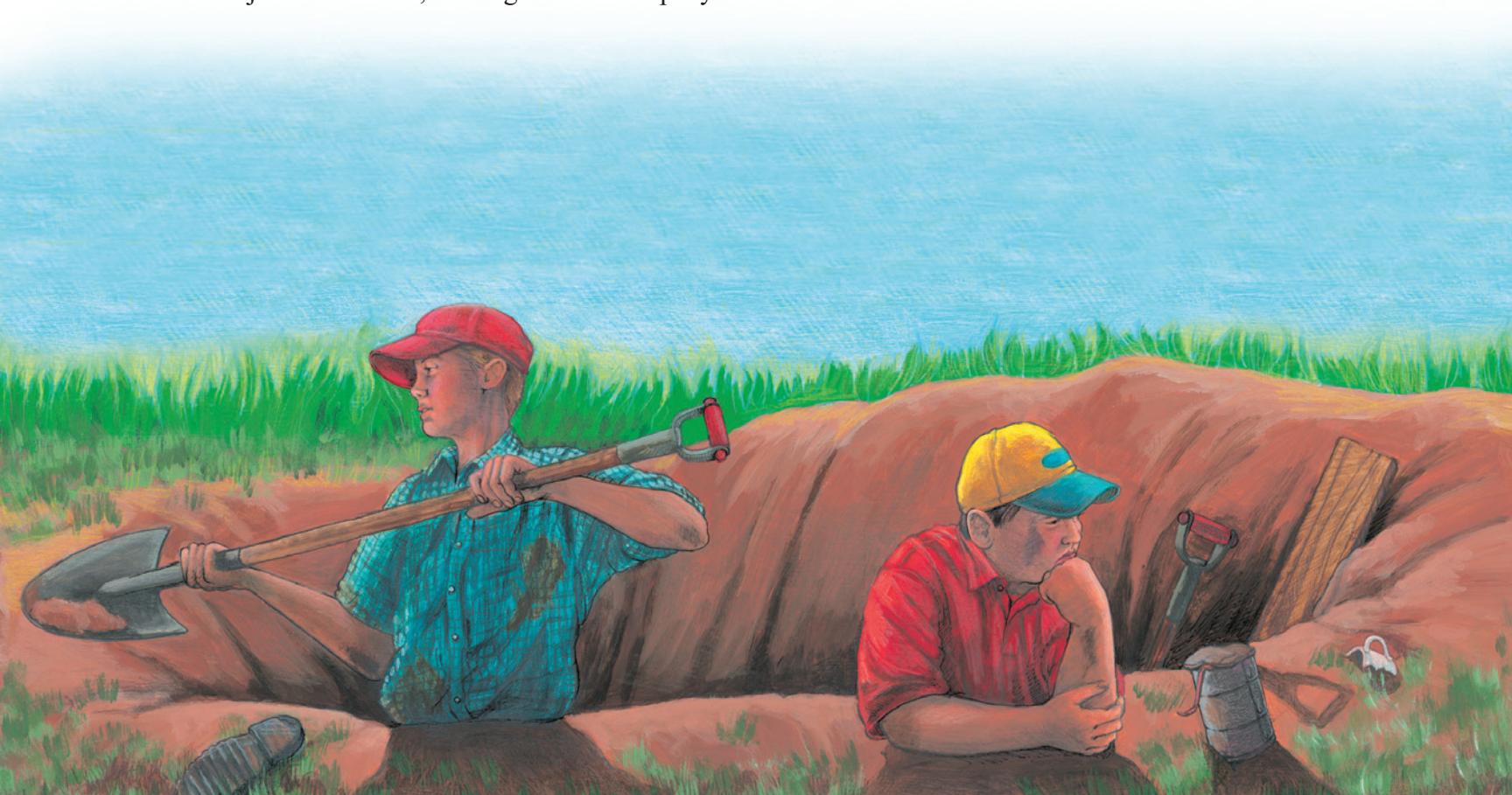
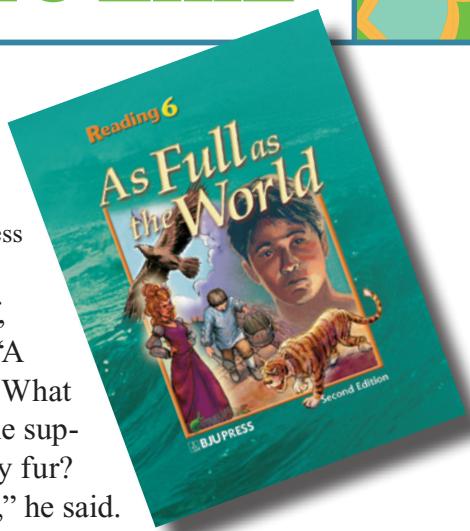
Ike just stood there, smiling. “What company?”

Proof, proof,  
always proof. “A  
fur company.” What  
company did he sup-  
pose would buy fur?

“Name one,” he said.  
There was no malice in  
this statement, just the sad tone of a fellow who  
had seen too much hardship in his life.

I said brightly, “You worry too much, my  
friend. Just leave it to me. We’ll be so rich you’ll  
have to hire people to carry your money to the  
bank.”

Ike must have tried to stifle a sneeze just then  
because he made the oddest snorting sound I’d  
ever heard him make.



# Chapter 4

## Writing a Newspaper Editorial

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	71	62			<i>run-on sentence</i> <i>compound sentence</i> <i>complex sentence</i> <i>persuasive writing</i> <i>editorial</i> <i>propaganda</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	<ul style="list-style-type: none"> <li>Identify run-on sentences</li> <li>Revise run-on sentences</li> <li>Identify persuasive writing</li> <li>Analyze a student editorial</li> <li>Learn tips for writing an editorial</li> <li>Identify facts and examples that support reasons</li> <li>Recognize propaganda tactics in persuasion</li> <li>Identify various propaganda tactics</li> <li>Rewrite dishonest persuasion in an honest way</li> <li>Choose a purpose for a newspaper editorial</li> <li>Gather information to be used as support for a position</li> <li>Plan, draft, revise, proofread, and publish an editorial</li> <li>Analyze the paragraphs in an editorial</li> <li>Participate in a writing conference</li> <li>Recognize errors using a checklist</li> </ul>
31	Revising Run-on Sentences	74–75	63–64				
32	Persuasive Writing	76–77	65–66		• Published newspaper editorial		
33	Propaganda Tactics	78–79	67–68				
34	Newspaper Editorial: Planning	80–81	69–70				
35	Newspaper Editorial: Drafting	82–83					
36	Newspaper Editorial: Revising	84–85	71–72				
37	Newspaper Editorial: Proofreading	86–87	73–74				
38	Newspaper Editorial: Publishing	88–89					
39	Chapter 4 Review	90–91, S12	75–76	24–25	• Opinion or editorial section of a newspaper		
40	Cumulative Review	92–93	77–78				



Cover the bulletin board with the black-and-white classified section of a newspaper. Use a red border and red letters for the title "Extra! Extra! Read All About It!" Write the following topics on index cards and place them in an envelope to attach to the board. Display the students' editorials on the bulletin board.

Students should be required to wear school uniforms.

Dogs make better pets than cats.

Every child should do chores at home.

Winter is more fun than summer.

Ice cream is a better dessert than candy.

Every person should play a musical instrument.

Roller-skating is harder than ice-skating.

**Objective:** Direct each student to choose a topic from the envelope. Tell him to write an editorial about the topic. Direct him to think of three strong reasons to support his opinion and then to give facts or examples for each reason.

Writing Process	Points
<b>Planning:</b> made a persuasion chart	
<b>Drafting:</b> wrote the first draft	
<b>Revising:</b> improved the first draft	
<b>Proofreading:</b> marked mistakes and corrected them	
<b>Publishing:</b> prepared the final draft and shared it with others	
<b>Writing Process Total</b>	

Content	Points
Has a title	
States position near the beginning	
Includes at least three logical reasons for position	
Supports reasons with facts and examples	
Uses transitional words and phrases to move from reason to reason	
Avoids propaganda tactics	
Uses variety in its sentences	
<b>Content Total</b>	

Mechanics	Points
Uses punctuation correctly	
Uses capital letters correctly	
Uses correct grammar	
Spells words correctly	
<b>Mechanics Total</b>	
<b>Total Score = Writing Process + Content + Mechanics</b>	

Add the following words to your personal spelling list:

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**Comments:**

 **Scoring Key**

- 3 points** complete and correct
- 2 points** complete and partially correct
- 1 point** partially complete and partially correct
- 0 points** not attempted or unacceptable

**Objectives**

- Identify run-on sentences
- Revise run-on sentences

**Literature Link**

**Read and discuss the Literature Link.** Explain that in this excerpt from “Listening to Katey,” the narrator, Pete, and his friend Ike are trying to think of a plan to raise money to buy tickets to an amusement park. Pete’s get-rich-quick schemes have so far been unsuccessful, so this time he is having trouble convincing Ike that his newest plan is going to work. As you read the excerpt aloud, direct the students to listen for clues as to whether Ike is convinced that the plan will work.

