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ideas with
IMPACT



idea packet

**See It
In Print**

See It in Print

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Goals

- ❖ Students will collaborate effectively, expressing opinions clearly and offering constructive feedback in formal and informal group settings.
- ❖ Students will present their ideas verbally, in writing, and by employing appropriate visual media.
- ❖ Students will communicate their original ideas through writing commentary, fiction, and poetry, using appropriate organizational structures and conventions, and employing literary techniques effectively.
- ❖ Students will draft, revise, edit, and publish original writing, taking into consideration feedback from instructor and peers.
- ❖ Students will use digital collaboration and publishing tools appropriately.
- ❖ Students will demonstrate information and media literacy through the use of ethical methods to locate, select, evaluate, and cite digital resources.

Florida Standards

Language

LAFS.6-8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.6-8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.6-8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.6-8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.6-8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

LAFS.6-8.SL.1.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6-8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LAFS.6-8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

LAFS.6-8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LAFS.6-8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.6-8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6-8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6-8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Project Overview

In this unit of study, students collaborate to create a thematic literary magazine of their writing. Students explore a range of inquiry questions through their writing, responding to conceptual questions through commentary, fiction, or poetry. Students are invited to pursue their own literary interests while making a contribution to a cohesive product.

A unifying topic for the students' writing should be established at the outset, and conceptual questions developed to guide the students' inquiry. In the reproducibles provided in this packet, space is provided for the instructor to insert these guiding questions. For a magazine that addresses the topic of perspective, students may be asked to produce pieces of writing that address one of three related questions:

- *What techniques reveal an author's perspective?*
- *How does our perspective reflect our identity?*
- *To what extent should we try to overcome our own bias?*

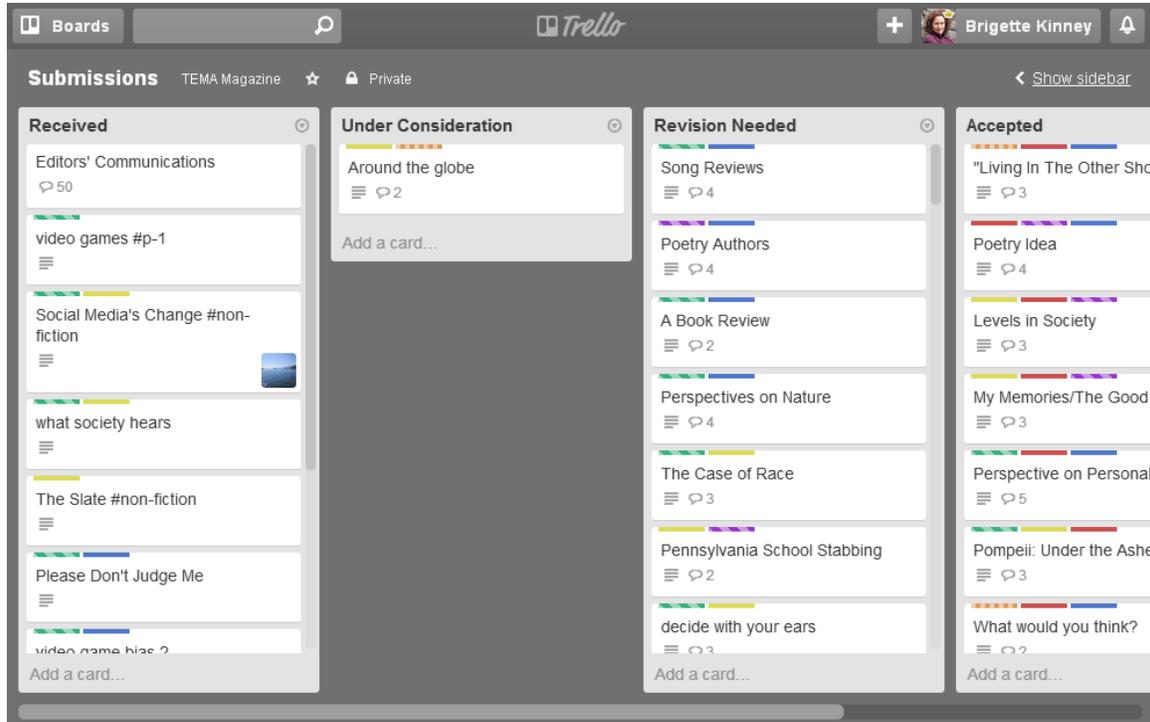
Students are invited to explore these guiding questions creatively through two different genres of writing.

