Design Concepts Lesson Plan

Your Name: Justin Raisner

Lesson Title: Introduction to design ideas and vocabulary

Introduction: (Short description to introduce the lesson.)
This unit has been designed for high school students entering Journalism 2 and 3 as an introduction to design concepts for print media. The students are 10th through 12th graders at a school with a tradition of excellent school newspapers, so they go into this class knowing the stakes are high. Students enrolled in this class will already have produced content for both the school newspaper and the school news website.

Content Area and Grade or Age Level of Students: This lesson is for 10-12 grade students enrolled in Journalism 2 and 3.

Objectives: (What will the students know or be able to do after completing the lesson?)
The students will be aware of the design concepts and able to use the design “vocabulary”

Standards Addressed: (what national, state or local standards are being addressed with this lesson? The focus should always be on content area standards.)

California CTE Standards Arts and Media Pathway
Communications Strand
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Timeline: (How much time will be required to complete the lesson?)
1 class period

Materials: (List or describe the materials to be used in the lesson)
“Newspaper front pages” from http://newseum.com – used as part of the introduction, this website lists the best newspaper layouts of each day. This will be used to spark discussion of what designs are better and why. [LINK]

Bad design examples (non news-related). This is for students to gain knowledge of how poor design detracts from readability. [LINK]

Newspaper front page visual with newspaper-design concepts of Masthead, lead story, dominant
headline, dominant visual, balance, and above-the-fold highlighted. *This will be used for students to take notes of to understand the newspaper design vocabulary*

CARP Visual *showing proper execution of carp* - [first CARP visual](#)

CARP Visual 2 - *a newspaper example with CARP elements identified for students to take notes of.* - [second CARP visual](#)

Entertainment Weekly Magazine Examples

**Learning Activities:** *(Describe the tasks to be completed by the student(s))*

**Intro:**
Show bad design examples [LINK](#)
Show sample front pages from various newspapers. Ask students what is good and what is bad about each. [LINK](#) Have students write down one like and one dislike about each.
Engage the class in a discussion to solicit opinions of good and bad.

**Direct Instruction:**
Display the [visual](#) of the newspaper front page.
Students will take notes of the key vocabulary terms and sketch their own front page in their notes.

Display the [first CARP visual](#) and explain the four key terms.
Display the [second CARP visual](#) of the newspaper front page for students to take notes of.

**Practice/Group Task:**
In small groups, students will review magazine samples and find examples of the elements from the notes. Students must find one page to present to the class.

**Assessment:** *(Explain how the learning objectives will be assessed. This might be a quiz, test, or project based assessment, for example. The assessment does not need to be attached. Just explain your assessment plan.)*

Students will present their sample page to the class. The students must use the proper CARP and design vocabulary to articulate what they see on the page.

**Adaptations for Learners with Special Needs:** *(what modifications could be implemented to meet the needs of ELL learners or those with learning/physical disabilities?)*
If needed, students will be paired up to help students with special needs accomplish the learning activities.