

MRS. S. MOORE  
MERIDIAN HIGH SCHOOL  
MACON, IL

## TITLE: ARTICLE ADD-ONS

### SUMMARY AND OBJECTIVE:

*Journalism students, especially those who cater to a high school audience, need an understanding of how to add interactive enhancements to their articles. Adding these pieces to articles will allow another avenue for telling the story, allowing readers an experience with the information. In this lesson, students will learn to design a Thinglink, Photo Slideshow, and Timeline. They will then create two of these add-ons for articles they've previously written.*

### GOALS FOR UNDERSTANDING

*Essential Questions:*

- *What else could be told in this story?*
- *How can I allow my audience to interact with this information?*
- *Is my work visually engaging?*

### OVERVIEWS AND TIMELINE:

*Activity 1 (One 47-minute class)*

1. *Students will choose two articles they've recently written (these articles should be good options for one of the chosen add-ons).*
2. *Students will watch a tutorial video on how to create a Thinglink, Photo Slideshow and Timeline.*
3. *Students will use the attached worksheet to plan the first add-on to their chosen article.*

4. *Homework: Students will complete questions 1-4 for the first article they've chosen. They should begin this work in class so they may ask questions before finishing this for tomorrow.*

*Activity 2 (One 47-minute class)*

1. *Students will come to class with questions 1-4 completed for their first article and all necessary media to complete their first story add-on.*
2. *Students will reference the tutorial video as necessary to complete their first add-on.*
3. *As students finish with their first add-on, and embed it on their article, the teacher will use the attached rubric to grade this first add-on (talking through issues that were encountered along the way).*
4. *Students will complete #5 for their first article.*
5. *Homework: Students will use the attached worksheet to plan the second add-on element to their chosen article.*

*Activity 3 (One 47-minute class)*

1. *Students will come to class with questions 1-4 completed for their second article and all necessary media to complete their second story add-on.*
2. *Students will reference the tutorial video as necessary to complete their second add-on.*
3. *As students finish with their second add-on, and embed it on their article, the teacher will use the attached rubric to grade (talking through issues that were encountered along the way).*
4. *Students will complete #5 for their second article, then turn in their completed worksheet.*
6. *Homework: Students will post both articles to their social media accounts.*

## ASSESSMENT

Students will be graded on their ADD-ON WORKSHEET (20 points), the final TWO ADD-ONS (70 points) which were created as a result of the worksheet, and their SOCIAL MEDIA POSTS (10 points) regarding these projects.

## REFERENCES:

*Rubric adapted from Spokane Schools*

<http://swcontent.spokaneschools.org/cms/lib/WA01000970/Centricity/Domain/1393/Thinglink%20Rubric.pdf>





**RUBRIC: ARTICLE ADD-ONS**

|                          | <b>ADVANCED</b><br><b>10</b>   | <b>PROFICIENT</b><br><b>7</b>   | <b>BELOW EXPECTATIONS</b><br><b>5</b>   | <b>FAR BELOW EXPECTATIONS</b><br><b>0</b>                                  |
|--------------------------|--|---|---|--|
| <b>Use of Class Time</b> | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| <b>Required Elements</b> | All required elements are included on the chosen add-on.   | All but 1 of the required elements are included.  | All but 2-3 elements are included.  | More than 3 required elements are missing from the add-on.                 |
| <b>Content</b>           | Covers topic in-depth with details and examples. Subject knowledge is excellent.                       | Includes essential knowledge about the topic. Subject knowledge appears to be good.                               | Includes essential information about the topic, but there are 1 to 2 factual errors.  | Content is minimal OR there are several factual errors.                    |
| <b>Labels</b>            | All items of importance are clearly labeled and labels can be read from at least 3 feet away.          | Some items of importance are clearly labeled and labels can be read from at least 3 feet away.                    | Few items of importance are labeled and labels are difficult to read.   | Labels are too small to view or no important items were labeled.           |
| <b>Photography</b>       | All photos are related to the topic and to the story.  | Most photos are related to the topic and add to the story.  | Few photos relate to the topic.   | No photos relate to the topic.   |
| <b>Attractiveness</b>    | The add-on is attractive in terms of design, layout, and neatness.                                     | The add-on is fairly attractive, but a bit messy.   | The add-on is poorly designed and very messy.   | The add-on is distractingly messy and unattractive.                        |
| <b>Grammar</b>           | There are no grammatical–mechanical mistakes.  | There is 1 grammatical–mechanical mistakes.   | There are 2-3 grammatical–mechanical mistakes.  | There are 4 or more grammatical–mechanical mistakes.                       |

|                           |   |   |  |  |
|---------------------------|---|---|--|--|
| <b>Worksheet 1-4</b>      | Chose a strong article and a clear plan was established for the layout of the add-on. | Chose a strong article and a basic plan was established for the layout of the add-on. | Chose an article and worked a basic plan for the layout of the add-on.       | Chose an article but lacked creation of a plan for the add-on.             |
| <b>Worksheet #5</b>       | Provided insightful feedback regarding the process and outcome of the project.        | Provided feedback regarding the process and outcome of the project.                   | Provided minimal responses regarding the process and outcome of the project. | Did not provide feedback regarding the process and outcome of the project. |
| <b>Social Media Posts</b> | Posted to all 3 social media accounts: Facebook, Twitter, and Instagram.              | Posted to 2 social media accounts.  | Posted to 1 social media account.  | Did not post to social media accounts.                                     |

**Teacher comments for add-on #1:**

**Teacher comments for add-on #2:**

**Final Grade: \_\_\_\_\_/100**