- Is Pete’s effort to convince Ike really working? (no)
- How does the author let you know that Ike is not convinced? (facial expressions—a “crooked smile”; body language—nodding as if he thought someone were trying to trick him; his speech—questions Pete about the “fur company” that will buy the animal pelts; his snort of disbelief at the end)

Explain that in order to write persuasively a writer must give attention to both the content of his writing (*what* he says) and the style (*how* he says it). Good style includes forming sentences that are both readable and grammatically correct.

**Teach for Understanding****A Identify run-on sentences.**

- Write these sentences for display:

*My brother burst out laughing.  
I ignored him.*

**B Are these both complete sentences? (yes)**

- Point out that sometimes a writer might choose to join together two sentences in order to have sentences of various lengths in a paragraph. Often writers do this when they have several short sentences in a row. Write these two sentences joined together with no comma and no conjunction:

*Craig is funny we laugh a lot.*

**C Is this a correct way of joining two sentences together? (no)****Revising Run-on Sentences**

Name \_\_\_\_\_

A **run-on sentence** incorrectly joins two complete sentences with or without a comma.

*Jennifer handed me the baton, I sprinted toward the finish line.*

*Mark wrote a Bible verse on a card he reviewed it every day.*

*We should start a drama club, we have many students who like plays.*

A run-on sentence should be corrected during the proofreading stage. You can correct a run-on sentence in several different ways. One way is to **make the run-on sentence two separate sentences**.

*Jennifer handed me the baton. I sprinted toward the finish line.*

Another way to correct a run-on sentence is to **revise it so that it becomes a compound sentence**. You will need to connect the two

sentences with a comma and a conjunction (*and*, *but*, or *or*).

*Mark wrote a Bible verse on a card, and he reviewed it every day.*

A third way to correct a run-on sentence is to **revise it so that it becomes a complex sentence**. You will need to change one of the two sentences in the run-on into a dependent clause that begins with a subordinating conjunction.

*We should start a drama club because we have many students who like plays.*

*After Jennifer handed me the baton, I sprinted toward the finish line.*

To find run-on sentences in your writing, look for sentences that contain two complete thoughts with no punctuation or conjunctions between them. Reading each sentence carefully during the proofreading stage of the Writing Process will help you spot run-ons.

**Guided Practice**

- Write **C** if the sentence is correct. Write **R** if it is a run-on sentence.

- |          |   |
|----------|---|
| <b>C</b> | 1. We found a puppy on our back porch, and it looked lonely and scared. |
| <b>R</b> | 2. Mom gave the puppy a bath, its fur was golden and fluffy.            |
| <b>R</b> | 3. My sister loved the puppy she wanted it for a pet.                   |
| <b>C</b> | 4. Dad put an ad in the newspaper, but no one claimed the puppy.        |



- Rewrite one of the run-on sentences correctly. **Answers will vary.**

5. *(2) After Mom gave the puppy a bath, its fur was golden and fluffy. or Mom gave the puppy a bath. Its fur was golden and fluffy. (3) My sister loved the puppy, and she wanted it for a pet. or Because my sister loved the puppy, she wanted it for a pet.*

English 6, Chapter 4, Lesson 31

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- What is this kind of mistake called? (a **run-on sentence**)

- Explain that a **run-on** occurs whenever two or more complete sentences are incorrectly joined with a comma or with no punctuation. (Note: Two sentences incorrectly joined with a comma are sometimes called a *comma splice*. A *fused sentence* joins sentences incorrectly without any punctuation.)

**B Discuss three ways to revise run-on sentences.**

- Explain that there are three possible ways to revise run-on sentences so that they are correct.
- What do you think would be the easiest way to correct a run-on sentence? (by separating them into two sentences)

- What changes would we need to make in order to do this? (Place a period at the end of the first sentence after *funny* and capitalize *We*.)

Direct attention to the first two displayed sentences as examples of the proper punctuation and capitalization.

- Is this always the best method of correcting a run-on sentence? (no)

- Point out that if a writer is trying to avoid having several short sentences in a row, this is not the best correction.

- What is another method of revising a run-on sentence? (making it a compound sentence, separating the two parts with a comma and a coordinating conjunction)

## Independent Practice

- Write C if the sentence is correct.
- Write R if it is a run-on sentence.
- (You should find four run-on sentences.)

- R** 1. We are eating supper at six can you join us?
- C** 2. The Wilsons are going on vacation, and I will be watering their plants.
- C** 3. When the roses bloomed, Ellen cut some for a bouquet.
- R** 4. Richard played his violin at the program, Tai played her flute.
- R** 5. I grabbed my jacket I raced out the door.
- C** 6. The little boy smiled and clapped his hands.
- R** 7. I didn't do very well in science, I got an A in history.

- Rewrite the four run-on sentences from above correctly. Write the number of the sentence in the box. *Answers will vary.*

8. **1** *We are eating supper at six. Can you join us? or Since we are eating supper at six, can you join us?*
9. **4** *Richard played his violin at the program, and Tai played her flute. or After Richard played his violin at the program, Tai played her flute.*
10. **5** *I grabbed my jacket, and I raced out the door. or I grabbed my jacket. I raced out the door. or I grabbed my jacket before I raced out the door.*
11. **7** *I didn't do very well in science, but I got an A in history. or Although I didn't do very well in science, I got an A in history.*

### Common Subordinating Conjunctions

after	if	when
although	since	whenever
as	though	where
because	unless	wherever
before	until	while

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English 6, Chapter 4, Lesson 31

- What are some conjunctions that we could use to join the two parts of a compound sentence? (*and, but, or*)

Change the displayed sentence back to a run-on sentence. Select a student to add a comma and a conjunction so that the sentence makes sense as a compound sentence:

*Craig is funny, and we laugh a lot.*

3. Explain that there is one other way to correct a run-on sentence. The sentence could be revised so that it becomes a complex sentence, with one of the two parts becoming a dependent clause:

- Which type of word is needed at the beginning of a dependent clause? (*subordinating conjunction*)

- What are some subordinating conjunctions we have learned? (*Possible answers include after, although, as, because, before, if, since, though, unless, until, while, when, whenever, where, and wherever.*)

4. Direct the students to read over the list of subordinating conjunctions on Worktext page 64. Select a student to revise the displayed sentence, adding a subordinating conjunction to make one part of the run-on a dependent clause:

*Because Craig is funny, we laugh a lot.*

Explain that this method cannot be used to revise every run-on sentence. Encourage the students to make sure that the new complex sentence is logical.



## Teach for Understanding—Continued

- When the dependent clause comes at the beginning of the sentence, which punctuation mark do we need after it? (*comma*)

- Guide the students in practicing the three methods of revising run-ons.

1. Write this sentence for display:

*I asked for his opinion, he said nothing.*

- What are the three methods for revising a run-on sentence? (*make it two separate sentences; make it a compound sentence; make it a complex sentence*)

2. Select three volunteers to revise the displayed sentence, each using a different method.

## Language

: L I N K :

## Worktext page 63

### Guided Practice

## Worktext page 64

### Independent Practice

## ESL

Remind ESL students that the sentence parts on both sides of the punctuation mark must make sense when dividing run-ons. ESL students may have difficulty determining where one sentence ends and the next begins. Read the sentences orally to give the students clues in deciding where the period should be placed. Assistance will be needed with the worktext pages due to the length of the sentences.



## Transparency Master page S49

Lesson 31

- Write the sentence. Underline the opposite phrase in the sentence.  
1. Harriet Tubman, an escaped slave, worked with the Underground Railroad. *Harriet Tubman, an escaped slave, worked with the Underground Railroad.*

- Write the correct abbreviation for the underlined words.  
2. born anno Domini 1820 *AD*

- Write C if the underlined noun is a common noun. Write P if the underlined noun is a proper noun.  
3. She was also a *spy* during the Civil War. *C*

- Write the word that makes sense.  
4. slavery : freedom sin : \_\_\_\_\_ (bad, rebellion, righteousness) *righteousness*

- Write the sentence with correct ending punctuation. Use the code to label the sentence.  
5. Harriet Tubman helped many slaves to freedom. *Harriet Tubman helped many slaves to freedom. Dec.*

**CODE**  
Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

**Objectives**

- Identify *persuasive writing*
- Analyze a student editorial
- Learn tips for writing an editorial
- Identify facts and examples that support reasons

**Materials**

- Published newspaper editorial

**Note**

This interactive lesson incorporates Worktext pages 65–66 into the Teach for Understanding section.