Editorial positions are filled by students through an application and selection process. Students who take on an editorial role contribute only one original piece to the magazine since much of their writing will consist of facilitating collaboration and providing peer feedback.

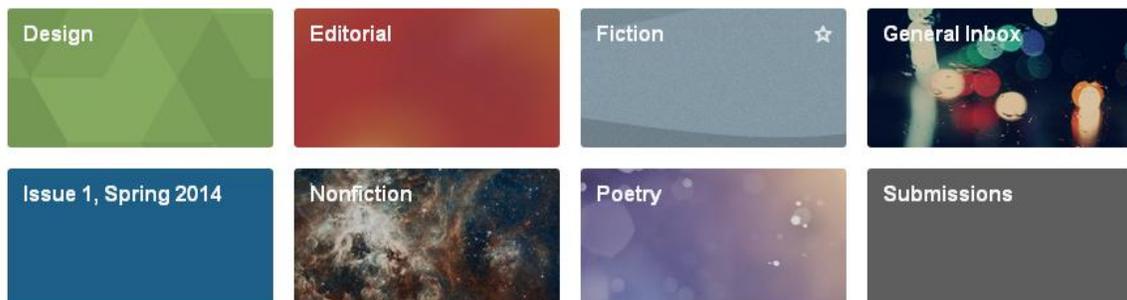
It is assumed that students are already familiar with the writing process in the genres of fiction, poetry, and commentary before beginning this unit.

Use of Technology

Technology use is integrated into every stage of production of the literary magazine. Online collaboration applications such as Google Docs, Trello, or Basecamp allow students to view and comment on each other's work in and out of the classroom. Desktop publishing or word processing software such as Microsoft Publisher or Word can be used for page layout.



A dedicated Gmail address is linked to the Trello collaboration application to allow for anonymous digital submission of pitches. Submitted pitches are reviewed by the editorial team and either approved or sent back to the writer for revision.



Approved pitches are moved to the appropriate section board on Trello and assigned to a section editor who oversees development of the piece throughout the drafting and revision process. Trello helps students to collaborate online with other writers in their sections, and allows editors to track writers' progress.

Production Schedule

The schedule below reflects 85-minute blocks on alternate days. The total duration of work on this unit is approximately six weeks.

If students require additional instruction in the writing process or technology tools, lessons can be added in the early stages of the unit.

Day 1: Introduce project, distribute *Editorial Job Descriptions* and *Job Application* handout.

Day 2: Job applications due. Small-group exploration of print literary magazines/journals.

Day 3: Editorial team announced. Instruction - writing and submitting a pitch, distribute *What's In a Pitch?* handout. Collaborative brainstorming. Begin drafting pitches. Editorial team meeting – introduce procedures for reviewing/commenting on pitches.

Day 4: Continue drafting/submitting pitches. Editorial team conferencing with writers who need help with pitch revision.

Day 5: Deadline for first pitch. Draft/submit second pitch. Content development instruction – review *Literary Magazine Stylesheet* handout. Editorial team conferencing with writers who need help with pitch revision.

Day 6: Deadline for second pitch. Editorial team conferencing with writers who need help with pitch revision. Content development.

Day 7: Section team meetings – discuss writing pieces that have been approved for each section. Content development. Graphics team begins planning artwork based on pitches.

Day 8: Content development.

Day 9: *Using Media Responsibly* activity. Content development.

Day 10: First draft due. Peer editing, section team meetings. Graphics team develops art content.

Day 11: Revision and conferencing. Graphics team develops art content.

Day 12: Revised draft due. Sub-editing within sections. Graphics team develops art content.

