



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Lesson 12

Analyzing the Purpose of a Newspaper Article



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea of an informational text based on details in the text. (RI.6.2)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

Supporting Learning Targets

- I can find the gist of a model newspaper article.
- I can determine the angle of a model newspaper article.
- I can determine the purpose of a newspaper article and explain what readers expect from a newspaper article.

Ongoing Assessment

- Model newspaper article annotations
- Team Chalk Talk chart



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (3 minutes)B. Reviewing the Performance Task Prompt and Introducing the Rubric (10 minutes)2. Work Time<ol style="list-style-type: none">A. Reading the Model Newspaper Article for Gist (14 minutes)B. Chalk Talk: The Purpose of a Newspaper Article (12 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Whole Group Share (6 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book.	<ul style="list-style-type: none">• This lesson and the next lesson introduce Unit 3 in order to give you some time to provide feedback on the draft literary analysis essays. Make sure students are aware of why they are jumping into Unit 3 before they have finished Unit 2. In this lesson, students read and analyze a model to determine the purpose of a newspaper article.• Students are introduced to the rubric in this lesson. The Newspaper Article Rubric is based on the New York State Grades 6–8 Expository Writing Evaluation Rubric, but it has been modified to assess the specific structure and organization of a newspaper article. There are two rubrics in supporting materials; one for student reference and one for teacher reference. The reason for this is that the elements specific to a newspaper article have been underlined for teacher reference, so that when students are asked to do the same thing, you have an answer key..• For Lesson 13, prepare the research materials for each triad (see Supporting Materials in Lesson 13). Each triad needs one research article, and you must have enough of each article for one per student. The articles provided are of a range of levels, so determine how to allocate the articles by considering the reading level of students in each triad. In addition to the article, each triad needs a glossary for their article too.• In advance: Review the model newspaper article and the Newspaper Article Rubric (see supporting materials).• Review: Chalk Talk Protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
gist, angle	<ul style="list-style-type: none"> • Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Lesson 1) • Newspaper Article Rubric (one per student and one for display) • Newspaper Article Rubric (with underlining; for teacher reference; see Teaching Note above) • Model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead” (one per student and one for display) • Equity sticks (optional) • Chart paper (one piece per team) • Markers (a different color for each student in each team and a different color for you) • Newspaper Article Criteria anchor chart (new; teacher-created; see Closing and Assessment A)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Tell students that while you look over their draft literary analyses to provide feedback, they are going to begin preparing for Unit 3. • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of a model newspaper article.” * “I can determine the angle of a model newspaper article.” * “I can determine the purpose of a newspaper article and explain what readers expect from a newspaper article.” • Remind students of what “finding the <i>gist</i>” means. Tell them that the <i>angle</i> is the main idea of a newspaper article. Explain that it is sometimes also called the “hook.” • Ask students to discuss in triads: <ul style="list-style-type: none"> * “Why are we going to be reading a model newspaper article?” • Cold call students to share their responses. Listen for students to explain that analyzing a model will help them identify what they need to include in their own newspaper articles. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Reviewing the key academic vocabulary in learning targets can prepare students for vocabulary they may encounter in the lesson. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing the Performance Task Prompt and Introducing the Rubric (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread the Performance Task Prompt for the 1906 San Francisco earthquake and fire to ground themselves in what is expected of them at the end of Unit 3. • Display and distribute the Newspaper Article Rubric. Explain to students that this is very similar to the writing rubric they often use for literary essays and other informative writing, but it has been adapted to assess specific features of a newspaper article. • Ask students to read through the criteria of the rubric and then to read through the column that scores “3.” Then ask them to work in their triads to underline the parts of the rubric that are specific to a newspaper article. • Select volunteers to share with the whole group those parts of the rubric that they underlined. See Newspaper Article Rubric (for teacher reference) for guidance in which parts of the rubric should have been underlined. 	<ul style="list-style-type: none"> • Consider providing select students with a pre-highlighted version of the rubric that highlights the “3” score column to guide students toward the level you would like them to focus on.
Work Time	Meeting Students' Needs
<p>A. Reading the Model Newspaper Article for Gist (14 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead.” Tell students they will now begin reading like a writer, studying a model newspaper article to see what they will be writing. • Invite students to follow along while you read the model newspaper article out loud. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this model newspaper article mostly about?” • Consider using equity sticks to select students to share their responses with the whole group. Listen for students to explain that the newspaper article is mostly about the destruction caused by Hurricane Sandy. • Explain to students that now they will be working in triads to reread and annotate each paragraph of the model newspaper article for the gist to get an idea of what each of the paragraphs is mostly about. Remind students to discuss the gist of each paragraph in their triads before recording anything. • Circulate and observe student annotations and invite students who are struggling to say the gist aloud to you before recording it. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Refocus the whole group. Ask students:<ul style="list-style-type: none">* “So what is the angle of the model newspaper article? What is the main idea?”• Select volunteers to share the main idea of the model newspaper article with the whole group. Listen for them to explain that the main idea is that Hurricane Sandy caused widespread destruction including deaths and injuries.• Tell students that journalists make sure they include the “five W’s” in their newspaper articles: who, what, where, when, and why. Ask students to identify the five W’s in the model newspaper article:• Cold call volunteers to share their responses. Listen for students to explain and record on the board:<ul style="list-style-type: none">– Who: The people affected by the hurricane– What: Destruction including injuries and deaths– Where: The Northeast of the United States– When: Monday– Why: Superstorm Sandy	<ul style="list-style-type: none">• Consider allowing students to grapple with a complex text and before explicit teaching of vocabulary. After students have read for the gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.



