

# DESIGN A MAGAZINE! PROJECT

Following are 20 Lesson Plans that enable small groups of students create their own digital or print magazine. Students will work collaboratively to come up with their own magazine topic and title; research and write an argumentative article, an informative article, and an advertisement; create or identify photographs and other graphics; and create a cover and table of contents. Student groups present their magazine to the class. Throughout the project, students share responsibilities and assume a variety of work roles, such as staff writer, copyeditor, researcher, and members of the advertising, public relations, and human resources teams.

For their reference throughout the project, you should provide students with access to magazines from your classroom or school library, or bring some magazines from home. Students can also visit online magazines, such as National Geographic Kids (<http://kids.nationalgeographic.com>) and Time for Kids ([www.timeforkids.com](http://www.timeforkids.com)).

Although the project as specified here spans twenty lessons, every classroom is different. Therefore, some teachers may choose to spend more or less time on certain aspects of the project as they see fit.

**Lesson 1:** Students will generate ideas and collaborate with others to identify the topic of their magazine, based on the project requirements.

**Lesson 2:** Students will use market-research techniques to explore magazines and will identify the audience and contents of the magazine they will produce.

**Lesson 3:** Students will each select a topic for an argumentative article and an informative article.

**Lesson 4:** Students will conduct an interview, using the Five Ws to gather information for the argumentative article they will write for their magazine.

**Lesson 5:** Students will draft an argumentative article, presenting relevant facts, informed opinions, and direct quotes from their interview in Lesson 4 to support their claims.

**Lesson 6:** Students will check each other's argumentative articles for spelling, grammar, correct usage, clarity, and consistency of style.

**Lesson 7:** Students will explore online and/or library resources to gather information for the informative article they will write.

**Lesson 8:** Students will write the first draft of an informative article.



**Lesson 9:** Students will check each other's informative articles for spelling, grammar, correct usage, clarity, and consistency of style.

**Lesson 10:** Students will research, gather, and create photographs, graphics, and other images, which will appear with their argumentative and informative articles.

**Lesson 11:** Students will create an advertisement for their magazine.

**Lesson 12:** Students will meet individually with teacher for feedback on their argumentative and informative articles and graphics, then type and finalize them for publication.

**Lesson 13:** Students will meet individually with teacher for feedback on their advertisements, and type and finalize them for publication.

**Lesson 14:** Students will create a magazine cover for their upcoming publication.

**Lesson 15:** Students will create the table of contents for their magazine.

**Lesson 16:** Students will finalize their magazine cover and table of contents.

**Lesson 17:** Students will plan initial ways to promote, market, and distribute their new magazine to their target audiences,

**Lesson 18:** Students will create a 5-10 minute group presentation of their magazine.

**Lesson 19:** Students will deliver a 5-10 minute group presentation of their magazine project.

**Lesson 20:** Students will create a résumé based on the magazine jobs they have held.

**Common Core State Standards:**

CCRA.R.1; CCRA.R.2; CCRA.R.4; CCRA.R.5; CCRA.R.7; CCRA.R.8; CCRA.W.1; CCRA.W.2; CCRA.W.4; CCRA.W.5; CCRA.W.6; CCRA.W.7; CCRA.W.8; CCRA.SL.1; CCRA.L.1; CCRA.L.2; CCRA.L.3



Each lesson plan follows this format:

### Job Description

This is the role the students assume for the class lesson. To heighten their awareness of the workplace, they will take on a variety of career roles throughout the project.

### Objective:

The key goals of the lesson.

### Common Core State Standards:

The CCSS related to each lesson are listed here.

### Workplace Skills:

Seven workplace skills are reinforced repeatedly throughout the lessons.

### Career Connection:

A brief description of the role students take on is provided, along with question prompts for getting students thinking like a professional.

### Direct Instruction:

Specific step-by-step instructions are offered for guiding students through the lesson of the day.

### Independent/Group Work:

Students take time to complete assignments in their Editor-in-Chief's Notebooks. A mix of independent work and group work is offered.

### Discussion/Closing:

Each class wraps up with a 5–10 minute discussion in which students share progress and ask questions.

## LESSON 2

### WHAT'S IT ALL ABOUT

#### JOB DESCRIPTION: MARKET RESEARCHER

#### OBJECTIVE

Students will use market-research techniques to explore magazines and will identify the audience and contents of the magazine they will produce this summer.



#### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-Literacy.RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CCSS.ELA-Literacy.SL.6.4:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.



#### WORKPLACE SKILLS

- Collaboration and Interpersonal Skills
- Critical Thinking and Decision Making
- Leadership
- Organization
- Problem Solving
- Verbal Communication and Presentation
- Written Communication



#### CAREER CONNECTION (5 MINUTES)

- Share this job description: *A market researcher is a person in charge of searching products and services currently on the market, analyzing data, and helping companies make decisions about their own products and services.*

- Tell students that today they will take on the role of **market researcher**. They will use information gathered from magazines to further focus the type of magazine, and content, they want to develop for their summer project.



#### DIRECT INSTRUCTION (15 MINUTES)

- Explain that research can be done in different ways and for different purposes (e.g., asking people questions, researching books in a library for an essay on world history, visiting websites to determine a vacation destination, or observing the types of books or magazines people have in their homes).
- Tell students that today they will be researching magazines on



#### INDEPENDENT/GROUP WORK (20 MINUTES)

- Students should meet with their group, review the magazines provided, and then individually complete the Market Research Chart for 10 minutes.
- Then they should share their findings with the members of their group and decide on their topic and audience for the remaining 10 minutes. Have each student note their topic and audience at the bottom of Magazine Maker #2.



#### DISCUSSION/CLOSING (20 MINUTES)

- Ask one person from each group to share with the class what the topic and audience for their magazine will be.
- Ask different students to share examples of the content they discovered and to explain if they would include similar content in their magazine project.
- Have students support their response with evidence to explain why they would or wouldn't use that particular content in their magazine (e.g., "I found tabloid articles about celebrities, which I wouldn't use because my magazine will be about luxury cars, not pop-culture gossip.>").
- Ask students to share their target audience and explain why they identified that particular group (e.g., "The audience for our magazine will be wealthy men because they are the people who typically buy luxury cars.>").
- Provide opportunities for other students/groups to respond (e.g., "I disagree because many people enjoy reading about luxury cars, even those who don't intend to buy one.>").
- Give students a few minutes to make final edits to their Market Research Charts before class ends.



## ASSESSMENT

At key points during this project (e.g., after each article is written and following students' oral presentations) students and teachers use a checklist or rubric for assessing and evaluating tasks. Detailed criteria allow students to self-check their work and allow you to assess student performance on written, creative, and oral project components.

## EDITOR-IN-CHIEF'S NOTEBOOK

In the Editor-in-Chief's notebook, the Magazine Maker Project section includes graphic organizers and other activities for each lesson, as well as a set of blank, lined pages for notes or article drafts at the back. For easy reference, all student activity pages are included in this Guide follow their corresponding lesson.

**LESSON**  
**14**  
**Cover Outline**

**We've Got it Covered!**

**TODAY'S JOB: ART DIRECTOR**  
**TODAY'S ASSIGNMENT:** Use what you learn here to design a cover outline for your magazine and to begin to sketch what it will look like.

**Sample Magazine Cover Directions**  
Your magazine cover can be based on an existing magazine. For example, you can use the layout of a teen magazine, but design it with your own photos, titles, and story lines. Or you can create your own magazine totally from scratch. Remember that you already have selected the topic and title, and you already have two articles and an advertisement created, so be sure to include those.

**TITLE** → HAPPENIN'  
**ISSUE DATE** → SUMMER 2014  
**COVER PHOTO/BACKGROUND** → [Photo of a young woman]  
**STORYLINES** → Summer Camps: Getting ready for the best outdoor trip of your life!  
Fun ways to have fun & save \$\$!  
College Essay: Tips on how to grab their attention  
**PRICE** → US \$7.99

**LESSON #14 35**



# STARTING THINGS UP

## JOB DESCRIPTION: PUBLISHER

### OBJECTIVE

Students will generate ideas and collaborate with others to identify the topic of their magazine, based on the project requirements.



### COMMON CORE STATE STANDARDS

**CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### CAREER CONNECTION (5 MINUTES) WORKPLACE SKILLS

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization               |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input type="checkbox"/> Problem Solving                       |
| <input type="checkbox"/> Leadership  | <input type="checkbox"/> Verbal Communication and Presentation |
|  | <input type="checkbox"/> Written Communication                 |



- Share this job description: A **magazine publisher** is the person in charge of a magazine's overall content and style. **Magazine publishers** make big decisions and lead the teams of workers who produce the magazine's content for a specific audience.
- Write on the whiteboard: 1. Hire an intern, 2. Create a plan to get more readers, 3. Copyedit an article. Ask students: *Which of these three tasks would the publisher of a magazine be most likely to do? Why?* The correct answer is #2, because it is a task related to the big picture of the magazine.
- Tell students that today they will get to take on the role of a **magazine publisher** and will determine the type of magazine they'll create this summer.



### DIRECT INSTRUCTION (15 MINUTES)

- Tell students that, as magazine publishers, they will be in charge of teams of employees who work together to produce a trustworthy and interesting issue of a magazine. Tell them that they probably know at least one important job at a magazine, a *writer*.
- Make a two-column list on the whiteboard. On the left write JOBS



and on the right RESPONSIBILITIES. Begin the left-hand column with *writer*, and in the right-hand column, write *writes news and other articles*. Ask students to think of other magazine roles and say what they think those people do. Include these on the whiteboard list. Examples can include *editor (determines final content of written material)*, *research assistant (collects and analyzes information for articles)*, and *art director (selects and produces art and graphics)*. After the magazine is up and running, review and update the list with the class.

- Explain the goal, expectations, and resources for the project (their Editor-in-Chief's Notebooks and sample magazines). In today's Magazine Start-Up Meeting, they will decide the type of magazine they will create. To prepare them, say: *We sometimes brainstorm ideas in class. Why would you want to brainstorm before an important meeting to decide on the topic of your magazine?*
- Ask students to turn to Lesson #1 in their book. Ask the class to generate ideas about the type of magazine they'd like to create. Discuss the *Tips for Coming Up With Magazine Types* questions on the Idea Map. Then have students complete the Idea Map individually.



### INDEPENDENT/GROUP WORK (15 MINUTES)

- Students work independently to complete their Idea Map.



### DISCUSSION/CLOSING (25 MINUTES)

- Open the discussion by asking students to share their best ideas for the type of magazine they'd like to create. Display ideas on whiteboard or chart paper. If students don't mention them, add topics such as cooking, crafts, travel, and others.
- Invite students to take turns responding to the ideas presented. Encourage students to identify both strengths and weaknesses of specific ideas.
- Assign students to magazine teams based on shared interests as expressed in the class meeting, or allow students to self-select teammates who are interested in working on specific magazine topics or titles. Magazine teams should include between three and five students
- Ask each team to discuss possible magazine topics and then vote on two or three they like best, preliminary to choosing a final topic in the next lesson.





## **PREP FOR LESSON 2**

In Lesson 2, students will spend time looking at current magazines as part of the research for their magazine. It will be helpful to have several magazines per group. Bring in magazines from home and ask your students to bring in any they may have.



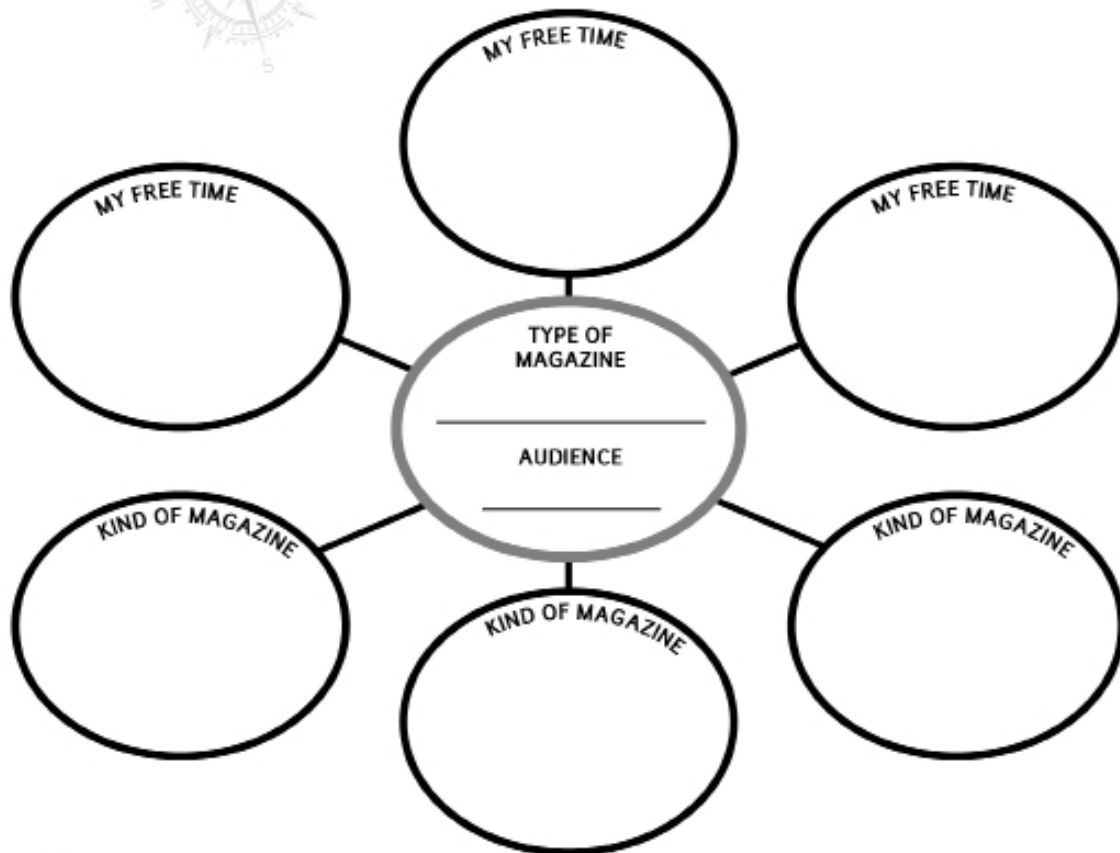
LESSON  
**1**  
Idea Map



## Starting Things Up

**TODAY'S JOB: PUBLISHER**

**TODAY'S ASSIGNMENT:** Use this Idea Map and the questions below to brainstorm ideas for the types of magazines you would like to create. As you answer each question, write your ideas in the outer ovals of the Idea Map. If you run out of room, use a blank sheet of paper to make more ovals. Once you have answered all the questions, see if there are similar ideas on the page. If so, those will point you to a central idea, which you can write in the center oval.



**Tips for coming up with magazine types**

- What do you and your friends like to do in your free time?
- What kinds of magazine would you like to read that you haven't seen yet?
- Think about a possible audience—the people who will read your magazine. Will you be writing for your friends, your schoolmates, your community, or another audience?





# WHAT'S IT ALL ABOUT?

## JOB DESCRIPTION: MARKET RESEARCHER

### OBJECTIVE

Students will use market-research techniques to explore magazines and will identify the audience and contents of the magazine they will produce.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization                          |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input type="checkbox"/> Problem Solving                                  |
| <input type="checkbox"/> Leadership  | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input checked="" type="checkbox"/> Written Communication                 |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: A **market researcher** is a person in charge of searching products and services currently on the market, analyzing data, and helping companies make decisions about their own products and services.
- Ask students: *What qualities or skills do you think you need to have to be a good market researcher?* Suggested answers include natural curiosity, a friendly and approachable personality, the ability to listen to people, and the talent to study information carefully to see trends and predict outcomes.



- Tell students that today they will take on the role of **market researcher**. They will use information gathered from magazines to further focus the type of magazine, and content, they want to develop for their project.



### **DIRECT INSTRUCTION (15 MINUTES)**

- Explain that research can be done in different ways and for different purposes (e.g., asking people questions, researching books in a library for an essay on world history, visiting websites to determine a vacation destination, or observing the types of books or magazines people have in their homes).
- Tell students that today they will be researching magazines on today's market to decide some basic characteristics of the magazine they would like to create. Ask students why conducting research is important before starting this project. Emphasize that research can help them repeat what has already been successful/popular, avoid mistakes made by others, and generate new ideas of their own.
- Ask students to turn to their Idea Map in Lesson #1 to remind themselves what topics they liked. Today they will need to work with their group to pick just one topic for their group magazine.
- Ask students to turn to Lesson #2. Use the "Sports Illustrated" example on the Market Research Chart to explain the type of information they should look for in their research. Explain that **content** refers to the subject matter that a magazine is focused on. **Audience** refers to the group of people that a magazine targets; and **Special Features** refers to the specific types of content likely to always engage their readers (e.g., surveys or polls, fun facts, opinion pieces, informative articles).
- Gather students into the groups they formed in Lesson #1. Each group will be responsible for developing its own magazine. Their first task today will be to learn about magazines by looking through several and then decide as a group what the topic of their group's magazine will be.
- Using magazines provided or brought in from home by you or your students, magazines found in the library, or online magazines, direct students to individually complete the Market Research Chart. Then have them—within their groups—discuss and decide on one topic and their magazine's audience.





### **INDEPENDENT/GROUP WORK (20 MINUTES)**

- Students should meet with their group, review the magazines provided, and then individually complete the Market Research Chart for 10 minutes.
- Then they should share their findings with the members of their group and decide on their topic and audience for the remaining 10 minutes. Have each student note their topic and audience at the bottom of Lesson #2.



### **DISCUSSION/CLOSING (20 MINUTES)**

- Ask one person from each group to share with the class what the topic and audience for their magazine will be.
- Ask different students to share examples of the content they discovered and to explain if they would include similar content in their magazine project.
- Have students support their response with evidence to explain why they would or wouldn't use that particular content in their magazine (e.g., "I found tabloid articles about celebrities, which I wouldn't use because my magazine will be about luxury cars, not pop-culture gossip.").
- Ask students to share their target audience and explain why they identified that particular group (e.g., "The audience for our magazine will be wealthy men because they are the people who typically buy luxury cars.").
- Provide opportunities for other students/groups to respond (e.g., "I disagree because many people enjoy reading about luxury cars, even those who don't intend to buy one.").
- Give students a few minutes to make final edits to their Market Research Charts before class ends.



LESSON  
**2**  
Market  
Research  
Chart

## What's It All About?

**TODAY'S JOB: MARKET RESEARCHER**

**TODAY'S ASSIGNMENT:** Use the "Sports Illustrated" example on the chart below to guide you in your magazine research. Look at two other magazines and state the Content (subject matter), Audience (group of people magazine targets), and Special Features (types of writing used to engage readers) for each. Then together as a group, focus on answering questions about your magazine.

