

SCOPE & SEQUENCE JOURNALISTS



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OPINION WRITING

1

The Art of Persuasion

Video Duration: 14:15

Lesson: We go through how most all writing is meant to persuade readers in some way. We segue into choosing factual and anecdotal evidence when writing about debatable claims.

Student Task: Create a list of 3 debatable claims of interest to you. Write down any factual and anecdotal evidence that would help persuade your reader into sharing your opinion.

Task Duration: 1.5 hours

2

Doing Research

Video Duration: 16:34

Lesson: We download a research recording template, then we go online and learn how to use text and video to gather information and record sources. We also learn how to avoid false information.

Student Task: Find 3-5 pieces of factual information for each of the three topics chosen in video 1.

Task Duration: 2 hours

3

Writing Your Essays

Video Duration: 12:28

Lesson: We write an entire essay including introduction, 3 body paragraphs that include factual and anecdotal evidence, and a conclusion. We also cite our sources and work with varying transitions.

Student Task: Choose 1 of the debatable claims from video 1 and write an opinion essay.

Task Duration: 2 hours

4

Transitions & Advanced Vocab

Video Duration: 08:29

Lesson: We review the proper format of opinion essays, focusing on evidence paragraphs. We learn how to flow from transitions to evidence to explanation, while tying in advanced vocabulary words.

Student Task: Choose the second of your debatable claims from video 1 and write an opinion essay.

Task Duration: 2 hours

5

Citations & Bibliography

Video Duration: 08:29

Lesson: We go through an original paragraph and add proper citations to the factual information gained from research. Then, we collect all of our sources to create a bibliography.

Student Task: Choose the third of your debatable claims from video 1 and write an opinion essay.

Task Duration: 2 hours

6

Graphic Designing

Video Duration: 13:44

Lesson: We take an original opinion essay and use Google Drawing to turn it into a magazine article complete with title, images, subheadings, and professional formatting.

Student Task: Take 1 (or all 3) of your essays and turn it (them) into a professional looking article using Google Drawing.

Task Duration: 1-3 hours

RESEARCH WRITING

7

Research Writing Intro

Video Duration: 11:11

Lesson: We note the difference between opinion writing and research writing. We analyze articles about Amelia Earhart from the 1930s and a blogpost from today to discover the genre's simplicity.

Student Task: Brainstorm about what types of true stories you want to tell and how you might go about researching those stories.

Task Duration: 1/2 hour

8

Eye-Witness Account

Video Duration: 11:27

Lesson: We learn how to cover an event. Specifically, we focus on how to pay close attention to detail and take precise, but quick, note while at the event.

Student Task: Go to a local event. Take notes about the mood of the place and write a short article telling readers what happened.

Task Duration: 2-3 hours

9

Surveys

Video Duration: 14:49

Lesson: We learn how to create surveys using Google Forms so as to know the thoughts and opinions of others. We take data from a survey of 30 people to write an original article on which books a library should purchase.

Student Task: Create a survey that will gather data on a subject of interest to your readers. Use the data to write an article.

Task Duration: 2-3 hours

10

Interviews

Video Duration: 30:08

Lesson: We create a list of questions to ask Chris Grabenstein, famous children's author of the Lemoncello Library series. Then, we hold the interview, and create an original article using his answers as content.

Student Task: Contact someone who you would like to interview in order to write an article for your readers. Create your questions, record the interview, and write your article.

Task Duration: 2-3 hours



Note to Teachers

The lessons in the "Research Writing" portion of this unit are dependent upon two factors:

- Student interest &
- Availability of events

Regarding the first factor, students should decide which of the types of investigative journalism most appeals to them. Do they like covering events? Do they like data digging with surveys? etc.

Let the kiddos choose. Don't require them to do all of the options.

Regarding the second factor, there might not be events to cover, people to interview, or time/permission to run surveys in your school. If that's the case, feel free to have them write research articles based solely on the examples from Video 7: Research Writing Intro."