## **Pacing Guide – Unit 3: Editorial Cartoons**

| DAY | Activity   | Student<br>Exercise  | Lecture<br>Class Notes  | Resources  | Follow-Up   | Homework   | Assessment   |
|-----|--|--|---|--|---|--|--|
| 23  | Worksheet 3:2<br>Editorial Cartoon<br>Notebook Introduced              | Optional in-class,<br>computer lab, or<br>extra credit:<br>Worksheet 3:1<br>Interactive Web<br>Search: Editorial<br>Cartoons | Editorial Cartoon<br>Critique Guidelines<br>format presented                                  |  | Students search<br>for Editorial<br>Cartoons in local<br>paper or<br>magazines            | Students search<br>for Editorial<br>Cartoons   | Worksheet 3:4<br>Editorial<br>Cartoon Rubric   |
| 24  | Worksheet 3:3<br>Students read "Best<br>Editorial Cartoons"<br>Article | Worksheet 3:3<br>Student Exercise<br>following article   | Discuss newspaper<br>current events and<br>how they are<br>satirized in editorial<br>cartoons | Daily newspaper or<br>news magazine<br>containing Editorial<br>Cartoons            | Write Editorial<br>Cartoon critiques<br>in class  | Students<br>continue to<br>search for<br>Editorial<br>Cartoons                               | Worksheet 3:4<br>Editorial<br>Cartoon Rubric   |
| 25  | Students read up on current events in local newspaper                  | Students create editorial cartoons on current events   | Discuss newspaper current events articles   | Daily newspaper of news magazines  | Share Editorial<br>Cartoon critiques<br>in class  | Students<br>continue search<br>for Editorial<br>Cartoons                                     | Worksheet 3:4<br>Editorial<br>Cartoon Rubric   |
| 26  | Students share<br>Editorial Cartoon<br>Notebook                        |  | Discuss newspaper<br>current events and<br>how they are<br>satirized in editorial<br>cartoons | Daily newspaper of<br>news magazines<br>Editorial Cartoons                         | Display Editorial<br>Cartoon<br>Notebooks in<br>class                                     |  | Worksheet 3:4<br>Editorial<br>Cartoon Rubric   |
| 27  | Writing Competition<br>Day 1   | Students spend<br>the period<br>searching for<br>journalism<br>competitions on<br>the Internet<br>(library day)              | Teacher helps<br>students<br>understand<br>competition<br>guidelines                          | Internet search<br>engines to locate<br>journalism<br>competitions for<br>students | For the remainder of the period, teacher helps students with questions about competitions | Students are to enter at least one on-line journalism competition before the end of the week | Students submit proof of competition by handing in a copy of their entry Unit 3 Quiz |