

The K20 Chronicle, Lesson 4

Putting It All Together: Layout and Final Product

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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 fourth and final lesson of "The K20 Chronicle" journalism unit, students will have an opportunity to peer review/edit a classmate's article, learn about magazine/newspaper layouts, preview examples and non-examples of proper layouts, hear from two graphic artists on how they came to be in the career field they are in today, and finalize their articles. Following the completion of the lesson, students will have completed a Senior Spotlight article that will fit neatly and cohesively into their school's newsletter, newspaper, magazine, or yearbook.

Snapshot

Engage

Students watch a brief "How It's Made" video on the daily creation of the *New York Times* and reflect on it using the S-I-T strategy.

Explore

Students peer review a partner's completed article utilizing resources from previous lessons to help them provide effective feedback.

Explain

Students watch an ICAP interview.

Extend

Students analyze examples and non-examples of newspaper layouts to determine which would be most appropriate for their Senior Spotlights.

Evaluate

Students use the knowledge gained throughout the unit to complete their article in a preferred layout that can be sent to the "presses."

Unit Evaluate

Students reflect on what they used to think about crafting articles and what they now know about the complete process.

Standards

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

KLA 501: Revise vague, clumsy, and confusing writing
SST 301: Determine the need for punctuation or conjunctions to correct awkwardsounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses

ISTE Standards for Students (For Students (2016))

ISTE3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.5: Evaluate the validity of a speaker's argument:
- distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
- distinguish substantiated from unsubstantiated claims
- analyze rhetorical appeals (i.e., ethos, logos, pathos)
- identify bias
- identify logical fallacies

9.4.W.2: Select language to create a specific effect in writing according to purpose and audience.

Attachments

- Article Rubric—What Makes a Good Article - Spanish.docx
- Article Rubric—What Makes a Good Article - Spanish.pdf
- Article Rubric—What Makes a Good Article.docx
- Article Rubric—What Makes a Good Article.pdf
- I Used To Think, But Now I Know—The K20 Chronicle, Lesson 4 - Spanish.docx
- I Used To Think, But Now I Know—The K20 Chronicle, Lesson 4 - Spanish.pdf
- I Used To Think, But Now I Know—The K20 Chronicle, Lesson 4.docx
- I Used To Think, But Now I Know—The K20 Chronicle, Lesson 4.pdf
- Justified True or False—The K20 Chronicle, Lesson 4 - Spanish.docx
- Justified True or False—The K20 Chronicle, Lesson 4 - Spanish.pdf
- Justified True or False—The K20 Chronicle, Lesson 4.docx
- Justified True or False—The K20 Chronicle, Lesson 4.pdf
- Layout Templates—The K20 Chronicle, Lesson 4.pdf
- Lesson Slides—The K20 Chronicle, Lesson 4.pptx
- S-I-T—The K20 Chronicle, Lesson 4 - Spanish.docx
- S-I-T—The K20 Chronicle, Lesson 4 - Spanish.pdf
- S-I-T—The K20 Chronicle, Lesson 4.docx
- S-I-T—The K20 Chronicle, Lesson 4.pdf

Materials

- Lesson Slides (attached)
- S-I-T handout (attached; one per student)
- Article Rubric (attached; one per student)
- I Used to Think, But Now I Know handout (attached; one per student)
- Justified True or False handout (attached; one per student)
- Layout Templates (attached)
- Computer (iMacs are preferred)
- Appropriate student access to one or more of these preferred programs:
  - Canva
  - Google Sites
  - Keynote

- Writing utensils

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.

Teacher's Note

Before beginning this lesson, make sure to have ready the "Looks Like," "Sounds Like," and "Feels Like" anchor chart from the first lesson in the unit.

Introduce the lesson using the attached **Lesson Slides** and explain to students that this is the last lesson in the journalism unit. Display **slide 3** to share the essential questions and **slide 4** to go over the lesson's learning objectives.

Display **slide 5**, share the S-I-T (Surprising, Interesting, Troubling) strategy with students, and pass out the attached **S-I-T** handout.

Share the "How It's Made" video, which shows how the *New York Times* is printed every morning.

Embedded video
https://youtube.com/watch?v=MrWP2z8I0Qk

Explore

Display **slide 6** and bring students' attention back to the class-created anchor chart from Lesson 1 detailing the components of a good article.

Move to **slide 7** and pass out the attached **Article Rubric**. Partner students up and instruct them to review their partner's article with a critical eye. While they are reading, they should also be referencing the class "Looks Like," "Sounds Like," and "Feels Like" anchor chart to help them provide feedback.

Explain

Display **slide 8** and pass out the attached **Justified True or False** handout using the Justified True or False strategy. Instruct students to read through the list of statements and make an educated guess on whether each statement is true or false.

Explain to students that the ICAP video they are about to watch is a talk from Caitlin Shogren and Ann Marcelli, graphic artists for the K20 Center. They discuss the work of being an online and print media specialist. As the video is playing, students should listen for key words that help them determine whether the statements are true or false. When the video is over, ask students to review their list and provide justification for their selections.

Embedded video
https://youtube.com/watch?v=ujon29P_eZ0

Extend

Display **slide 9** and place students into groups. Ask them to explore different articles from newspapers, magazines, and websites. Have them find 2-3 examples of articles with good layouts and 2-3 with poor layouts. Ask students to make notes about the strengths and weaknesses of these article layouts.

Evaluate

Display **slide 10** and explain to students that it is time to finalize their projects. Have them download the attached **Layout Templates**, which they can then use as a model when they are creating their own article or using one of the optional programs or tech tools.

Optional Programs or Tech Tools

Canva

Create a design of your own or use one of the templates. Templates include presentations, posters, Facebook covers, Facebook posts, blog graphics, Twitter posts, posters, photo collages, Pinterest graphics, and logos. The tool has free and paid images, or you can upload your own. There is also a team feature to allow for more collaboration between team members or groups.

Google Sites

As part of the Google Apps productivity suite, Google Sites can make information quickly accessible. It's customizable for classrooms, businesses, clubs, teams, or even family events. A Google Site can be created and maintained by one person, or it can be accessed by many collaborators.

Keynote

Keynote makes it easy to create and share presentations on an iPad or iPhone.

Unit Evaluate

Once students have completed their Senior Spotlight articles, move to **slide 11**. Pass out the attached **I Used to Think, But Now I Know** handout, and have them complete a unit reflection using the I Used to Think, But Now I Know strategy.

Resources

- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Google Sites. Tech Tools. https://learn.k20center.ou.edu/tech-tool/631
- K20 Center. (n.d.). I Used To Think . . . But Now I Know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Keynote. Tech Tools. https://learn.k20center.ou.edu/tech-tool/638
- K20 Center. (n.d.). S-I-T (Surprising, Interesting, Troubling). Strategies. https://learn.k20center.ou.edu/strategy/926