**Introduction**

**Discuss a published editorial.** Display the editorial you have brought in, explaining that it is taken from a newspaper. Direct the students to listen carefully for the following information as you read the editorial aloud.

- What do you think the writer's purpose was in writing this article?
- Did the article change your mind or make you feel more strongly about something?

Explain that articles like these are called *editorials*. They are written to or by the editor of a newspaper to give an opinion and to try to persuade others to agree or to take some kind of action.

**Teach for Understanding****A Identify persuasive writing.**

- Write *persuade* for display.
- Read aloud the first paragraph on Worktext page 65.
- Read aloud the second paragraph on Worktext page 65.
- Have you ever read an editorial in a newspaper? Did that editorial change your opinion about something? (*Answers will vary.*)

**Persuasive Writing**

Name \_\_\_\_\_

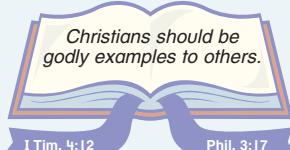


In **persuasive writing**, the writer's purpose is to convince readers of his position or to move them to a specific action. He gives his opinion and then uses strong reasons, supported by facts or examples. He uses the best reasons, facts, and examples that he can find. The stronger the support for his opinion, the more likely that opinion is to be accepted and adopted by others.

Have you ever read the editorial section of the newspaper? People write **editorials** to express an opinion and to persuade others

to take action. By publishing an editorial in a newspaper, a writer is able to influence many people that he may never meet.

Here is the final draft of an editorial by Alexa that was published in the school newspaper, the *BCS Gazette*.

**BCS Gazette****Exploring the Forgotten Shelves**

an editorial by Alexa Jackson

If someone asked you where the biography section in our school library is, would you know the answer? The two shelves in the back left corner of the library are not very popular. According to our librarian, Mrs. Higgs, only two biographies have been checked out since the beginning of this school year. I believe that every student should read at least one biography during this school year.

First, reading biographies is an important way to learn about the past. I never really understood how we got our English Bible until I read a biography of William Tyndale. Knowing that people gave their lives so that I could read God's Word makes me appreciate my Bible even more. After I read a biography of Abraham Lincoln, I had a much better understanding of the events that led to the Civil War.

Second, biographies can entertain us. Do you like to learn funny and interesting facts about people? Biographies will make those people whose names you read in your history book come alive.

For example, did you know that George Washington Carver invented peanut butter? Next time you eat a peanut butter sandwich, you can appreciate his accomplishments. Did you know that Gladys Aylward, a missionary to China, was asked by the mandarin to inspect the feet of all the ladies in her province? To find out why, read her biography.

Most importantly, reading Christian biographies can challenge us to show our love for God in daily life. Billy Sunday gave up a career in baseball to preach the gospel. Jim Elliot gave his life so that a tribe in a South American jungle could hear about Christ. Maybe God will not call all of us to be great preachers or missionaries, but we can do our best to copy the kind of faith and obedience that those people had.

This year, set a goal to read at least one biography. Or better yet, read two or three. Let's empty out those two shelves in the back of the library. Mrs. Higgs will be happy we did it, and so will we!

English 6, Chapter 4, Lesson 32

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**B Analyze a student editorial.**

- Read aloud Alexa's editorial on Worktext page 65. Remind the students that every writer should think about his audience, the people who will read his writing.
- Who is Alexa's audience for her editorial? (*the other students at her school*)
- What is she trying to persuade the students to do? (*read at least one biography during this school year*)
- Select a student to read aloud the sentence from the editorial that states Alexa's opinion. (*last sentence of the first paragraph*)
- Point out that Alexa supports her opinion with three reasons.

- What three reasons does Alexa give to support her position that everyone should read biographies? (*Biographies will help students learn about the past; biographies are entertaining; biographies can teach students how to be more like Christ.*)

- What examples did Alexa give to support her reasons? (*After each reason, she mentioned specific people whose biographies she had read.*)

**C Discuss Tips for Writing an Editorial.**

- Read aloud the paragraphs at the top of Worktext page 66 that tell how Alexa chose her topic and gathered information.
- How was the information she got from the school librarian helpful? (*It showed her how her audience felt about the topic:*)

First, Alexa chose a topic that she had a strong opinion about: reading biographies. She decided to try to persuade her fellow students at Belmont Christian School to read at least one biography during that school year.

Alexa had to do some research so that she would have good reasons, facts, and examples to support her opinion. She interviewed the school librarian, Mrs. Higgs, to find out how popular the biographies in the library were. This gave her an idea of how her audience already felt about her topic. She knew that

she would have to come up with good reasons to make her editorial convincing.

Next, she made a list of all the biographies she had read and what she had learned from each one.

After gathering this information, she wrote three reasons why her fellow students should read biographies and jotted down facts and examples to support them. Notice that she placed each reason in a separate paragraph when she wrote her editorial.

### Tips for Writing an Editorial

1. Start with an introduction that gets the reader interested in your topic. Questions, quotations, or intriguing statements make good openers for an introduction.
2. State your position, what you want your audience to do or believe, near the end of the introduction.
3. Include at least three strong reasons to support your position. Use transitional words and phrases as you move from reason to reason.
4. Include facts or examples to support each reason.
5. End with a conclusion that reinforces your position.

► Read each of the following reasons for having a school yearbook. Choose the fact or example that supports each reason. Write the correct letter in the blank.

**C**

1. A yearbook would help us remember our classmates and friends in the years ahead.

**A**

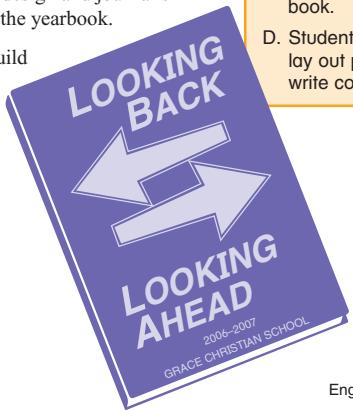
2. A yearbook would be a record of important events that happened during the school year.

**D**

3. Students could learn design and journalism skills by working on the yearbook.

**B**

4. A yearbook would build support for our school in the community.



English 6, Chapter 4, Lesson 32

## ESL

ESL students may need assistance with vocabulary on the worktext pages.

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*since the biographies in the library were not being read very often, her fellow students were probably not very interested in biographies.)*

► In what other way did Alexa gather information? (*She made a list of biographies she had read and what she had learned from each one.*)

2. Read aloud the *Tips for Writing an Editorial*.

► Do you think Alexa's opening sentence gets attention? Why? (*yes; Beginning with a question makes her readers think.*)

► Which transitional words or phrases does Alexa use to show the movement from one reason to another? (*First, Second, Most importantly*)

► Does Alexa's conclusion seem effective to you? Why? (*yes; It sums up her opinion and encourages her readers to take action.*)

**D** Guide the students in identifying facts and examples that support reasons.

1. Remind the students that the stronger the support for an opinion, the more convincing that position will be. Reasons need to be supported by specific facts and examples. The facts and examples must be logically related to the reason to support it effectively.

2. Read aloud the directions at the bottom of Worktext page 66. Direct the students to complete the exercise; then check the answers together.



### Transparency Master page S49

Lesson 32

- Write the sentence. Underline the complete subject once. Circle the simple subject.  
1. Ancient peoples used sundials to tell time.  
*Ancient peoples used sundials to tell time.*
- Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.  
2. After the sundial was invented, the Romans divided the day into twelve equal parts.  
*After the sundial was invented, the Romans divided the day into twelve equal parts.*
- Write the sentence with correct capitalization.  
3. we live at 114 plum street.  
*We live at 114 Plum Street.*
- Write the sentence using the correct plural form of the noun.  
4. Both (class's, classes) made sundials as a science project.  
*Both classes made sundials as a science project.*
- Rewrite the phrase using a singular possessive noun.  
5. the rays of the sun *the sun's rays*

**Objectives**

- Recognize propaganda tactics in persuasion
- Identify various propaganda tactics
- Rewrite dishonest persuasion

**Note**

This interactive lesson incorporates Worktext page 67 into the Teach for Understanding section.

There are many different propaganda techniques. Students will encounter some of the same seven tactics taught in this lesson, and they may be introduced to other techniques in their reading or literature class.

## Introduction

**Discuss persuasion in the Literature Link.** Direct attention to the Literature Link on Worktext page 62. Reread the page aloud, directing the students to listen for any strong reasons Pete gives to persuade Ike to participate in his plan to trap animals.

► **Does Pete give any strong reasons? (no)**

Point out that Pete uses a lot of words that are general rather than specific. He tells Ike that he is sure there are “lots of animals” in the woods, but he does not say how many or what kind of animals. He assures Ike that “a fur company” will buy the fur, but he cannot name a specific company.

