

16: 7th Social Studies Newspapers Main

Teacher: One thing that would help me a lot today is that if the lawnmower is going, be extra conscious about how loud our voices get, because then it'll get really hard to hear us. Okay, agendas please and then drink water and do your brain buttons.

What do I want? What do we want today?

Student: Can I [inaudible 00:00:29]?

Teacher: I only have the room temperature. I forgot to load the fridge.

Student: That's fine.

Teacher: Okay, yeah. Go ahead.

Okay, let's stand up. Get your brain buttons if you didn't start. Okay, ready?

"student", I like your sway. Okay, in the back. There's a [00:02:00] high note. Two new ones. You don't know this one. Oh ["student" 02:09] got it. Go girl. Okay, in the front.

Don't forget to breath. I see some of you are holding your breath. See, you're holding your breath. All right, very good. Have a seat.

Okay. ["student" 00:03:01]. Don't forget your ankles too. Good. Let your breathing slow. Okay. Deep breath in, release. Deep breath in, release. Deep breath in, release. Unhook. Let's continue breathing. Deep breath in. Unhook our legs too. Good. Out. Deep breath in, and [00:04:00] out. One good one. One not so good one. Deep breath in. More, and slowly release. Okay, very good. Okay. So please make sure that your agendas and I'll come around and check it in a little bit. I do want to point out, yesterday I started checking summaries and questions, but I didn't get everyone's. So I'll need to check that. So when you guys are working on activity part, I'll probably try and buzz around. So as I come around if you can just have that comp book out for me so I can check that. Team biz, today, at some point, make sure it's done. It's Wednesday. Then, once this one's done, I'll assign the next one.

Today we're working on our newspaper project and your homework is to study for your chapter six test which is tomorrow. Okay? Now, ways to study. You have that purple sheet that we went over. The ten repetitions. Utilize any of those, but especially, since you're getting ready to take your test, the fold-over method, which is where you fold the sheet and you only see your questions. Someone had an excellent observation. They said, "'Teacher', how do we fold our paper over if it's in our comp book?" Okay, good. What can we do instead? We can't literally fold it over. What are we going to do? "student"?

Student: You can flip the paper over.

Teacher: Yes. We can do the hide method, right? So hide your notes just to see your questions. What else could you do ["student" 05:42]?

Student: You could put it on a piece of paper.

Teacher: Copy your questions on another sheet of paper? Yes. What else. Do you have another one?

Student: Have someone read it.

Teacher: Have somebody else read it. Yes. Get somebody else involved. It could be a friend or a parent or your little sibling. Have them practice reading, right? Then [00:06:00], this one too, you can continue this. Share, discuss, and review your notes. Have a study buddy. Get someone in class. We have a short day today. Have them stay with you through lunch, whatever. Call each other. Do a Google hangout. Kind of like Skype, right? So you can talk to each other on the computer. Just quiz each other. Tell them your questions. Have them tell you their questions. See how you do, okay? If you need extra help or anything you can come and see me at lunch. After school I have a meeting, but if you need to do after-school, let me know and I can try and see if I can push that meeting, okay? All right. So we're good with that.

So let's get into today. At your table you have newspapers. I want to say thank you very much to everyone for following my directions. I know not all of you heard it, but my directions were please don't touch the newspapers until I'm ready, and I see that no one has. So excellent job there. Thank you. Okay, we have an essential question. We're gonna take some notes. We're gonna play with the newspapers today. So I need you folks to please take out your composition books. Please turn it to a fresh page, and your title is going to be: Introduction to Newspapers. Your EQ is gonna be: How can a newspaper influence a community? If that was too fast for you, it will be coming up on the screen in just a second. Yup?

Student: [inaudible 00:07:24]

Teacher: Yeah. Go ahead. Thank you for asking. Okay. What's another thing that you want to write down in your comp book? I gave you the title, I gave the EQ and then the?

Student: [inaudible 00:07:47]

Teacher: Excellent. Very good. Don't forget the date. It's a good point of reference for your brain for later on. [00:08:00] I know it's washed out. I'll try and catch one of the lights for us. Should make it a little easier to see. How's that? A little bit better? Okay.