Example:  
*Sports Illustrated*

<b>Content:</b> Sports news, interviews, and statistics; sporting-goods advertisements.
<b>Audience:</b> Sports fans; mainly males aged 18-30.
<b>Special Features:</b> Articles that showcase an event or athlete; editorials; letters to the editor.

First Magazine  
Title You Reviewed:  
\_\_\_\_\_

<b>Content:</b>
<b>Audience:</b>
<b>Special Features:</b>

Second Magazine  
Title You Reviewed:  
\_\_\_\_\_

<b>Content:</b>
<b>Audience:</b>
<b>Special Features:</b>



As a group, spend 10 minutes discussing what your magazine is going to be about and who your target audience is.

The content for our magazine will be: \_\_\_\_\_

The audience will be: \_\_\_\_\_



# WHO DOES WHAT?

## JOB DESCRIPTION: EDITOR

### OBJECTIVE

Students will each select a topic for an argumentative article and an informative article.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization                          |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input checked="" type="checkbox"/> Problem Solving                       |
| <input checked="" type="checkbox"/> Leadership                             | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input checked="" type="checkbox"/> Written Communication                 |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: *The **editor** of a magazine decides what goes into every issue and selects the writers who will produce articles and other written content.*
- Ask students what qualities they think a good **editor** needs. Suggested replies include leadership, energy, courage to make tough decisions, organizational skills, a love of reading and writing, and an understanding of the power of words.
- Tell students that today they will take on the role of **editor**, deciding on topics for the two articles they will each write for their magazine.

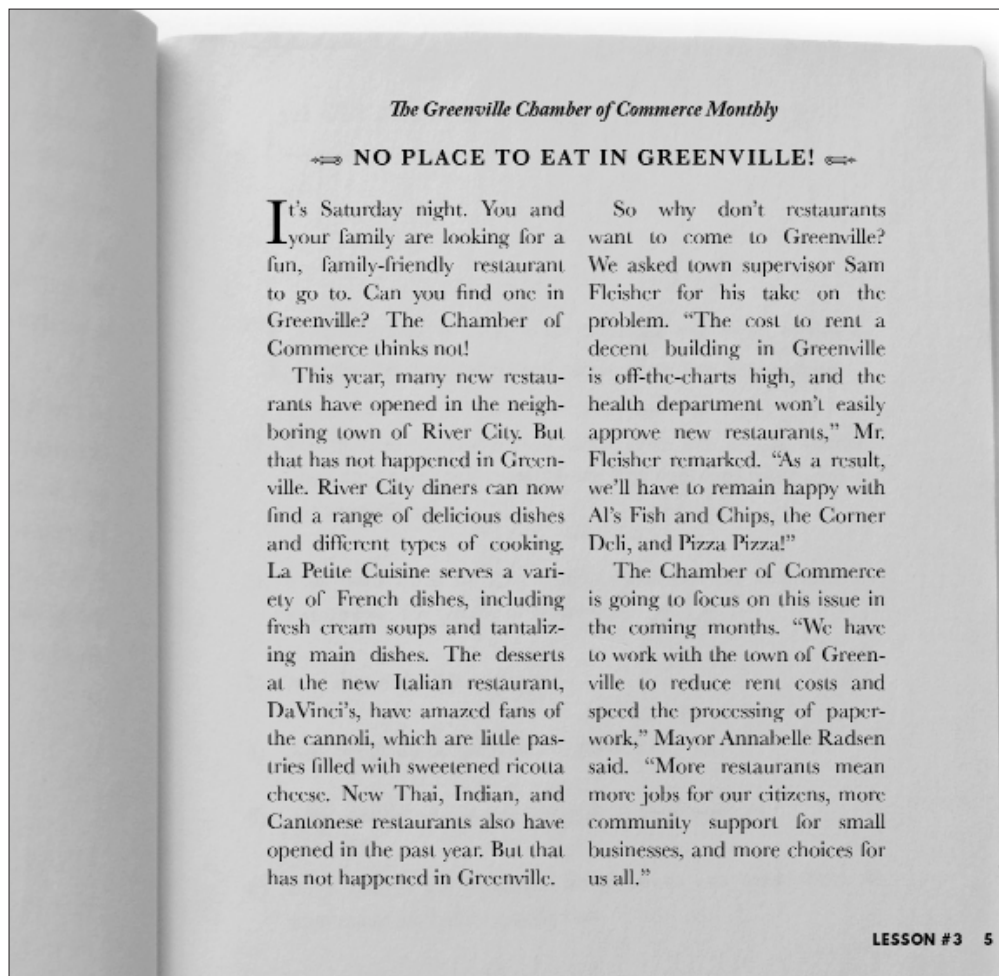




## DIRECT INSTRUCTION (20 MINUTES)

- Explain that the magazine will contain two types of writing: **argumentative** and **informative**. Each student will write one of each.

Example of an  
Argumentative Article,  
see Lesson #3



- Ask students what they understand by **argumentative writing**. Explain that an argumentative article makes a claim, which it supports and defends with logical argument based on evidence. Give students these examples of argumentative writing: someone writing a letter to a store praising a new product or service, a group writing an article criticizing a decision made by their mayor, or an organization taking a stand on an issue and defending that stand. Ask students for another example.
- Ask students to turn to Lesson #3 in their books. Ask them to read the article independently and then ask questions such as: Who is making a claim in this article? What quotes do they use to support their claim? Do the quotes they use help them make their case? Have students underline the claim in the article. Next, ask



students to suggest topics for argumentative writing for their own magazines. Then ask students to suggest topics for argumentative writing for their own magazines.

Example of an  
Informative Article, see  
Lesson #3



- Explain that **informative writing** is constructed entirely of facts. These facts must be accurate because informative writing is meant to educate the reader. Give students some examples of informative writing: the user manual that comes with a new phone, a social studies text book, or a city guidebook. Ask students to suggest more examples.
- Ask students to turn to Lesson #3 in their books. Have them read the article on their own, underlining facts as they read. Then ask them to share what facts they learned from the article. Ask students to suggest topics for informative writing for their own magazines.





### **INDEPENDENT/GROUP WORK (30 MINUTES)**

- Students have 10 minutes to work independently on the handout, recording their preferred topics for the two articles they'll be writing for their magazine. Every student will write an argumentative article and an informative article; a group of three students, for example, will produce a total of nine articles. Remind students that every topic they suggest must relate directly to the overall theme and content of their magazine.
- In addition to their preferred topics, students should choose one back-up topic for each type of writing in case there are any duplicates or overlap within the group.
- Students must remember that their magazines are group efforts. When they each have recorded their two choices and two back-up choices, they should use any remaining time to share their ideas with their group and each decide on final topics to write about. Instruct them to put a star next to the article they plan to write.



### **DISCUSSION/CLOSING (5 MINUTES)**

- Ask students if they're happy with their assignments. (Since everyone is an editor today, there should be no problems.)





LESSON

3

## Brainstormer

## Who Does What?

**TODAY'S JOB: EDITOR**

**TODAY'S ASSIGNMENT:** Review the sample article formats provided and brainstorm topic ideas for the two articles you will write for your magazine.

**Argumentative Article Example**

Review this argumentative article and underline the claim the author is making.

*The Greenville Chamber of Commerce Monthly*↔ **NO PLACE TO EAT IN GREENVILLE!** ↔

It's Saturday night. You and your family are looking for a fun, family-friendly restaurant to go to. Can you find one in Greenville? The Chamber of Commerce thinks not!

This year, many new restaurants have opened in the neighboring town of River City. But that has not happened in Greenville. River City diners can now find a range of delicious dishes and different types of cooking. La Petite Cuisine serves a variety of French dishes, including fresh cream soups and tantalizing main dishes. The desserts at the new Italian restaurant, DaVinci's, have amazed fans of the cannoli, which are little pastries filled with sweetened ricotta cheese. New Thai, Indian, and Cantonese restaurants also have opened in the past year. But that has not happened in Greenville.

So why don't restaurants want to come to Greenville? We asked town supervisor Sam Fleisher for his take on the problem. "The cost to rent a decent building in Greenville is off-the-charts high, and the health department won't easily approve new restaurants," Mr. Fleisher remarked. "As a result, we'll have to remain happy with Al's Fish and Chips, the Corner Deli, and Pizza Pizza!"

The Chamber of Commerce is going to focus on this issue in the coming months. "We have to work with the town of Greenville to reduce rent costs and speed the processing of paperwork," Mayor Annabelle Radsen said. "More restaurants mean more jobs for our citizens, more community support for small businesses, and more choices for us all."





**Informative Article Example**

Review this argumentative article and underline the claim the author is making.

# LET'S GET THE PARTY STARTED

ON JUNE 14, River City will celebrate its 250<sup>th</sup> anniversary. Large anniversary parties will take place in several areas of the city, including the docks and the Town Square.

One of the most exciting moments of the Town Square celebration is certain to be the unveiling of a new statue of the town's founder, Elias Marchmont. The statue was created by local artist Fred Smith. Originally, there had been some controversy over the town committee's choice of Smith as the artist to create the statue. Fred Smith moved to River City only three years ago and was competing for the commission to create the statue with other artists who have lived in River City all their lives (What's Up Magazine, November '14). However, when the members of the committee saw Mr. Smith's designs, they were convinced that the entire town would be inspired by the beauty of the new statue.

Many of the town's residents are eagerly looking forward to the events that will take place in River City. The celebrations will include food and music that reflect the diversity of River City residents, plays about the history of River City, and recreational events for the whole family. For information on the times and places of the events, call the River City Chamber of Commerce at (999) 555-7278.





**Brainstorm**

Complete the chart below, stating your topics in both categories. Think of details and examples relevant to each topic that you might be able to include in your articles.

Magazine Topic: \_\_\_\_\_

Argumentative Article Brainstorming	
Topic	
Details or examples to include	
Back up topic	





## Informative Article Brainstorming

Topic

Details or  
examples  
to include

Back up  
topic



# KNOW YOUR FACTS

## JOB DESCRIPTION: RESEARCH ASSISTANT

### OBJECTIVE

Students will conduct an interview, using the Five Ws to gather information for the argumentative article they will write for their magazine.

### COMMON CORE STATE STANDARDS



- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |   |   |
|---|---|
| <input type="checkbox"/> Collaboration and Interpersonal Skills           | <input checked="" type="checkbox"/> Organization                          |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making | <input type="checkbox"/> Problem Solving                                  |
| <input type="checkbox"/> Leadership                                       | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|   | <input checked="" type="checkbox"/> Written Communication                 |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: A **research assistant** collects information that a writer can use to support an argument in an article they are writing. A **research assistant** separates facts from opinions, makes sure every fact is correct, and ensures that all direct quotes come from sources that can be checked or proven.
- Ask students: *What do you think would happen if a magazine got rid of all its **research assistants**?* Suggested answers include: The writers would have to do their own research; articles would soon be full of factual errors, unsupported opinions, and unreliable quotes.
- Tell students that today they will take on the role of **research assistant**. They will prepare and conduct interviews in order to get the most-useful information and the best direct quotes for the argumentative articles they will be writing.

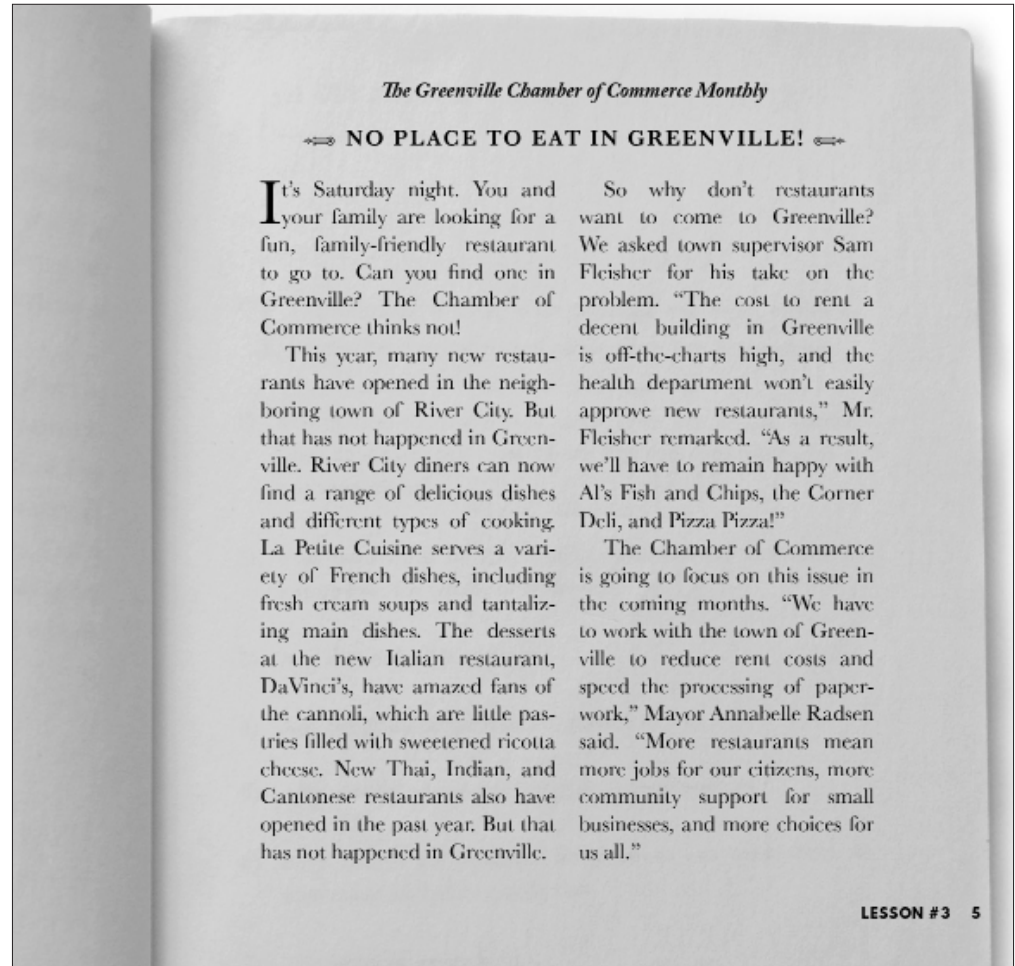




### DIRECT INSTRUCTION (15 MINUTES)

- Tell students to refer back to Lesson #3 in their book, *Brainstormer*, to remember the *topic* of the argumentative article they will be writing. Tell them they will conduct interviews with other students today to get information and quotes for this article.

See Lesson #3



- Ask students to turn to Lesson #4, Interview. Explain to students that the first page shows them the argumentative article they've already read, and remind them that this type of article makes a *claim* and then *supports and defends it with a logical argument based on evidence*.
- Explain the importance of the **Five Ws** when gathering information for an argumentative article. Each **W** is a basic question: **Who? What? Where? When?** and **Why?**



- Ask the students to look at the article in Lesson #4 and answer each of the **Five W's** while you write those answers on the whiteboard. **Who?** *The Greenville Chamber of Commerce.* **What?** *Not enough restaurants in Greenville.* **Where?** *Town of Greenville.* **When?** *Present day.* And **Why?** *Wants to bring more restaurants to Greenville.*
- Next, explain that they will **interview** someone today to gather information for their article. They will also be interviewed by another student, using the interview questions provided in Lesson #4 in their books.
- Explain to students that they will role play, each taking on the role of the interviewer and the role of a character connected to their magazine theme. For example, if a student's topic is, "Athletes make too much money," then his/her partner may play an athlete (who will likely be in favor of high salaries) or a fan (who might be opposed because high salaries mean high ticket prices). Each student pair can decide who they want to be—a friendly source of useful information or an opponent who will argue against the claim.
- As students interview each other, they should try to get some **direct quotes**, meaning they use the interviewee's exact words. They will then need to identify that person and their quote in the article. Point out the use of Town Supervisor Sam Fleisher's quote as an example.



### INDEPENDENT/GROUP WORK (30 MINUTES)

- Ask students to turn to the second page of Lesson #4 in their book. Give students five minutes to come up with the character they are going to play.
- Then, working in pairs, have students decide who will interview whom first. Each interview will last five minutes, and then students can switch roles.
- Interviewers will take notes and record direct quotes precisely. Those playing the role of interviewees will answer questions.



### DISCUSSION/CLOSING (10 MINUTES)

- Ask for a volunteer pair of interviewer and interviewee.
- Ask the interviewer to state the topic of his/her argumentative article and tell the class what information the interviewee provided.
- Continue with other pairs, depending on time.
- At the end of the discussion, remind the class they will need to refer to this page and their notes for the next lesson.



LESSON  
**4**  
Interview

## Know Your Facts

### TODAY'S JOB: RESEARCH ASSISTANT

**TODAY'S ASSIGNMENT:** Take turns interviewing other students and role playing characters to gather information for your argumentative article.



### Argumentative Article Example

Review the example of an argumentative article.

*The Greenville Chamber of Commerce Monthly*

↔ **NO PLACE TO EAT IN GREENVILLE!** ↔

**I**t's Saturday night. You and your family are looking for a fun, family-friendly restaurant to go to. Can you find one in Greenville? The Chamber of Commerce thinks not!

This year, many new restaurants have opened in the neighboring town of River City. But that has not happened in Greenville. River City diners can now find a range of delicious dishes and different types of cooking. La Petite Cuisine serves a variety of French dishes, including fresh cream soups and tantalizing main dishes. The desserts at the new Italian restaurant, DaVinci's, have amazed fans of the cannoli, which are little pastries filled with sweetened ricotta cheese. New Thai, Indian, and Cantonese restaurants also have opened in the past year. But that has not happened in Greenville.

So why don't restaurants want to come to Greenville? We asked town supervisor Sam Fleisher for his take on the problem. "The cost to rent a decent building in Greenville is off-the-charts high, and the health department won't easily approve new restaurants," Mr. Fleisher remarked. "As a result, we'll have to remain happy with Al's Fish and Chips, the Corner Deli, and Pizza Pizza!"

The Chamber of Commerce is going to focus on this issue in the coming months. "We have to work with the town of Greenville to reduce rent costs and speed the processing of paperwork," Mayor Annabelle Radsen said. "More restaurants mean more jobs for our citizens, more community support for small businesses, and more choices for us all."







### Complete Your Interview

Follow these steps to complete your interview:

- Write the topic of your argumentative article.
- Share your topic with your partner. Tell your partner that he/she should pretend to be anyone they want, but that he/she should stay in character to answer the questions based on your topic. For example, if your topic is, "Athletes make too much money," your partner may want to pretend to be an athlete and answer all questions as that character.
- Remember to try and write down exactly what the person says so you can quote the person directly.

