

# Summer 2023

## Gr. 6-8 Journalism Project STUDENT WORKBOOK

### NEW YORK EDGE TIMES

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#### New York Edge Runs Wonderful Summer Camp in All 5 Boroughs

Reuters, June 12, 2022.

It has been reported that New York Edge, formerly known as Sports & Arts in Schools Foundation, will be running summer camps in over 100 schools in NYC this summer. Under the intrepid leadership of its new CEO, Rachael Gazdick, NYE is expanding in many interesting directions. On the one hand, NYE is producing a student-led podcast in which notable people of all backgrounds and in different fields are interviewed by NYE students.

Moreover, students have been publishing their own writing and one of their books will be on the shelves shortly. Engaging STEM activities, involving designing solutions to problems, will be led by highly trained individuals. Sites will have access to myriad arts activities to get children's creative juices flowing. Finally, different sports and other fun physical activities will be part and parcel of camp participants' experience.

#### Deshawn Webber Scores Winning Point!

Fans were thrilled when 6<sup>th</sup> grader, Deshawn Webber, scored the winning point at the NYE Soccer Championship this summer. Deshawn was not always a soccer player, but he is happy to be playing now. "I was never very athletic, but I practiced a lot—even on the weekends—and my game got better. Deshawn is hoping to play soccer in middle school, which he stars this fall.



\_\_\_\_\_ (name)

New York Edge @ \_\_\_\_\_ (site)



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Greetings Campers!

## *Welcome to The Journalism Project!*

The purpose of this workbook is to guide you in the creation of a newsletter in which you will document your experiences this summer.

Basically, you will work with your group twice a week to create the different parts of the newsletter. You will have pages to work on (which you can tear out at the end) AND pages where you will put your final drafts and keep for when you're old and want to show your grandkids what you did in 2022!! (or just show your parents! 😊) Of course, if you want to do this all digitally, and your site has the computers, you can do it all on the computer.

This is what you'll do...

<b>Week</b>	<b>Project Activity</b>
1	Interview
2	Poem
3	Music Review
4	Sports or Arts Column
5	Publishing Party

Hope you have fun!

*Lianne*

The New York Edge Literacy Department



## Week 1 / Interview & Write an Article Someone You Admire

Grade 6 Instructions	
What	Needed
You'll interview a leader and write up it up.	<ul style="list-style-type: none"><li>➤ A person to interview</li><li>➤ List of questions</li><li>➤ Interview &amp; final draft pages in this workbook.</li></ul>
<h3>Day 1</h3> <ol style="list-style-type: none"><li>1. Choose someone you admire. S/he might be a family member, a friend, or any other person you respect and who influences others.</li><li>2. Read the questions beforehand. Be prepared to take notes when you interview.</li><li>3. Do the interview. (You may not be able to do this during program time but you must bring back your notes to write it up.)</li></ol>	
<h3>Day 2</h3> <ol style="list-style-type: none"><li>1. Re-read your notes and write up the article about the person you interviewed. Use complete sentences and punctuation. You must write 2 paragraphs and at least 8 sentences.</li><li>2. Literary Device: Alliteration refers to two or more words in a row that begin with the same letter. Eg: She was <u>c</u>onsciously <u>c</u>oy in her responses. You must use alliteration once.</li><li>3. Exchange articles with a peer: check each other's work for spelling, capitalization and punctuation.</li><li>4. When you get your article back (with possible corrections) write the final draft in the page provided at the end of this activity book.</li></ol>	