So again, this is what I would like to see in your comp books. I would like to see a [inaudible 00:08:23] structure. Very good for those of you who have it. If you didn't, that's fine because all you have to do is draw the line. You should have the title, you

should have your EQ, how can a newspaper influence a community? You should have your dates. What I'd actually like you to do right now is a quick pre-write. I want you to answer this question just based on what you know. As you're doing that, I'm going to come around and check your agendas. So just, before we give you some details and instructions today, what is your personal opinion right now? How can a newspaper influence a community? What I'd like you to try and go for, is giving me a response that is how long? [crosstalk 00:09:15] How many sentences would I really like to see?

Class: Five.

Teacher: Five. What is your first sentence gonna be?

Class: Restating.

Teacher: Restating the question. Excellent. Then what are your next three sentences gonna be?

Class: Details.

Teacher: Details, supporting evidence, examples. Very good. What would the last sentence be?

Class: Conclusion.

Teacher: Your conclusion. Excellent. That's what you're trying for. Does it have to be perfect right now? No. If you're going for the gold, that's what I want to see.

Okay. Gotta finish that fold-over, and then share, discuss, and review. [00:10:00] Okay good. Are you helping him out, hun? Thank you. I need you to write that down and I need you to show it to me, but can you do your pre-write now? Okay? So that way you don't get behind, but I need you to have that agenda written, okay? Can you finish up here so we want to study for the test and the test is tomorrow. Oh, you see your arrow. So that's your ... Then, I gave you two tips on something to do. Can you add that? So the fold over and the, what do I have? Study, share, review. I can't read. Share, discuss, review. I don't have my glasses on. You got it? Yes.

Student: So what are we doing?

Teacher: For this right now? Like what is everyone doing? So we're doing just a pre-write just to see what you know, what you think before I give you all the information. That way you can check for yourself what you knew before and what you figured out afterwards. So the pre-write is the answer to this question. So then you're starting off with, when we change the question into a sentence, what would it say? So you can write it right here or you can write it on the next page, doesn't matter. What would you say?

Student: [inaudible 00:11:35]

Teacher: I ... excellent. That's exactly what you want to do. Then, if you have a couple details that you think, put that. Yeah? So we're shooting for five sentences. If you can't reach that, if you stall out that's okay. By the end, you'll want to get that five.

Thank you. [inaudible 00:11:54]. [00:12:00] Thank you. Okay and then we want to finish that one. So homework, study for the test, okay? Yeah, but you don't have that. It's tomorrow. So homework, study for what? Yeah? Homework, study for the test. The test is Thursday. Then I gave you two examples of what you could do. The fold-over and then that share, discuss, and review your notes.

Okay. Yours too. Study for test and then two examples, okay? Add in the two examples so when you get home you don't forget.

Student: The examples?

Teacher: Yup. So it says fold-over and it says the review, discuss. Okay. Do the examples too, Daniel.

Okay, good. Thank you.

Thank you. Very good.

Oh yeah. I know, because I only got half of you. Does your parents need it to be checked or you're just reminding me.

It's okay? Some people, their parents like it.

Oh, no. Yeah. I don't hold it against you. Okay. [inaudible 00:13:26]. So "student", I want to see a paragraph answering this question. Try for at least five sentences, but give me what you can. Planners please.

Thank you. Excellent. You got it all. Thank you. Okay. [00:14:00] Thank you. Thank you. Okay, and Justin's absent.

Okay. Wherever you are at if you could wrap up that sentence please. We're gonna move on. Okay. Alright. So I'm gonna have ... The PowerPoint is up in the front. I'm going to ask you the questions so you can look and you can listen. Either one. First thing I want to do is I want to see what your experience is with the newspaper. So my assumption is that not everyone uses the newspaper daily. My assumption is maybe some of you have never even touched a newspaper before. I guess now, officially, Riley has. Okay? So let's see. So who reads the newspaper once a week? Once a week. Every week you're reading the newspaper?

Class: [crosstalk 00:15:16]

Teacher: Once a week? Okay. How about twice a week?

Class: [crosstalk 00:15:22]

Teacher: I guess we gotta go ... Yeah.

Student: [crosstalk 00:15:31]

Teacher: Oh, good question. Good clarifying question. My question is, how many times do you read it, and “student” asked, do you mean how many times we read it, and I'm assuming what? Versus how many times ... ?