**Argumentative Article Topic:**

**WHO:** What is your name and job title?

**WHERE:** Where do you live or work?

**WHAT:** Tell me what issue you are having with *[fill in the topic of your magazine or article]*?

**WHEN:** When did this all take place?

**WHY:** What do you want to see happen in the future for *[fill in the topic of your magazine or article]*?



# DIFFERENT VOICES, DIFFERENT VIEWS

## JOB DESCRIPTION: WRITER

### OBJECTIVE

Students will draft an argumentative article, presenting relevant facts, informed opinions, and direct quotes from their interview in Lesson 4 to support their claims.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **CCSS.ELA-Literacy.CCRA.R.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **CCSS.ELA-Literacy.CCRA.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.



### WORKPLACE SKILLS

- |   |  |
|---|--|
| <input type="checkbox"/> Collaboration and Interpersonal Skills           | <input checked="" type="checkbox"/> Organization               |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making | <input type="checkbox"/> Problem Solving                       |
| <input type="checkbox"/> Leadership                                       | <input type="checkbox"/> Verbal Communication and Presentation |
|   | <input checked="" type="checkbox"/> Written Communication      |



### CAREER CONNECTION (5 MINUTES)

- Share this job description with students: **Writers** are employed by newspapers and magazines to write articles on various topics.
- Ask students: *Why do you think a magazine might include opinion-based articles?* Suggested answers include: to give readers the opportunity to hear the editor's opinions and decide about an issue for themselves, to create excitement about differing ideas, and to appeal to new readers who generally disagree with the magazine's own opinions.
- Tell students that today they will take on the role of a **writer**, and write the first draft of an argumentative article for their magazine.

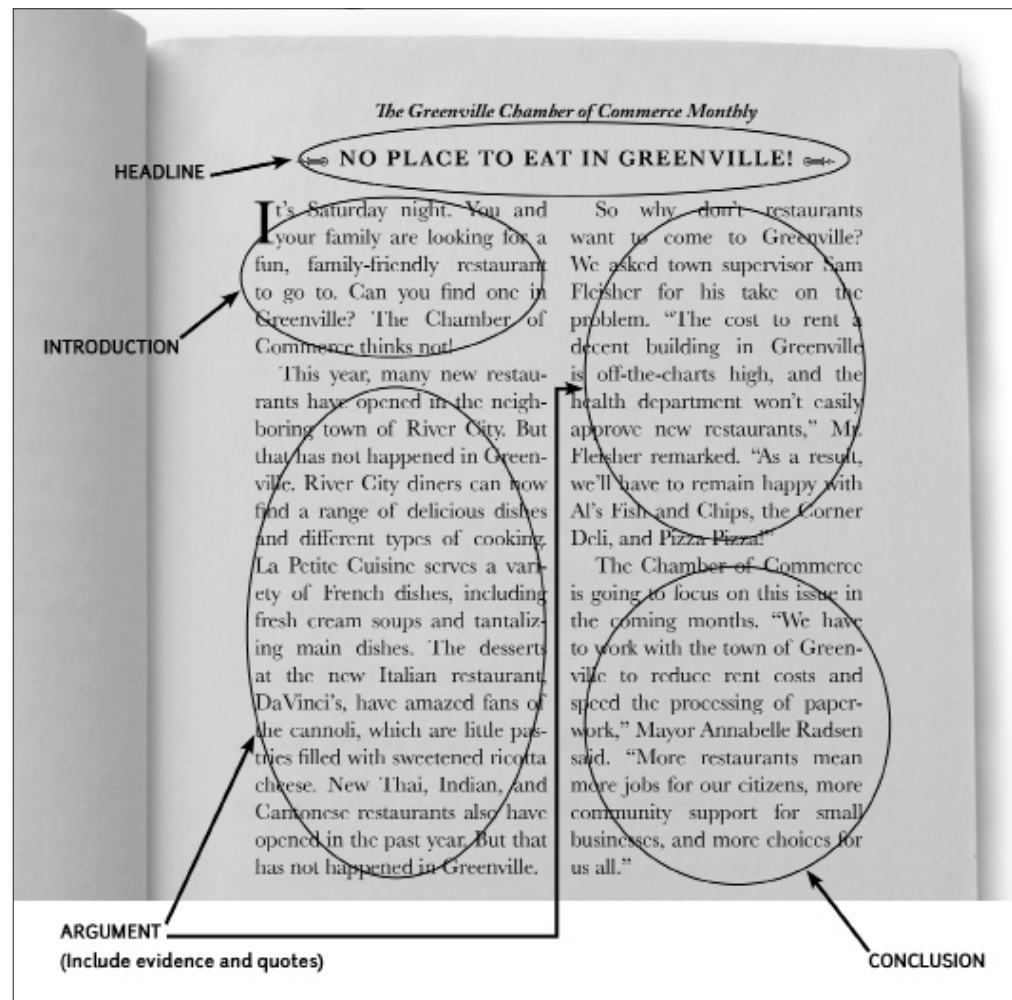




## DIRECT INSTRUCTION (10 MINUTES)

- Ask students to return to Lesson #4 in their book. Ask students to review their interview notes and classify the information gathered as **fact** or **opinion**. Ask students to identify direct quotes. They can make notes directly on their interview.
- Ask students to turn to Lesson #5. Explain to students that the first page shows once again the article from the Greenville Chamber of Commerce on the lack of restaurants available in the town. This argumentative article makes a claim and supports and defends the claim with evidence.
- Point out to students the key components they will want to have in their argumentative article: eye catching headline, exciting introduction, clear problem and claim to support their argument, and a conclusion summarizing next steps or a solution as seen here.

Example of an  
Argumentative Article,  
see Lesson #5





### **INDEPENDENT/GROUP WORK (35 MINUTES)**

- Ask students to turn to the second page of Lesson #5, and explain how to use the outline to help structure their argumentative articles.
- Students will write the first draft of their argumentative articles. They should use the notes from their interviews.



### **DISCUSSION/CLOSING (10 MINUTES)**

- Ask students to share any difficulties they experienced as they were writing: Did anyone get blocked, or lost in too much detail? Was everyone able to stick to the outline? Explain that drafts provide an opportunity to deal with difficulties like these before they get a chance to become problems in the final writing. Suggest solutions and ask students to offer more suggestions.
- Remind students that the next lesson will offer everyone the opportunity to give and receive feedback within their groups.



LESSON  
**5**  
Article Draft

## Different Voices, Different Views

**TODAY'S JOB: WRITER**

**TODAY'S ASSIGNMENT:** Use this guide to help you write your three-paragraph, argumentative article. A good article will have an introduction, an argument, and a conclusion.



**Argumentative Article Example**

Review the argumentative article example, paying attention to the call outs.

*The Greenville Chamber of Commerce Monthly*

**NO PLACE TO EAT IN GREENVILLE!**

**HEADLINE** →

**INTRODUCTION** →

It's Saturday night. You and your family are looking for a fun, family-friendly restaurant to go to. Can you find one in Greenville? The Chamber of Commerce thinks not!

This year, many new restaurants have opened in the neighboring town of River City. But that has not happened in Greenville. River City diners can now find a range of delicious dishes and different types of cooking. La Petite Cuisine serves a variety of French dishes, including fresh cream soups and tantalizing main dishes. The desserts at the new Italian restaurant, DaVinci's, have amazed fans of the cannoli, which are little pastries filled with sweetened ricotta cheese. New Thai, Indian, and Cantonese restaurants also have opened in the past year. But that has not happened in Greenville.

So why don't restaurants want to come to Greenville? We asked town supervisor Sam Fleisher for his take on the problem. "The cost to rent a decent building in Greenville is off-the-charts high, and the health department won't easily approve new restaurants," Mr. Fleisher remarked. "As a result, we'll have to remain happy with Al's Fish and Chips, the Corner Deli, and Pizza Pizza!"

The Chamber of Commerce is going to focus on this issue in the coming months. "We have to work with the town of Greenville to reduce rent costs and speed the processing of paperwork," Mayor Annabelle Radsen said. "More restaurants mean more jobs for our citizens, more community support for small businesses, and more choices for us all."

**ARGUMENT**  
(Include evidence and quotes)

**CONCLUSION**





**LESSON #5: ARTICLE DRAFT**

**THINK ABOUT: ARGUMENT**

In your second paragraph, you want to expand on the problem. What is the problem? What are you going to do about it? Why is your way better? Here is a good place to put in evidence and quotes from your interview. (Hint: This can be more than one paragraph, as in the example, if you have a lot to say.)

**WRITE: ARGUMENT**

**THINK ABOUT: CONCLUSION**

In your third and final paragraph, state that you have proved your argument and/or briefly summarize the benefits of adopting your ideas.

**WRITE: CONCLUSION**



# EDIT AND REVISE

## JOB DESCRIPTION: COPYEDITOR

### OBJECTIVE

Students will check each other's argumentative articles for spelling, grammar, correct usage, clarity, and consistency of style.



### COMMON CORE STATE STANDARDS

→ **CCSS.ELA.Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



### WORKPLACE SKILLS

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization               |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input type="checkbox"/> Problem Solving                       |
| <input checked="" type="checkbox"/> Leadership                             | <input type="checkbox"/> Verbal Communication and Presentation |
|  | <input checked="" type="checkbox"/> Written Communication      |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: **Copyeditors** make sure all writing is grammatically correct, that it contains no spelling or punctuation errors, that meaning and intention are clearly expressed, and that the style is consistent.
- Ask students what qualities and skills a good **copyeditor** must possess. Suggested answers include an eye for detail, an ear for good English, a nose for bad English, concentration, confidence, and a love of language.
- Tell students that today they will take on the role of **copyeditor**. They will review the argumentative articles written by other members of their groups and suggest changes that they think will improve them.



### DIRECT INSTRUCTION (20 MINUTES)

- Explain to students that **copyediting** is about wording and grammar. When the writer is satisfied that his or her ideas are clear to the reader, the writer or a separate copyeditor copyedits the piece, checking to make sure that words are spelled correctly, that the sentences are clear and make sense, and that words are used correctly.
- Ask students to turn to Lesson #6. Review the directions at the top





of the page with them and explain the four basic copyediting marks using the copyedited and marked-up example provided. Then, use the unedited example to review the key.

As a class, read through each line of the article, identifying the mistakes together. If you can, have the article on the whiteboard to show students how to make the revisions using the copyediting key provided.

### Copyediting Key & Example

	<b>Highlight misspelled words in yellow</b> (the word "moon" is misspelled)
	<b>Highlight the inserted word in red</b> (the word "the" is missing in "parts of the world")
	<b>Letter in blue highlight needs to be capitalized</b> (the word "united" in "United States" needs to be capitalized)
	<b>Put green highlight on what needs to be lowercase</b> (the word "television" does not need to be capitalized)

### Example

Here is an example of a piece of text that has been copyedited.

On July 20, 1969, a record number of Americans watched the same **T**elevision broadcast. In other parts of **the** world, where night, people looked up at the **moon** and wondered what it felt like to be there. On that day, **u**nited States astronaut Neil Armstrong was the first human being to walk on the moon.



Sample Article from  
Lesson #6: Teacher  
Version

Note: The version in the student book does not have the copyediting marks seen here.

At River City Junior High School, the students have won a major victory. They have helped to shape the school's policies for themselves and future students.

Students may now wear Baseball Hats and tank tops, provided the straps of the tank tops are at least three fingers wide. The clothing policy is one of several ideas students presented to the administration as part of a campaign called a "Make a Change." John Driscoll, the new principal at River City Junior High School, said he helped to start the group so kids could speak about what is important to them.

"Kids will respect something more if they have a say in it," said Janiece Jaffee, a student in the group.

- Explain to students that they are going to review each other's work today and will be using a Peer Review Form. This is a type of rubric, a guide for you to follow to make sure that all the article components have been checked.

### INDEPENDENT/GROUP WORK (30 MINUTES)



- Tell each group to form an **editing circle**. Each student in the circle should have his/her book open to the article they wrote in Lesson #5, and each of the three students should have a different color pencil.
- Tell each student to pass his/her book to the student on their left. This student is Peer Editor #1 and should look at the student's draft article and begin copyediting it using the Peer Review Form from Lesson #6. After 10 minutes, all articles are passed again to the left, to be copyedited by the next student, Peer Editor #2. The students in each group should use different color pens or pencils so every comment will have an identifiable source.
- After two rounds of the *editing circle*, every student's article will have received feedback from every other student. At the end of the second round, each article should be returned to its writer.
- Students will have five minutes to read comments.





### **DISCUSSION/CLOSING (5 MINUTES)**

- Ask students if they found the editing circle helpful. They may not like having their work corrected, or they may find that the feedback helps them improve their writing. Explain to them that many writers have both kinds of feelings about having their work edited and corrected, but it usually helps make the writing better and clearer.
- Explain to students that they will have a chance to fix their article during another class period to make the final version for their magazine.



LESSON  
**6**  
Peer Editing  
Form

## Edit and Revise

Today's Job: COPYEDITOR

Today's Assignment: Use this guide to practice copyediting and then use your new skills to edit the work of your peers.



Learn How to Copyedit

Review this copyediting key and example provided here.

## Copyediting Key & Example

	<b>Highlight misspelled words in yellow</b> <i>(the word "moon" is misspelled)</i>
	<b>Highlight the inserted word in red</b> <i>(the word "the" is missing in "parts of the world")</i>
	<b>Letter in blue highlight needs to be capitalized</b> <i>(the word "united" in "United States" needs to be capitalized)</i>
	<b>Put green highlight on what needs to be lowercase</b> <i>(the word "television" does not need to be capitalized)</i>

On July 20, 1969, a record number of Americans watched the same **T**elevision broadcast. In other parts of **the** world, where night, people looked up at the **moon** and wondered what it felt like to be there. On that day, **u**nited States astronaut Neil Armstrong was the first human being to walk on the moon.



Lesson #6: PEER EDITING FORM - ARGUMENTATIVE



**Practical!**

Practice your copyediting skills by finding the mistakes in this article. Use copyediting key provided.

**Copyediting Key & Example**

	<b>Highlight misspelled words in yellow</b>
	<b>Highlight the inserted word in red</b>
	<b>Letter in blue highlight needs to be capitalized</b>
	<b>Put green highlight on what needs to be lowercase</b>

**Sample Article**

At River City Junior High School, the students have won a major victory. they have helped to shape the school's policies for themselves future students.

Students may now wear Baseball Hats and tank tops, provided the straps of the tank tops are at least three fingers wide. The clothing policy one of several ideas students presented to the administration as part of a campaign called a "Make a Change." John Driscoll, the new principal at river City Junior High School, said he helped to start the group so kids could speak about what is impartant to them.

"Kids will respect somthing more if they have a say in it," said Janiece Jaffee, a student in the group.



## Lesson #6: ARTICLE DRAFT - ARGUMENTATIVE

**Peer Review**

1. In order to complete the peer editing part of the assignment, you need to share this file with a friend. Do that now.
2. Refer to Lesson #5 read your friend's article.
  1. Using the copyediting key to make edits in your friend's Google file.
  1. Make sure to add notes at the bottom to tell your friend what he/she can fix or change.
  1. Once complete, share the file with the next Peer Editor, who will do the same thing. After two rounds, the article should be ready to be rewritten.

PEER EDITOR #1: \_\_\_\_\_

**Clear, Well Organized, Developed Ideas:**

- I checked that the article has a clear beginning, middle, and end.
- I checked that the introductory sentence tells you what is to come.
- I checked that the descriptive detail is vivid and creates an image in the mind of the reader.

**Spelling:**

- I checked for words that were spelled wrong.
- I made suggestions for how to fix them.

**Punctuation:**

- I checked for periods, question marks, exclamation points.
- I checked for commas.
- I checked for double spacing between paragraphs.

**Grammar:**

- I checked to see if each sentence was complete.
- I checked to see if any words were out of place.

I suggest that you fix/change:



Lesson #6: ARTICLE DRAFT - ARGUMENTATIVE



**Peer Review**

1. In order to complete the peer editing part of the assignment, you need to share this file with a friend. Do that now.
2. Refer to Lesson #5 read your friend's article.
  1. Using the copyediting key to make edits in your friend's Google file.
  1. Make sure to add notes at the bottom to tell your friend what he/she can fix or change.
  1. Once complete, share the file with the next Peer Editor, who will do the same thing. After two rounds, the article should be ready to be rewritten.

PEER EDITOR #2: \_\_\_\_\_

**Clear, Well Organized, Developed Ideas:**

- I checked that the article has a clear beginning, middle, and end.
- I checked that the introductory sentence tells you what is to come.
- I checked that the descriptive detail is vivid and creates an image in the mind of the reader.

**Spelling:**

- I checked for words that were spelled wrong.
- I made suggestions for how to fix them.

**Punctuation:**

- I checked for periods, question marks, exclamation points.
- I checked for commas.
- I checked for double spacing between paragraphs.

**Grammar:**

- I checked to see if each sentence was complete.
- I checked to see if any words were out of place.

I suggest that you fix/change:



# FACT-FINDING MISSION

## JOB DESCRIPTION: RESEARCH ASSISTANT

### OBJECTIVE

Students will explore online and/or library resources to gather information for the informative article they will write.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats.
- **CCSS.ELA-Literacy.CCRA.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-Literacy.CCRA.W.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.CCRA.W.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source, and integrate the information while avoiding plagiarism.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CAREER CONNECTION (5 MINUTES)

- Remind students of this job description, from Lesson 4: *A research*



### WORKPLACE SKILLS

- |   |   |
|---|---|
| <input type="checkbox"/> Collaboration and Interpersonal Skills           | <input checked="" type="checkbox"/> Organization                          |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making | <input type="checkbox"/> Problem Solving                                  |
| <input type="checkbox"/> Leadership                                       | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|   | <input checked="" type="checkbox"/> Written Communication                 |







**assistant** collects information that a writer can use to write an article. A **research assistant** separates facts from opinions, verifies every fact, and attributes all direct quotes to verifiable sources.

- Discuss with students: *Why is it important for research assistants to get a variety of sources for writing an article? How can research make your writing better?* Answers include that having only one source could bias the article, and that articles could be full of factual errors, unsupported opinions, and unreliable quotes.
- Tell students that today they will take on the role of **research assistant** to help create their informative article.

### DIRECT INSTRUCTION (20 MINUTES)



- Remind students what you discussed earlier for **informative writing**. Informative writing is constructed completely of facts. These facts must be accurate because the purpose of informative writing is to increase the reader's store of knowledge by telling him/her something that is true.
- Ask students to open their books to Lesson #3, Brainstormer, so they can be reminded of the topic they chose for their informative writing piece.
- Explain that informative writing instructs or informs readers about a particular subject. It helps the reader to understand the subject by giving relevant factual information. Tell students that the user manual that comes with a new phone is an example of informative writing. An article giving details about an upcoming event is another. A Social Studies textbook and a website that focuses on global warming also are examples of informative writing. Ask students to share with the class what they will be writing about in their informative articles.
- Direct students to the first page of Lesson #7. Tell them that this lists the information, along with its source, that a research assistant collected for a writer doing an article about a town's anniversary celebration. The writer wanted some basic facts about what the town was doing and how people could get more information about the events.
- Ask students to read the information and ask them what kinds of sources the research assistant used (books and magazine articles, websites, and interviews or phone calls with knowledgeable people).