Grade7 Instructions	
What	Needed
You'll interview a leader and write up it up.	<ul style="list-style-type: none"> <li>➤ A person to interview</li> <li>➤ List of questions</li> <li>➤ Interview &amp; final draft pages in this workbook.</li> </ul>
<h3>Day 1</h3> <ol style="list-style-type: none"> <li>1. Choose someone you admire. S/he might be a family member, a friend, or any other person you respect and who influences others.</li> <li>2. Read the questions beforehand. Be prepared to take note when you interview.</li> <li>3. Do the interview. (You may not be able to do this during program time but you must bring back your notes to write it up.)</li> </ol>	
<h3>Day 2</h3> <ol style="list-style-type: none"> <li>1. Re-read your notes and write up the article about the person you interviewed.</li> <li>2. Requirements: <ul style="list-style-type: none"> <li>• use complete sentences and punctuation.</li> <li>• write 2 paragraphs and at least 8 sentences.</li> <li>• use alliteration once. (Alliteration refers to two or more words in a row that begin with the same letter. Eg: She was <u>con</u>sciously <u>coy</u> in her responses.)</li> <li>• use transition words at the beginning of each section. (First, next, etc.)</li> </ul> </li> <li>3. Exchange articles with a peer: check each other's work for spelling, capitalization and punctuation.</li> <li>4. When you get your article back (with possible corrections) write the final draft in the page provided at the end of this activity book.</li> </ol>	

Grade 8 Instructions	
What	Needed
You'll interview a leader and write up it up.	<ul style="list-style-type: none"> <li>➤ A person to interview</li> <li>➤ List of questions</li> <li>➤ Interview &amp; final draft pages in this workbook.</li> </ul>
<h3>Day 1</h3> <ol style="list-style-type: none"> <li>1. Choose someone you admire. . S/he might be a family member, a friend, or any other person you respect and who influences others.</li> <li>2. Read the questions beforehand. Be prepared to take note when you interview.</li> <li>3. Do the interview. (You may not be able to do this during program time but you must bring back your notes to write it up.)</li> </ol>	
<h3>Day 2</h3> <ol style="list-style-type: none"> <li>1. Re-read your notes and write up the article about the person you interviewed. Use complete sentences and punctuation. You must write 2 paragraphs and at least 8 sentences.</li> <li>2. Requirements: <ul style="list-style-type: none"> <li>• use complete sentences and punctuation.</li> <li>• write 2 paragraphs and at least 8 sentences.</li> <li>• use alliteration once. (Alliteration refers to two or more words in a row that begin with the same letter. Eg: She was <u>con</u>sciously <u>coy</u> in her responses.)</li> <li>• use transition words at the beginning of each section. (First, next, etc.) and transition words that indicate relationships between ideas. (additionally, however, nevertheless, etc.)</li> </ul> </li> <li>3. Exchange articles with a peer: check each other's work for spelling, capitalization and punctuation.</li> <li>4. When you get your article back (with possible corrections) write the final draft in the page provided at the end of this activity book.</li> </ol>	

# First Draft

\_\_\_\_\_  
(Name of leader you interviewed)

## *Someone I Admire*

1. Where were you born and in what year? \_\_\_\_\_

2. How did you become a leader? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is a good leader like? What makes someone a good leader? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is the role of honesty in leadership? Respect? Fairness? Compassion? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What suggestions would you have for me if I wanted to be a leader?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NOW...** On a blank piece of paper, turn each question and answer into a statement to create your first draft. *For ex: I interviewed (name), who was born in (place) in (year).* Once you've edited your first draft, you can use the page towards the end for your final draft.

