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I. Overview and Rationale

We hit the ground running at the beginning of the year, publishing our first newspaper at the end of September. With our four folder (Google Drive) story revision process, which takes a considerable amount of time, it is essential that students learn how to properly write a news story using the Inverted Pyramid right away. Students will enrich these skills throughout the year.

II. Goals for Understanding

Students will be able to understand/use the Inverted Pyramid, understanding that it is the foundation for newswriting. Students will learn to work with stringent deadlines, “co-workers,” and “bosses.”

III. Essential Questions

1. What’s the most interesting part of a news story?
2. Where can the most essential information in a news story be found?
3. How is newswriting different from other writing you may have done (MLA, APA, etc.)?
4. What function(s) does the Inverted Pyramid serve?

IV. Critical Engagement Questions

1. What's new at FHS this year?
2. What have you noticed?
3. What are you happy/curious/mad/disappointed/unsurprised about?

Discussion moral: These are all news stories or features columns waiting to happen.

V. Overviews and Timeline

Activity 1 (~40 minutes of ½ of an 80-minute block)

1. Student-led class discussion using critical engagement questions above.
2. Present slide 1 of Inverted Pyramid PowerPoint and discuss.
3. Distribute Inverted Pyramid Practice handout. Students will quickly write (15 minutes) a brief news story about the imaginary meeting.

Activity 2 (~40 minutes or ½ of an 80-minute block)

1. Walk students through uploading their stories to the correct place on Google Docs.

2. Select 2-3 ability-diverse volunteers who will have their stories critiqued. Assign students to read and comment upon certain stories. Discuss, and call upon students to share their comments/ideas.
3. Students should peer edit (randomly selected) and then move their stories to the submission folder.
4. Show students slide 3 of Inverted Pyramid PowerPoint and assign for homework.

VI. Assessment

Formative

- Teacher and peer feedback on inverted pyramid use.
- Peer edits on individual stories.

Summative

- Peer-edited stories will be submitted for a grade.
- Inverted Pyramid lede assignment will be collected and graded.