### INDEPENDENT/GROUP WORK (25 MINUTES)

- Take students to the library or use computers or books and



See Lesson #7

CELEBRATING RIVER CITY'S 250 <sup>TH</sup> ANNIVERSARY	
SOURCE:	FACTS:
Chamber of Commerce advertisement from Sunday's <i>River City Times</i> , May 23	<ol style="list-style-type: none"><li>1. Anniversary party on June 14.</li><li>2. Large anniversary parties will take place in several areas of the city, including the docks and the Town Square.</li></ol>
Newspaper articles and a book about the town founder	<ol style="list-style-type: none"><li>1. New statue of the town's founder, Elias Marchmont, will be unveiled.</li><li>2. The statue was created by a local artist, Fred Smith.</li></ol>
Interview with town committee chairperson, May 18	<ol style="list-style-type: none"><li>1. There had been some controversy over the town committee's choice of Smith as the artist to create the statue.</li><li>2. Once members of the committee saw Mr. Smith's designs, they were convinced the entire town would be inspired by the beauty of the new statue.</li></ol>
Chamber of Commerce website	<ol style="list-style-type: none"><li>1. There will be food and music that reflect the diversity of River City residents, plays about the history of River City, and recreational events for the whole family.</li><li>2. Call the River City Chamber of Commerce at (999) 555-7278 for more information.</li></ol>



magazines available at your school to explore two or three sources for their informative article topic. For example, if their topic is how to cook a turkey, they would want to research cookbooks or online cooking sites.

### DISCUSSION/CLOSING (10 MINUTES)



→ Ask students to take turns sharing one fact or detail they learned today that they will use in their article.



LESSON  
**7**  
Fact-Finding  
Mission

## Fact-Finding Mission

**TODAY'S JOB:** RESEARCH ASSISTANT

**TODAY'S ASSIGNMENT:** Put your research skills to work in the library and/or online to explore various sources of information for your informative article.

### MEMO

To: Ed Christopher, Writer  
From: Sarah Chin, Research Assistant  
RE: RESEARCH FOR YOUR ARTICLE

---

Here is the research I did for the River City 250<sup>th</sup> anniversary celebration. I cited the sources on the left and the facts on the right. If you have any questions, please let me know. Good luck with your article.

Informative Article Topic: Celebrating River City's 250<sup>th</sup> Anniversary  
Three Questions You Want Answers For:

1. Is River City doing anything to celebrate its 250<sup>th</sup> anniversary?
2. What are some things that will happen during the celebration?
3. How can people find out more information about what will be taking place?





## CELEBRATING RIVER CITY'S 250<sup>TH</sup> ANNIVERSARY



### SOURCE:

Chamber of Commerce  
advertisement from Sunday's  
*River City Times*, May 23

Newspaper articles and a book  
about the town founder

Interview with town committee  
chairperson, May 18

Chamber of Commerce website

### FACTS:

1. Anniversary party on June 14.
2. Large anniversary parties will take place in several areas of the city, including the docks and the Town Square.

1. New statue of the town's founder, Elias Marchmont, will be unveiled.
2. The statue was created by a local artist, Fred Smith.

1. There had been some controversy over the town committee's choice of Smith as the artist to create the statue.
2. Once members of the committee saw Mr. Smith's designs, they were convinced the entire town would be inspired by the beauty of the new statue.

1. There will be food and music that reflect the diversity of River City residents, plays about the history of River City, and recreational events for the whole family.
2. Call the River City Chamber of Commerce at (999) 555-7278 for more information.





**Your Turn!**

Using the resources found in your library, or using online search engines, explore two or three sources that support **your** informative article topic. For example, if your topic is how to cook a turkey, you may want to research cookbooks or online cooking sites.

**Informative Article Topic:**

\_\_\_\_\_

**Three Questions You Want Answers For**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SOURCE:** (cite magazine, book, online website)

**FACTS:**

Source #1:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

Source #2:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

Source #3:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_



# WRITING AND CITING

## JOB DESCRIPTION: WRITER

### OBJECTIVE

Students will write the first draft of an informative article.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.R.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **CCSS.ELA-Literacy.CCRA.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-Literacy.CCRA.W.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.CCRA.W.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source, and integrate the information while avoiding plagiarism.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |   |  |
|---|--|
| <input type="checkbox"/> Collaboration and Interpersonal Skills           | <input checked="" type="checkbox"/> Organization               |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making | <input type="checkbox"/> Problem Solving                       |
| <input type="checkbox"/> Leadership                                       | <input type="checkbox"/> Verbal Communication and Presentation |
|   | <input checked="" type="checkbox"/> Written Communication      |





### CAREER CONNECTION (5 MINUTES)

- Share this job description: **Magazine news writers** produce informative articles on current events. They don't report breaking news as it happens. Instead, they take time to try to explain why something is happening—they aim to inform readers.
- Ask students: *What types of informative articles might you find in a sports magazine?* Answers will vary but might include a review of a recent football game, an explanation of how to train for a marathon, or a recipe for a healthy meal.
- Ask students: *If an article is about a recent football game, what type of information might the author include?* Answers will vary but might include a description of the first half and second half, statistics on running yards, or the team's ranking in the NFL.
- Tell students that today they will take on the role of **magazine news writer**, and this will help them to write the first draft of their informative article.

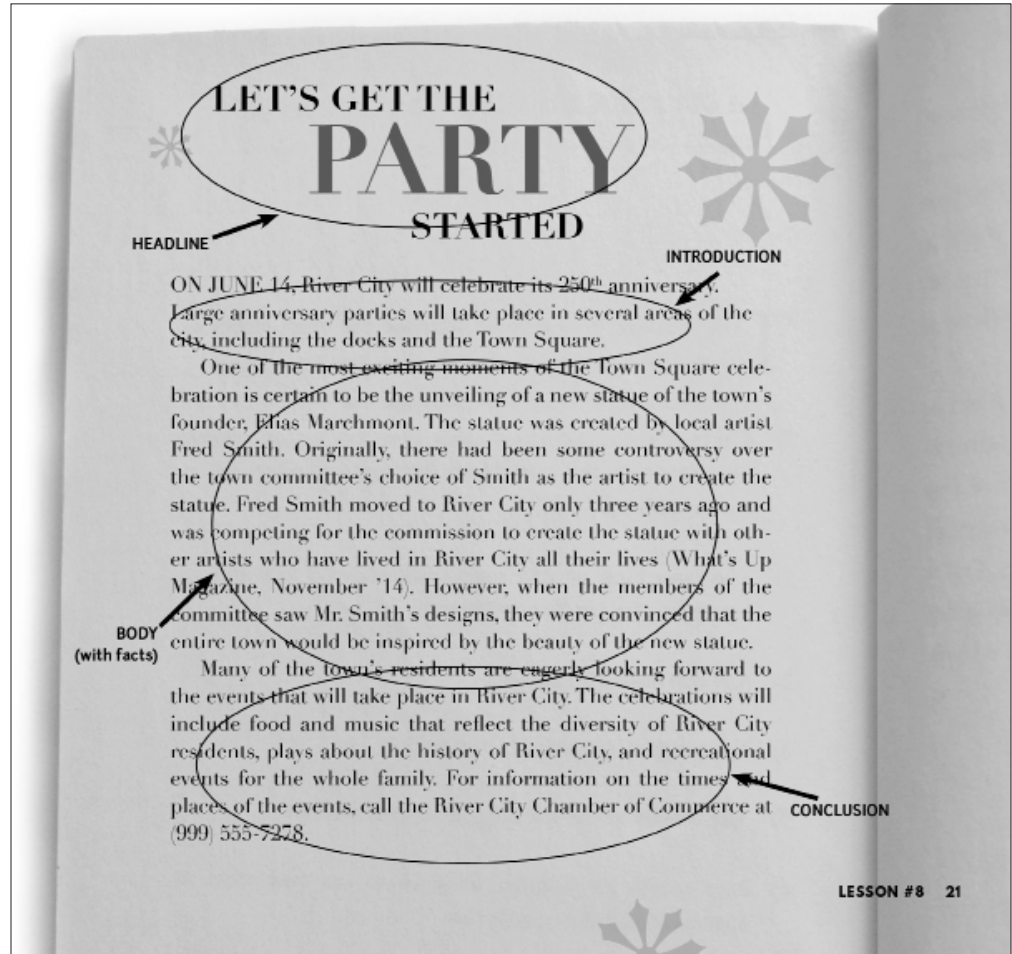


### DIRECT INSTRUCTION (10 MINUTES)

- Ask students to turn to Lesson #8. Explain to students that the first page of their handout shows the article a writer wrote using the information collected by the research assistant that they reviewed in the last lesson about the upcoming River City anniversary celebration. This is a type of informative article constructed entirely of facts. Explain that informative writing instructs or informs readers about a particular subject. It helps the reader to understand the subject by giving relevant, factual information.
- Point out to students the key components they will want to have in their informative article: eye catching headline, exciting introduction explaining the topic, the body of the article that presents factual information to the reader, and a conclusion summarizing their information.



Informative  
article example,  
see Magazine  
Maker #8



→ As students review their research in preparation to write their article, this is a good time to introduce the concept of plagiarism. *Plagiarism is when a writer presents another person's ideas or wording as his or her own. If writers copy someone else's wording or take facts from a source without giving credit, the writers and the magazine they write for will be doing the wrong thing.*





### IN ORDER NOT TO PLAGIARIZE, WRITERS NEED TO:

- **Let their readers know whenever they are using wording or ideas directly from a source by providing information about the source.**

*Example:* Sara Josephine Baker was famous for locating the hiding place of “Typhoid Mary.” (Mary Barton, “The Life of Typhoid Mary,” OR [www.typhoidmary.com](http://www.typhoidmary.com))

- **Use quotation marks whenever you use exact wording from a source.**

*Example:* According to Mary Barton, Sara Josephine Baker “decided to become a doctor after her father died of typhoid fever.” (Mary Barton, “The Life of Typhoid Mary,” OR [www.typhoidmary.com](http://www.typhoidmary.com))



### INDEPENDENT/GROUP WORK (35 MINUTES)

→ Students will spend this time writing the first draft of their informative article.



### DISCUSSION/CLOSING (10 MINUTES)

- Spend the last few minutes of class asking a student volunteer to read a few paragraphs of his/her draft aloud to the class.
- After reading a portion of the article to the class, ask the class for feedback by asking one or more of these questions:
  - What is something you liked about this article so far?
  - What part of this article seemed very interesting?
  - What part of this article was a bit unclear or confusing?
  - Do you have any ideas that might improve this article?
- Tell the class they will each have an opportunity to give and receive feedback from their group members during the next lesson.



LESSON

8

## Article Draft

## Writing and Citing

## TODAY'S JOB: WRITER

**TODAY'S ASSIGNMENT:** Use this guide to help you write your three-paragraph, informative article. A good article will have an introduction, a body, and a conclusion.



## Informative Article Example

Review the informative article example, paying attention to the call outs.

**LET'S GET THE PARTY STARTED**

**HEADLINE** →

**INTRODUCTION** →

ON JUNE 14, River City will celebrate its 250<sup>th</sup> anniversary. Large anniversary parties will take place in several areas of the city, including the docks and the Town Square.

**BODY (with facts)** →

One of the most exciting moments of the Town Square celebration is certain to be the unveiling of a new statue of the town's founder, Elias Marchmont. The statue was created by local artist Fred Smith. Originally, there had been some controversy over the town committee's choice of Smith as the artist to create the statue. Fred Smith moved to River City only three years ago and was competing for the commission to create the statue with other artists who have lived in River City all their lives (What's Up Magazine, November '14). However, when the members of the committee saw Mr. Smith's designs, they were convinced that the entire town would be inspired by the beauty of the new statue.

**CONCLUSION** →

Many of the town's residents are eagerly looking forward to the events that will take place in River City. The celebrations will include food and music that reflect the diversity of River City residents, plays about the history of River City, and recreational events for the whole family. For information on the times and places of the events, call the River City Chamber of Commerce at (999) 555-7278.

LESSON #8 21





**Write your article draft**

Use this chart to write your informative article draft.

**INFORMATIVE ARTICLE TOPIC:**

**THINK ABOUT: HEADLINE**  
You want a title that catches the reader's eye.

**WRITE: HEADLINE**

**THINK ABOUT: INTRODUCTION**  
In your first paragraph, you want 1-2 sentences that create excitement and show why the topic is interesting, important to understand, or something worth knowing how to do.

**WRITE: INTRODUCTION**



**THINK ABOUT: THE BODY**  
In your second paragraph, you want to expand on the topic. Provide information (a fact, definition, poll data, or a step). (Hint: This can be more than one paragraph if you want to provide additional information.)

**WRITE: THE BODY**

**THINK ABOUT: CONCLUSION**  
In your third and final paragraph, restate the topic you have taught or explained, summarize your information, and conclude your article. (Hint: Your last sentence, or kicker, should be as interesting as your first.)

**WRITE: CONCLUSION**



# THE CAREFUL READER

## JOB DESCRIPTION: COPYEDITOR

### OBJECTIVE

Students will check each other's informative articles for spelling, grammar, correct usage, clarity, and consistency of style.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA.Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.CCRA.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-Literacy.CCRA.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-Literacy.CCRA.L.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



### WORKPLACE SKILLS

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization               |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input type="checkbox"/> Problem Solving                       |
| <input checked="" type="checkbox"/> Leadership                             | <input type="checkbox"/> Verbal Communication and Presentation |
|  | <input checked="" type="checkbox"/> Written Communication      |



### CAREER CONNECTION (5 MINUTES)

- Remind students of this job description from Lesson 6: **Copyeditors make sure all writing is grammatically correct, that it contains no errors of spelling or inaccuracies of usage, that meaning and intention are clearly expressed, and that the style is consistent.**
- Ask students to remember the qualities and skills a good **copyeditor** must possess. Remind students that they include an eye for detail, an ear for good English, a nose for bad English, concentration, confidence, and a love of language.



- Tell students that today they will again take on the role of **copyeditor**. They will review the informative articles written by other members of their group and suggest changes they think will improve them.



### DIRECT INSTRUCTION (10 MINUTES)

- Ask students to correct the error in this sentence: *Dans dog is sick*. Explain that the possessive is made with 's. Ask students if this sentence is correct: *Mr. Banks' decision was final*. Explain that it makes no difference if Mr. Banks's name ends with s—the possessive is still made by adding 's. Ask students if this common error is worth bothering with.
- Remind students *there's no such thing as an insignificant error*. Ask why all errors should be corrected, however small they seem. Remind students that errors undermine the reader's confidence in the writer—bad grammar and other inaccuracies of expression cast doubts on the writer's ability to think clearly. Tell students that this would be bad for the magazine's reputation.
- Explain to students that they will be using the copyediting skills and copyediting marks they learned in Lesson #6 again today, and that they will be reviewing each other's work again.
- Ask students to turn to Lesson #9 and review the copyediting marks with them once more, reminding them that they will use them in their editing circles today. Also go over the Peer Editing Form with them, explaining that they will use it again today to give feedback on informative articles their peers have written, and to get feedback on their own.



### INDEPENDENT/GROUP WORK (35 MINUTES)

- Tell each group to form an **editing circle**. Each student in the circle should have his/her book open to the article they wrote in Lesson 8, and each of the three students should have a different color pencil.
- Tell each student to pass his/her book to the student on their left. This student is Peer Editor #1 and should look at the student's draft article and begin copyediting it using the Peer Review Form from Lesson #8. After 10 minutes, all articles are passed again to the left, to be copyedited by the next student, Peer Editor #2. The students in each group should use different color pens or pencils so that every comment will have an identifiable source.
- After two rounds of the *editing circle*, every student's article will have received feedback from every other student in the group.



At the end of the second round, each article should be returned to its writer.

→ Students will have five minutes to read comments.



### **DISCUSSION/CLOSING (10 MINUTES)**

- Ask students if they found the editing circle helpful. They may not like having their work corrected, or they may find that the feedback helps them improve their writing. Explain to them that many writers have both kinds of feelings about having their work edited and corrected, but it usually helps make the writing better and clearer.
- Explain to students that they will have a chance to fix their article during another class period to make a final draft for their magazine.



**LESSON**  
**9**  
**Peer Editing**  
**Form**

## Edit and Revise

**Today's Job:** COPYEDITOR

**Today's Assignment:** Use this guide to practice copyediting and then use your new skills to edit the work of your peers.



**Learn How to Copyedit**

Review this copyediting key and example provided here.

## Copyediting Key & Example

	<b>Highlight misspelled words in <span style="background-color: yellow;">yellow</span></b>
	<b>Highlight the inserted word in <span style="background-color: red;">red</span></b>
	<b>Letter in <span style="background-color: blue;">blue</span> highlight needs to be capitalized</b>
	<b>Put <span style="background-color: green;">green</span> highlight on what needs to be lowercase</b>

### Peer Review

1. In order to complete the peer editing part of the assignment, you need to share your Google file with a friend. Do that now.
2. Refer to Lesson #8 read your friend's article.
3. Using the copyediting key above, make edits in your friend's Google file.
4. Make sure to add notes at the bottom to tell your friend what he/she can fix or change.
5. Once complete, share the file with the next Peer Editor, who will do the same thing. After two rounds, the article should be ready to be rewritten.





Lesson #9: PEER EDITING FORM - INFORMATIVE



PEER EDITOR #1: \_\_\_\_\_

**Clear, Well Organized, Developed Ideas:**

- I checked that the article has a clear beginning, middle, and end.
- I checked that the introductory sentence tells you what is to come.
- I checked that the descriptive detail is vivid and creates an image in the mind of the reader.

**Spelling:**

- I checked for words that were spelled wrong.
- I made suggestions for how to fix them.

**Punctuation:**

- I checked for periods, question marks, exclamation points.
- I checked for commas.
- I checked for double spacing between paragraphs.

**Grammar:**

- I checked to see if each sentence was complete.
- I checked to see if any words were out of place.

**I suggest that you fix/change:**



## Lesson #9: PEER EDITING FORM - INFORMATIVE



PEER EDITOR #2: \_\_\_\_\_

**Clear, Well Organized, Developed Ideas:**

- I checked that the article has a clear beginning, middle, and end.
- I checked that the introductory sentence tells you what is to come.
- I checked that the descriptive detail is vivid and creates an image in the mind of the reader.

**Spelling:**

- I checked for words that were spelled wrong.
- I made suggestions for how to fix them.

**Punctuation:**

- I checked for periods, question marks, exclamation points.
- I checked for commas.
- I checked for double spacing between paragraphs.

**Grammar:**

- I checked to see if each sentence was complete.
- I checked to see if any words were out of place.