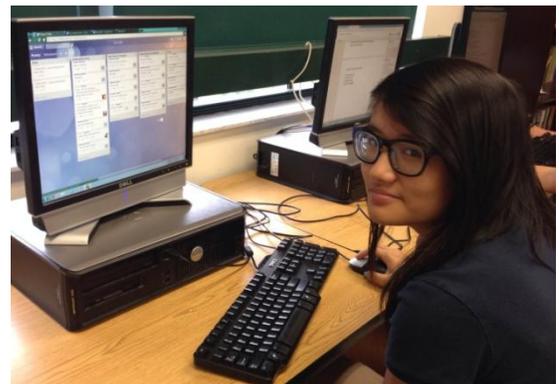
Days 13-15: Revision and conferencing. Final drafts submitted to editorial team for review and copy editing. Production staff develops layout. Revision of drafts continues as needed.

Day 16: Final proofing, revision, upload.

Students interview author and University of Miami professor Dr. David Ikard for an article on perspective and race.



The editorial team works on copy editing and page layout at the end of the production cycle.



Literary Magazine Job Descriptions

This term, our class will produce a magazine featuring student writing and artwork. All students will participate in this collaborative project in a variety of roles that will allow you to apply the language arts skills you have developed over the course of the school year. Every effort will be made to allow you to pursue specific role(s) in the project that you find personally appealing while also contributing to the overall success of the project. The resulting magazine will be available for purchase in electronic and print formats, and will be a wonderful keepsake and an excellent addition to your portfolio. The following editorial and staff roles are available:

Editor-in-Chief

- Assume responsibility for the magazine's editorial and graphical content
- Develop story ideas
- Write editorial, edit copy, edit cover stories, do layouts, write headlines, and do production work
- With the adviser, review assignments and delegate jobs
- Help train, support, and evaluate staff writers

Associate Editor

- Work closely with editor-in-chief
- Organize and update daily staff communications
- Keep in daily touch with fellow editors and the adviser
- Monitor progress on assignments
- Contribute ideas and assist editor-in-chief in all necessary areas

Art Director

- Coordinate stories and artwork
- Think of graphic ideas and make suggestions
- Supervise design of the entire publication, including page design
- Plan cover with editor

Section Editors (Fiction, Nonfiction, Poetry)

- Write content
- Oversee staff writers
- Collaborate with the design team for illustrations, photos, etc. for articles
- In conjunction with the editor, proof and sign off pages as they go through production

Sub-editors

- General layout production
- Proofreading and copy-editing
- Work with page templates and house styles

Production editor

- Manage the production of layouts and final artwork, including justifications and feedback
- Produce some of the artwork

Staff Writer (Fiction, Nonfiction, Poetry)

- Develop ideas for creative writing, features, reviews, interviews, commentary
- Write large portions of the magazine

What's In a Pitch?

All non-editorial staff are required to submit two pitches in two different magazine sections. Please follow the guidelines below for writing and submitting your pitches. Pitches will be reviewed by the editorial staff and either approved or returned to you for revision.

- A working title or topic - a catchy title is great, but it isn't essential. You'll have time to think about a title as you write, so don't spend a lot of time on this at the pitch stage, but do give us an idea what your piece is about.
- A brief summary of your idea (What is the concept? What ideas/questions will you explore through your writing?)
- A brief explanation of how your idea relates to our magazine topic, and addresses one of the inquiry questions. The inquiry questions for our unit of study are:

Please be sure to address all of the above in your pitch. Remember that, in order to be included in the magazine, your piece must reflect the topic of our magazine and address at least one of our inquiry questions. Your pitch should be one well-developed paragraph in length. Please pay attention to spelling, grammar, and conventions. This is a graded assignment and should be written accordingly with attention to the rules of English.

If your pitch is returned for revision, please read the editors' comments carefully and resolve all of their concerns in your revision. You can make an appointment to conference with the editorial team if you need clarification before beginning your revision.

Literary Magazine Stylesheet

A stylesheet or style book provides guidelines for grammar, punctuation, spelling, vocabulary, usage, abbreviations, and any other matter related to conventions. It is important to use a single reference for matters of style within a publication so that there is uniformity within each piece and from one piece to another. Below are some of the basic style guidelines that each writer should follow. When in doubt, consult the *Associated Press Stylebook* for clarification.