Work Time (continued)	Meeting Students' Needs
<p>A. Chalk Talk: The Purpose of a Newspaper Article (12 minutes)</p> <ul style="list-style-type: none">• Tell students that they are now going to do a Chalk Talk in their triads about the purpose of a newspaper article. Explain that thinking about the purpose of a newspaper article will help them make sure they include the necessary content in their own newspaper articles for the performance task.• Distribute chart paper and markers. Remind students that in a Chalk Talk there is no talking—instead students take turns to write their ideas on their piece of chart paper. Remind students that as it is a silent discussion, they are to ask and answer one another's questions as they answer the prompt questions.• Post the questions students are to discuss in their Chalk Talk:<ul style="list-style-type: none">* "What is the purpose of a newspaper article?"* "What do readers need/expect from a newspaper article? Why?"• Invite triads to record those questions at the top of their chart paper before they begin.• Invite triads to begin the Chalk Talk. Circulate to ensure triads are talking only on paper and that all students are contributing. (This should be clear from the colors evident on the chart paper).• Note: To deepen students' thinking, on each team's chart paper, use a separate colored marker to record any questions or ideas relevant to what they are writing about. .	<ul style="list-style-type: none">• The Chalk Talk protocol can help to ensure that all students are engaged in thinking about the guiding questions and can enable students to push one another's thinking further without requiring them to speak.• Some students may need additional support and assistance in reading the ideas of others and writing their own ideas. Consider inviting those students who may struggle to write to say their ideas to you aloud before writing.



Closing and Assessment	Meeting Students' Needs
<p>A. Whole Group Share (6 minutes)</p> <ul style="list-style-type: none"> • Cold call triads to share their ideas. Record student ideas on the Newspaper Article Criteria anchor chart. Ensure the list includes: <ul style="list-style-type: none"> – Informative: Tells readers key facts about the who, what, where, when, why – Has an angle—a main idea, to be more precise – Provides quotes from eyewitnesses to give the reader an idea of what it was like to experience it – Objective (unbiased) – Compelling to make the reader want to keep reading all the way to the end – Believable 	<ul style="list-style-type: none"> • Capturing whole class thinking on an anchor chart can ensure quick reference later on.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read your independent reading book. <p><i>Note: Preview Lesson 13 carefully and prepare the research articles in advance.</i></p>	



