

The K20 Chronicle, Lesson 3

Crafting the Article

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Grade Level	9th – 12th Grade	**Time Frame**	120 minutes
Subject	English/Language Arts	**Duration**	2 class periods
Course	Composition, Creative Writing, Journalism		

Essential Question

What are the components of a journalistic article? What makes a good article? How do you create an engaging story?

Summary

In this third lesson of "The K20 Chronicle" journalism unit, students will explore what it is like to be a photojournalist. First, students will view an ICAP video interview with Jordan Miller, a news reporter at the Salt Lake Tribune. She shares insights about being a photojournalist and reporter, as well as insider knowledge from her time at the OU Daily. Then, before outlining their own articles, students will analyze several articles using the H.I.P.P. strategy and share their insights with a partner.

Snapshot

Engage

Students write captions for photos taken by their classmates.

Explore

Students create a collaborative word cloud made up of key ideas gained from an ICAP video.

Explain

Students curate a collection of five photos representing a theme chosen from the collaborative word cloud.

Extend

Students analyze several articles using the H.I.P.P. strategy, then share their insights with a partner.

Evaluate

Students draft an outline of their own journalistic article.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

PPV301: Recognize a clear intent of an author or narrator in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.W.2: Compose informative essays, reports, or technical writing that:

- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts

Attachments

- H.I.P.P.—The K20 Chronicle, Lesson 3 - Spanish.docx
- H.I.P.P.—The K20 Chronicle, Lesson 3 - Spanish.pdf
- H.I.P.P.—The K20 Chronicle, Lesson 3.docx
- H.I.P.P.—The K20 Chronicle, Lesson 3.pdf
- Lesson Slides—The K20 Chronicle, Lesson 3.pptx

Materials

- Lesson Slides (attached)
- H.I.P.P. handout (attached; one per student)
- Sticky notes (several per student)
- Pens
- Camera (GoPros are preferred)
- Computer (iMacs are preferred)

Engage

Teacher's Note: English Language Arts and Journalism Club

This lesson is part of a four-lesson unit that can be taught in an English Language Arts class or a school club such as newspaper or yearbook. If you're teaching this unit in the classroom setting, feel free to use each lesson in its entirety. If, however, you're using this lesson in an extracurricular club and are limited on time, you may choose to teach one of the 5E sections per club meeting.

Introduce the lesson using the attached **Lesson Slides** and explain to students that this is the third lesson in the journalism unit.

Display **slide 3** to share the essential question, then move to **slide 4** and review the lesson's learning objectives.

Display **slide 5** and explain the Caption This strategy to students. Direct them to select 2-3 photos that they took of the senior they interviewed and lay them out on their desk. Move to **slide 6** and have students walk around the room to view the images. Ask them to write a caption for at least one photo per person using sticky notes. If another student has already provided a caption that they like, encourage them to add a check mark next to it. Once students have had sufficient time to do this, provide them an opportunity to review the captions that were left on their images. They can use these suggestions as starting off points for writing their own captions for the photo they select.

Teacher's Note: Setting Up Mentimeter

Copy this Mentimeter presentation to your own account and update the link in the Lesson Slides prior to facilitating the activity below.

First, open the presentation and select "Copy to your Account". Once in your account, select "Share" to generate a new link for students to use. Paste the new link into slide 7.

Explore

Display **slide 7** and prepare to play the linked ICAP video for students. Share the link to the Mentimeter and instruct them to enter key words and themes that stand out to them as they watch the video.

In the ICAP video, Jordan Miller, a news reporter at the Salt Lake Tribune, tells us about being a photojournalist and reporter, and shares insider knowledge from her time at the OU Daily.

Embedded video
https://youtube.com/watch?v=v3P0zmR4hZI

Teacher's Note: Mentimeter

Once students have watched the video and completed the Mentimeter, download the class generated word cloud and insert it into slide 8.

Explain

Move to **slide 8** and share the word cloud that students created. Have them to choose one word from the word cloud that stands out to them.

Once students have selected a word, move to **slide 9** and ask them to use their cameras to take photos around the school that represent their chosen word/theme. Have them curate a presentation of five images to share with the class. They can use Google Slides or similar programs to share their images.

Extend

Display **slide 10** and explain the H.I.P.P. strategy to students.

Pass out the attached **H.I.P.P.** handout and share the prepared "Crafting Your Article" HIVE collection with students. Ask them to choose and read three of the 10 provided articles that cover several different time periods and topics. As they read their selected articles they should be looking to answer the following questions:

- **H is for historical context.** What events are occurring at the time of the document's creation?
- **I is for intended audience**. Whom is the author addressing in the document?
- **P is for point of view.** What is the author's perspective? What societal role do they have?
- **P is for purpose.** What is the author trying to accomplish with the document?

Explain to students that all of the answers to these questions won't be in the article itself. They may need to conduct additional research.

Once students have completed their reading and research, have them partner up with someone who has read the same article to discuss what they found. Make sure to have time to discuss this as a whole group.

Evaluate

Go back to slide 8 and display the word cloud. Use this to remind students of the key ideas from the ICAP video before they begin to outline their own journalistic article. Use some of the following guiding questions/statements to help get them started:

- Keep in mind that you are using words to evoke a response in your reader. How are you going to do that?
- Go back to the notes from your previous lesson conclusion activity. What was suggested to keep or share from your peer?
- What are the key ideas you want to share about your senior?
- What quotes do you want to use?
- Consider your audience, your purpose for writing the article, your perspective, etc. while outlining your article.

Display **slide 11** and share the steps for students to outline their article. Provide them with an appropriate amount of time to complete this.

Teacher's Note: Homework

Prior to the next lesson, students will need to write their article.

Resources

- K20 Center. (n.d.). Caption This. Strategies. https://learn.k20center.ou.edu/strategy/82
- K20 Center. (n.d.). *Crafting your article.* HIVE. https://hive.k20center.ou.edu/boards/34
- K20 Center. (n.d.). H.I.P.P.. Strategies.https://learn.k20center.ou.edu/strategy/1618
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645