## Week 2 / Coping & Growing

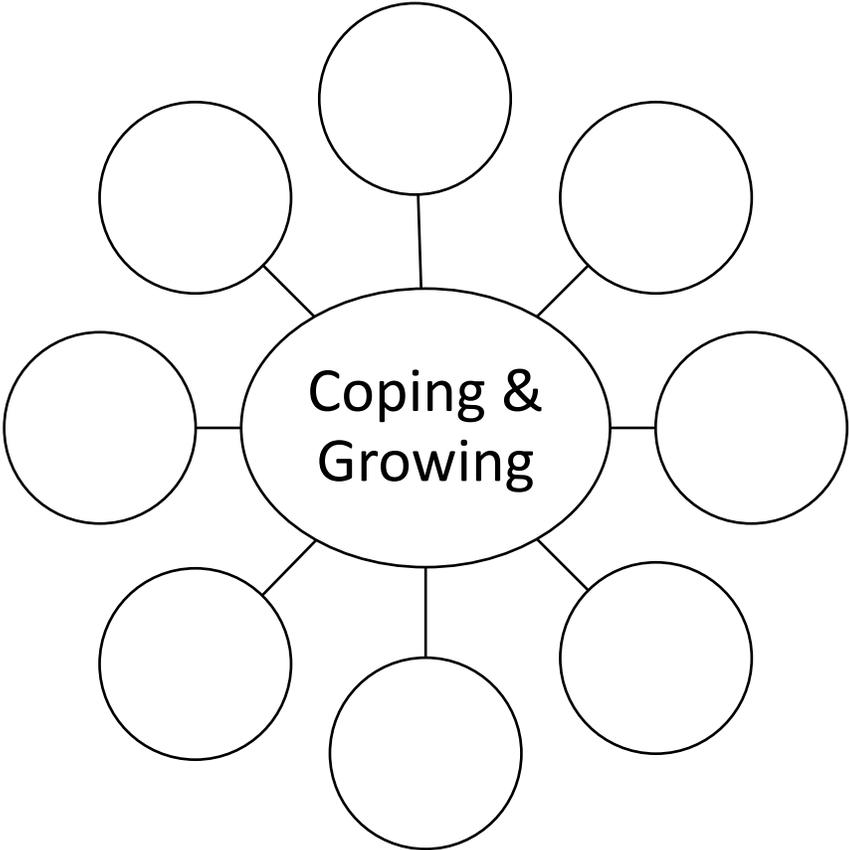
Grade 6 Instructions	
What	Needed
You'll write a poem about coping with & overcoming difficulty.	<ul style="list-style-type: none"> <li>➤ Ideas! Courage! Creativity!</li> <li>➤ Brainstorming page &amp; final draft page in this booklet</li> </ul>
<p><i>Day 1</i></p> <ol style="list-style-type: none"> <li>1. Use next page to think of and play with words associated with what stresses you and how you cope.</li> <li>2. Create phrases or sentences with those words...poetry need not be in complete sentences or rhyme, but it can. The idea is that you be creative in putting words together in a unique way.</li> <li>3. Requirements: Include at least one metaphor. (A metaphor is when you use words to compare two things that are not alike but may have one thing in common.) Example: The snow was a white blanket covering the fields. (Snow is not <i>really</i> a blanket.)</li> <li>4. Write the first draft of your poem.</li> <li>5. Share your ideas with a friend/help a friend think over their ideas. What works? What suggestions do you have?</li> <li>6. Do your exit ticket to document learning.</li> </ol>	
<p><i>Day 2</i></p> <ol style="list-style-type: none"> <li>1. Look at your first draft and think: Do you like it? Can you make changes that make your ideas clearer? Cool words?</li> <li>2. Use the page entitled <b><i>Coping &amp; Growing: A Poem</i></b> (page 2 of the final draft pages at the end of this activity book) to write your final draft. You can also add a drawing if you wish and have space.</li> <li>3. Do your exit ticket to document learning.</li> </ol>	

Grade 7 Instructions	
What	Needed
You'll write a poem about coping with & overcoming difficulty.	<ul style="list-style-type: none"> <li>➤ Ideas! Courage! Creativity!</li> <li>➤ Brainstorming page &amp; final draft page in this booklet</li> </ul>
<p><i>Day 1</i></p> <ol style="list-style-type: none"> <li>1. Use next page to think of and play with words associated with what stresses you and how you cope.</li> <li>2. Create phrases or sentences with those words...poetry need not be in complete sentences or rhyme, but it can. The idea is that you be creative in putting words together in a unique way.</li> <li>3. Requirements: <ul style="list-style-type: none"> <li>• Include at least one metaphor. (A metaphor is when you use words to compare two things that are not alike but may have one thing in common.) Example: The snow was a white blanket covering the fields. (Snow is not <i>really</i> a blanket.)</li> <li>• Use the <i>abba</i> rhyme scheme</li> </ul> </li> <li>4. Write the first draft of your poem.</li> <li>5. Share your ideas with a friend/help a friend think over their ideas. What works? What suggestions do you have?</li> <li>6. Do your exit ticket to document learning.</li> </ol>	
<p><i>Day 2</i></p> <ol style="list-style-type: none"> <li>1. Look at your first draft and think: Do you like it? Can you make changes that make your ideas clearer? Cool words?</li> <li>2. Use the page entitled <b><i>Coping &amp; Growing: A Poem</i></b> (page 2 of the final draft pages at the end of this activity book) to write your final draft. You can also add a drawing if you wish and have space.</li> <li>3. Do your exit ticket to document learning.</li> </ol>	