Student: Your grandparents.

Teacher: Your grandparents? Oh, not even your parents, your grandparents. Okay, your grandparents. Let's do you first. Who reads the newspaper. Let's go. Who's ever picked up a real [00:16:00] newspaper and read it. Oh, see, my assumption is correct.

Student: Does the comics count?

Teacher: No.

Class: [crosstalk 00:16:06]

Teacher: Cover to cover. Oh. Okay interesting.

Class: [crosstalk 00:16:15] I read the Garfield cartoons.

Teacher: All right, hands down. Excellent, hands down. Let's see if my clicker will work. Okay. Now “student's” question. Whose family .. who sees family reading the newspaper at least once a week?

Class: [crosstalk 00:16:31]

Teacher: Parents. Yeah. So grandparents, parents, just anybody in your family. Like you have seen an adult other than a teacher reading the newspaper. This is good. Twice a week? Let me go through this, then I'll take it. Twice a week? More than three times a week? How about every day? Wow, that's good. Okay, cool. I did not expect that. That's very interesting. Okay, hold on. “student” had one first. Yes.

Student: My whole family doesn't read it.

Teacher: Whole family doesn't read the newspaper.

Student: They watch the news.

Teacher: Okay. So what does that tell us? Let's pause right here. Let's pause. I've got “student” coming up, but let's pause. What does that tell you about our society.

Student: Out with the old and in with the new.

Teacher: Well what is old and what's new?

Student: Newspaper and-

Teacher: Newspaper is which? Be specific.

Student: The newspaper, where it comes in the mail and you can just watch it on the TV.

Teacher: So but which one's old and which one's new. Give me that because that was good.

Student: The newspaper is old.

Teacher: Newspaper's old. What's new?

Student: TV.

Teacher: TV is new. What's even newer?

Student: Flat screen.

Teacher: So if he says old is the newspaper, new is TV, what would be the newest. Wait, let him try. Let him try. Or you can give it away.

Student: [inaudible 00:17:50]

Teacher: He's giving it away. Go [Lahina 17:51].

Student: You can watch the news on your phone.

Teacher: On your phone? That's a good one, I didn't think about that. What else?

Student: Computer.

Teacher: The computer. But not the computer, [00:18:00] be more specific. Yes.

Student: Social media.

Teacher: Too specific. I'm looking for something else. Starts with an I.

Class: [crosstalk 00:18:08]

Teacher: Internet, okay. Guys, you do know that the computer does not hold the information. The computer is connected to the internet and the internet pops it magically on your computer. When we say where is information coming from, if you say the iPad, if you

say the phone, if you say the TV, if you say the computer, technically we're incorrect. Those are just venues that portray information. We're relying on either the printed piece of paper or the television cables which is now satellites and all that or the internet. Those are our three methods of getting the news, very good. Let's see what other questions. I'm sorry, "student" said that. Thank you.

Student: [inaudible 00:18:55]

Teacher: Say that again? Oh, has anyone been in the newspaper? Oh, you know someone who has been featured in the newspaper? Okay, let's do that question, that's a cool question. How many of you know someone who has been featured in the newspaper.

Class: [crosstalk 00:19:08]

Teacher: How many of you personally have been in the newspaper?

Class: [crosstalk 00:19:13]

Teacher: How many of you were in the cover of the newspaper?

Class: [crosstalk 00:19:20]

Teacher: Oh, plenty of you, you guys too? Aw shucks, I thought I was unique. What were you on the cover of?

Class: [crosstalk 00:19:26]

Teacher: All of you, so your whole table, wow, that's like the celebrity table over there.

Student: [inaudible 00:19:31]

Teacher: Cool.

Student: My uncle was the photographer for the newspaper so he was taking a bunch of pictures of me and my dad [inaudible 00:19:44].

Teacher: Nice. Good, keep going.

Student: [inaudible 00:19:48]

Teacher: Love it.

Student: One of my mom's friends, when we were [inaudible 00:19:55] two years ago, one of my mom's friends was a photographer there and she did a picture of us and [00:20:00] we were on the front cover of those.

Teacher: Awesome, wow, and I saw hands up on this side. Who was on the cover? You were on the cover?