► **What promise does he make to Ike? (The two of them will get rich from selling furs.)**

## Teach for Understanding

**A** Recognize propaganda tactics in persuasion.

1. Write persuasion for display.

► **What is persuasion? (giving reasons in order to get someone else to do or believe something)**

Explain that reasons should be supported by specific facts or examples to be effective in persuading someone.

2. Write *propaganda* for display. Explain that *propaganda* is a form of persuasion that uses false or misleading information and emotional appeals to support its position.

► **Which persuasive device is Pete using—honest persuasion or propaganda? (propaganda)**

## Propaganda Tactics

Name \_\_\_\_\_

**Propaganda** is information designed to be persuasive. Instead of giving strong, logical reasons to support its position, propaganda uses misleading statements and emotional appeals. Often it does not present all the facts, or it presents as fact something that is not true. Advertisers often use propaganda tactics to persuade people to buy their products. Have you seen advertisements that use any of these tactics?



**Bandwagon**

using phrases like *everybody's doing it* to convince you that you need to join the group and do something too

Have you tried Crunchee snack products? You may be the only one who hasn't! It's the crunch everyone is talking about.

**Exaggeration**

using inflated language to make something sound as if it is better or worse than it really is

Crunchee—the chips with the loudest crunch, the freshest taste, and the biggest flavor!

**Flattery**

appealing to your pride to persuade you to do something

Crunchee is the choice of those who really know their chips—the choice of discriminating snackers like you.

**Glittering generalities**

using nonspecific, nice-sounding words and phrases such as *family-oriented* or *the American dream* to make a product or idea look better

Take pride in your country. Show your patriotism by buying only Crunchee brand potato chips.

**Name-calling**

using labels or negative words to arouse hatred or disgust for a person, group, or idea

Don't believe those prejudiced health fanatics who tell you that Crunchee products are high in calories.

**Promises**

claiming that good things will happen to you if you do a certain thing or buy a certain product

Want to be the center of attention? All you need to do is open a bag of Crunchee chips, and you may have more friends than you can handle.

**Testimonial**

endorsement by a famous person to get you to buy a product

Ted Trenton, famous golfer, says, “I take Crunchees in my golf cart when I spend a day at the course.”

Avoid using propaganda tactics when you write to persuade. Although these tactics may sound convincing, a reader who is thinking critically will not be fooled by them. Depend on strong reasons, supported by facts and genuine examples, to support your position.

English 6, Chapter 4, Lesson 33

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► **How do you know? (He is giving Ike false information; there really are not lots of animals or a fur company to buy their fur; he and Ike will not really become rich by trapping animals.)**

**B** Identify various propaganda tactics.

1. Read aloud the paragraph at the top of Worktext page 67.

► **Where do propaganda tactics commonly occur? (in advertisements)**

2. Discuss each of the propaganda tactics listed on the chart. Read the example that goes with each one. Point out that each of these tactics appeals to feelings, such as pride or the desire for popularity, rather than to reason or logic.

► **Can you think of any other advertisements you have seen or heard that fit into these categories? (Allow students to give examples.)**

3. Remind the students of a Christian's responsibility to be honest in his communication.

► **Can you think of any Bible verses that encourage us to be honest? (Possible answer: Ephesians 4:25) [BAT: 4c Honesty]**

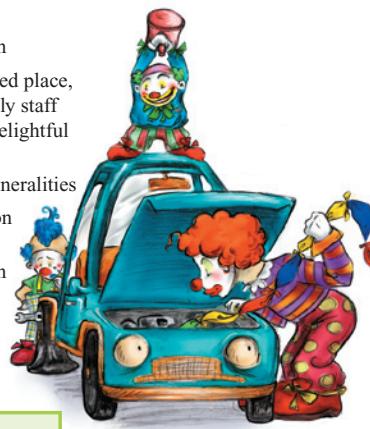
► Fill in the circle next to the answer that best describes each propaganda tactic being used.

1. Emily Harrison, world-famous opera singer, says, "I use only Spiff-and-Fluff shampoo. With hair this shiny you can bring down the house too."  
 flattery       testimonial       exaggeration
2. Everyone is wearing new Saggy Baggy Slouch socks. Don't be caught without a pair of Slouch socks sagging around your ankles!  
 bandwagon       promises       name-calling
3. Only a true artist can fully appreciate the beauty of this truck's sleek new design. We created it for people who know quality when they see it. We created it for true artists like you.  
 exaggeration       flattery       glittering generalities
4. When you sign up for our Peel-Off Pounds weight control program, you can expect to lose half of your unwanted weight in just ten days!  
 name-calling       promises       testimonial
5. Drooley's spaghetti sauce has the biggest tomato flavor in the country! Drooley's uses only the finest ingredients to make its sauce the best you've ever tasted!  
 bandwagon       testimonial       exaggeration
6. If you're looking for good, clean fun in a family-oriented place, Cape Delight is the amusement park for you. Its friendly staff and neighborly atmosphere will give your family the delightful getaway you've been dreaming of.  
 name-calling       exaggeration       glittering generalities
7. Don't let those clowns at your local repair shop work on your car. Bring it to experienced professionals like us.  
 name-calling       promises       exaggeration

**2 Apply and Write**

► Revise the following persuasive paragraph so that it gives honest reasons rather than relying on propaganda tactics.

You should come to Clearview Bible Camp. It will be the best week of your life. You will make more friends than you've ever made before. You will probably never want to leave!



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English 6, Chapter 4, Lesson 33

## Worktext page 68

### Independent Practice: Apply and Write

Read the directions and the paragraph together.

► Which tactics are being used in this paragraph? (*exaggeration, promises*)

Allow time for each student to write a revised paragraph that gives convincing but honest reasons for attending the camp. Allow several volunteers to read aloud their revised paragraphs.



ESL students who are not familiar with American forms of advertisement may have difficulty with this assignment. Pair ESL students with English-proficient students to complete the worktext page.

## Transparency Master page S50



Lesson 33

- Write the sentence. Underline the compound subject or predicate. Circle the conjunction.  
1. We ate snacks and talked.  
**We ate snacks and talked.**
- Write the sentence. Underline the opposite phrase in the sentence.  
2. Marcus, my best friend, brought his basketball.  
**Marcus, my best friend, brought his basketball.**
- Write the sentence. Underline the preposition and circle the object of the preposition.  
3. We played ball behind the house.  
**We played ball behind the house.**
- Rewrite the phrase using a plural possessive noun.  
4. the scores of the players  
**the players' scores**
- Write the correct abbreviation for the underlined word.  
5. 75 millimeters **mm or mL**

**Objectives**

- Choose a purpose for a newspaper editorial
- Gather information to be used as support for a position
- Plan an editorial

**Materials**

- Writing folder for each student (See pages xix–xx for suggestions.)
- Alexa's editorial from Worktext page 65

**Note**

This interactive lesson incorporates Worktext pages 69–70 into the Teach for Understanding section.

## Introduction

**Discuss the planning stage of writing an editorial.** Read aloud Alexa's editorial again.

- Do you remember what Alexa did to plan this editorial? (*decided on her topic, gathered information from the librarian and her own experience, and wrote down reasons, facts, and examples*)
- Do you think the editorial would have turned out as well if Alexa had not taken the time to plan first? (*no*)

## Teach for Understanding

**A** Discuss Alexa's planning chart.

- Read aloud the opening paragraph on Worktext page 69. Point out that the persuasion chart is designed so that the writer can plan the purpose, audience, and logical structure of his editorial.
- In which part of her editorial did Alexa give her purpose for writing? (*the introduction*)
- Why is it important to know the audience who will be reading your editorial? (*Knowing the audience helps the writer to know what reasons, facts, and examples would be most convincing.*)
- Point out that Alexa prepared some notes for the introduction, each of the three reasons, and the conclusion. She even listed the facts and examples she would use as support beneath each reason. Point out that she did not use complete sentences in the planning stage. She would wait until the drafting stage to draft her sentences.

**Newspaper Editorial: Planning**

Name \_\_\_\_\_

After Alexa chose her topic and gathered information to support her position, she completed this persuasion chart to plan her editorial. She organized her reasons so that the strongest was at the end. She wanted to be sure her readers remembered that reason.

**Purpose**

*to persuade my audience to read at least one biography during this school year*

**Audience**

*my fellow students at Belmont Christian School*

**Introduction**

**Question:** *Do you know where the biography shelves are?*  
*Mrs. Higgs—only two biographies checked out this school year*

**Reason 1**

*Teach about the past*

**Reason 2**

*Entertain us*

**Reason 3**

*Challenge us to show love for God*

**Facts & Examples**

- William Tyndale—helped me understand how we got the English Bible
- Abraham Lincoln—helped me understand events that led to the Civil War

**Facts & Examples**

- George Washington Carver—invented peanut butter
- Gladys Aylward—missionary to China who inspected ladies' feet

**Facts & Examples**

- Billy Sunday—gave up baseball to preach the gospel
- Jim Elliot—gave his life so that a tribe could hear about Christ

**Conclusion**

*set a goal, empty the biography shelves, make Mrs. Higgs happy*

English 6, Chapter 4, Lesson 34

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**B** Guide the students in choosing a purpose for writing.