Grade 8 Instructions	
What	Needed
You'll write a poem about coping with & overcoming difficulty.	<ul style="list-style-type: none"> <li>➤ Ideas! Courage! Creativity!</li> <li>➤ Brainstorming page &amp; final draft page in this booklet</li> </ul>
<p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>1. Use next page to think of and play with words associated with what stresses you and how you cope.</li> <li>2. Write haiku (5, 7, 5 syllables in each line)</li> <li>3. Include at least one metaphor. (A metaphor is when you use words to compare two things that are not alike but may have one thing in common.) Example: The snow was a white blanket covering the fields. (Snow is not <i>really</i> a blanket.)</li> <li>4. Write the first draft of your poem.</li> <li>5. Share your ideas with a friend/help a friend think over their ideas. What works? What suggestions do you have?</li> <li>6. Do your exit ticket to document learning.</li> </ol>	
<p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Look at your first draft and think: Do you like it? Can you make changes that make your ideas clearer? Cool words?</li> <li>2. Use the page entitled <b><i>Coping &amp; Growing: A Poem</i></b> (page 2 of the final draft pages at the end of this activity book) to write your final draft. You can also add a drawing if you wish and have space.</li> <li>3. Do your exit ticket to document learning.</li> </ol>	

Based on your experience, what are some words that you think of when you hear the word "stress?" Put words about what stresses you on the right side, and words associated with how you decompress on the other.

First Draft:  
Poem



Now, how can you put those words together in an original way to create a poem about stress/calming down? (Make sure to use one metaphor!)

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### Week 3: The Best Song of All Times / Write a Music Review

Grade 6 Instructions
<b>What</b> You will write a review of your favorite song.
<b>Day 1</b> <ol style="list-style-type: none"><li>1. Read the lyrics to India Arie's <i>I am Not my Hair</i> below. Listen to it on Youtube.</li><li>2. Get into a group of 4. Discuss the questions after the lyrics.</li><li>3. On your own, choose a song that you want to write a review of and answer the questions below.</li><li>4. Discuss your song and your answers with a partner.</li><li>5. Do your exit ticket to document learning.</li></ol>
<b>Day 2</b> <ol style="list-style-type: none"><li>1. Do the first draft of your review. Make sure to include one simile (comparing two things using "like").</li><li>2. Discuss your review with a partner and receive feedback. (Edit your partner's work as well.)</li><li>3. Work on your final draft.</li><li>4. Do your exit ticket to document learning.</li></ol>

Grade 7 Instructions

What

You will write a review of your favorite song.

Day 1

1. Read the lyrics to India Arie's *I am Not my Hair* below. Listen to it on Youtube.
2. Get into a group of 4. Discuss the questions after the lyrics.
3. On your own, choose a song that you want to write a review of and answer the questions below.
4. Discuss your song and your answers with a partner.
5. Do your exit ticket to document learning.

Day 2

1. Do the first draft of your review. Make sure to include 2 similes (comparing two things using "like").
2. Discuss your review with a partner and receive feedback. (Edit your partner's work as well.)
3. Work on your final draft.
4. Do your exit ticket to document learning.

<b>Grade 8 Instructions</b>
<b>What</b>
You will write a review of your favorite song.
<b>Day 1</b>
<ol style="list-style-type: none"><li>1. Read the lyrics to India Arie's <i>I am Not my Hair</i> below. Listen to it on Youtube.</li><li>2. Get into a group of 4. Discuss the questions after the lyrics.</li><li>3. On your own, choose a song that you want to write a review of and answer the questions below.</li><li>4. Discuss your song and your answers with a partner.</li><li>5. Do your exit ticket to document learning.</li></ol>
<b>Day 2</b>
<ol style="list-style-type: none"><li>1. Do the first draft of your review. Make sure to include several similes and discuss whether the song conveys a positive social message and whether it is helpful on a personal level.</li><li>2. Discuss your review with a partner and receive feedback. (Edit your partner's work as well.)</li><li>3. Work on your final draft.</li><li>4. Do your exit ticket to document learning.</li></ol>