Student: Yeah. Because me and my football team won the state championship three years in a row so -

Teacher: Wow. Cool. Who else. I've got some more. Hands, cover, yes.

Student: [inaudible 00:20:23]

Teacher: Cool.

Student: I was on the front covers because ["student" 00:20:30] was doing a segment of flag football.

Teacher: Wow, we have a lot of celebrities. Can I share my cover story.

Class: Yeah.

Teacher: My mom used to work at midweek and they were doing their Thanksgiving issue and they needed a fake family so my mom had me and my brother go and they had the whole room set up with a fake turkey and it was all nice dishes and then we had to sit there and smile so there was a cover of me and my fake family at Thanksgiving dinner so my mom thought that was funny. Yes?

Student: What about on the news?

Teacher: On the news? Now we're getting into a whole another element.

Student: [crosstalk 00:21:15]

Teacher: Excellent. Time out for me for a second. I love hearing that you guys were on the news but what's your focus today?

Student: Newspaper.

Teacher: Newspaper. Are they different?

Class: Yes.

Teacher: Can we stick with newspaper then? All right, let's check out the next one. Oh, I already advanced it. How do you view the newspaper? Those of you who said you've viewed the newspaper, let's look at this. When it's physical we call it a hard copy or a real copy like when it's actually printed. It's not virtual. So do you do a hard copy? Do you do online. You go to [Honolulu 00:21:57] star advertiser or Newyorktimes.com. [00:22:00] You actually look at their site? Or other?

Class: Other.

Teacher: Hands please. Real copy of the newspaper. How many of you look at the real newspaper when you look at it? Interesting, this is more than I thought. How about online. You go online and you check out the news. How about other? This is what ["student" 00:22:24] had brought up. Social media. Does anybody know what I'm talking about when I say other? Give me a little bit more specific things so I know we're on track. Let's have Cody, I haven't heard Cody's voice yet.

Student: Facebook.

Teacher: Do I have that? Oh no, I don't. Tell me about how I would see it in Facebook?

Student: [inaudible 00:22:45]

Teacher: Good. Someone reposts a shocking news.

Student: Would that count as social media?

Teacher: No, it would count as homepage. ["student" 00:23:00] and then [Kianna 00:23:03].

Student: Would it be like Hawaii news now?

Teacher: That's really good. Hawaii news now is a what?

Student: [crosstalk 00:23:11]

Teacher: News. What kind of news? Television news, excellent. Now our lines are starting to get blurred because where we get our news ... it used to be in the olden days ... Let's go super ancient. How did people get their news?

Class: [crosstalk 00:23:28]

Teacher: Gossip. The mailman. Channeling the ancestors. It's the people to people and then what comes next? Next comes the newspaper and then comes radio. Radio, very good. I totally didn't even think about that. Radio. Then comes ... television and currently ...

Class: iPhones.

Teacher: No. Internet, very good. [00:24:00] Remember it's not the computer or the iPhone, it's the internet. This is the way news has changed over time. To get to what ["student" 00:24:14] pointed out. We have online newspaper sites and we have online television news sites. What we're seeing is everything is blurring because to you guys it's just the internet. You might sometimes think is this a newspaper story or is it a television story? This is not a question I had but based off of what ["student" 00:24:35] gave me, I want to throw in another question. What is the difference between a newspaper article and a

television news story? Think about it. I want you to talk to your table mates. See what they think. Share with them first because I want everyone to have a chance because I did not think about this question but I really like it.

What is the difference between a news article in the newspaper and something you would see on TV. There's going to be a couple differences so talk amongst your table mates and I'm going to call on someone to help share.

No, not yet.

Class: [crosstalk 00:25:26]

Teacher: Yes?

Student: [crosstalk 00:25:40]

Teacher: You have to have a good discussion point, get a good one. Yes?

Student: You know how you said if you're in the newspaper, what if you don't know you're in the newspaper but you think you are. I was on [crosstalk 00:25:53].

Teacher: They got featured in?

Student: We're taking pictures of our team and [inaudible 00:26:02] [00:26:00] They got only the girls.

Teacher: I'm really happy that it wasn't like ... I was like kidnapped or ... It's not like a bad news. Everyone is all like "I won my football game" or "I won my paddling contest." It's not anything bad. Like I was in a fire. I was like "Oh, phew." I don't want to hear any bad news.