**I suggest that you fix/change:**

# A PICTURE NEEDS ONLY A FEW WORDS

## JOB DESCRIPTION: ART EDITOR

### OBJECTIVE

Students will research, gather, and create photographs, graphics, and other images, which will appear with their argumentative and informative articles.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source, and integrate the information while avoiding plagiarism.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization                          |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input checked="" type="checkbox"/> Problem Solving                       |
| <input checked="" type="checkbox"/> Leadership                             | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input type="checkbox"/> Written Communication                            |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: *Working in consultation with the art director, **art editors** are responsible for the visual style or “look” of a magazine as it is presented in the page-by-page arrangement of words and images, and in the characteristic design features of the cover.*
- Ask students: *Why do you think it is important for a magazine to have a strong art team?* Suggested answers include: They are creative and know how to find good images that will attract readers; they know how to balance text and images to make the magazine appealing; and they make information easy to digest.
- Tell students that today they will take on the role of an **art editor** by researching or creating images, graphics, and illustrations for their magazine project.





## DIRECT INSTRUCTION (15 MINUTES)

- Explain to students that photographs, illustrations, and other forms of imagery and artwork play an important part in the page-by-page layout of the magazine. They are used to inform, illustrate, decorate, and entertain in ways that are relevant to the articles they accompany. The way they interact with articles and other textual features defines the magazine's visual style.
- Explain that **captions** are brief descriptions to connect a photograph, illustration, or other forms of imagery or artwork to the particular content of the article it appears with. The image helps the reader to understand the article, and the caption helps the reader to understand the image.
- Ask students to turn to Lesson #10 and spend five minutes brainstorming and jotting down captions for the two pictures included. Then ask for volunteers to share their caption ideas. Ask others to share why they liked or disliked the captions.
- Continue with the second part of Lesson #10. Remind them that the images they look for should support the focus of their magazine and articles.

LESSON  
**10**  
Choosing  
Graphics


**A Picture Needs Only a Few Words**

**TODAY'S JOB:** ART EDITOR  
**TODAY'S ASSIGNMENT:** Start thinking about which photos or graphics you might use to complement your argumentative and informative articles.

**Caption It**  
Write captions for these two photographs.



Caption: \_\_\_\_\_




Caption: \_\_\_\_\_

LESSON #10 27

**Choose a Graphic**

Go to the library or use computers available at your school to search for photographs, illustrations, or other artwork to use with your argumentative and informative articles.

ARTICLE TITLE	PHOTOGRAPH, GRAPHIC, OR ARTWORK	CAPTION
<p><b>Example:</b> How to Cook a Perfect Turkey for Thanksgiving</p>		<p><b>Example:</b> Tom the Turkey never looked so good! Tips for making your Thanksgiving Tom-Terrific!</p>
<p>Argumentative article title:</p>	<p>Paste or draw artwork here:</p>	<p>Caption:</p>
<p>Informative article title:</p>	<p>Paste or draw artwork here:</p>	<p>Caption:</p>

28 AFTER THE STORM: MAGAZINE MAKER PROJECT



## INDEPENDENT/GROUP WORK (25 MINUTES)

**Note to Teachers:** To do this activity, students will ideally need access to the library or to computers so they can search for photographs, illustrations, or other artwork to use with their argumentative and



*informative articles. If they have technology such as phone or computer cameras, they also can use these. If technology is not available, students should draw sketches and note where they will search for and obtain the photographs/illustrations.*

- Students will work independently to complete the second part of Lesson #10. Explain to students that they will use the library, computers, or available cameras to take photos or find art or illustrations for their articles.



### **DISCUSSION/CLOSING (15 MINUTES)**

- Ask students to share the images they selected to accompany their argumentative and informative articles as well as the captions they wrote for each.
- Explain to students that they will have additional time to locate/create the different images and to write their captions before the project is complete.
- Tell students that if they plan to take photographs or search for images online at home, it will count as an independent homework assignment.



LESSON  
**10**  
Choosing  
Graphics

## A Picture Needs Only a Few Words

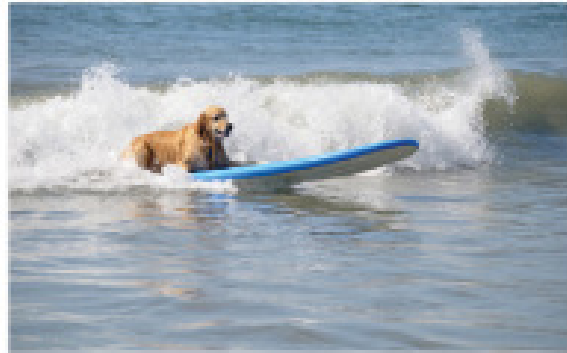
**TODAY'S JOB:** ART EDITOR

**TODAY'S ASSIGNMENT:** Start thinking about which photos or graphics you might use to complement your argumentative and informative articles.



### Caption It

Write captions for these two photographs.



Caption: \_\_\_\_\_  
\_\_\_\_\_




Caption: \_\_\_\_\_  
\_\_\_\_\_





**Choose a Graphic**

Go to the library or use computers available at your school to search for photographs, illustrations, or other artwork to use with your argumentative and informative articles.

ARTICLE TITLE	PHOTOGRAPH, GRAPHIC, OR ARTWORK	CAPTION
<p><b>Example:</b> How to Cook a Perfect Turkey for Thanksgiving</p>		<p><b>Example:</b> Tom the Turkey never looked so good! Tips for making your Thanksgiving Tom-Terrific</p>
<p><b>Argumentative article title:</b></p>	<p>Paste or draw artwork here:</p>	<p><b>Caption:</b></p>
<p><b>Informative article title:</b></p>	<p>Paste or draw artwork here:</p>	<p><b>Caption:</b></p>



# ARE YOU BUYING THIS?

## JOB DESCRIPTION: ADVERTISING COPYWRITER

### OBJECTIVE

Students will create an advertisement for their magazine.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.R.4:** Interpret words and phrases as they are used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats.
- **CCSS.ELA-Literacy.CCRA.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |   |  |
|---|--|
| <input type="checkbox"/> Collaboration and Interpersonal Skills           | <input checked="" type="checkbox"/> Organization               |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making | <input type="checkbox"/> Problem Solving                       |
| <input checked="" type="checkbox"/> Leadership                            | <input type="checkbox"/> Verbal Communication and Presentation |
|   | <input type="checkbox"/> Written Communication                 |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: **Advertising copywriters** are responsible for generating the words and slogans to accompany advertising visuals.
- Ask students what qualities they think a good **advertising copywriter** needs. Suggested replies include: the ability to write catchy, persuasive copy that sells every client's products or services; strong command of the English language with an eye for catching spelling





and grammatical errors; ability to come up with original ideas for ad campaigns; and a thick skin because your copy will be revised many times.

- Tell students that today they will take on the role of an **advertising copywriter** by creating an advertisement for their magazine.



### **DIRECT INSTRUCTION (20 MINUTES)**

- Ask students to turn to a partner and spend five minutes talking about the different ways there are to advertise. Go around the room and write answers on the whiteboard. Answers should include television, magazines, newspapers, websites, logos on clothing and accessories, flyers, posters, movie trailers, and more.
- Using the magazines collected for Lesson #2, pass out 3–4 per group. Ask students to spend five minutes flipping through pages, paying particular attention to the advertisements. What patterns do they see? Answers will vary, but should include Advertisements should match the interests of the magazine’s audience; They should state the name of the product/service; and Advertisements that are most eye catching include a photograph or illustration and a fun caption.
- Ask students: *Which specific advertisements “stick in your head?” What makes these advertisements memorable?* (They might mention music, catchy slogans, celebrity appearances, the appeal of the product itself, and so forth.) Explain that print advertisements most often include a catchphrase or slogan. Catchphrases and slogans make the advertisement fun/interesting and help the reader/viewer remember it.
- Ask students: *Can you think of any catchphrases or slogans you’ve seen in advertisements?* If students do not identify any, you can offer the following examples: Nike uses “Just Do It;” McDonalds uses “I’m lovin’ it;” and State Farm Insurance uses “Like a good neighbor, State Farm is there.”

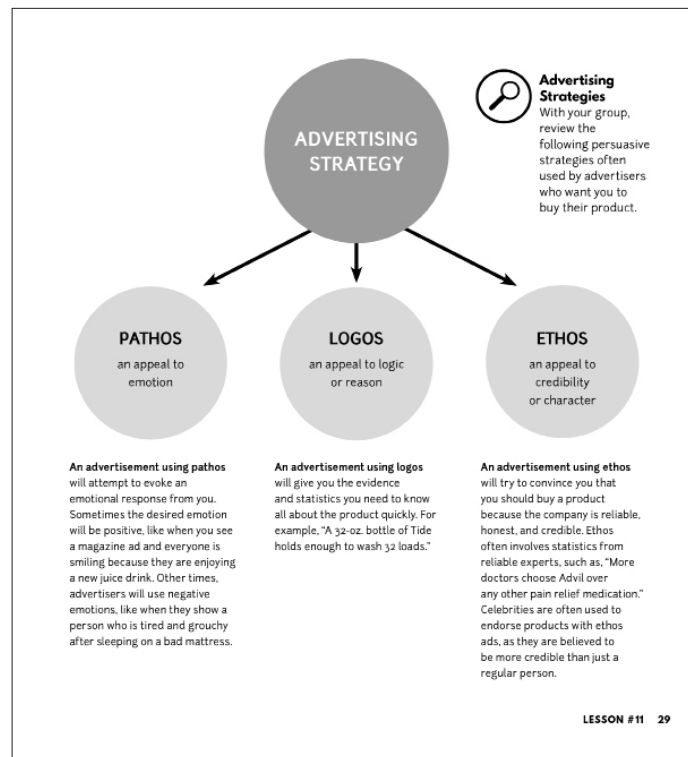




## INDEPENDENT/GROUP WORK (30 MINUTES)

- Explain to students that they will be using this lesson to outline the design of an ad for their magazine. Each magazine needs to have three advertisements in all for different products.
- Turn to Magazine Maker #11 and have one student read aloud the persuasive strategies often used by advertisers who want you to buy their product. For each, ask if students can think of a commercial they have seen on television that uses that strategy. Instruct students to work in groups to complete their Lesson #11. While each student must create his/her own ad, the groups may work together to brainstorm ideas. The goal is to have three different ads for each magazine.

See Lesson #11



## DISCUSSION/CLOSING (10 MINUTES)

- Bring the class back together and ask 2-3 volunteers to share their product and catchphrase/slogan with the class.



LESSON  
**11**  
Creating  
an Ad

## Are You Buying This?

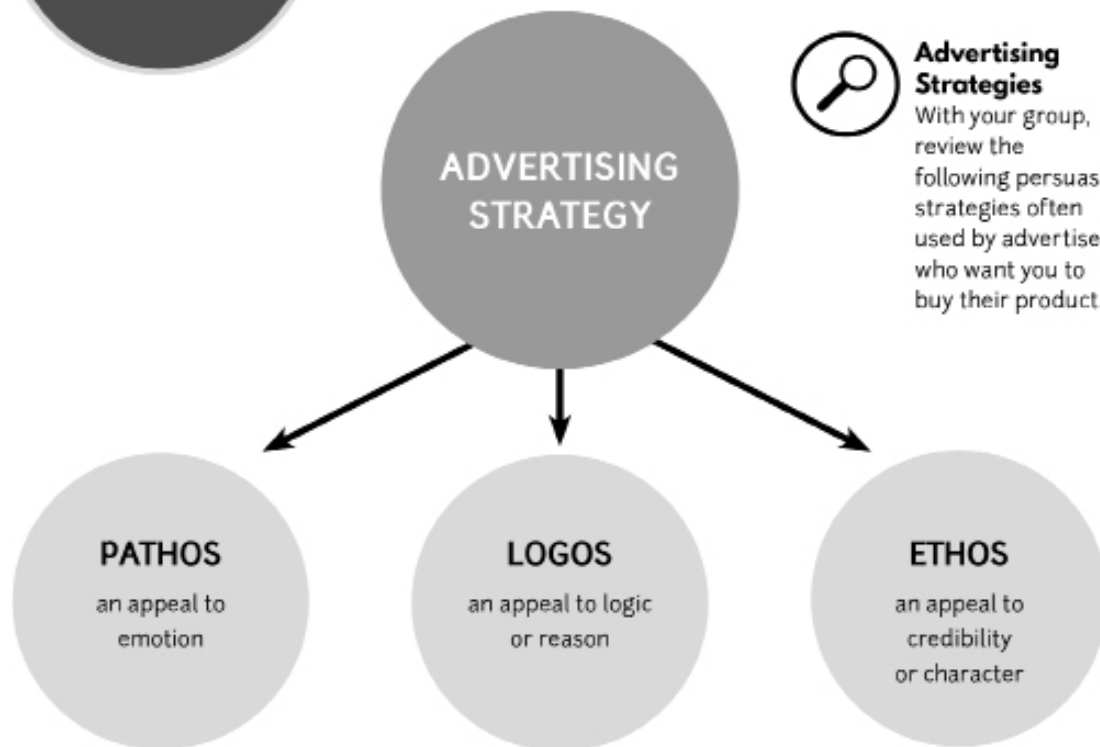
**TODAY'S JOB: ADVERTISING COPYWRITER**

**TODAY'S ASSIGNMENT:** Use various advertising techniques to guide your designs and choices for your advertisement images.



### Advertising Strategies

With your group, review the following persuasive strategies often used by advertisers who want you to buy their product.



### PATHOS

an appeal to emotion

**An advertisement using pathos** will attempt to evoke an emotional response from you. Sometimes the desired emotion will be positive, like when you see a magazine ad and everyone is smiling because they are enjoying a new juice drink. Other times, advertisers will use negative emotions, like when they show a person who is tired and grouchy after sleeping on a bad mattress.

### LOGOS

an appeal to logic or reason

**An advertisement using logos** will give you the evidence and statistics you need to know all about the product quickly. For example, "A 32-oz. bottle of Tide holds enough to wash 32 loads."

### ETHOS

an appeal to credibility or character

**An advertisement using ethos** will try to convince you that you should buy a product because the company is reliable, honest, and credible. Ethos often involves statistics from reliable experts, such as, "More doctors choose Advil over any other pain relief medication." Celebrities are often used to endorse products with ethos ads, as they are believed to be more credible than just a regular person.





### Plan Your Ad Strategy

Plan your magazine ad using these questions.

Magazine title/theme: \_\_\_\_\_

Product or service I will advertise: \_\_\_\_\_

Technique I will use:  Pathos     Logos     Ethos

Target audience: \_\_\_\_\_

Catchphrase: \_\_\_\_\_

Describe what the ad will include: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





### Plan Your Ad Strategy

Plan your magazine ad using these questions.

Magazine title/theme: \_\_\_\_\_

Product or service I will advertise: \_\_\_\_\_

Technique I will use:  Pathos     Logos     Ethos

Target audience: \_\_\_\_\_

Catchphrase: \_\_\_\_\_

Describe what the ad will include: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# GETTING IT READY FOR PUBLICATION! (PART 1)

## JOB DESCRIPTION: EDITOR

**Note to Teachers:** Lessons #12 and #13 provide time for you and students to “catch up”—for you to meet individually with students to give them feedback on their two articles and accompanying graphics (Lesson #12) and on their ads (Lesson #13), and for students to finalize their work for publication. Pacing and order for these two lessons are up to you. Students ideally will have access to computers for typing final versions of their articles, finishing their search for photos and artwork, and completing their ads. If computers are not available, students should copy final texts onto blank paper and put them in a folder for their group’s magazine. Lesson #12 provides a review of the articles; Lesson #13 is a review of the advertisement work. They are designed to complement each other and be interchangeable.

## OBJECTIVE

Students will meet individually with teacher for feedback on their argumentative and informative articles and graphics, then type and finalize them for publication



## COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-Literacy.CCRA.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA.Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.CCRA.W.6:** Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.





### WORKPLACE SKILLS

- ✓ Collaboration and Interpersonal Skills
- ✓ Critical Thinking and Decision Making
- ✓ Leadership
- ✓ Organization
- ✓ Problem Solving
- ✓ Verbal Communication and Presentation
- ✓ Written Communication



### CAREER CONNECTION (5 MINUTES)

- Remind students of this job description: *The **editor** of a magazine decides what goes into every issue and selects the writers who produce articles and other written content. The editor reads and approves all magazine content.*
- Explain to students that today and during the next class period, they will once again take on the role of an **editor** and will work with you to polish and complete their articles.



### DIRECT INSTRUCTION (5 MINUTES)

- Explain to students that you will meet briefly with each student to give them some feedback on their articles. Then they will type up, rewrite, and finalize their two articles (with photographs, illustrations, and graphics), using comments/edits from their peers and from you.
- Remind students that the *final draft* will be what's included in their published magazine. Although they will have a chance to make last-minute edits before submitting their final projects, these drafts should reflect their best work.



### INDEPENDENT/GROUP WORK (45 MINUTES)

- While you begin to meet with some students, others should turn to Lesson #12. They should use the checklists there to self-check their articles and make final corrections.
- Teacher note: Be sure to note how students rate their work and to record your assessment in each student book.
- As you meet with students, they should incorporate your feedback and either begin typing final versions on a computer or writing final versions on blank paper.



Article Review Checklist,  
see Lesson #12

LESSON  
**12**  
Article Review  
Checklist

**Getting it Ready  
for Publication! (Part I)**

**TODAY'S JOB:** EDITOR  
**TODAY'S ASSIGNMENT:** Review your argumentative and informative articles with your teacher and make final changes.

**Checklist for Argumentative Article Review**  
Use this checklist to assess your work, then meet with your teacher.

I made sure I ...	Self-check	Teacher Check
... grabbed the reader's attention with a good headline.		3 2 1
... started my work with an introductory paragraph that made my point of view clear.		3 2 1
... supported my argument in the body paragraph(s) with evidence (examples and facts) based on credible sources.		3 2 1
... finished my work with a concluding paragraph that logically follows from my argument and evidence.		3 2 1
... found a good photograph, illustration, or graphic to include with article.		3 2 1
... wrote a good caption for the photograph, illustration, or graphic.		3 2 1
... used proper capitalization and punctuation.		3 2 1
... used complete sentences and proper grammar.		3 2 1
... corrected all spelling mistakes.		3 2 1

**TEACHER CHECK:** 3 = Mastered - 2 = Progressing nicely - 1 = Needs a bit more work

32 AFTER THE STORM: MAGAZINE MAKER PROJECT



**DISCUSSION/CLOSING (5 MINUTES)**

→ Explain to the class that they will have opportunities to finish their final drafts during the next class, and that it is their responsibility to ensure that all articles and advertisements are completed during the next few lessons.





LESSON  
**12**  
Article Review  
Checklist

## Getting it Ready for Publication! (Part I)

**TODAY'S JOB:** EDITOR

**TODAY'S ASSIGNMENT:** Review your argumentative and informative articles with your teacher and make final changes.



### Checklist for Argumentative Article Review

Use this checklist to assess your work, then meet with your teacher.

