

Student Handout: Unit 1 Lesson 5



Drama Comes to Life: Bring the News

Suggested time: 75 -120 Minutes

What's important in this lesson:

In this lesson, you will combine your work on the elements of storytelling, the reading of dramatic text, and your study of newspaper writing. Confirming your understanding of the key concepts of plot, character, and conflict, you will recognize and record these elements in a dramatic script. You will then use a graphic organizer to plan and write a newspaper article based on that story. These activities will complete your work for Unit 1.

Complete these steps:

1. Participate actively in an informal discussion with your teacher or a partner, on the key concepts of storytelling: Plot, Character, and Conflict.
2. Listen carefully as the teacher explains the sequence of activities required in this summative lesson. Ask about any step you don't understand.
3. Receive from the teacher a *Fruyer Model* graphic organizer. Put the term Conflict into the centre if it isn't already there. Briefly review, if necessary, the use of this organizer, and refer to the two already completed examples on Plot and Character.
4. Working independently, complete the *Fruyer Model* for the concept of Conflict, as completely as possible.
 - Use of a computer for definitions and review of previous lessons might be a good start.
 - Don't forget to refer to any handouts, or a print dictionary, if necessary.
 - Strive for the greatest detail, accuracy, and completeness.
 - You may choose to read the drama script *before* handing in the completed *Fruyer Model*, in case the story contains useful examples, or non-examples of conflict. Discuss this possibility with the teacher if it seems like a good idea to you.
5. From the teacher, receive the final script for Unit 1, as well as copies of the graphic organizer(s) which you decide will be most useful in the preparation of a newspaper article. Discuss the graphic organizer options with the teacher or a partner. Use as many of the organizers from this unit as you think will be useful, but remember that you will be **required** to hand in a "5 W's Chart".

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6. Read the script carefully. You may find it useful to read it through from beginning to end before using the graphic organizer(s), or you may choose to fill in the organizer(s) during your reading.
7. Hand in the “5 W’s Chart” graphic organizer to the teacher for marking. You should also hand in any other organizers you use, in order for the teacher to give you as much useful feedback as possible.
8. When the teacher returns the organizer(s), listen carefully to the feedback. Make any corrections, adjustments, or improvements to the details of the story before you begin to write your rough draft of the newspaper article.
9. Review all lessons and materials related to the construction of an effective news article. You may use a computer for the rough draft if you have access to one, but be sure to save and print a copy of this rough draft for editing purposes. Show the rough draft to the teacher when it is completed.
10. Using the handout *Proofreading Without Partners*, or working with a partner, edit the rough draft of your news article. Hand in the completed, final copy.

Hand in the following to your teacher:

1. Completed *Framer Model* for Conflict graphic organizer
2. Completed “5 W’s Chart”
3. Edited rough draft of newspaper article
4. Completed final version of newspaper article

Questions for the teacher:

Definition

Facts/Characteristics

Conflict

Examples

Non-Examples

Student Handout: Unit 1 Lesson 4



5 W's Chart For Organizing a News Article

<p>What happened? (Give the most important event if more than one thing happened.)</p>
<p>Who was there? (Include main participants, key witnesses, relationships to the event.)</p>
<p>When did the most important event happen? (Usually yesterday in most newspaper articles, but sometimes the same day.)</p>
<p>Where did the most important event happen? (If more than one key place exists for the story, make the sequence and relationships clear.)</p>
<p>How did it happen? (Sometimes included in the What? or Why? Sections, but more complicated events may need separate attention to the How? question.)</p>
<p>Why did it happen? (Start with the most important event and with the immediate reasons leading to that event; you may fill in the original or long-term causes too.)</p>