Student: [crosstalk 00:26:26]

Teacher: Did you get featured? Yeah? That's pretty cool. That's kind of cool that the newspaper will showcase us. It doesn't have to be some kind of other person but common to every ... remember that because that's going to be a really good connection point for something I bring up later. Remember this conversation because it's a good conversation.

Student: [crosstalk 00:27:05]

Teacher: Okay, can I have your attention back. In 5, 4, 3 ... Awesome, you guys remembered that one, good job. At the tables, here's a trick now so listen up. I do not want to hear from the person who said it. I want someone else to tell me what someone else at their table said. At the table something you thought was cool. This I want us to do this because I want us to give props to each other. What you say, you're going to say ... I heard this

really cool thing. Don't tell us the name of the person because we don't know, maybe that person is a little uncomfortable, they don't want us to hear. Just say "Hey, at my [00:28:00] table, someone brought up a really cool thing and it's this." Just say "At my table, this is what I heard" or "At my table this was cool" or something like that. No names please. But it cannot be your own so we're giving silent props to someone at your table.

I'll take three. "student" and "student" and one more. "student". Go "student", you're first.

Student: I heard something really cool at my table. For the newspaper article, it's written and then for the news story it's verbal.

Teacher: Very good.

Student: I heard this really cool thing from my table that when you print a newspaper you can't reprint it and then it's [inaudible 00:28:44].

Teacher: Yes. I heard you talking, it was more like instantaneous when it's on the news. Good. And then "student".

Student: Someone had this really good idea at our table. On newspaper, you can get more information and detail but on the news it's kind of like a time limit so you have to get the information fast and quickly but on the newspaper you can take your time, read it, and there's a little bit more details.

Teacher: Excellent, that's a good one. Thank you very much. I want you to play with your newspapers so let's buzz through this. I think the conversation that we did have was good. Hold on, I didn't say to grab it yet. I love the enthusiasm but hold on. Let's do this and then we'll move on to that. Let's see ... anybody read a school newspaper? We actually had one that came out. Did your other schools have?

Class: Yes.

Teacher: How about the local newspapers. We talked about the [inaudible 00:29:42]. ["student" 00:29:43] produces a lot of their own stuff. Hands. Anyone read ["student" 00:29:47], local only? "student", come back to here. Then National. Not Honolulu [AdStar 00:29:54] [Advertiser 00:29:54]. But do you read USA today, New York Times, LA Times? [00:30:00]

Student: I read New York Times.

Teacher: How about this? Take a look at it. Hands. Who reads front page? Who reads editorials?

Student: What are those?

Teacher: Editorials are stories that the editor writes. Usually like his own opinion about some kind of issue. Sports? Entertainment? What's hot, who's hot, who's not. And classified ads?

Student: What's that?

Teacher: Like I have a [inaudible 00:30:30] for sale, 50 bucks, come by and grab it. Puppies for sale, that kind of thing. What parts do you never read? The back? What's in the back.

Class: [crosstalk 00:30:44]

Teacher: I said, what do you never read, the back, what's in the back ... "I don't know because I never read it." Okay, thanks. Moving on. Yes.

Student: I never read the local news.

Teacher: You don't read the local news, you focus on the national. Interesting. Why do you not read?

Student: I don't read the cartoons?

Teacher: The cartoons, okay.

Student: You don't read the cartoons?

Teacher: It's okay, we still like you.

Student: I never read the parts with the breaking news.

Teacher: Never read the parts with the breaking news. One more, go for it.

Student: I don't read the actual article. I just look at the [inaudible 00:31:24].

Teacher: That's interesting. "I don't read the actual article but I do read the headlines" I'm assuming and the captions. I think we've had a really great discussion. I don't know where we are in our PowerPoint but let's just move on to this because I think you guys are ready because you guys want to get into it. Newspaper scavenger hunt. Check out your newspaper. Find these things. Write down where you found it and or the answer to the question. [00:32:00]

Write directly on your paper. You either write where it is or what it is depending on what the question is. The score from a sporting event, write down what the score is. The price of a used car, write it down. The score of a sporting event. Yeah. It's on your own. Survival of the fittest. Go for it. We're going to see who can get the most. It's a timed thing, who can get the most, let's check out our time here. 9:38. Who can get the most and I'm only going to give you five minutes.