I made sure I ...	Self-check	Teacher Check
... grabbed the reader's attention with a good headline.		3 2 1
... started my work with an introductory paragraph that made my point of view clear.		3 2 1
... supported my argument in the body paragraph(s) with evidence (examples and facts) based on credible sources.		3 2 1
... finished my work with a concluding paragraph that logically follows from my argument and evidence.		3 2 1
... found a good photograph, illustration, or graphic to include with article.		3 2 1
... wrote a good caption for the photograph, illustration, or graphic.		3 2 1
... used proper capitalization and punctuation.		3 2 1
... used complete sentences and proper grammar.		3 2 1
... corrected all spelling mistakes.		3 2 1

**TEACHER CHECK:** 3 = Mastered • 2 = Progressing nicely • 1 = Needs a bit more work



LESSON  
**12**  
**Article Review  
Checklist**

**TODAY'S JOB: EDITOR**

**TODAY'S ASSIGNMENT:** Review your argumentative and informative articles with your teacher and make final changes.

**Checklist for Informative Article Review**

Use this checklist to assess your work, then meet with your teacher.

I made sure I ...	Self-check	Teacher Check
... grabbed the reader's attention with a good headline.		3 2 1
... started my work with an introductory paragraph that made my point of view clear.		3 2 1
... supported my argument in the body paragraph(s) with evidence (examples and facts) based on credible sources.		3 2 1
... finished my work with a concluding paragraph that logically follows from my argument and evidence.		3 2 1
... found a good photograph, illustration, or graphic to include with article.		3 2 1
... wrote a good caption for the photograph, illustration, or graphic.		3 2 1
... used proper capitalization and punctuation.		3 2 1
... used complete sentences and proper grammar.		3 2 1
... corrected all spelling mistakes.		3 2 1

**TEACHER CHECK:** 3 = Mastered • 2 = Progressing nicely • 1 = Needs a bit more work



# GETTING IT READY FOR PUBLICATION! (PART 2)

## JOB DESCRIPTION: EDITOR

**Note to Teachers:** Lessons 12 and 13 provide time for you and students to “catch up”—for you to meet individually with students to give them feedback on their two articles, and accompanying graphics (Lesson #12) and on their ads (Lesson #13), and for students to finalize their work for publication. Pacing and order for these two lessons is up to you. Students will ideally have access to computers for typing final versions of their articles, finishing their search for photos and artwork, and completing their ads. If computers are not available, students should copy final text onto blank paper and put them into a folder for their group’s magazine.

## OBJECTIVE

Students will meet individually with teacher for feedback on their advertisements, and type and finalize them for publication.



## COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-Literacy.CCRA.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.CCRA.W.6:** Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.





### WORKPLACE SKILLS

- ✓ Collaboration and Interpersonal Skills
- ✓ Critical Thinking and Decision Making
- ✓ Leadership
- ✓ Organization
- ✓ Problem Solving
- ✓ Verbal Communication and Presentation
- ✓ Written Communication



### CAREER CONNECTION (5 MINUTES)

- Remind students of this job description: *The **editor** of a magazine decides what goes into every issue and selects the writers who produce articles and other written content. The editor reads and approves all magazine content.*
- Explain to students that today and during the next class period they will take on the role of an **editor** once again and will work with you to polish and complete their ads.



### DIRECT INSTRUCTION (5 MINUTES)

- Explain to students that you will meet briefly with each student to give them some feedback on their ads. Then they will type up, rewrite, and finalize their ads (with photographs, illustrations, and graphics), using comments/edits from their peers and from you.
- Remind students that the *final draft* will be what's included in their published magazine. Although they will have a chance to make last minute edits before submitting their projects, these final drafts should reflect their best work.



### INDEPENDENT/GROUP WORK (45 MINUTES)

- While you begin to meet with some students, others should turn to Lesson #13. They should use the checklists there to self-check their work on the advertisements and make final corrections.
- Teacher note: Be sure to note how students rate their work and to record your assessment in each student book.
- As you meet with students, they should incorporate your feedback and either begin typing final versions on a computer or writing final versions on blank paper.



### DISCUSSION/CLOSING (5 MINUTES)

- Explain to the class that they will have opportunities to finish their final drafts during the next class and that it is their responsibility to ensure that all articles and advertisements are completed during the next few lessons.



LESSON  
**13**  
Advertising  
Review  
Checklist

## Getting it Ready for Publication! (Part II)

**TODAY'S JOB:** EDITOR

**TODAY'S ASSIGNMENT:** Review your advertising graphics with your teacher and make final changes.



### Checklist for Advertisement Editing Review

Use this checklist to assess your work, then meet with your teacher.

I made sure I ...	Self-check	Teacher Check
... chose a product to advertise that fits the magazine's theme.		3 2 1
... identified an appropriate audience.		3 2 1
... created a catchphrase for the advertisement.		3 2 1
... used one of the three advertising techniques – pathos, logos, or ethos		3 2 1
... created an appropriate photo, illustration, or graphic for the advertisement.		3 2 1
... used proper capitalization and punctuation.		3 2 1
... used complete sentences and proper grammar.		3 2 1
... corrected all spelling mistakes.		3 2 1

**TEACHER CHECK:** 3 – Mastered • 2 – Progressing nicely • 1 – Needs a bit more work



# WE'VE GOT IT COVERED!

## JOB DESCRIPTION: ART DIRECTOR

### OBJECTIVE

Students will create a magazine cover for their upcoming publication.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- Collaboration and Interpersonal Skills
- Critical Thinking and Decision Making
- Leadership
- Organization
- Problem Solving
- Verbal Communication and Presentation
- Written Communication



### CAREER CONNECTION (5 MINUTES)

- Share this job description with students: **Art directors** are responsible for the visual style of a magazine—the style features that are consistent from issue-to-issue, as well as the design of the cover and inside pages of individual issues.
- Explain that **art directors** generally choose the color palette for fixed visual features and text heads in a magazine. They know how to balance text and image to give the magazine its unique visual identity.
- Tell students that today they will take on the role of an **art director** by creating a cover for their magazine.

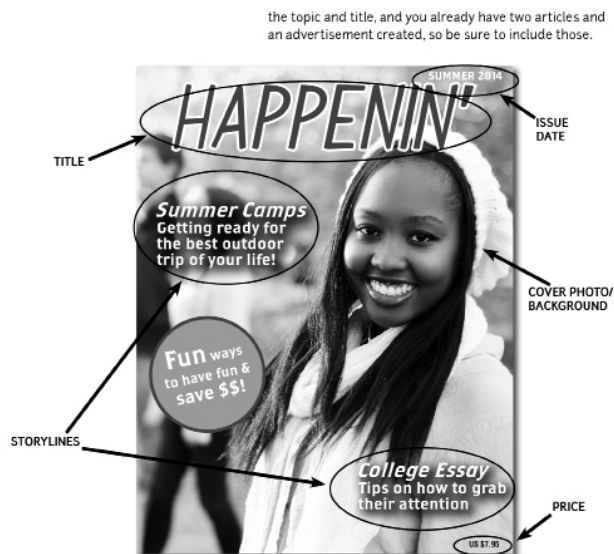




## DIRECT INSTRUCTION (10 MINUTES)

- Tell students that magazine covers are very important—both to promote sales at newsstands and to showcase the magazine's **brand**. Explain that a **brand** is the identity or image that the magazine wants to portray to the public
- Tell them these interesting facts: 1. Eighty percent of magazine newsstand sales are determined by what is shown on the cover, and that how well each cover sells that magazine issue can mean the difference between a magazine's success or failure over time. 2. The average reader spends only three to five seconds scanning a magazine cover before deciding whether to buy that issue. A cover has to make a big impact quickly.
- Tell the class that when creating magazine covers, art directors must find words and pictures to summarize the content of that issue and make it appealing to potential readers. A cover's layout, graphics, type style, and headlines summarize and give clues about the magazine's content. Hand out some magazines and lead a discussion about their covers by asking the following: 1. *Based on this cover, what will be the most important topic found inside? How do you know?* 2. *Would you buy this magazine based on its cover? Why or why not?* 3. *If you has been the art director for this cover, what part might you have designed differently? Why?*
- Instruct students to turn to Lesson #14. Review the sample cover page together and note the components highlighted below (date, title, story lines, photo, and price).

### Sample Magazine Cover & Features. See Lesson #14





### **INDEPENDENT/GROUP WORK (40 MINUTES)**

- Students will work with their team to create *one magazine cover*. They should use the design template in Lesson #14 to sketch their ideas. They will have time in another lesson to polish and finish their cover.



### **DISCUSSION/CLOSING (5 MINUTES)**

- Bring the class back together and ask one or more groups to share their cover outlines with the class.
- Ask students from the other teams: *What aspects of this group's cover make you want to buy their magazine?*
- Remind students that they will have time to finalize their cover and complete their overall magazine layout in the next lesson.





LESSON  
**14**  
Cover Outline

## We've Got it Covered!

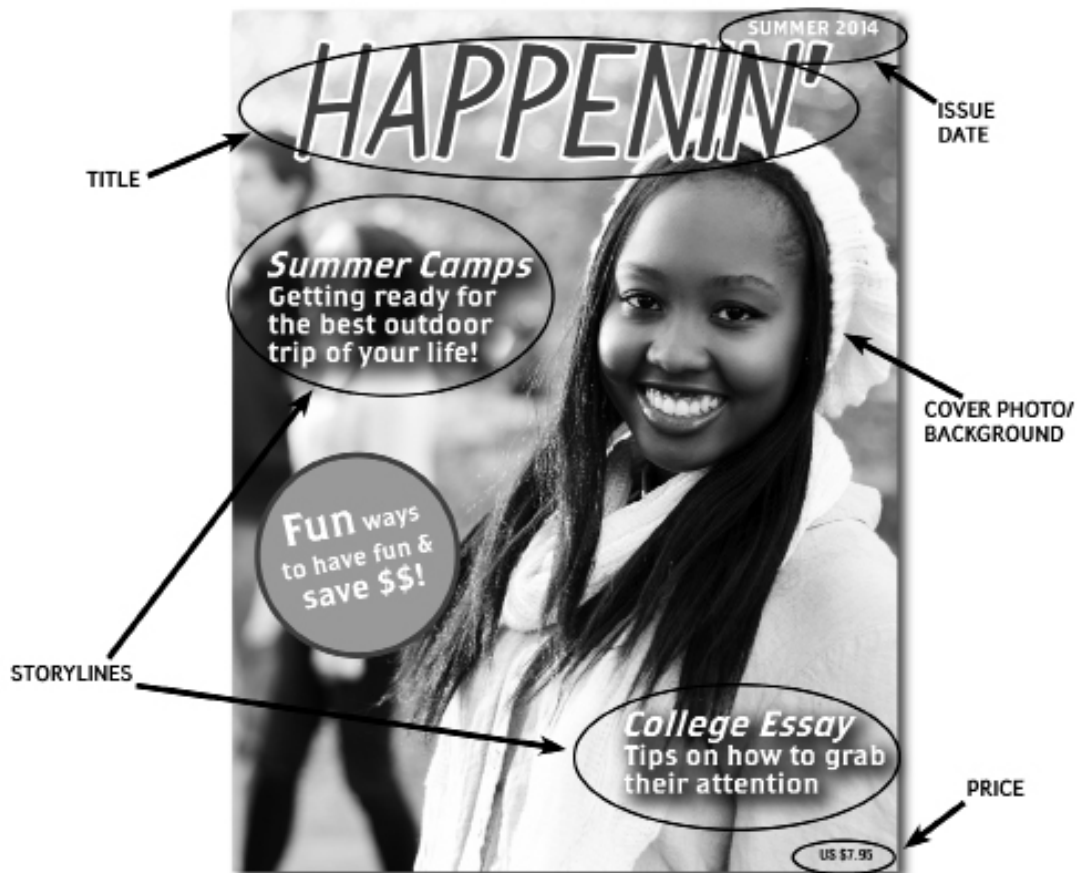
### TODAY'S JOB: ART DIRECTOR

**TODAY'S ASSIGNMENT:** Use what you learn here to design a cover outline for your magazine and to begin to sketch what it will look like.



### Sample Magazine Cover Directions

Your magazine cover can be based on an existing magazine. For example, you can use the layout of a teen magazine, but design it with your own photos, titles, and story lines. Or you can create your own magazine totally from scratch. Remember that you already have selected the topic and title, and you already have two articles and an advertisement created, so be sure to include those.





### Cover Outline

Your cover must include:

1. A title
2. A cover photo/background (sketch yours in the gray area)
3. Several story-line titles (which of the six stories do you want to highlight on the cover?)
4. Issue date
5. Issue price

Fill in the information in this template to guide your cover design choices.

The template is a rectangular box representing a magazine cover. It is divided into several sections:

- Section 1:** A thick black horizontal bar at the top, intended for the title.
- Section 2:** A large gray rectangular area in the center, intended for a cover photo or background.
- Section 3:** A white rectangular box on the left side of the gray area, intended for story-line titles.
- Section 4:** A small white rectangular box in the top right corner, intended for the issue date.
- Section 5:** A small white rectangular box in the bottom right corner, intended for the issue price.

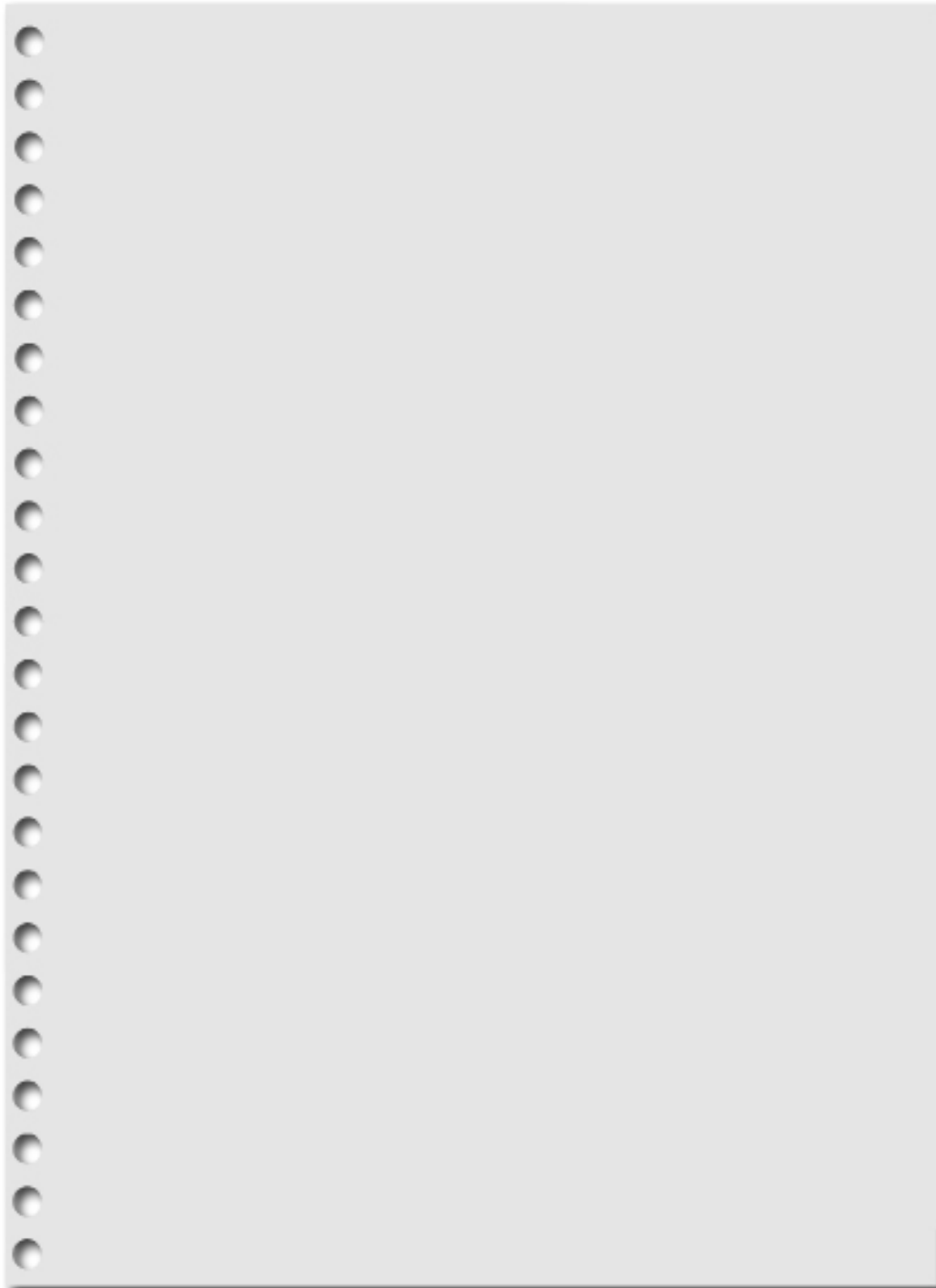
An arrow labeled "Your choice!" points to a gray circle on the left side of the gray area, indicating where to place a cover photo or background.





**Sketch!**

Maybe you want your magazine cover layout to look different from the one on the previous page. Sketch your own here.



# MAPPING IT OUT

## JOB DESCRIPTION: EDITORIAL ASSISTANT

**Note to Teachers:** For this lesson, it would be ideal to have a few packages of 2" x 2" Post-it notes so every group in the class can have 10 blank Post-its to write on. Scrap paper will work just as well, or even a pencil to complete the Page Map if you don't have Post-its.

## OBJECTIVE

Students will create the Table of Contents for their magazine.



## COMMON CORE STATE STANDARDS

**CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



## WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization                          |
| <input type="checkbox"/> Critical Thinking and Decision Making             | <input checked="" type="checkbox"/> Problem Solving                       |
| <input type="checkbox"/> Leadership  | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input checked="" type="checkbox"/> Written Communication                 |



## CAREER CONNECTION (5 MINUTES)

- Share this job description: **Editorial assistants** perform a wide range of support tasks for magazines and other publications, such as keeping track of timelines and organizing material.
- Tell students that today they will take on the role of an **editorial assistant** by helping to create the Table of Contents for their magazine.



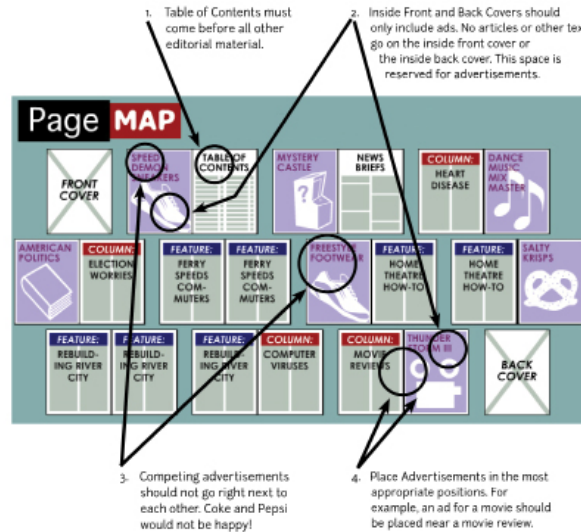
## DIRECT INSTRUCTION (15 MINUTES)

- Tell students that editorial assistants use a tool called a *page map* to show the page order in which all of the articles, art/graphics, and advertisements will appear in an issue. Once a page map is created, it is very easy to create a *Table of Contents*.