- Point out that Alexa chose a purpose that she had a strong opinion about. Reading biographies was important to her because it was something that she had enjoyed and benefited from and she wanted others to do so too.
- Direct each student to take out a sheet of paper. Tell him to list on the paper three or four ideas that he has strong feelings about. Possibilities might include the value of studying a certain subject in school, the importance of participating in a Bible memory program, or the need for interscholastic sports at your school.
- Explain that each student's audience for this assignment will be the other students in the class.
- Encourage each student to look over the list he has made and ask himself these questions:
  - Which idea do I feel most strongly about?
  - Which idea would be most important to persuade my audience about?
  - For which idea can I think of reasons, facts, or examples to use as support?
- Tell each student to circle his choice. Then direct him to fill out the *Purpose* and *Audience* sections of his persuasion chart.



- After you have chosen your topic and gathered information, complete the persuasion chart below to plan your editorial.

Purpose		
Audience		
Introduction		
Reason 1	Reason 2	Reason 3
Facts & Examples	Facts & Examples	Facts & Examples
Conclusion		

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English 6, Chapter 4, Lesson 34

**C** Guide each student in gathering information for his editorial.

1. Remind the students that Alexa interviewed the librarian to gain additional information for her editorial.

► Who might be able to help you gather more information for your editorial?  
*(Answers will vary.)*

Encourage the students to conduct an interview as homework if they need to do so (optional). Remind them to take along paper and a pencil to take notes during the interview.

2. Remind the students that Alexa made a list of the biographies she had read and how she had benefited from each one. Direct the students to make another list on the same sheet of paper of specific facts or examples

that they already know about their topic.

**D** Guide each student in completing his persuasion chart.

1. Direct each student to complete the remaining sections of the chart, using Alexa's chart as a model. Remind him that the introduction should include a question, a quotation, or an intriguing statement to get attention. Explain that if the student conducts an interview, he may want to use a quotation from the person he interviews.

2. Tell him to write at least three reasons that he can use in his persuasion. Encourage him to support each reason with at least two facts or examples. (**Note:** Direct him to list

**Teach for Understanding—Continued**

additional reasons on his own paper. If he plans to conduct an interview, allow him to include that additional information on the chart later on.)

3. Direct him to write ideas for the conclusion, reinforcing his position. Direct each student to save his planning chart for use in Lesson 35.



Write *purpose = reason* and *audience = who* on sentence strips. ESL students may be reluctant to interview others because of language limitations. As you work with your ESL students in selecting a topic, suggest ideas about which they would feel comfortable talking with other people. For example, the student might interview the principal, a music teacher, or a cafeteria worker. If the interview is conducted within the school setting, an English-proficient student could accompany the ESL student on the interview. Assist ESL students in completing the planning chart.

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**Transparency Master  
page S50**

Lesson 34

► Write whether the sentence is simple, compound, or complex.

1. When the weather is drier, we can rake the yard. **complex**

► Write C if the underlined noun is a common noun.

Write P if the underlined noun is a proper noun.

2. The wind is blowing from the **west** C

► Combine the sentences using an opposite phrase.

3. Sam will help me rake the yard. Sam is my brother.

**Sam, my brother, will help me rake the yard.**

► Write the sentence using the correct plural form of the noun.

4. Most of the (leafs, leaves) have already fallen.

**Most of the leaves have already fallen.**

► Write the correct abbreviation for the underlined word.

5. the fifteenth of November **Nov**.

**Objectives**

- Analyze the paragraphs in an editorial
- Draft a newspaper editorial

**Materials**

- Each student's persuasion chart from Worktext page 70
- Alexa's editorial from Worktext page 65
- Overhead transparency of Alexa's persuasion chart from Worktext page 69

## Introduction

Discuss the importance of drafting from a plan. Explain that since newspapers are published on a regular schedule, people who write for newspapers have to work under deadlines. They have to finish an article by a certain time for it to be edited and proofread, laid out on the page, and printed before the time the newspaper is scheduled to come out.

- Why do you think it is especially important for newspaper writers to have a plan before drafting an article? (*Possible answers: if they have planned first, they can write steadily without pausing as often to stop and think; they will avoid having to rewrite large portions or add large portions they have left out.*)

## Teach for Understanding

**A** Analyze the paragraphs in Alexa's editorial.

1. Display the transparency of Alexa's persuasion chart and direct attention to her editorial on Worktext page 65. Direct attention to the way Alexa divided the editorial into paragraphs.
- Which part of the persuasion chart does her first paragraph cover? (*the introduction; She states her purpose in the last sentence of the paragraph.*)
- What is the content of paragraphs 2, 3, and 4? (*Each paragraph gives a reason and the supporting facts and examples in the box beneath it on the chart.*)
- Which part of the chart does the last paragraph cover? What is its purpose? (*the conclusion; to sum up Alexa's ideas and encourage the students to read biographies*)

2. Direct each student to look at his own persuasion chart that he completed during Lesson 34. Encourage him to jot down paragraph numbers in the top right corner of each box to help him

remember where to include each piece of information.

3. Point out that Alexa's transitional words, *first*, *second*, and *most importantly*, introduce each reason, keeping the reasons in order.
- What are some other transitional words and phrases that we could use between reasons? (*Possible answers include another reason is that, I also think that, in addition, and finally.*)

**B** Guide each student in drafting his editorial.

1. Direct each student to have his persuasion chart available to enter on the computer. (*Note:* If computers are not available, direct the students to write their editorials on notebook paper.)

2. Allow time in class for each student to draft his editorial. Remind him to double-space (or if using notebook paper, to leave a blank line after each line of writing).
3. When each student has finished, direct him to read his editorial silently to make sure he has included everything that he planned to write. Direct him to add a title that sums up the main idea he is trying to persuade his audience about.

## ESL

ESL students may need assistance writing the first draft of the newspaper editorial and inserting appropriate transitional words.



### Transparency Master page S51

Lesson 35

- Rewrite the phrase using a singular possessive noun.  
1. the height of the tree ***the tree's height***
- Write the sentence with correct capitalization.  
2. yosemite national park is in the sierra nevada mountains of california. ***Yosemite National Park is in the Sierra Nevada Mountains of California.***
- Combine the sentences using an comparative phrase.  
3. The giant sequoia can be as tall as three hundred feet. The giant sequoia is a type of redwood tree. ***The giant sequoia, a type of redwood tree, can be as tall as three hundred feet.***
- Write whether the sentence is simple, compound, or complex.  
4. The shade from the trees makes the forest cool and dark. ***simple***
- Write the sentence. Underline the preposition and circle the object of the preposition.  
5. The sequoia is an evergreen with short, spiny needles. ***The sequoia is an evergreen with short, spiny needles.***

**Objectives**

- Participate in a writing conference
- Revise a newspaper editorial

**Materials**

- Each student's draft from Lesson 35
- Overhead transparency or chart of Worktext page 330, "The Writing Process" (optional)

**Note**

This interactive lesson incorporates Worktext pages 71–72 into the Teach for Understanding section.

## Introduction

**Discuss the revising stage of the Writing Process.** Review the stages of the Writing Process covered so far. (*planning and drafting*)

- **What is the next stage? (*revising*)**
- **What is the purpose of revising a rough draft? (*to improve it as much as possible; to make it clearer and more interesting to read*)**
- **What is the purpose of having a writing conference with someone else during the revising stage of the Writing Process? (*Each person can help the other see areas that need improvement. It is sometimes hard to notice problems in your own writing.*)**

## Teach for Understanding

**A** Discuss the revision of the student model.

1. Read aloud the opening sentences on Worktext page 71. Point out that a writing conference can help the student find out how effective his editorial is.
- **Was Alexa's editorial effective? How do you know? (*yes; because it accomplished her purpose—it made Katrina want to read a biography*)**
2. Discuss the changes that Alexa made to her editorial after talking with Katrina.
- **Which specific facts about the library did Alexa add to the first paragraph? (*the location of the biography shelves; the fact that Mrs. Higgs was the school librarian*)**
- **Why did she want to avoid having several short sentences in a row in her second paragraph? (*They make the writing sound choppy. The sentences in a paragraph should have various lengths rather than being all very short or very long.*)**

**Newspaper Editorial: Revising**

Name \_\_\_\_\_

Alexa showed her editorial to her classmate Katrina. Katrina agreed with Alexa's ideas and decided she would check out a biography the next time she went to the library! She gave some helpful suggestions, and Alexa used them to make changes to her editorial.



Katrina thought Alexa should add some specific facts in case some students were not very familiar with the library.