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Lesson 12

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Newspaper Article Rubric

Criteria	CCLS	4	3	2	1	0
<p>CONTENT AND ANALYSIS: The extent to which the newspaper article objectively conveys complex ideas and information clearly and accurately in order to logically support the author’s analysis of different points of view</p>	<p>W.2 R.1.9</p>	<p>—clearly conveys the topic in a manner that is objective, compelling, and follows logically from the task and purpose</p> <p>—demonstrates insightful analysis of the text(s) by referencing different points of view of the event</p>	<p>—clearly conveys the topic in a manner that is objective and follows from the task and purpose</p> <p>—demonstrates grade-appropriate analysis of the text(s) by referencing different points of view of the event</p>	<p>—conveys the topic in a manner that follows generally from the task and purpose</p> <p>—demonstrates a literal comprehension of the text(s) by referencing different points of view of the event</p>	<p>—conveys the topic in a manner that does not logically follow from the task and purpose</p> <p>—demonstrates little understanding of the text(s) by attempting to reference different points of view of the event</p>	<p>—claim and reasons demonstrate a lack of comprehension of the text(s) or task</p>



Newspaper Article Rubric

Criteria	CCLS	4	3	2	1	0
<p>COMMAND OF EVIDENCE: The extent to which the newspaper article presents evidence from the various media to support analysis and reflection through the use of newspaper article features*</p> <p>*headline, byline, subheading, graphic image with caption, and quotations</p>	<p>W.9 R.1.9</p>	<p>—develops the topic with relevant, well-chosen facts, concrete details, quotations, other information and examples from the text(s), and features of a newspaper article*</p> <p>—sustains the use of varied, relevant evidence</p> <p>—skillfully and logically selects evidence to support the angle of the newspaper article</p>	<p>—develops the topic with relevant facts, concrete details, quotations, other information and examples from the text(s), and features of a newspaper article*</p> <p>—sustains the use of relevant evidence, with some lack of variety</p> <p>—logically selects evidence to support the angle of the newspaper article</p>	<p>—partially develops the topic with the use of some textual evidence and features of a newspaper article,* some of which may be irrelevant</p> <p>—uses relevant evidence inconsistently</p> <p>—sometimes logically selects evidence to support the angle of the newspaper article</p>	<p>—demonstrates an attempt to use evidence and features of a newspaper article,* but develops ideas with only minimal, occasional evidence that is generally invalid or irrelevant</p> <p>—attempts to select evidence to support the angle of the newspaper article</p>	<p>—provides no evidence or provides evidence that is completely irrelevant</p> <p>—does not explain how evidence supports the angle of the newspaper article</p>



Newspaper Article Rubric

Criteria	CCLS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION, AND STYLE: The extent to which the newspaper article logically organizes complex ideas, concepts, and information using the inverted pyramid structure* and formal and precise language</p> <p>*newspaper article uses the inverted pyramid structure, organizing details in order from major to minor</p>	<p>W.2 L.3 L.6</p>	<p>—exhibits clear newspaper article organization,* with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated descriptive language and domain-specific vocabulary with a notable sense of voice</p> <p>—uses a variety of sentence structures to make writing more compelling and interesting</p>	<p>—exhibits clear newspaper article organization,* with the use of appropriate transitions to create a unified whole</p> <p>—establishes and maintains a formal style using precise descriptive language and domain-specific vocabulary</p> <p>—uses a variety of sentence structures to make writing more interesting</p>	<p>—exhibits some attempt at newspaper article organization,* with inconsistent use of transitions</p> <p>—establishes but fails to maintain a formal style, with inconsistent use of descriptive language and domain-specific vocabulary</p> <p>—inconsistent use of a variety of sentence structures to make writing more interesting</p>	<p>—exhibits little attempt at newspaper article organization,* or attempts to organize are irrelevant to the task</p> <p>—lacks a formal style, using language that is not descriptive or is inappropriate for the text(s) and task</p> <p>—rarely uses a variety of sentence structures to make writing more interesting</p>	<p>—exhibits no evidence of newspaper article organization*</p> <p>—uses language that is predominantly incoherent or copied directly from the text(s)</p> <p>—does not use a variety of sentence structures to make writing more interesting</p>



Newspaper Article Rubric

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—demonstrates minimal command of conventions, making assessment of conventions unreliable



Newspaper Article Rubric
(with underlining, for Teacher Reference)

