

Write On Wednesday with The Seattle Times

August 24, 2016

Learning Objectives

- Students will evaluate how different articles are organized in order to convey details to readers.
- Students will write a short narrative text, paying special attention to using details to engage the reader.

CCSS Standards

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Materials

- **“Gitmo detainee waterboarded 83 times has ‘no desire to harm U.S.’ on Main, A2 of the Wednesday, August 2016 edition of The Seattle Times**
- **Computers (and/or pencil and paper)**

Warm Up: Listening for Details

Listen to your teacher as she/he reads out loud the following excerpt of the Seattle Times article, “Wildfires in Eastern Washington grow; at least 16 homes destroyed”.

“SPOKANE — Wildfires burning in the Spokane area have destroyed at least 16 homes and continued to grow on Monday.

The fires started Sunday afternoon amid high winds and temperatures in the 90s.

One fire was near Davenport in Lincoln County, just west of Spokane. It had scorched more than 9 square miles by Monday morning and destroyed at least six homes, according to the state Department of Natural Resources. The Lincoln County Sheriff’s Office said 11 structures had been destroyed, a figure that included homes, garages and outbuildings.

The fire jumped the Spokane River and threatened the small community of Wellpinit on the Spokane Indian Reservation. Residents were told to evacuate after the town lost power.

Another wildfire, south of Spokane near the town of Spangle, destroyed at least 10 homes and numerous other structures on Sunday, according to the Washington State Patrol."

After reading, write down what you remember about the story. Why do you think you remembered these things? What was most important to the story? Why do you think the author chose to put these facts in the first two paragraphs of the story?

Reading:

Now read the story, "Gitmo detainee waterboarded 83 times has 'no desire to harm U.S.'" on page A2 of the Wednesday, August 2016 edition of The Seattle Times. What information is most important? What did the story omit?

Use the Internet or The Seattle Times archives to find another story about Abu Zubaydah's hearing on Tuesday, August 23rd.

How do the articles cover the story differently? Are any of the details different? What might be the purpose in changing how the details of the story are presented? What kind of audience do you think that each story is trying to reach? Which article did you find most engaging and why? You might try making a Venn diagram to compare the two versions of the story.

Write On:

Write a story about an either an event that you have experienced firsthand, or a current even that you find interesting. Try to use specific details to draw in your reader. After you have written a first draft of your article/narrative, find a partner and read your work out loud. Have your partner what they remember from the article and why. Use your partner's feedback to enhance the next draft of your article/narrative.