**Exploring the Forgotten Shelves**

If someone asked you where the biography section in *The two shelves in the back left corner of the library* our school library is, would you know the answer? They are not very popular. According to Mrs. Higgs, only two biographies have been checked out since the beginning of this school year. Most students at Belmont Christian School are not reading biographies. I believe that every student should read at least one biography during this school year. *reading biographies*

First, *this* is an important way to learn about the past. I never really understood how we got our english Bible. *until Knowing that* read a biography of William Tyndale. *People gave their lives so that I could read God's Word.* *I appreciate my Bible even more. I read a biography of Abraham Lincoln, I had a much better understanding of the events that led to the*

Because she had several short sentences in a row, Alexa combined some of them for variety.

Civil War. *Second,* *Biographies can entertain us.* *Biographies will make those people whose names you read in your history book come alive. For example,* *George Washington Carver invented peanut butter. Next time you eat a peanut butter*

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English 6, Chapter 4, Lesson 36

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Choose a student to read aloud the second paragraph as it was in the rough draft before Alexa made the changes. Then choose another student to read aloud the revised paragraph, pointing out the contrast between the choppy and the smooth readings. Then point out that another way Alexa achieved variety was by using questions instead of statements in her third paragraph.

- **What specific facts and examples did Alexa add to the third and fourth paragraphs? (*more details about Gladys Aylward; the area of the world where Jim Elliot went as a missionary*)**
- **How is the last sentence in Alexa's rough draft an example of the exaggeration tactic? (*Reading a biography, although it is a good thing, will probably not really be the best thing ever to happen to Alexa's readers.*)**

3. Read aloud the statements on the *Revising Checklist*. Encourage each student to use these statements as a guide as he revises his own editorial and as he tries to help another student improve his editorial.

**B** Conduct writing conferences.

1. Direct each student to take out the rough draft of his editorial. Remind the students to be kind and helpful as they work with their partners [BAT: 5a Kindness]. Display these sentence openers for the students to use when pointing out problems:

"I really liked \_\_\_\_ but . . ."

"Could you include more specific information about . . .?"

"I had a question about . . ."

"It might be clearer to say . . ."

Katrina suggested that Alexa make her Gladys Aylward example more specific.

Alexa added a detail to make her example as specific as possible.

Remembering that her audience would be elementary students, Alexa revised this sentence to sound more realistic.

his accomplishments. Did you know that sandwich, you can appreciate that? There is an interesting Gladys Aylward, a missionary to China, was asked by the mandarin story about Gladys Aylward too. To find out what it is, read to inspect the feet of all the ladies in her province? To find out why, her biography. read her biography.

Most importantly, reading Christian biographies can challenge us to show our love for God in daily life. Billy Sunday gave up a career in baseball to preach the gospel. in a South American jungle Jim Elliot gave his life so that a tribe could hear about Maybe God will not call all of us to be great preachers or missionaries but Christ. We can be just like these people. we can do our best to copy the kind of faith and obedience that those people had. This year, set a goal to read at least one biography. Or two or three. Let's empty out those two shelves in the back , and so will we! of the library. Mrs Higgs will be happy we did it. It will be the best thing that ever happened to you.

Realizing that she had used a propaganda tactic, exaggeration, Alexa revised her last sentence to be more truthful.

## ESL

ESL students will benefit more from individual or small-group conferences with the teacher than from peer conferences. These students may have difficulty providing understandable, useful feedback to other students because they cannot locate mistakes in English. The goal is to gradually train ESL students to be involved in peer conferences. Begin by having ESL students locate mistakes in their own papers. They should sit in on conferences between English-speaking students. Provide them with a short checklist of questions to ask when they begin participating in peer conferences. Remember that it will take a lot longer for ESL students to learn to feel comfortable in a peer conference situation. Assist ESL students in using the proofreading marks.

► Use the *Revising Checklist* to help you revise your editorial.

### Revising Checklist

- 1. My editorial states my position clearly near the beginning.
- 2. I included at least three logical reasons for my position.
- 3. My reasons are well supported with specific facts and examples.
- 4. I used transitional words and phrases to show the movement from reason to reason.
- 5. I used variety in my sentences to make my editorial flow smoothly.
- 6. My editorial does not use any propaganda tactics.

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English 6, Chapter 4, Lesson 36

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2. Pair each student with a partner. Tell each set of partners to take turns reading their editorials to one another and then asking for suggestions.
3. Allow time in class for the conferences. (**Note:** You may choose instead to have small groups of students meet with you. Each student would read his editorial aloud; then you and the group of students would give suggestions for improvement.)

### C Guide each student in revising his editorial.

1. Call attention to the proofreading marks Alexa used to make her changes.
2. Direct each student to make revisions to his editorial using a colored

pencil (optional). Encourage him to seriously consider his partner's suggestions.

3. Direct each student to write out a new copy of his editorial after making changes. Tell him to save his revised copy to be proofread in Lesson 37. (**Note:** Students can find errors more easily during proofreading if they have a new copy, complete with revision changes. If they do not have time to recopy the editorial, students can use the revised copy to proofread in Lesson 37. If many changes are made to a particular paragraph, students may want to make a new copy of that paragraph.)



### Transparency Master page S51

Lesson 36

- Write C if the underlined noun is a common noun.  
Write P if the underlined noun is a proper noun.  
1. Sydney is the capital of Australia. **P**
- Rewrite the phrase using a singular possessive noun.  
2. the shape of the continent **the continent's shape**
- Write the sentence with correct capitalization.  
3. the great barrier reef is off the coast of australia.  
**The Great Barrier Reef is off the coast of Australia.**
- Write the sentence. Underline the appositive phrase in the sentence.  
4. Joe, a sheep farmer, lives near Sydney.  
**Joe, a sheep farmer, lives near Sydney.**
- Write the sentence using the correct plural form of the noun.  
5. The (Fox's, Foxes) are missionaries to Australia.  
**The Foxes are missionaries to Australia.**

**Objectives**

- Recognize errors using a checklist
- Proofread an editorial

**Materials**

- Each student's revised editorial from Lesson 36

**Note**

This interactive lesson incorporates Worktext pages 73–74 into the Teach for Understanding section.

**Introduction**

**Review three ways to correct a run-on sentence.** Explain that the fourth stage of the Writing Process, proofreading, is the stage where fragments and run-on sentences are corrected. Write this run-on sentence for display:

*I paid for the pencils, I left the store.*

- **What are some possible ways to correct this sentence? (delete the comma and make two sentences, make a compound sentence by adding the conjunction and, make a complex sentence by adding a subordinating conjunction to the first part of the sentence)**

Invite students to correct the displayed sentence in the various ways.

**Teach for Understanding****A Discuss the student model.**

- Read aloud the top paragraph on Worktext page 73. Discuss the corrections that Alexa made to her editorial, directing attention to the proofreading marks she used to indicate each change.
- Where might Alexa have found the correct way to spell the word *biographies*? (in a dictionary)

**(Note:** Invite students to check the list of commonly misspelled words on Worktext page 351 of the Writing Handbook for additional help with spelling.)

- How did Alexa correct the run-on at the end of the first paragraph? (She made it into a complex sentence by adding the subordinating conjunction After to the first part of the run-on sentence.)
- What other sentence problem did Alexa correct at the end of the editorial? (She changed a fragment into a complete sentence.)

**Newspaper Editorial: Proofreading**

Name \_\_\_\_\_



After Alexa revised her editorial, she proofread it using the *Proofreading Checklist*. Here is a portion of her editorial with her corrections marked on it. She found that she had spelled *biographies* two different ways throughout the editorial. Notice the other mistakes she found and the proofreading marks she used to mark her mistakes.

**biographies**

First, reading *biographies* is an important way to learn about the past. I never really understood how we got our English Bible until I read a biography of William Tyndale.

Knowing that people gave their lives so that I could read God's Word makes me appreciate my Bible even more. After I read a biography of Abraham Lincoln, I had a much better understanding of the events that led to the Civil War.

Second, biographies can entertain us. Do you like to learn funny and interesting facts about people? Biographies will make those people whose names you read in your history book come alive. For example, did you know that George Washington Carver invented peanut butter? Next time you eat a peanut butter sandwich, you can appreciate his accomplishments. Did you know that Gladys Aylward, a missionary to China, was asked by the mandarin to inspect the feet of all the ladies in her province? To find out why, read her biography.