Criteria	CCLS	4	3	2	1	0
<p>CONTENT AND ANALYSIS: The extent to which the newspaper article objectively conveys complex ideas and information clearly and accurately in order to logically support the author’s analysis of different points of view</p>	<p>W.2 R.1.9</p>	<p>—clearly conveys the topic in a manner that is objective, compelling, and follows logically from the task and purpose</p> <p>—<u>demonstrates insightful analysis of the text(s) by referencing different points of view of the event</u></p>	<p>—clearly conveys the topic in a manner that is objective and follows from the task and purpose</p> <p>—<u>demonstrates grade-appropriate analysis of the text(s) by referencing different points of view of the event</u></p>	<p>—conveys the topic in a manner that follows generally from the task and purpose</p> <p>—<u>demonstrates a literal comprehension of the text(s) by referencing different points of view of the event</u></p>	<p>—conveys the topic in a manner that does not logically follow from the task and purpose</p> <p>—<u>demonstrates little understanding of the text(s) by attempting to reference different points of view of the event</u></p>	<p>—claim and reasons demonstrate a lack of comprehension of the text(s) or task</p>



Newspaper Article Rubric
(with underlining, for Teacher Reference)

Criteria	CCLS	4	3	2	1	0
<p>COMMAND OF EVIDENCE: <u>The extent to which the newspaper article presents evidence from the various media to support analysis and reflection through the use of newspaper article features*</u></p> <p><i>*headline, byline, subheading, graphic image with caption, and quotations</i></p>	<p>W.9 R.1-9</p>	<p>—develops the topic with relevant, well-chosen facts, concrete details, quotations, other information and examples from the text(s), <u>and features of a newspaper article*</u></p> <p>—sustains the use of varied, relevant evidence</p> <p>—<u>skillfully and logically selects evidence to support the angle of the newspaper article</u></p>	<p>—develops the topic with relevant facts, concrete details, quotations, other information and examples from the text(s), <u>and features of a newspaper article*</u></p> <p>—sustains the use of relevant evidence, with some lack of variety</p> <p>—<u>logically selects evidence to support the angle of the newspaper article</u></p>	<p>—partially develops the topic with the use of some textual evidence <u>and features of a newspaper article.*</u> <u>some of which may be irrelevant</u></p> <p>—uses relevant evidence inconsistently</p> <p>—<u>sometimes logically selects evidence to support the angle of the newspaper article</u></p>	<p>—demonstrates an attempt to use evidence <u>and features of a newspaper article.*</u> but develops ideas with only minimal, occasional evidence that is generally invalid or irrelevant</p> <p>—<u>attempts to select evidence to support the angle of the newspaper article</u></p>	<p>—provides no evidence or provides evidence that is completely irrelevant</p> <p>—<u>does not explain how evidence supports the angle of the newspaper article</u></p>



Newspaper Article Rubric
(with underlining, for Teacher Reference)

Criteria	CCLS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION, AND STYLE: The extent to which the newspaper article logically organizes complex ideas, concepts, and information using the inverted pyramid structure* and formal and precise language</p> <p><i>*newspaper article uses the inverted pyramid structure, organizing details in order from major to minor</i></p>	<p>W.2 L.3 L.6</p>	<p>—<u>exhibits clear newspaper article organization,*</u> with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated descriptive language and domain-specific vocabulary with a notable sense of voice</p> <p>—uses a variety of sentence structures to make writing more compelling and interesting</p>	<p>—<u>exhibits clear newspaper article organization,*</u> with the use of appropriate transitions to create a unified whole</p> <p>—establishes and maintains a formal style using precise descriptive language and domain-specific vocabulary</p> <p>—uses a variety of sentence structures to make writing more interesting</p>	<p>—<u>exhibits some attempt at newspaper article organization,*</u> with inconsistent use of transitions</p> <p>—establishes but fails to maintain a formal style, with inconsistent use of descriptive language and domain-specific vocabulary</p> <p>—inconsistent use a variety of sentence structures to make writing more interesting</p>	<p>—<u>exhibits little attempt at newspaper article organization,*</u> or attempts to organize are irrelevant to the task</p> <p>—lacks a formal style, using language that is not descriptive or is inappropriate for the text(s) and task</p> <p>—rarely uses a variety of sentence structures to make writing more interesting</p>	<p>—<u>exhibits no evidence of newspaper article organization*</u></p> <p>—uses language that is predominantly incoherent or copied directly from the text(s)</p> <p>—does not use a variety of sentence structures to make writing more interesting</p>



Newspaper Article Rubric
(with underlining, for Teacher Reference)

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—demonstrates minimal command of conventions, making assessment of conventions unreliable



Model Newspaper Article:

Sandy wreaks havoc across Northeast; at least 11 dead

By Matt Smith, CNN

updated 1:32 AM EDT, Tue October 30, 2012

(CNN)—Though no longer a hurricane, “post-tropical” superstorm Sandy packed a hurricane-sized punch as it slammed into the Jersey Shore on Monday, killing at least 11 people from West Virginia to North Carolina and Connecticut.