# I am not My Hair

By India Arie

See, I can kinda recall a lil' ways back  
Small, tryin' to ball, always been  
black  
And my hair, I tried it all I even went  
flat  
Had a lumpy curly top and all that  
crap, now  
Just tryin' to be appreciated  
Nappy headed brothers never had no  
ladies  
And I hit the barber shop real quick  
Had 'em give me lil' twist and it drove  
'em crazy (crazy)  
Then I couldn't get no job  
'Cause corporate wouldn't hire no  
dreadlocks  
Then I thought about my dogs from  
the block  
Kinda understand why they chose to  
steal and rob  
Was it the hair that got me this far  
All these girls these cribs these cars?  
I hate to say it but it seem so flawed  
'Cause success didn't come till I cut it  
all off

Little girl with the press and curl  
Age eight, I got a Jheri curl  
Thirteen, and I got a relaxer  
I was a source of so much laughter  
At fifteen when it all broke off  
Eighteen and went all natural  
February, 2002  
I went on and did what I had to do  
Because it was time to change my life  
To become the woman that I am  
inside  
Ninety-seven dreadlocks all gone  
I looked in the mirror for the first  
time and saw that

Hey (hey)  
I am not my hair  
I am not this skin  
I am not your expectations, no (hey)  
I am not my hair

I am not this skin  
I am the soul that lives within

Good hair means curls and waves  
(no)  
Bad hair means you look like a slave  
(no)  
At the turn of the century  
It's time for us to redefine who we be  
You can shave it off like a South  
African beauty  
Or get in on lock like Bob Marley  
You can rock it straight like Oprah  
Winfrey  
If it's not what's on your head, it's  
what's underneath, and say

Hey (hey)  
I am not my hair  
I am not this skin  
I am not your expectations, no (hey)  
I am not my hair  
I am not this skin  
I am the soul that lives within

Who cares if you don't like that?  
With nothin' to lose, postin' with the  
wave cap  
And the cops wanna harass 'cause I  
got waves  
Ain't see nothin' like that in all my  
days  
Man, you gotta change all these  
feelings

Steady judging one another by their  
appearance  
Yes, India, I feel ya, girl  
Now go ahead, talk to the rest of the  
world 'cause

(Whoa, whoa, whoa)  
Does the way I wear my hair make  
me a better person?

(Whoa, whoa, whoa)  
Does the way I wear my hair make  
me a better friend? Oh  
(Whoa, whoa, whoa)  
Does the way I wear my hair  
determine my integrity?  
(Whoa, whoa, whoa)  
I am expressing my creativity  
(Whoa, whoa, whoa)

Breast cancer and chemotherapy  
Took away her crownin' glory  
She promised God if she was to  
survive

She would enjoy every day of her life,  
oh  
On national television  
Her diamond eyes are sparkling  
Bald-headed like a full moon shining  
Singing out to the whole wide world  
like, hey

Hey (hey)  
I am not my hair  
I am not this skin  
I am not your expectations, no (hey)  
I am not my hair  
I am not this skin  
I am the soul that lives within

Hey (hey)  
I am not my hair  
I am not this skin  
I am not your expectations, no (hey)  
I am not my hair  
I am not this skin  
I am the soul that lives within

### **Discuss amongst yourselves:**

- What do you like about this song? Is there anything you dislike?
- What is the main message? What do you think of this message? Why do you think the author is making this point?
- Are you aware of anyone being teased or bullied because of their hair? What do you think about this? Are people with all hair types teased? Can targeting someone's hair be racist?
- What can you say about the melody? The rhythm? What genre of music is this? What instruments do you hear?