Let's go five minutes. Your scavenger hunt. The green paper. You write on the green paper. The newspaper is yours to keep. Don't mix it up. You're going to use it for the next couple of days so it's yours to keep. Guys, the newspaper is yours to keep. Don't mix it up, you're going to keep it for the couple of days to use so you're going to keep using it in class for the next few days. Newspaper is yours to keep, don't mix it up. You're going to take it home and you're going to bring it back. We're going to use the same newspaper for a couple of days. Guys, the newspaper is yours to keep. Don't mix it up, hold on to it and you're going to take it home and bring it back and we're going to use it for the next couple of days. Yeah? [00:34:00]

Student: [crosstalk 00:34:11]

Teacher: Yes, because when you do volleyball they usually do three sets. So ["student" 00:34:17] ... That one, ["student"00:34:20] won, that one ["student"00:34:25] won and you have four so I guess it's that they did four games, must have been. That doesn't make sense ... I don't know, that's weird because usually for volleyball they have three sets. And they usually have an actual page ... Here. They'll have the actual page of the games and the scores. This is on the individual stats. Broncos 35, Charges 21. There we go.

Student: [inaudible 00:35:32]

Teacher: Yes, I can teach you how to use this ancient thing. What are you looking for? The score?

Student: Yes.

Teacher: There's going to be a couple of different ways. Sometimes they'll have it in ... Usually the front page, it's like a story and so usually if you go a little bit deeper they'll start giving you ... Like here. This was Redskins 20, Cowboys 17 in overtime. They'll usually have this column with all the different games too so they'll have both [00:36:00] but you can do this one. Redskins 20, Cowboys 17 in overtime so that means the game went into overtime.

Guys, this newspaper is yours to keep, we're going to use it for the news couple of days so don't mix up the pages and you're going to bring it back tomorrow. Guys the newspaper is yours to keep, we're going to use it for the next couple of days.

That's new, it never used to, that's pretty cool. Remember what I talked to you about? What does this say about our community?

Student: [inaudible 00:36:39]

Teacher: The newspaper is yours to keep, we're going to use it for the next couple of days. Hold on to it. It's yours to keep. That's why I have that whole stack I've been collecting so don't mess it up because you're going to keep it and you're going to use it the next couple of days. Yes?

Student: What is the editorial column for?

Teacher: An editorial, you'll look for the editorial section first of ... Usually [crosstalk 00:37:10]. They'll usually say where things are. Our View. Must be the editorial. So A8. No that doesn't really fit. Maybe it's in local.

Student: Would local area be the Hawaiian islands or just ["student" 00:37:45]?

Teacher: State. Local would be states. This is another thing we're looking for. It's hard to find certain things if you're not sure but before they would have ... It would have a headline [00:38:00] that says editorial. Where's the rest of your paper?

Student: This is the whole paper, it was like this.

Teacher: You had more sections than just [inaudible 00:38:16]. You should have this guy. Sports. The [UH 00:38:34] basketball. Did you all trade? You should have all of this. You should have Today and sports. Yours had four sections. You guys have stuff on the ground, check it out.

Student: [crosstalk 00:39:10]

Teacher: What are you looking for?

Student: Times for a movie starting at a local theater.

Teacher: And you checked the whole thing? You can tell by the date so even if it does get mixed up. That's why everyone at your table had a different so just in case if you look at the date then you'll see. Wednesday, up. Wednesday.

Student: What's an editorial cartoon?

Teacher: Editorial cartoon is a cartoon that says a message about something like ... usually an editorial is they're trying to make a point about something. Like their opinion.

Student: Educational?

Teacher: It has a point, like a message. They're saying something is bad or something is good. Most of them are ... [00:40:00] You'll have cartoons that are totally just for fun like silly ones. Then you'll have a political cartoon that says a message.

They're playing on it so it's this one.

Student: We have to say [crosstalk 00:40:31]

Teacher: Just where you got it? You got it on A15. You can put the page.

Student: I wrote down the company.

