

		Act: 8W4
Grade: 8	Strand: Writing	Concept: Organizing information and writing an editorial
Description of Task:	Students use a template to organize arguments both for and against a given topic and decide which side of the issue they will support in their editorials.	
Expectations:	<p>8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);</p> <p>8e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);</p> <p>8e3 • organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);</p>	
Software Type:	Concept Mapping Word Processing	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run the program • Use program functions to organize and connect related ideas • Save and print the file 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Ask the students to think about the issue (chosen by teacher or by students). 2. Take a quick class poll to find out who is for and who is against the issue. 3. Ask some students to volunteer reasons for their opinions. 4. Review the elements of an editorial. 5. Remind the students that they must include facts to support their opinions. 6. Remind them that thinking of the arguments on the other side of the issue is an effective strategy in persuading people to agree with them. 7. Have the students begin filling out the template. 8. Remind them that they can add extra points to all parts of the diagram as needed. 	
Teacher Notes:	<p>This activity is adapted from the “Reacting to Reading: Making Judgments (Both Sides Now)” activity in the <i>reading</i> section of <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12, Ontario Ministry of Education, 2003</i>. (pp. 74-77). Although the activity is included in the reading section, the template is a valuable organizational tool for writing. Teachers could easily create their own writing samples on the computer for the students to examine and practice using the template before beginning to write their own editorials.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students could collect samples of editorials from newspapers and analyze them using the template. • Students could begin drafting their editorials. • Students could exchange and evaluate their templates. • Students could use their information for a debate. • Students could write a second editorial supporting the opposing side. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Are students including arguments supporting both sides of the issue? (curriculum) Are they including both fact and opinion? (curriculum) Are their decisions reasonable and expressed in complete sentences? (curriculum) Do their reasons support their decisions? (curriculum) Do students make decisions in light of gospel values? (CGE) Do students present information and ideas clearly and honestly and with sensitivity to others? (CGE)	