## Writing a Review of a Song

*There are no rules, really, for writing a review of a song. Answer the following questions to get your juices flowing and take it from there!(Remember to use a simile)*

What is the name of your song and who sings it? \_\_\_\_\_

Why do you like this song? \_\_\_\_\_

What does it remind you of? \_\_\_\_\_

Who does it remind you of? \_\_\_\_\_

What do you feel when you listen to this song? \_\_\_\_\_

Is this a song you like to dance to? \_\_\_\_\_ How do you feel when you dance to it? \_\_\_\_\_

What musical genre does it belong to? (What kind of music is it? Rap? HipHop? Salsa? etc...) \_\_\_\_\_

What is your favorite part of the song? \_\_\_\_\_

What is the song's main message? \_\_\_\_\_

Why would you recommend this song? \_\_\_\_\_

**Now...discuss this with a partner.**

**You may get new ideas!**





## Week 4: Writing a Sports or Arts Column

Grade 6 Instructions
<p style="text-align: center;"><b>What</b></p> <p>You will write about a game or performance you watched during the NYE Summer '22 Camp.</p>
<p style="text-align: center;"><b>Day 1</b></p> <ol style="list-style-type: none"><li>1. Watch a game or a performance and take notes of what happens. (See the questions below.)</li><li>2. Answer the questions below and then use them as an outline for an article about the event you watched. (Turn the questions into statements.)</li><li>3. Make sure to use adjectives to describe the event, the audience and/or how it made you feel.</li><li>4. Exchange work with a partner to give and receive feedback on content (the subject), language (the words you use and how you use them) and mechanics (spelling, punctuation).</li><li>5. Complete your exit ticket.</li></ol>
<p style="text-align: center;"><b>Day 2</b></p> <ol style="list-style-type: none"><li>1. Do the first draft of your sports column.</li><li>2. Discuss your review with a partner and receive feedback. (Edit your partner's work as well.)</li><li>3. Work on the final draft of your sports or arts column.</li><li>4. Do your exit ticket to document learning.</li></ol>

Grade 7 Instructions

What

You will write about a game or performance you watched during the NYE Summer '22 Camp.

Day 1

1. Watch a game or a performance and take notes of what happens. (See the questions below.)
2. Answer the questions below and then use them as an outline for an article about the event you watched. (Turn the questions into statements.)
3. Make sure to use adjectives to describe the event, the audience and/or how it made you feel.
4. Exchange work with a partner to give and receive feedback on content (the subject), language (the words you use and how you use them) and mechanics (spelling, punctuation).
5. Complete your exit ticket.

Day 2

1. Do the first draft of your sports column.
2. Discuss your review with a partner and receive feedback. (Edit your partner's work as well.)
3. Work on the final draft of your sports or arts column.
4. Do your exit ticket to document learning.

Grade 8 Instructions

What

You will write about a game or performance you watched during the NYE Summer '22 Camp.

Day 1

6. Watch a game or a performance and take notes of what happens. (See the questions below.)
7. Answer the questions below and then use them as an outline for an article about the event you watched. (Turn the questions into statements.)
8. Make sure to use adjectives to describe the event, the audience and/or how it made you feel.
9. Exchange work with a partner to give and receive feedback on content (the subject), language (the words you use and how you use them) and mechanics (spelling, punctuation).
10. Complete your exit ticket.

Day 2

5. Do the first draft of your sports column.
6. Discuss your review with a partner and receive feedback. (Edit your partner's work as well.)
7. Work on the final draft of your sports or arts column.
8. Do your exit ticket to document learning.

## Writing a Sports or Arts Column: Guiding Questions

1. What event are you writing about? \_\_\_\_\_
  
2. When and where was the event you are writing about? \_\_\_\_\_
  
3. What are three of the most exciting moments of the event and which players/performers were significant in those moments? (describe what they did)
  - a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
  - b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
  - c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. How did the audience react? \_\_\_\_\_
  
