

Unit #7: Making Waves: The Approach to a Strong Headline

Content Area: **English**
Course(s): **Journalism**
Time Period: **December**
Length: **2**
Status: **Published**

Unit Overview

The headline is an essential part of a news article. It should indicate to the reader precisely what the article it accompanies is about. It is important to use the right words correctly and succinctly to relay that information. This unit will address the development of a strong and apt headline.

Enduring Understandings

- The headline initially tells the story.
- The strength of the article relies on the strength of the headline.
- Use specific and exact words to create a powerful headline.

Essential Questions

- What are the different kinds of headlines and when are they used?
- What kind of language is used in a headline?

Lesson Titles/Objectives

- Headline Construction Rules
- Using Correct Language in Creating Strong Headlines
- Writing a variety of headlines to reflect different article types: news, entertainment, sports, classified, ads.
- Writing Cover Story Headlines

Standards

LA.9-12.3.5.12.C.1	Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation,

	and spelling when writing.
CCSS.ELA-Literacy.L.11-12.3	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.
CCSS.ELA-Literacy.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Indicators

LA.9-12.3.5.12.A.3	Identify and select media forms appropriate for the viewer's purpose.
LA.9-12.3.5.12.C.2	Identify and discuss the political, economic, and social influences on news media.
LA.9-12.3.5.12.C.3	Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.
LA.9-12.3.5.12.C.4	Create media presentations and written reports using multi-media resources using effective images, text, graphics, music and/or sound effects that present a distinctive point of view on a topic.
CCSS.ELA-Literacy.L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.1.b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
CCSS.ELA-Literacy.L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

Inter-Disciplinary Connections

- Consumerism
- Current Events
- Entertainment
- History
- Sports and Athletics

Warm-Up

- Electronic and/or Print Media for Discussion of Headlines

- Front Page Discussion (Newseum.org)

Instructional Strategies/Learning Activities

- Internet
- Lessons on Writing Headlines
- Read and Discuss Actual Headlines From News Media Sources
- Smartboard Use
- Specific Writing Activities For Headlining
- Write a Headline From a Set of Given Facts

Closure

Formative Assessment

- Group work
- Homework and Classwork
- Projects
- Written assignments

Summative Assessment

- Quizzes
- Tests
- Writing Assignments

Resources & Technology

- Internet
- Print and Electronic Media Sources
- Smartboard
- Supplemental reading sources
- Textbooks
- Videos and Powerpoints