- Instruct students to turn to Lesson #15 in their books. Together, review the sample page map from a local community magazine that's provided here. Explain that it shows the order of the magazine's pages, from front cover to back cover and all that is in between. Tell them that magazine editors follow these general rules when laying out their issues:

**Page Map Maker**  
See Lesson #15



- Next, look at the sample Table of Contents. Explain to students that once a page map is finalized, it will be easy to write a Table of Contents.
- Ask students to explain the purpose of the Table of Contents. Explain that its goal is to provide readers with a complete list of the articles (not ads!) that appear in the magazine, and to tell readers the page number of each article.

**Sample Table of Contents**  
See Lesson #15

<i>HAPPENIN'</i>	
News Briefs	5
Heart Disease	6
Election Worries	9
Ferry Speeds Commuters	10
Home Theatre How To	13
Rebuilding River City	16
Computer Viruses	17
Movie Reviews	18





### INDEPENDENT/GROUP WORK (30 MINUTES)

→ Give each group 10 or more Post-its and instruct them to write the following on them (scrap paper will work too, or they can simply write in pencil on their charts). **Each student's argumentative article, informative article, ad, and photos or other graphics should be included.**

- Table of Contents
- Article #1 [Title]
- Article #2 [Title]
- Article #3 [Title]
- Article #4 [Title]
- Article #5 [Title]
- Article #6 [Title]
- Ad #1 for [fill in what it is]
- Ad #2 for [fill in what it is]
- Ad #3 for [fill in what it is]

→ Instruct each team to build their page map by placing the Post-its in different order on a table or desk, trying out different ways the articles and ads should be placed. Encourage the groups to come to consensus on where things belong in their magazines. If completing the page map without Post-its or paper scraps, make sure the students write in pencil.

→ Complete the outline for the Table of Contents in Lesson #15. Students will be given time during the next class period to type up their Table of Contents and make it look presentable.



### DISCUSSION/CLOSING (10 MINUTES)

→ Ask each team to keep their page map on the table.

→ Instruct each group to rotate (clockwise or counterclockwise) from table to table to review the work of other teams.

→ Give students 3-5 minutes at each table before asking them to move to the next.

→ Emphasize that they are to look at but not touch the work as they move from table to table.

→ Bring the class back together and ask student volunteers to share an interesting feature they noticed on a team's page map.



LESSON  
**15**  
Creating your  
Table of  
Contents

## Mapping it Out

**TODAY'S JOB:** EDITORIAL ASSISTANT

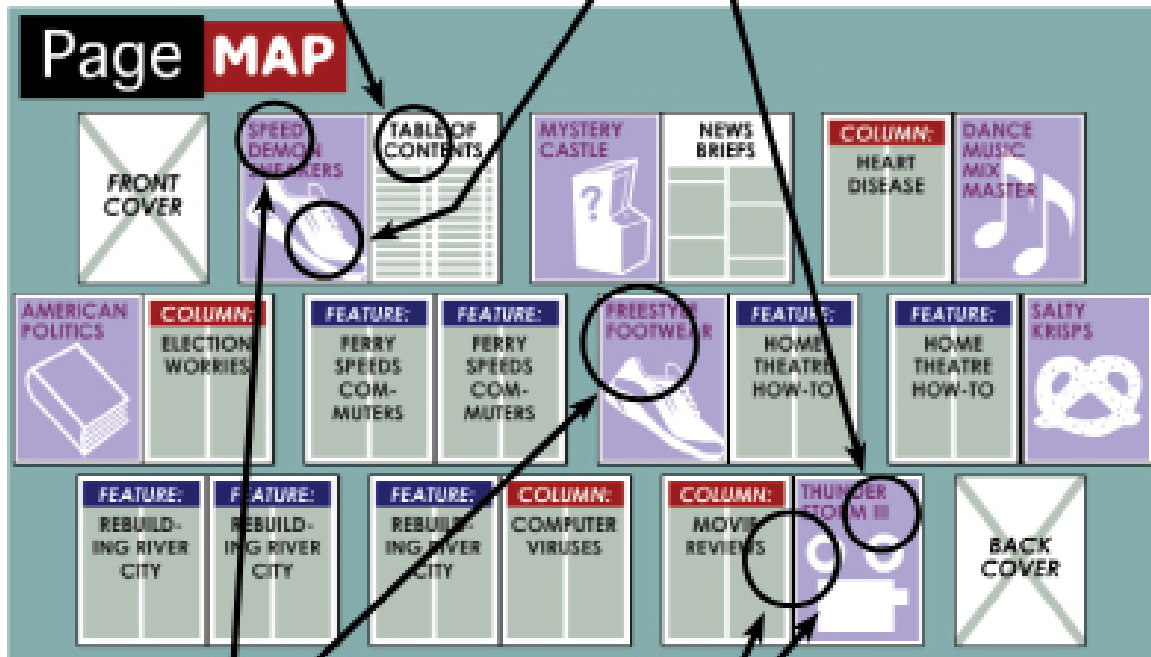
**TODAY'S ASSIGNMENT:** Use what you learn here to create a page map for your magazine.



### Sample Page Map

Review the sample page map from a local lifestyle magazine.

1. Table of Contents must come before all other editorial material.
2. Inside Front and Back Covers should only include ads. No articles or other text go on the inside front cover or the inside back cover. This space is reserved for advertisements.



3. Competing advertisements should not go right next to each other. Coke and Pepsi would not be happy!
4. Place Advertisements in the most appropriate positions. For example, an ad for a movie should be placed near a movie review.



## Creating Your Table of Contents

Page Map for \_\_\_\_\_ Magazine



### Page Map Maker

Place the Post-its around your page map, trying out different ways the articles and ads might be placed. Once done, every student should write out their page map in their own books.

Cover	Inside Front Cover	1	2	3	
4	5	6	7	8	
9	10	Inside Back Cover	Back Cover		





**Sample Table of Contents**

Review the sample table of contents from a local lifestyle magazine.

# HAPPENIN'

---

News Briefs	5
Heart Disease	6
Election Worries	9
Ferry Speeds Commuters	10
Home Theatre How To	13
Rebuilding River City	16
Computer Viruses	17
Movie Reviews	18





LESSON  
**16**

# GETTING IT READY FOR PUBLICATION (PART 3)

## JOB DESCRIPTION: EDITOR

**Note to Teachers:** Lesson 16 provides time for you and students to “catch up”—for you to meet individually with students to give them feedback on their cover and their Table of Contents, and for students to finalize their work for publication. Students ideally will have access to computers or art materials to finalize their covers and/or type up their Table of Contents. If computers are not available, students should copy final designs and text onto blank paper and put them into a folder for their group’s magazine.

## OBJECTIVE

Students will finalize their magazine cover and table of contents.



## COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.CCRA.W.6:** Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.



## WORKPLACE SKILLS

- ✓ Collaboration and Interpersonal Skills
- ✓ Critical Thinking and Decision Making
- ✓ Leadership
- ✓ Organization
- ✓ Problem Solving
- ✓ Verbal Communication and Presentation
- ✓ Written Communication





### CAREER CONNECTION (3 MINUTES)

- Remind students of this job description: *The **editor** of a magazine decides what goes into every issue and selects the writers who produce articles and other written content. The editor reads and approves all magazine content.*
- Explain to students that today they will once again take on the role of an **editor** and will work with you to polish and complete their magazine cover and table of contents.



### DIRECT INSTRUCTION (10 MINUTES)

- Explain to students that during the group work time you will meet briefly with each group to give them some feedback on their magazine. Then they will finish their cover and table of contents.
- Make sure while meeting with each group that you review the magazine for organization, style, and creativity, and that you give the team some feedback on their teamwork and participation.
- Teacher note: Be sure to note how students rate their work and to record your assessment in each student book.



### INDEPENDENT/GROUP WORK (45 MINUTES)

- Students will use Lesson #16 and work in teams to complete the layout for their magazine.



### DISCUSSION/CLOSING (2 MINUTES)

- Bring the class back together and tell them they'll be creating individual resumés in the next lesson.



LESSON  
**16**  
Publication  
Review  
Checklists

## Getting It Ready for Publication! (Part III)

**TODAY'S JOB:** EDITOR

**TODAY'S ASSIGNMENT:** Review your cover and table of contents designs with your teacher and make final changes.



### Checklist for Publication Review

Use this checklist to assess your work, then meet with your teacher.

I made sure I ...	Self-check	Teacher Check
... gave our magazine a title.		3   2   1
... used a background image or photograph on the cover.		3   2   1
... included two storylines on the cover that express the magazine's main ideas.		3   2   1
... included the issue price and the issue date of the magazine.		3   2   1
... wrote a table of contents that references two magazine articles for each person in our group.		3   2   1
... designed a page map illustrating where everything in our magazine goes.		3   2   1

**TEACHER CHECK:** 3 = Mastered • 2 = Progressing nicely • 1 = Needs a bit more work



# GETTING IT OUT THERE

## JOB DESCRIPTION: CIRCULATION MANAGER

### OBJECTIVE

Students will plan some initial ways to promote, market, and distribute their new magazines to their target audiences.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- Collaboration and Interpersonal Skills
- Critical Thinking and Decision Making
- Leadership
- Organization
- Problem Solving
- Verbal Communication and Presentation
- Written Communication



### CAREER CONNECTION (5 MINUTES)

- Share this job description: The **circulation manager** plans different ways to get the magazine into the hands of as many readers in the target audience as possible.
- Explain to students that a big part of a **circulation manager's** job involves trying to increase the number of readers and subscribers a publication has. To do that, they need to work with other staff in promotions, production, and advertising.
- Tell students that today they will take on the role of a **circulation manager** and will have to map out a marketing plan for distributing their new magazine.





### DIRECT INSTRUCTION (10 MINUTES)

- Invite students to make a list with you on your whiteboard. Ask students to name all the ways a person might buy or get a magazine. Answers will include buying it at a newsstand or store (drugstore, supermarket), purchasing a subscription so that it comes to your home each month, receiving a free copy as a give-away, or viewing an online version for a fee.
- Ask students to turn to Lesson #17 and together review the four P's in marketing: Product, Price, Place/Distribution, and Promotion.
- Explain to students that today they are going to work in groups to map out a marketing and distribution plan for their magazine.



### INDEPENDENT/GROUP WORK (40 MINUTES)

- Tell teams to come together and spend 5 minutes reading through the list of strategies in Lesson #17. These are just some of the ways magazines get their product into the hands of consumers.
- Ask students if they can think of other strategies not included on this list.
- Tell students that they need to select **three** strategies to begin to get readers and subscribers for their new magazine: a **live promotion** (such as an event or party); an **online strategy**, such as an offer on Facebook; and a **store** where they think their target audience shops and that will agree to sell their magazine. They then need to write a memo to the publisher explaining why they chose these strategies and what their plans are for implementing them. Instruct students to use the memo in Lesson #17, as well as the questions provided, to map out their plan.



### DISCUSSION/CLOSING (5 MINUTES)

- Invite student teams to share with a show of hands which strategies they chose. For any not chosen, ask students why these weren't used.



LESSON  
**17**  
Circulation  
Plan

## Getting It Out There!

**TODAY'S JOB:** CIRCULATION MANAGER

**TODAY'S ASSIGNMENT:** When marketing a new product, there are 4 P's to consider: Product, Price, Promotion, and Place/Distribution.



### 4 P's of Marketing

Review together as a class.

**P****RODUCT:** This is what you are selling. In this case, your magazine!

**P****RICE:** This is what you are going to charge for your product. You should have determined the price of your magazine when you designed your cover in Lesson #14.

**P****ROMOTION:** These are the different elements that help increase sales of the product. Examples include advertising, sales, and public relations.

**P****LACE/DISTRIBUTION:** This is how a product moves from the producer (you) to a customer. There are lots of ways this can happen, e.g., subscriptions and in-store purchases.







### Strategies for Consideration

Your job today is to choose three initial strategies from the list below or from your own ideas and map out your plan of action on the chart provided.

#### POSSIBLE STRATEGIES FOR MARKETING YOUR MAGAZINE:

- Reach out to all the local supermarkets, drugstores, and newsstands to see if they will carry your magazine.
- Buy a mailing list for your target audience and mail each person on it a free copy.
- Use Twitter and Facebook to offer special subscription deals to your followers. If readers pay up front, they can get a special deal for a year-long subscription.
- Create a 30-second radio or television advertisement featuring your magazine.
- Design magazine posters to be hung in bus and subway cars.
- Hire a celebrity to endorse and showcase your magazine at a kickoff event or party.
- Start a weekly email newsletter where upcoming magazine stories can be previewed.
- Make your magazine available in other forms by offering an online version or a mobile app.



# MEMO

**TO:** PUBLISHER  
**FROM:** CIRCULATION MANAGERS

**SUBJECT: OUR IDEAS FOR GETTING IT OUT THERE**

---

In order to get our magazine into the hands of our target audience, here are the three strategies we are going to try:

## A LIVE PROMOTION:

Our live promotion will be:

---

---

We feel this is the best strategy because:

---

---

---

Two things we will do to make this strategy work include:

---

---

---



**ONLINE STRATEGY:**

Our online strategy will be:

---

We feel this is the best strategy because:

---

---

---

Two things we will do to make this strategy work include:

---

---

---

**STORE:**

Our store will be:

---

We feel this is the best strategy because:

---

---

---

Two things we will do to make this strategy work include:

---

---

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# WINNING THE GOODWILL OF THE PUBLIC

## JOB DESCRIPTION: PUBLIC RELATIONS TEAM

### OBJECTIVE

Students will create a 5-10 minute group presentation of their magazine. For the purposes of this presentation, the audience (students and teachers) will be store owners. Students will be presenting at the Annual Magazine Buyers Conference in the hope of convincing store owners to carry and sell their magazines.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization                          |
| <input type="checkbox"/> Critical Thinking and Decision Making             | <input type="checkbox"/> Problem Solving                                  |
| <input checked="" type="checkbox"/> Leadership                             | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input type="checkbox"/> Written Communication                            |



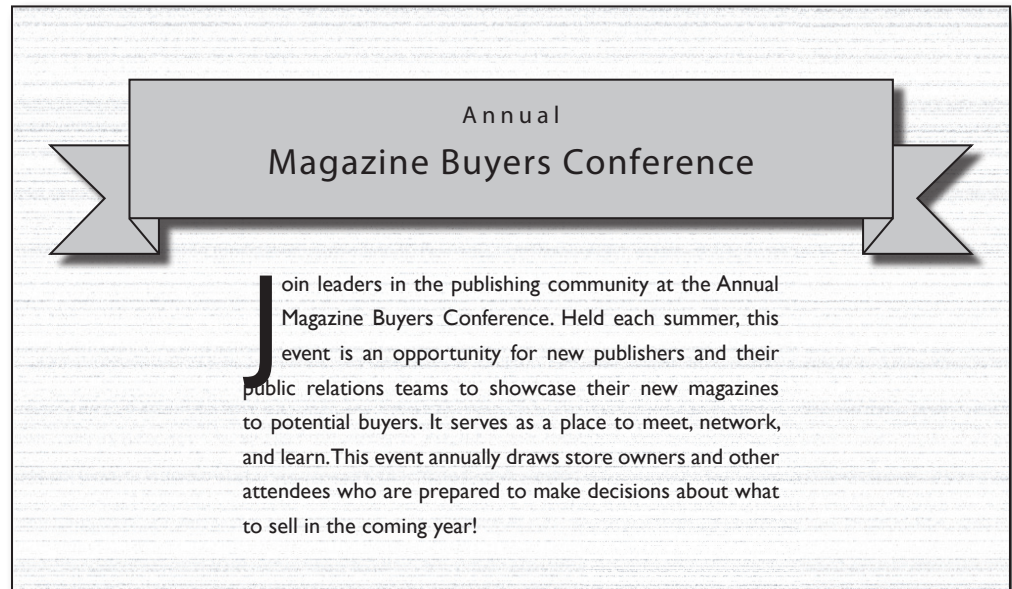
### CAREER CONNECTION (5 MINUTES)

- Share this job description: The **Public Relations Team** makes sure customers and the general public have a positive view of the company.
- Explain that the **Public Relations Team** has to carefully communicate with the public because they need to both be honest and also portray the company and its products in a positive way.
- Tell students that today they will take on the role of a **Public Relations Team** member. For the purposes of this presentation, the audience (students and teachers) will be store owners. Students will be presenting at the Annual Magazine Buyers Conference in the hope of convincing store owners to carry and sell their magazines.



- Set the stage for their presentations by sharing this advertisement with the class (this is included in their Editor-in-Chief's Notebook as well):

See Lesson #18



Annual  
Magazine Buyers Conference

Join leaders in the publishing community at the Annual Magazine Buyers Conference. Held each summer, this event is an opportunity for new publishers and their public relations teams to showcase their new magazines to potential buyers. It serves as a place to meet, network, and learn. This event annually draws store owners and other attendees who are prepared to make decisions about what to sell in the coming year!

- Ask the class: *Why do you think store owners might want to see presentations on more than one magazine at a time?* Answers will vary but might include: “They can’t carry every magazine in their stores;” “It helps to see similar magazines side by side;” and “It’s fun to network.”



### **DIRECT INSTRUCTION (15 MINUTES)**

- Explain that each team will deliver a 5-10 minute presentation to the class during the next lesson. Today, they will have time to create theirs as a group.
- Ask students to turn to Lesson #18, and review the Tips for a Good Presentation briefly with them.
- Then ask them to look at the Presentation Checklist. Review each of the criteria with the class. Explain that each group presentation will be reviewed using these criteria.
- Next, review the Presentation Template with them. Explain that they should create the presentation together, assign speaking parts for each section, and they can each practice before tomorrow.





### **INDEPENDENT/GROUP WORK (35 MINUTES)**

- Students will use the Presentation Template and work with their team to complete their group presentation.
- Once their presentations are planned, groups should spend the remaining time practicing their presentations.



### **DISCUSSION/CLOSING (5 MINUTES)**

- Explain that each group will have the opportunity to present, receive feedback, and give feedback to other teams during the next lesson.
- They should re-read the Presentation Tips and continue to practice their presentations with any remaining time.



LESSON  
**18**  
Presentation  
Building

## Winning the Goodwill of the Public

Today's Job: PUBLIC RELATIONS TEAM

Today's Assignment: Today you will create your presentation using the tools provided here.