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English 6, Chapter 4, Lesson 37



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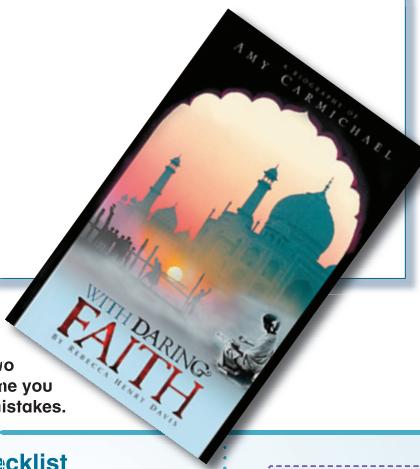
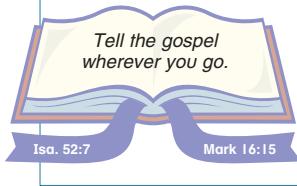
**B Guide each student in proofreading his editorial.**

- Direct each student to proofread his editorial with a colored pencil (optional) using the proofreading marks.
- Direct each student to save his proofread copy for use in Lesson 38. (**Note:** If you choose to read each student's editorial and mark any of the six types of errors that he did not identify, do so before Lesson 38.)

### biographies

Most importantly, reading Christian biographies can challenge us to show our love for God in daily life. Billy Sunday gave up a career in baseball to preach the gospel. Jim Elliot gave his life so that a tribe in a South American jungle could hear about Christ. Maybe God will not call all of us to be great preachers or missionaries, but we can do our best to copy the kind of faith and obedience that those people had.

*better yet, read*  
This year, set a goal to read at least one biography. Or two or three. Let's empty out those two shelves in the back of the library. Mrs Higgs will be happy we did it, and so will we!



- Proofread your editorial. Check for one or two items on the *Proofreading Checklist* each time you read. Use proofreading marks to mark the mistakes.

#### Proofreading Checklist

- 1. I indented the first line of each paragraph.
- 2. I checked for fragments and run-on sentences.
- 3. I used capitalization correctly.
- 4. I put a punctuation mark at the end of each sentence.
- 5. I used correct punctuation within sentences.
- 6. I looked for misspelled words.



English 6, Chapter 4, Lesson 37

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## ESL

Display proofreading marks in the classroom on chart paper or poster board. Remember that ESL students frequently have difficulty spelling words in English. They may require help from the teacher or another student to recognize misspelled words or to look up the correct spellings in a dictionary.

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#### Transparency Master page S52

Lesson 37

- Write the sentence with correct capitalization.  
1. there are many farmers in lancaster, pennsylvania.  
***There are many farmers in Lancaster, Pennsylvania.***
- Write C if the underlined noun is a common noun.  
Write P if the underlined noun is a proper noun.  
2. Do you live in the North or the South?  
**P**
- Write the correct abbreviation for the underlined word.  
3. 16 ounces.  
**oz.**
- Rewrite each phrase using a singular possessive noun.  
4. the color of the grass.  
**the grass's color**
- 5. tail of the cow.  
**the cow's tail**

**Objectives**

- Make a neat final draft of an editorial
- Publish an editorial

**Materials**

- Each student's proofread editorial from Lesson 37
- One or two copies of page 73, Chapter 4 Rubric for each student (optional)
- Several published samples of newspaper or magazine articles with bylines
- Computer access for each student (optional)

## Introduction

**Discuss bylines.** Show the examples of articles you have brought. Point out the position of the author's name on each article. Explain that in periodicals such as magazines and newspapers, a line containing the author's name at the head of an article, just beneath the title, is called a *byline*. Tell the students that different people prefer their bylines to be written in different ways. Some people prefer to use initials in place of their first and middle names. Some people prefer to use only their first and last names.

► How would you want your byline to read?  
*(Answers will vary.)*

## Teach for Understanding

**A** Guide each student in making a neat final draft of his editorial.

1. Direct each student to read his proofread editorial again, making sure that it is ready to be put into final form.
2. Direct each student to enter his finished editorial on the computer or to copy it on his own paper. Remind him to place his byline under the title. Encourage him to keep the pages as neat as possible.

**B** Publish the editorials.

1. Allow those students who would like to read their editorials aloud to do so.
2. Collect the editorials.
3. Use the Chapter 4 Rubric to check the editorials (optional). (**Note:** It is not expected that each student's published editorial will be free of errors. The proofreading stage teaches students to

look for errors and to correct the ones that they notice.)

**C** Create an editorial section for a class newspaper.

1. Decide on a name for a class newspaper.
2. Post the students' editorials on a class website or bind them into a newspaper format. Place the heading *Editorials* at the top of the first page. If the students have typed their editorials, choose a student with good computer skills to format each editorial in columns and select an appropriate font for the heading. Print out the completed version. Make copies of the editorial section for each student.

## Chapter 4 Rubric

Chapter 4 Rubric (p. 73) is a tool to help you evaluate each student's final draft and his use of the Writing Process. The rubric also provides an alternative place in which to indicate errors. (**Note:** If you would like the students to use this rubric for a self-evaluation of their work, make a second copy for each student.)

### ESL

In using the rubric for grading, you should consider ESL students' ability levels. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.



### Transparency Master page S52

Lesson 38

- Combine the sentences using an opposite phrase.  
1. This cave is open to visitors. This cave is one of many in Missouri.  
**This cave, one of many in Missouri, is open to visitors.**
- Write the sentence using the correct plural form of the noun.  
2. You can hear (echos, echoes) when you shout.  
**You can hear echoes when you shout.**
- Rewrite the phrase using a plural possessive noun.  
3. the treads on your shoes **your shoes' treads**
- 4. the equipment that belongs to the guides **the guides' equipment**
- Write the word that makes sense.  
5. rope : climbing      mitt : \_\_\_\_\_ (catching, biking, hunting) **catching**

**Objectives**

- Differentiate run-on sentences and fragments
- Revise run-on sentences as either two separate sentences, a compound sentence, or a complex sentence
- Identify the propaganda tactic being used
- Answer questions about a newspaper editorial
- Complete statements about persuasive writing

**Materials**

- Computer access for each student for optional Computer Connection
- Opinion or editorial section of a newspaper
- Computer file containing the student editorials for optional Computer Connection from Lesson 38

**Note**

This lesson reviews concepts to prepare students for the Chapter 4 Test (optional). Extra Practice pages 24–25 make an excellent study guide.

You may choose to evaluate your students by giving them one of the writing prompts (Supplement page S12, “Chapter 4 Writing Prompts”) as an alternative to the Chapter 4 Test. Copy and distribute the prompt to the students and allow them forty-five to sixty minutes to complete the assignment. The writing prompts are designed to prepare students for standardized writing tests.

**Chapter 4 Review**

Name \_\_\_\_\_



- A. Write **C** if the sentence is correct.  
Write **R** if it is a run-on sentence.

- R** 1. Fall is the best time to go hiking, the leaves are so colorful.
- C** 2. The trails at Panther Mountain are the best hiking trails.
- R** 3. Cougar Paw Trail is my favorite trail it has some steep places.
- R** 4. I love the view from the top of the mountain, it is spectacular.
- C** 5. After we hiked for many miles, we found a beautiful waterfall.



- B. Revise each run-on so that it is written correctly, using the method given in parentheses.

6. A cool, clear day is nice for a hike, early morning is the best starting time.  
(Revise by making a compound sentence using the conjunction and.)

***A cool, clear day is nice for a hike, and early morning is the best starting time.***

7. Hiking is good exercise it uses many different muscles.  
(Revise by making two separate sentences.)

***Hiking is good exercise. It uses many different muscles.***

8. Many people wear backpacks, they must carry food and supplies.  
(Revise by making a complex sentence using the subordinating conjunction because.)

***Many people wear backpacks because they must carry food and supplies. or Because they must carry food supplies, many people wear backpacks.***

- C. Fill in the circle next to the answer that best describes the propaganda tactic being used.

9. There is no better place to be in the world than Fremont Fun Park. Come have the most fun you've ever had in your life!  
 flattery       exaggeration       name-calling
10. Use Parade car wax once, and you won't need to wax your car again for years!  
 promises       bandwagon       testimonial
11. Only one taste of HomeStyle bread makes you feel as if you're back home in Mom's kitchen. HomeStyle—the taste of the American home.  
 flattery       name-calling       glittering generalities

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## Check for Understanding

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**Chapter 4 Review**

Direct an activity to review the planning stage for a newspaper editorial.

- Divide the students into four teams. Tell each team to pretend that they are writing an editorial for a major newspaper. They will have a deadline of ten minutes for this activity.
- Give each team this topic: *Why We Should Change Our Main Mode of Transportation to Riding Elephants*. Explain that their purpose is to persuade their readers that they should ride elephants instead of traveling by car, bus, or train. Tell them to pretend that their audience for the editorial is the residents of a large city.

3. Direct one person on each team to have a sheet of paper and a pencil available. Explain that during the ten minutes, each team must formulate three reasons to support its position.

4. Give each team ten minutes to work together. At the end of the time, allow each team to present its reasons. After all the teams have presented their reasons, allow the students to vote to determine which team had the strongest reasons to support the topic.