Teacher: That's fine. Some people are saying they're having a hard time finding the movie. I think it will depend on which day you have. The Today section tends to have things more entertainment based. You can check there. There's a section called Today. The title is. You may really not have it. If you don't have it you can just write "I don't think I have it."

No.

Student: Because I have a lot that's on TV.

Teacher: What does the thing say exactly? Time. It does say starting a local theater.

Student: Is there a prize if you win?

Teacher: I don't know, let's see what we've got.

Student: Is an editorial a cartoon?

Teacher: We didn't go through all the definitions because I want to ... Go ahead. An editorial is usually someone's opinion about something and it's usually like they're saying something is good or something is bad, something is right, something is wrong. It's kind of like a political cartoon where they're making a statement.

Student: What about Ebola?

Teacher: Were they making a joke on it?

Student: [00:42:00][inaudible 00:42:01]

Teacher: This is them saying ... It's an editorial so it's this guy's opinion on the ... You could do either one. It might be that it's the same but he's kind of making a crack at how the people fighting Ebola aren't being very efficient. They're like "What's your plan?" We're just going to try outrun it. That's not a good plan.

Okay guys. We've got to freeze. Everybody freeze. Freeze, freeze, freeze. Are we freezing? Are we frozen? We're not frozen. We're frozen, eyes on me, eyes on me. This is awesome, we're running out of time. What I want you to do is put your name on your green paper, turn it into me. I'll give a prize to someone who has the most stuff written down. The newspaper is yours, I came around and I told everybody that. It is yours to keep, you'll be using it the next couple of days. Quickly, pack it up. If you start freaking out like "Oh my god, where's my paper?" What can you do to figure out if that's yours? Look at the? No. Look at the date. Every sheet of paper will have a date. You all have a different date, okay? If you're worried and if anything, pack it up, and if something is [cookie 00:43:36] we can fix it tomorrow.

Green papers. Where does it go? Not to me. Not to me. Into the tray. Good. Yeah you can. Just fold it in half. You're going to put it in your backpack right? It's all right.

Student: Can I put this in our book bag?

Teacher: Yeah, it's yours. No, [00:44:00] this paper.

Student: Is this enough?

Teacher: Depends on how far everybody else got. Newspaper, you keep and you need to bring it back for me tomorrow. Green paper, turn it into the tray. You need to keep that. Whose stuff is all of this?

Student: This one's mine.

Teacher: Just fold it up, put it away. It's all numbered and dated so if it does get mixed up we'll be okay.

Student: Can I put my name on it?

Teacher: You can but it's yours so I would put it in your backpack and just leave it in there. Don't forget. Is this whole thing yours or is this both of yours?

Student: Both.

Teacher: You need to take yours home. It's yours so you need to take yours home. Did you guys open up all of them? Wait, you leave these, I'll fix it for you guys and we'll have it tomorrow because there was the extra ones at your table. There shouldn't be any remnants. Is that an extra because you had an extra. Okay. Bye.

Is that an extra paper?

Student: Yeah.

Teacher: Somebody left it? In the tray, love. Green papers in the tray, guys.

Student: [crosstalk 00:45:32]

Teacher: Yes, you do. But the boys had extra at their table so they went through all four and mixed up all four.

Student: I checked mine.

Teacher: It's such a boy thing.

Student: [inaudible 00:45:45]

Teacher: No I did not. It's okay, tomorrow when we come, if you're missing something you can ask your table mates for it.

Student: I lost my whole [inaudible 00:45:54]

Teacher: Your whole newspaper?

Student: Yeah, I left it right there.

Teacher: No, I didn't take yours. Maybe you moved it on accident? [00:46:00] Oh no, everybody brought their paper so we're all good.

Student: Okay, good. Because the guy was cutting the grass and then I couldn't talk loud enough so I was like "Oh my gosh, I'm just going to close the doors and I was like [inaudible 00:46:14]."

Teacher: No, no, no, it's all good. Everybody brought their forms so it was good.

Student: [crosstalk 00:46:22]

Teacher: Which one was it?

Student: This one.

Teacher: Oh, yeah. What did dad say when you looked at it?

Student: I said [inaudible 00:46:31], he didn't see it.

Teacher: Really?

Student: Yeah.

Teacher: It's not too too bad though. How tender is it? It's probably sprained. Can you move it though?