ANNUAL  
MAGAZINE BUYERS CONFERENCE

**J**oin leaders in the publishing community at the Annual Magazine Buyers Conference. Held each summer, this event is an opportunity for new publishers and their public relations teams to showcase their new magazines to potential buyers. It serves as a place to meet, network, and learn. This event annually draws store owners and other attendees who are prepared to make decisions about what to sell in the coming year!



Lesson #18: PRESENTATION BUILDING

### TIPS FOR A GOOD PRESENTATION



**Today:**

- Decide who will speak about what.
- Make notes for each speaker, so they remember what to say.
- Decide what to show during your presentation—your cover? An article?
- Do a “dry run” and practice with your group, speaking slowly and carefully.



**Tomorrow:**

- Dress the part.
- Speak slowly and clearly, using your notes.
- Try to relax and smile! You know more about your magazine than anyone else.



Before you prepare for your presentation, review the checklist below. After you’ve completed your outline and practiced, do a self-check to see if you meet all the criteria. In the next lesson, your peers and teacher will use this same checklist to review your presentation.

### PRESENTATION CHECKLIST



**CONTENT AND IDEAS**

**Self-check**

Showed a good understanding of the topic.

Included original ideas and information for the magazine.

Convinced the audience to buy the magazine.



**ORGANIZATION**

**Self-check**

Was well organized, with clear and interesting information.

The order of the presentation was clear and logical.



**USE OF VISUALS**

**Self-check**

Visuals (photos, graphics, etc.) added to the presentation.

Visuals were clear and interesting.



**DELIVERY**

**Self-check**

Spoke loudly and clearly and used eye contact.

Kept the class interested.





# PRESENTATION TEMPLATE

## Introduction

**(Include team member names and the purpose of presentation)**



# PRESENTATION TEMPLATE

**Introduction continued**

**(Include name of magazine and  
visuals)**



# PRESENTATION TEMPLATE

## Body

**(Describe target audience magazine is geared to)**



# PRESENTATION TEMPLATE

**Body continued**

**(Share two examples of stories in the magazine)**



# PRESENTATION TEMPLATE

**Body continued**

**(Share one of the advertisements)**



## Lesson #18: PRESENTATION BUILDING

**PRESENTATION ONLINE**

<b>Topic</b>	<b>Speaker</b>	<b>Minutes</b>	<b>Notes for What You Will Say</b>
<b>Introduce names of team members.</b>			
<b>Introduce name of magazine</b>			
<b>Describe target audience magazine is geared to</b>			
<b>Share two examples of stories in the magazine</b>			
<b>Share one of the advertisements</b>			



# WINNING WORDS

## JOB DESCRIPTION: PUBLIC RELATIONS

### OBJECTIVE

Students will deliver a 5-10 minute group presentation of their magazine project. For the purposes of this presentation, the audience (students and teachers) will be store owners. Students will be presenting at the Annual Magazine Buyers Conference in the hope of convincing store owners to carry and sell their magazines.



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



### WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input type="checkbox"/> Organization                                     |
| <input type="checkbox"/> Critical Thinking and Decision Making             | <input type="checkbox"/> Problem Solving                                  |
| <input checked="" type="checkbox"/> Leadership                             | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input type="checkbox"/> Written Communication                            |



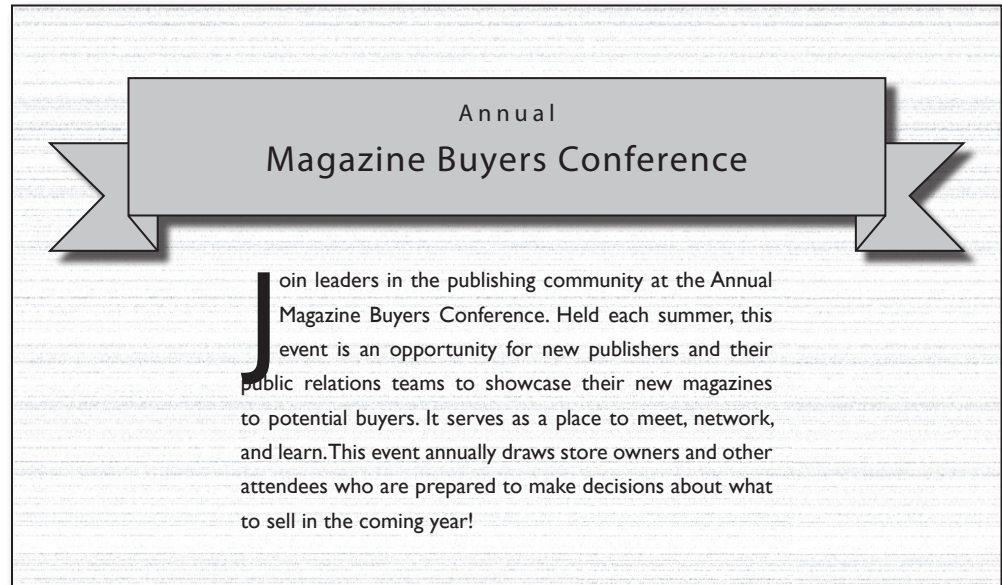
### CAREER CONNECTION (2 MINUTES)

- Tell students that today they will take on the role of a **Public Relations Team** member by presenting their finished project. For the purposes of this presentation, the audience (students and teachers) will be store owners. Students will be presenting at the Annual Magazine Buyers Conference in the hope of convincing store owners to carry and sell their magazines.



→ Remind students:

See Lesson #18



Annual  
Magazine Buyers Conference

Join leaders in the publishing community at the Annual Magazine Buyers Conference. Held each summer, this event is an opportunity for new publishers and their public relations teams to showcase their new magazines to potential buyers. It serves as a place to meet, network, and learn. This event annually draws store owners and other attendees who are prepared to make decisions about what to sell in the coming year!



### DIRECT INSTRUCTION (5 MINUTES)

- Explain that today each group will have the opportunity to present its magazine and receive feedback from the audience.
- Describe the following procedure for today's lesson: Each group will get 5-10 minutes to present its magazine to the class. Tell the class that when other groups are presenting, they are expected to listen carefully—they will provide positive and helpful feedback afterwards.
- At the completion of the presentation, ask students to turn to Lesson #19 and complete a Peer Presentation Feedback Form for the group. Four copies have been provided in the student resources section of the Educator Toolkit. Those who presented do not need to do anything. Then ask a few students to share some of their feedback.
- **Note for the teacher:** We have provided a Presentation Rubric at the end of this lesson plan to help you assess the student presentations; but the students do not need to see that.



### INDEPENDENT/GROUP WORK (50 MINUTES)

- Either select volunteers or randomly pick groups to present.



### DISCUSSION/CLOSING (3 MINUTES)

- Congratulate the groups on their presentations and the successful completion of their magazine projects.





## PRESENTATION RUBRIC FOR TEACHERS

Teacher Rating   3 = Excellent   2 = Good   1 = Needs work



### **CONTENT AND IDEAS**

**Self-check**

Showed a good understanding of the topic.

Included original ideas and information for the magazine.

Convinced the audience to buy the magazine.



### **ORGANIZATION**

**Self-check**

Was well organized, with clear and interesting information.

The order of the presentation was clear and logical.



### **USE OF VISUALS**

**Self-check**

Visuals (photos, graphics, etc.) added to the presentation.

Visuals were clear and interesting.



### **DELIVERY**

**Self-check**

Spoke loudly and clearly and used eye contact.

Kept the class interested.



## LESSON 19

Peer Presentation  
Feedback  
Form #1

### Winning the Goodwill of the Public

**Today's Job:** PUBLIC RELATIONS

**Today's Assignment:** Today you and your team members will deliver your presentation. After you finish your presentation, and hear what your peers have to say, write the names of your group members, the name of your magazine, and what your peers thought was most interesting about your presentation, in the space below.

Then you should complete Peer Presentation Feedback Forms 2,3, and 4 for the other presentations

**Names of Group Members:**

**Names of Magazine:**

**The most interesting part of the presentation according to our peers was:**



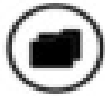
Lesson #19: PEER PRESENTATION FEEDBACK FORM #1

Use this chart to check whether other groups' presentations met each of the following criteria, by writing "Yes" or "No" in the space provided. Then, add any comments you have at the bottom of the page.

For example, for Use of Visuals, you might say, "The way they used photos on their cover was very good."



<b>CONTENT AND IDEAS</b>	<b>Self-check</b>
Showed a good understanding of the topic.	
Included original ideas and information for the magazine.	
Convinced the audience to buy the magazine.	



<b>ORGANIZATION</b>	<b>Self-check</b>
Was well organized, with clear and interesting information.	
The order of the presentation was clear and logical.	



<b>USE OF VISUALS</b>	<b>Self-check</b>
Visuals (photos, graphics, etc.) added to the presentation.	
Visuals were clear and interesting.	



<b>DELIVERY</b>	<b>Self-check</b>
Spoke loudly and clearly and used eye contact.	
Kept the class interested.	

**Additional Comments**





Today's Job: PUBLIC RELATIONS

**Names of Group Members:**

**Names of Magazine:**

**The most interesting part of the presentation according to our peers was:**



Lesson #19: PEER PRESENTATION FEEDBACK FORM #2

Use this chart to check whether other groups' presentations met each of the following criteria, by writing "Yes" or "No" in the space provided. Then, add any comments you have at the bottom of the page.

For example, for Use of Visuals, you might say, "The way they used photos on their cover was very good."



<b>CONTENT AND IDEAS</b>	<b>Self-check</b>
Showed a good understanding of the topic.	
Included original ideas and information for the magazine.	
Convinced the audience to buy the magazine.	



<b>ORGANIZATION</b>	<b>Self-check</b>
Was well organized, with clear and interesting information.	
The order of the presentation was clear and logical.	



<b>USE OF VISUALS</b>	<b>Self-check</b>
Visuals (photos, graphics, etc.) added to the presentation.	
Visuals were clear and interesting.	



<b>DELIVERY</b>	<b>Self-check</b>
Spoke loudly and clearly and used eye contact.	
Kept the class interested.	

**Additional Comments**





Today's Job: PUBLIC RELATIONS

**Names of Group Members:**

**Names of Magazine:**

**The most interesting part of the presentation according to our peers was:**



Lesson #19: PEER PRESENTATION FEEDBACK FORM #3

Use this chart to check whether other groups' presentations met each of the following criteria, by writing "Yes" or "No" in the space provided. Then, add any comments you have at the bottom of the page.

For example, for Use of Visuals, you might say, "The way they used photos on their cover was very good."



<b>CONTENT AND IDEAS</b>	<b>Self-check</b>
Showed a good understanding of the topic.	
Included original ideas and information for the magazine.	
Convinced the audience to buy the magazine.	



<b>ORGANIZATION</b>	<b>Self-check</b>
Was well organized, with clear and interesting information.	
The order of the presentation was clear and logical.	



<b>USE OF VISUALS</b>	<b>Self-check</b>
Visuals (photos, graphics, etc.) added to the presentation.	
Visuals were clear and interesting.	



<b>DELIVERY</b>	<b>Self-check</b>
Spoke loudly and clearly and used eye contact.	
Kept the class interested.	

**Additional Comments**





Today's Job: PUBLIC RELATIONS

**Names of Group Members:**

**Names of Magazine:**

**The most interesting part of the presentation according to our peers was:**





Lesson #19: PEER PRESENTATION FEEDBACK FORM #4

Use this chart to check whether other groups' presentations met each of the following criteria, by writing "Yes" or "No" in the space provided. Then, add any comments you have at the bottom of the page.

For example, for Use of Visuals, you might say, "The way they used photos on their cover was very good."



<b>CONTENT AND IDEAS</b>	<b>Self-check</b>
Showed a good understanding of the topic.	
Included original ideas and information for the magazine.	
Convinced the audience to buy the magazine.	



<b>ORGANIZATION</b>	<b>Self-check</b>
Was well organized, with clear and interesting information.	
The order of the presentation was clear and logical.	



<b>USE OF VISUALS</b>	<b>Self-check</b>
Visuals (photos, graphics, etc.) added to the presentation.	
Visuals were clear and interesting.	



<b>DELIVERY</b>	<b>Self-check</b>
Spoke loudly and clearly and used eye contact.	
Kept the class interested.	

**Additional Comments**



# LOOKING YOUR BEST

## JOB DESCRIPTION: HUMAN RESOURCES TEAM

### OBJECTIVE

Students will create a résumé based on the magazine jobs they have held .



### COMMON CORE STATE STANDARDS

- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

→



### WORKPLACE SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Collaboration and Interpersonal Skills | <input checked="" type="checkbox"/> Organization                          |
| <input checked="" type="checkbox"/> Critical Thinking and Decision Making  | <input checked="" type="checkbox"/> Problem Solving                       |
| <input checked="" type="checkbox"/> Leadership                             | <input checked="" type="checkbox"/> Verbal Communication and Presentation |
|  | <input checked="" type="checkbox"/> Written Communication                 |



### CAREER CONNECTION (5 MINUTES)

- Share this job description: The **Human Resources Team** makes sure that a company hires and keeps the best people. The Human Resources team interviews candidates, reviews résumés, hires and fires employees, and determines job expectations and rates of pay.
- Ask students: *What would happen to a company if it didn't have a good Human Resources team?* Suggested answers include the company not being able to find the best people to work at the company, firing people who didn't deserve to be let go or who actually helped the magazine, and other staff wasting time interviewing and hiring instead of writing and producing the magazine.
- Tell students that today they will learn about the work of a **Human Resources Team** member by writing their own résumé.





## DIRECT INSTRUCTION (15 MINUTES)

- Tell students that a *résumé* is a short document that highlights a person's skills, work experience, education, and contact information.
- Explain that *résumés* can also include other information such as special skills and interests. *Résumés* are usually only one or two pages in length.
- Ask students: *Why do you think people create résumés?* Answers should suggest that *résumés* help people get jobs.
- Ask students: *What do you think one of the Human Resources Team might look for in a résumé when they are considering job applications?* As students respond, write their ideas on the whiteboard or on chart paper. Be sure to include the following items if students do not identify them on their own: "full name and contact information," "a match between the person's skills/ experience and the job," and "a neat and professional presentation."
- Instruct students to turn to Lesson #18 in their books. Together, review the sample *résumé* included and the elements that are typically seen in most *résumés*:
  1. **Heading:** Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and should stand out. Also include your address and phone number, along with an email if you use one.
  2. **Objective:** A one-sentence explanation of the type of job you are seeking. Your objective should be specific.
  3. **Experience:** In this section, you should include all of your work experience, listing previous employers, their locations, your dates of employment, and your job title. You should also include at least two one-line descriptions of what your job duties and responsibilities were.
  4. **Education:** Here you should list dates you attended, graduated from, or expect to graduate from various schools.
  5. **Other:** Employers like to see people who have been involved in school or community activities, or who have other skills or talents (for example, fluent in Spanish, tutored students in reading after school as a volunteer).
- Explain to students that they will create their own *résumé* based on the work they completed for this magazine project.





### **INDEPENDENT/GROUP WORK (35 MINUTES)**

- Students should spend 10 minutes in small groups, briefly discussing the jobs on the résumé page in Lesson #18. They can use one another as resources to remind themselves what each position did.
- Students should then work independently to create their résumés, using the outline in Lesson #18 as a guide. Time permitting, students should type up a final copy on the computer, or hand write a final copy on blank paper included in the back of their book.



### **DISCUSSION/CLOSING (5 MINUTES)**

- Ask students to share what was easy or hard about writing their résumé.



# LESSON 20 Résumé Draft

## Who Does What?

Today's Job: HUMAN RESOURCES TEAM

Today's Assignment: Today you will create a résumé.



### Sample Résumé

Today you will create a résumé. Review this sample résumé as a class.

**1. Heading:** Your heading should include your formal name (not nickname), address and phone number, and an email if you use one.

**2. Objective:** A one-sentence explanation of the type of job you are seeking.

**3. Experience:** In this section, you should include previous employers, their locations, your dates of employment, and your job title. You should include at least two one-line descriptions of what your job duties and responsibilities were.

**4. Education:** Here you should specify the dates of attendance or graduation (or expected graduation).

**5. Other:** Employers like to see people who have been involved in school or community activities, or who have other skills or talents (for example, fluent in Spanish, tutored students in reading after school as a volunteer).

**ANDREW RODGERS**

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2016 Screen Lane, River City, NY 00215 • (323) 456-7890

**OBJECTIVE:**  
To find a job that will allow me to use my investigating and reporting skills.

**RELATED EXPERIENCE:**

*Editor, Colburn Times* 2013-14  
Responsible for selecting all articles for the weekly college paper, assigning writers to stories, and deciding on advertisement placement

*Business Reporter, Colburn Times* 2011-13  
Made connections with local business community, wrote three-to-five-page articles about the practices and staff of local businesses, wrote an award-winning article on a local cable television company's fees and practices

*Art Editor, Jackson Jaguars Yearbook* 2009-10  
Designed cover graphics and filler graphics for all sections of the high school yearbook

**EDUCATION:**  
*B.A., English and Communications, Colburn College, Colburn, ME, 2014*  
*H.S., Jackson High School, Boston, MA, 2010*

**OTHER:**  
Volunteer firefighter in training, tutored elementary school students at Jackson High School after-school program, ran cross-country



AFTER THE STORM - MAGAZINE MAKER PROJECT LESSON PLANS



Lesson #20: RESUME BUILDER



**ADDRESS:**

**NAME:**

**TELEPHONE:**

**OBJECTIVE: (Choose one of the objectives below, or write your own)**

- To put my creative skills to work as a writer for a yearbook or school paper
- To put my artistic skills to work as a designer for print or online publications
- To put my business skills to work as a publisher of a print or online publication

**EDUCATION:**

**RELATED EXPERIENCE:**

From the list below, choose three jobs you did for the magazine and write a one-line summary of what the job included.

- |  |   |
|--|---|
| <input type="radio"/> Advertising          | <input type="radio"/> Editorial Assistant             |
| <input type="radio"/> Copywriter           | <input type="radio"/> Market Researcher               |
| <input type="radio"/> Art Editor           | <input type="radio"/> Marketing and Distribution team |
| <input type="radio"/> Circulation Manager  | <input type="radio"/> Publisher                       |
| <input type="radio"/> Copyeditor           | <input type="radio"/> Research Assistant              |
| <input type="radio"/> Editor               | <input type="radio"/> Writer                          |
| <input type="radio"/> Human Resources team |   |

**Example Job:**

Copyeditor, Summer 2014

Responsible for correcting grammar for all articles in The Daily Byte magazine, as well as making sure there were no spelling or punctuation errors.



Lesson #20: RESUME BUILDER

**JOB 1:**

**JOB 2:**

**JOB 3:**

**OTHER:**