5. How did you feel watching this event? \_\_\_\_\_
  
6. How do you think the players/performers felt? \_\_\_\_\_
  
7. Would you recommend the reader try this sport or art? \_\_\_\_\_
  
8. Ask one of the players/performers a question. \_\_\_\_\_  
\_\_\_\_\_
  
9. What was their response? (Write their exact words down.) \_\_\_\_\_  
\_\_\_\_\_





## Week 5: Tying it all Up

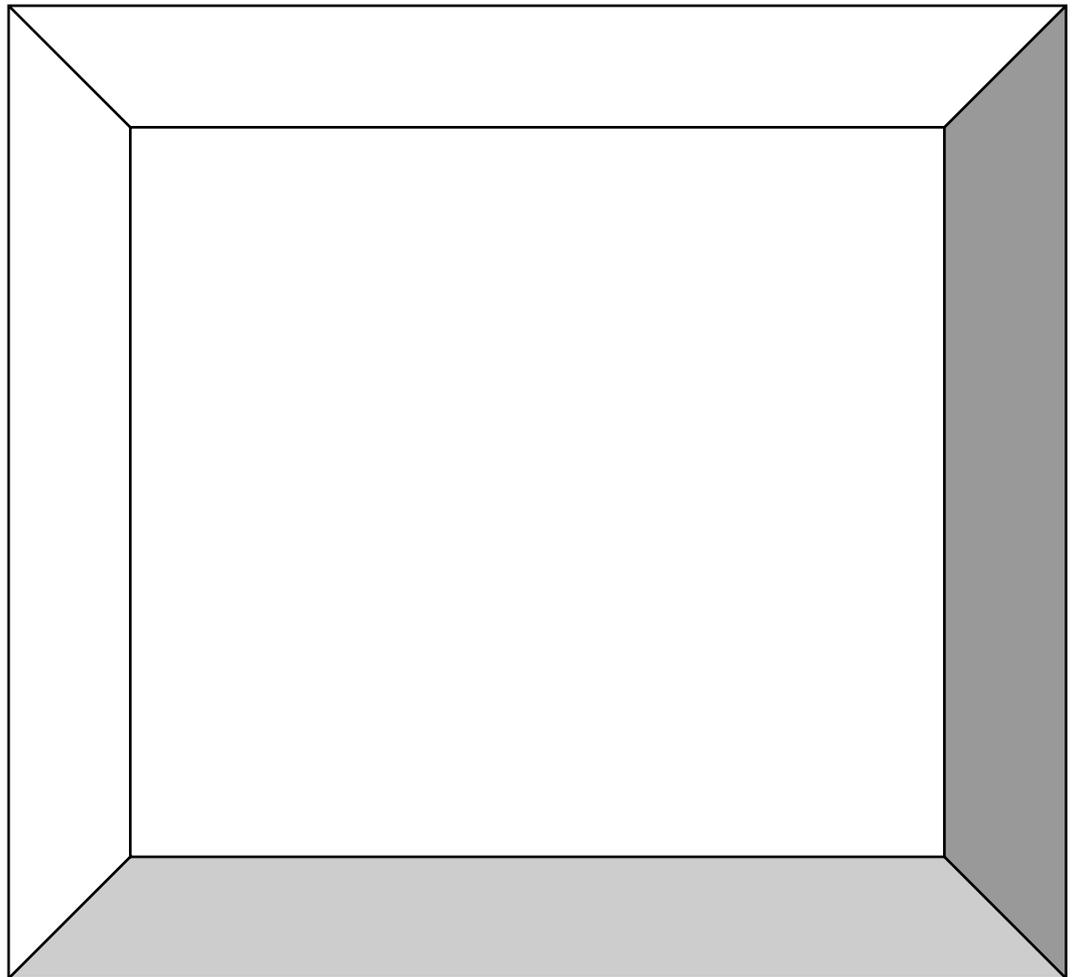
Grade 6 – 8 Instructions
<b>What</b> You will proofread, edit, and finish final copies of all of your writing.
<b>Day 1</b> Polish up your final drafts, <ul style="list-style-type: none"><li>• Correct all errors, check punctuation and spelling</li><li>• Make sure work is neat</li><li>• Add any illustrations you want</li><li>• Write all articles onto the blank pages at the end of this workbook</li></ul>
<b>Day 2</b>  <b>Celebrate!</b>

# Final Draft Pages

newyorkedge literacy department

SUMMER 2022

***NYE TIMES***



\_\_\_\_\_ New York Edge @ \_\_\_\_\_  
(name) (site)



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*Coping & Growing: A Poem*

