Unit 7: Features: Literature in a Hurry

Content Area: **Language Arts Literacy**
Course(s): **Print Journalism 1, Print Journalism 2, Print Journalism 3, Print Journalism 4**
Time Period: **March**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Features offer a more in-depth story.

Features are not as time sensitive as traditional news coverage but require a news "peg" to make them relevant.

There are two types of features: issue- and personality-driven.

A "billboard" is a way to communicate the point of the story as well as market it.

Essential Questions

How do journalists bring depth to reporting?

How, why can the subject of a feature be made relevant now?

What are the differences between the types of features?

What makes a successful billboard?

What are the issues that affect teens?

Who are the experts it is necessary to hear from in a feature?

How do I find the people to illustrate the issue(s)?

Content

Works of Study

“Life and Death in a Cow Barn”

"Big Six Henderson”

“Band of Brothers”

Vocabulary

news peg, billboard

Skills

Compose a compelling narrative

Execute computer-assistant reporting

Check facts for accuracy

Define and build a billboard

Edit and revise work

Compose a source list

Verify information

Develop story ideas

Check facts for accuracy

Edit and revise the work of others

Layout and design newspaper

Determine stories/items worth coverage

Assign coverage

Delegate editorial responsibilities

Resources

Student Writing

Chromebooks

Google Classroom

Google Docs

http://crimsoncourier.weebly.com

Standards

LA.11-12.W.11-12.3 - [*Progress Indicator*] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.11-12.W.11-12.3.A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.11-12.W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.11-12.W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LA.11-12.W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.11-12.W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LA.11-12.W.11-12.5 - [*Progress Indicator*] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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