

# YBK LESSON PLAN

<b>Class:</b> Yearbook	<b>Date:</b> Fall (This entire unit takes about three days, but not all of it requires a full class period.)
<b>Unit:</b> Writing	<b>Lesson title:</b> Captions
<b>Alignment with standards:</b> (Common Core, ISTE or 21st Century Learners) Visual, Performing and Applied Arts: C.2 – Develop an idea, question, or problem that is guided by the personal, historical, contemporary, environmental, and/or economic contexts of the visual, performing or applied arts discipline.	
<b>Objective:</b> <ul style="list-style-type: none"> <li>• To understand the components of effective captions</li> <li>• To write effective, engaging captions</li> </ul>	
<b>Materials needed:</b> <ul style="list-style-type: none"> <li>• If possible, examples of ineffective captions from old yearbooks. If ineffective caption examples are used, a computer and digital image projector will likely be needed.</li> <li>• If possible, examples of effective captions. Again, a digital image is ideal for this.</li> <li>• Caption-writing section of the Reporting and Writing PowerPoint</li> <li>• Practicing captions handout</li> <li>• Caption rubric</li> </ul>	
<b>Staffers or teams involved:</b> All staff members write captions, but during the introduction, veteran staff members are given a different task to work on in another room. Veteran staff members help out on day two and then submit actual captions for a grade.	
<b>Prior knowledge:</b> None	<b>Key understanding:</b> To understand the importance of effective captions
<b>Introduction or mini lesson:</b> To begin, it is ideal to show some ineffective captions from old yearbooks. Show captions that don't include fundamentally important information (names, grades, etc.) as well as captions that are cheesy and cliché. Students laugh at these captions, and we discuss why the captions are ineffective.	
<b>Instructional activities:</b>  <b>Day 1</b> <ol style="list-style-type: none"> <li>1. After discussing the ineffective captions, show excellent captions, and discuss the differences between the ones they laughed at and the ones that are effective. Go through the PowerPoint on caption writing and explain the ABCDQ formula. For extra explanation, make copies of p. 16–17 of the Writing and Reporting section of the printed curriculum. Distribute the practicing captions handout. Have students write captions for</li> </ol>	

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the photos at the end of the caption section of the PowerPoint. Completed captions for the photos are due the next day.

## Day 2

2. The following day, have students meet in small, pre-assigned groups with veteran staff members to share what they believe to be their best captions. (This activity also functions as a way for those in leadership positions to make connections with new staff members. Additionally, the veteran staff members practice their leadership skills while teaching in a small group setting.) Circulate the room while veteran staff members give constructive criticism. New staff members have the opportunity to make changes to their captions based upon the feedback they receive from veteran staffers, and then the new staff members turn in their first round of practice captions. New staff members receive feedback, and this is entered into the gradebook as a completion grade.
- All staff members are then required to submit captions for actual photos that they have taken thus far, and this is for a real grade (caption rubric).

## Wrap-up/closure:

### Day 3

- Create a presentation with the best captions and show the class. Discuss what is fantastic about each caption. From there, go over the most common errors seen. Whole class discussion of the best captions as well as an overview of reminders.

## Differentiation options:

Differentiated Learning – editors and staff members demonstrate mastery at different levels.

## Assessment:

- Students are assessed on their ability to create engaging, effective captions. (Caption rubric)
- Day two practice captions should be a completion grade.
- A participation grade should be awarded to the veteran staffers for their level of involvement and feedback to new staffers.

9/10/19 Prepared by: Heather Caid, Lakeshore High School