**One-on-One:** Brainstorm with the student to formulate three reasons.

**Extension of the activity:** Research the use of elephants for work in India or Africa.

**D. Fill in the circle next to each correct answer.**

12. A newspaper article that expresses an opinion and persuades others is an \_\_\_\_.  
 editorial       essay
13. Persuasive writing must include strong \_\_\_ to support its position.  
 feelings       reasons
14. In persuasive writing, facts and examples are used as \_\_\_ for the reasons.  
 support       conclusions
15. The conclusion of an article to persuade should \_\_\_\_.  
 reinforce the writer's position       gain the reader's interest

**E. Read these paragraphs from a newspaper editorial. Fill in the circle next to the better answer.**

If you were to visit Panther Mountain during any season of the year, you would find people hiking. Panther Mountain's system of trails is one of the most popular recreation areas in our state. Even in winter, the easy, level trails are open for people who like to go crunching through the snow. My family has gone hiking during each of the four seasons. What is the best time of year to hike? In my opinion, fall is the best season for hitting the trail.

The weather in fall is the best weather for hiking. Hikers do best on cool, clear

days. Cool air will keep a hiker refreshed, especially on the steeper parts of the trail. It is also important to have clear weather for hiking. On clear days, a hiker can see into the distance from a lookout along the trail. Furthermore, the trail will be dry and easy to walk on in clear weather, on a rainy day it would be slippery and muddy. In our state, cool, clear days like these come more often in fall than in any other season.

16. What would be helpful for the writer to add at the beginning of the second paragraph?  
 a transitional word  
 a question
17. What is one fact or example that the writer uses to support his first reason?  
 Some hikers like to walk through the snow.  
 Most hikers find the cool fall air refreshing.
18. What type of mistake did the writer make in the second paragraph?  
 a capitalization mistake  
 a run-on sentence



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## Worktext pages 75–76

### Chapter 4 Review



#### Materials

- Computer access for each student
- The opinion or editorial section of a newspaper
- Computer file containing the student editorials

**Guide the students in designing page headers for the editorial section of the newspaper.** Allow the students to pass around the published editorial section from a newspaper. Point out that most large newspapers are numbered by sections rather than numbered continuously. Each page has a header that tells the page numbers. These page numbers are usually accompanied by a letter, such as "A15" or "B1." Explain that the letter identifies the section of the newspaper where those pages are found. Guide the students in designing a header to appear on each page of their student editorial section. Explain that headers will be visible only when the document is printed.



ESL students may need assistance with vocabulary on the worktext pages.

### Teacher's Toolkit, page 24

#### extra PRACTICE

#### Chapter 4 Review

Name \_\_\_\_\_

A. Write C if the sentence is correct. Write R if it is a run-on sentence.

- R** 1. Scrapbooks are a treasure, they are a good way to capture memories.  
**C** 2. You can put photos, ticket stubs, pressed leaves, and letters in scrapbooks.  
**C** 3. While you are on a trip, take pictures of interesting people and places.  
**R** 4. I went to Mexico with my family, I made a scrapbook about my time there.  
**R** 5. Now I can show my scrapbook to people they can enjoy my trip with me.



B. Revise each run-on so that it is written correctly, using the method given in parentheses.

6. I have some missionary prayer cards, I put them in a scrapbook. (Revise by making a compound sentence using the conjunction after.)

*I have some missionary prayer cards, and I put them in a scrapbook.*

7. I did some research I wrote information about each

*missionary's country beside his card.*

C. Fill in the circle next to the answer that best describes each propaganda tactic being used.

8. You've got talent, brains, and good looks. We know that Soft Smile chapstick will appeal to \_\_\_\_.  
 flattery       name-calling       bandwagon  
 9. Racecar driver Fred Flapjack wears Megashield sunglasses to protect his eyes when he drives. He says, "Megashield is the brand of sunglasses for winners."  
 name-calling       testimonial       glittering generalities  
 10. Don't buy a piece of junk from our money-grubbing competitors. Our brand of vacuum cleaner is really worth your investment.  
 flattery       name-calling       exaggeration

### Teacher's Toolkit, page 25

#### extra PRACTICE

#### Chapter 4 Review

Name \_\_\_\_\_

D. Fill in the circle next to the answer that correctly completes each sentence.

11. An editorial is written to \_\_\_\_.  
 report on a news event       persuade others to action  
 12. The opinion in an editorial must be supported by \_\_\_\_.  
 logical reasons       colorful descriptions  
 13. An editorial should use \_\_\_ and examples to support its position.  
 facts       questions  
 14. \_\_\_ help to show the movement from reason to reason in an editorial.  
 Examples       Transitional words and phrases  
 15. The author's name beneath the title of an editorial is a \_\_\_\_.  
 header       byline



E. Read these paragraphs from a newspaper editorial. Fill in the circle next to the better answer.

Have you ever admired someone else's scrapbook and wished that you had time to make one too? Many people think that they do not have time to make a scrapbook. But scrapbooks are worth spending time on. Not only spending time making a scrapbook, but you can also enjoy them for many years to come.

First of all, scrapbooks are a way to preserve memories. Most people think of photos as the main thing to display in a scrapbook. But there

are many other things you can paste into your scrapbook. What about tickets from plays, concerts, or programs at your church? You could also display brochures from interesting places you have visited, special notes or letters you have received, or even press clippings from the news you have collected. You could also be creative and decorate your pages with stickers, drawings, and scraps of pretty paper or fabric.

16. Which sentence states the writer's purpose in writing this editorial?

- Scrapbooks are a way to preserve memories.  
 Scrapbooks are worth spending time on.

17. What transitional phrase does the writer use in the second paragraph?

- First of all  
 Most people

18. What type of mistake did the writer make in the first paragraph?

- fragment  
 run-on sentence

**Objectives**

- Identify an independent clause in a sentence
- Identify the simple subject and verb in a sentence
- Combine simple sentences into a compound sentence with a comma and a conjunction
- Identify the sentence that uses more descriptive details
- Differentiate a correct sentence from a run-on sentence
- Identify the various propaganda tactics

**Cumulative Review**

Name \_\_\_\_\_

**A. Underline each independent clause and circle each simple subject and verb. (Chapter 1)**

1. When fall comes, birds in the United States migrate to South or Central America.
2. Since food is scarce in the winter, they travel to warmer climates.
3. Although some birds migrate together, others fly alone.
4. Until they can find plentiful food, the birds travel south.
5. After winter is over, the birds return to their old habitat.

**B. Read each pair of simple sentences and combine them into one compound sentence. Add a comma and the conjunction that shows the correct meaning. (Chapter 1)**

6. The days shorten after June twenty-first. Fall does not begin until September. (but)

*The days shorten after June twenty-first, but fall does not begin until September.*

7. Fall weather affects the trees. Their leaves turn red, yellow, and orange. (and)

*Fall weather affects the trees, and their leaves turn red, yellow, and orange.*

8. Chlorophyll colors a leaf bright green. Leaves without chlorophyll show their natural colors. (but)

*Chlorophyll colors a leaf bright green, but leaves without chlorophyll show their natural colors.*

9. Animals gather food for the long journey south. They prepare to hibernate for the winter. (or)

*Animals gather food for the journey south, or they prepare to hibernate for the winter.*

**C. Fill in the circle next to the sentence that uses more descriptive words. (Chapter 2)**

10.  The lecture was fascinating.  
 The lecture was interesting.
11.  It was a hot day.  
 It was hot enough to fry an egg on the sidewalk.
12.  Harvey was angry and ran out of the room.  
 Harvey was furious and stormed out of the room.

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D. Write C in the blank if the sentence is correct.

Write R if it is a run-on sentence. (Chapter 4)

- R** 13. Animals have different ways of keeping warm they may grow a thick winter coat.
- C** 14. Ducks have oily feathers that are waterproof and windproof.
- C** 15. Some birds keep warm by fluffing out their feathers.
- R** 16. Bees huddle together, they keep moving to stay warm.
- C** 17. Some squirrels hibernate together to conserve body heat.

E. Fill in the circle next to the answer that best describes the propaganda tactic being used. (Chapter 4)

18. Try Bryte Boy cleaner and you'll never need to scrub your bathroom again!  
 promises       bandwagon       testimonial
19. Come to Seafood Sam's and enjoy the food experience of a lifetime!  
 flattery       exaggeration       name-calling
20. Don't be left out! Follow the crowds to Max's Mart and get in on our spring sale!  
 promises       bandwagon       testimonial
21. At Stan's Realtors, we understand the meaning of the American dream. Let Stan's Realtors help make your dream come true.  
 flattery       name-calling       glittering generalities
22. Famous executive Tommy Pruitt says, "Pear Software is my secret to success."  
 promises       testimonial       bandwagon

## Worktext pages 77–78

### Cumulative Review

Use the exercises to review the concepts taught earlier. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.



ESL students may need assistance with vocabulary on the worktext pages.

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