General Style Guidelines:

- Avoid slang and colloquialisms. Highly informal conversational expressions like *gonna*, *wanna*, *gotta*, *kinda* have no place in formal writing.
- Contractions are informal and should be used sparingly. Common contractions of the word *not* (*can't*, *won't*, *doesn't*, *isn't*) may be used to avoid an unnatural or stilted tone in writing. However, excessively informal contractions like those of the word *have* (*could've*, *should've*) must not be used in formal writing.
- Eliminate all extraneous words, especially words that contribute little or no meaning. Don't start sentences with "Well," or "So," as these informal conversational devices are not appropriate in formal writing.
- Use precise vocabulary. Vague adjectives (*really*, *extremely*, *a lot*, *many*, *often*, *most*, *various*) contribute little meaning and can usually be replaced with a more precise word or eliminated altogether.
- Attribute statements that are presented as fact. Any assertion that is not gathered directly from a quoted source must be confirmed and attributed to the source (website, broadcaster, publication) from which it originated.
- Quotes must be presented accurately and attributed correctly. Transcribe quotes using standard spellings and conventions, but do not alter a quote to correct grammar or usage errors. Be sure to communicate any relevant context with the quote in order to avoid misleading the reader about content or tone.
- Refer to time as precisely as possible. Avoid general terms like *today* or *nowadays*. If a particular year or era is relevant, mention it specifically.

- Names must be given in their entirety on the first mention. Thereafter, refer to the person by his or her surname (last name) only. Refer to children age 15 or younger by first name only after the first mention. Do not assume that the reader is familiar with the person, so provide any background information that is critical to the reader's understanding.
- Avoid abbreviations and acronyms except for those few that are universally recognized (*Dr. Ms., Mr., A.D., B.C., a.m., p.m., St., Ave., U.S., U.N., U.K.*). Consult the *AP Stylebook* for individual capitalization and punctuation requirements.

General Formatting Guidelines:

- All sentences start with a capital letter. If the first word of a sentence is a number, you must spell it out. Use a single space after a period and before the next sentence.
- Paragraphs should be indented using the Tab key, not by inserting single spaces with the space bar. Do not skip lines between paragraphs.
- Do not use all caps or italics for emphasis. Use exclamation points very sparingly.

Using Media Responsibly

Directions:

1. Visit the website of the Creative Commons and read the explanation of the organization's mission.
 - <http://creativecommons.org/about>
Once you feel that you understand what the Creative Commons is, visit the "Who Uses CC?" page for some examples of repositories of Creative Commons materials.
 - <http://creativecommons.org/who-uses-cc>
Now read about the different types of licenses available and what each type is for.
 - <http://creativecommons.org/licenses/>
Then navigate to the Creative Commons Wiki for instructions on how to attribute Creative Commons-licensed materials.
 - http://wiki.creativecommons.org/Best_practices_for_attribution
2. Now write a brief guide to the Creative Commons for middle school students. Be sure to answer the following questions accurately in your guide:
 - What is the Creative Commons?
 - What is a Creative Commons license?
 - Where can you find Creative Commons materials?
 - How might Creative Commons materials be useful to students?
 - What is the correct way to attribute Creative Commons materials?
3. Now it's your turn to use the Creative Commons! Visit any of the repositories of Creative Commons resources listed on the "Who Uses CC?" page and search for one **CC-licensed image** to represent each of the following ideas: 1-Identity, 2-Time, 3-Creativity, 4-Innovation, 5-Unity, 6-Fairness. Copy the images you choose into one document, citing each one correctly according to the instructions in the CC Wiki.

Resources

Collaboration

Basecamp

<https://basecamp.com>

Google Docs

<https://docs.google.com>

Trello

<https://trello.com/>

Conventions / Style

Associate Press Stylebook

<http://www.apstylebook.com/>

Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/>

Images / Media

National Archives

and Records Administration

<http://www.archives.gov/>

Wikimedia Commons

<http://commons.wikimedia.org/>

Publishing

Blurb

<http://www.blurb.com/>

Smashwords

<https://www.smashwords.com/>



APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2014-15. Most catalogs can be viewed at The Education Fund web site at www.educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

**APPLICATION DEADLINE:
December 10, 2014**

Apply online at www.educationfund.org

For more information, contact:

Edwina Lau, Program Director

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