Sandy whipped torrents of water over the streets of Atlantic City, stretching for blocks inland and ripping up part of the vacation spot’s fabled boardwalk. The storm surge set records in Lower Manhattan, where flooded substations caused a widespread power outage. It swamped beachfronts on both sides of Long Island Sound and delivered hurricane-force winds from Virginia to Cape Cod as it came ashore.

Sandy’s wrath also prompted the evacuation of about 200 patients at NYU Langone Medical Center.

“We are having intermittent telephone access issues, and for this reason the receiving hospital will notify the families of their arrival,” spokeswoman Lisa Greiner said.

In addition, the basement of New York’s Bellevue Hospital Center flooded, and the hospital was running off of emergency backup power. Ian Michaels of the Office of Emergency Management said the main priority is to help secure additional power and obtain additional fuel and pumps for the hospital.

The storm hit near Atlantic City about 8 p.m. ET, the National Hurricane Center reported. It packed 80-mph winds at landfall, down from the 90 mph clocked earlier Monday.

Superstorm Sandy's wrath

“I’ve been down here for about 16 years, and it’s shocking what I’m looking at now. It’s unbelievable,” said Montgomery Dahm, owner of the Tun Tavern in Atlantic City, which stayed open as Sandy neared the Jersey Shore. “I mean, there’s cars that are just completely underwater in some of the places I would never believe that there would be water.”

Dahm’s family cleared out of Atlantic City before the storm hit, but he says he stayed put to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.

Model Newspaper Article:

Sandy wreaks havoc across Northeast; at least 11 dead

The storm had already knocked down power lines and tree limbs while still 50 miles offshore and washed out a section of the boardwalk on the north end of town, Atlantic City Mayor Lorenzo Langford told CNN. He said there were still “too many people” who didn’t heed instructions to evacuate, and he urged anyone still in town to “hunker down and try to wait this thing out.”

“When Mother Nature sends her wrath your way, we’re at her mercy, and so all we can do is stay prayerful and do the best that we can,” Langford said.

And in Seaside Heights, about 30 miles north of Atlantic City, Police Chief Thomas Boyd told CNN, “The whole north side of my town is totally under water.”

Mass transit grinds to a halt

In New York, lower Manhattan's Battery Park recorded nearly 14-foot tides, smashing a record set by 1960’s Hurricane Donna by more than 3 feet. The city had already halted service on its bus and train lines, closing schools and ordering about 400,000 people out of their homes in low-lying areas of Manhattan and elsewhere.

Flooding forced the closure of all three of the major airports in the area, LaGuardia, John F. Kennedy, and Newark Liberty. Water seeped into subway stations in Lower Manhattan and into the tunnel connecting Lower Manhattan and Brooklyn, while high winds damaged a crane perched atop a Midtown skyscraper under construction, forcing authorities to evacuate the surrounding area.

New York Mayor Michael Bloomberg told reporters there was an “extraordinary” amount of water in Lower Manhattan, as well as downed trees throughout the city and widespread power outages.

“We knew that this was going to be a very dangerous storm, and the storm has met our expectations,” he said. “The worst of the weather has come, and city certainly is feeling the impact.”

The storm was blamed for more than 2.8 million outages across the Northeast. About 350,000 of them were in the New York City area, where utility provider Con Edison reported it had also cut power to customers in parts of Brooklyn and Lower Manhattan to protect underground equipment as the storm waters rose.

But as water crept into its substations, Con Ed said it had lost service to about 250,000 customers in Manhattan—including most of the island south of 39th Street.

Smith, Matt. "Sandy Wreaks Havoc across Northeast; at Least 11 Dead." CNN. Cable News Network, 30 Oct. 2012. Web.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to
Expeditionary Learning Outward Bound, Inc.