INTRODUCTION TO THE UNIT
“LITERARY MAGAZINE TEMPLATE”

A librarian, a classroom teacher, a community organization, or students themselves with some adult guidance can use this literary magazine template. In this section you will find all of the tools that you will need to begin developing the magazine. There are lessons included on precisely what a literary magazine is, on censorship, and on how to identify quality pieces of literature.

The roles included for students support the development of leadership competencies; encourage reflection; and require students to take the initiative in developing and launching the magazine.

This template presents an opportunity to craft a quality publication, deepen students’ understanding of contemporary issues, and build their leadership skills. Should you choose to use it to develop a magazine of your own, please share it with our community.
LITERARY MAGAZINE
UNIT LEARNING PLAN

Unit Title: Leadership, Legacy, and the Arts
Subject/Course: Library Skills/Humanities.
Grade: 9-12
Duration: 4 months
Designer: Sarah Elwell

Course Goals:
Establish the following understandings:
1. Student voice is important.
2. Censorship is an issue you will face when you create or share your voice.
3. Language is the medium of democracy.
4. The words you use are important – context and tone and intention.
5. Intentional feedback is crucial to growth.
6. Writing is re-writing.

Essential Questions:
1. How can we honor and empower student voice?
2. How can we manipulate language to most effectively convey a theme, tone, mood, character and/or experience?
3. How does timely and targeted feedback help us improve our writing?
4. How can the revision process be used to help us grow as writers?
5. How does censorship affect expression and publication of student voice?

Learning Objectives:
1. Craft a voice.
2. Identify and analyze the reasons for and effects of censorship.
3. Use precise word choice to convey a stance on an issue.
4. Use creative word choice to create a mood or tone.
5. Give constructive feedback to peers.
7. Edit and revise writing to reflect proper grammar and language conventions; organize thoughts, ideas and plot to better convey a purpose or theme; consider the needs of an audience.
Assignments:
1. Plan the structure and design of the Literary Magazine.
2. Write and revise an op-ed.
3. Write and revise a poem.
4. Write and revise a personal statement.
5. Develop and apply writing selection criteria to submissions for the literary magazine.
6. Plan a literary magazine launch party.

Assessment:
1. Grading and evaluation rubrics attached (see end of unit).
2. Student Attendance.
3. Meeting Deadlines.
4. Quality of Writing.
5. Quality of Overall Final Product: Literary Magazine.
7. Attendance and Anecdotal Feedback from Launch Party.

Materials and Technological Resources Required:
1. Chart paper
2. Markers
3. Highlighters
4. Sticky Notes
5. Exemplars
6. All students should have a Google account to share files via Google drive
7. Laptops

Activities and Resources:
6 Lessons, attached below.
LESSON 1 - The Big Picture: What Influences You?

Introduction
Circles of Influence Carousel: What affects you?
For this activity, students are divided into six groups. They complete a chart paper carousel in which they spend two minutes at each paper listing as many issues into each of the categories (bulleted below) as they can.

Domains of Influence:
• School
• Friends
• Family
• City
• Country
• World

The Book of Your Life
Part 1
Revolutionary Suicide [Huey Newton], The Diary of a Young Girl [Anne Frank], I Know Why the Caged Bird Sings [Maya Angelou], Dreams from My Father [Barack Obama], Long Walk to Freedom [Nelson Mandela], Hard Choices [Hillary Clinton]
***These are just some suggestion; other selections may be added or used to replace those listed.

In the same group as the introductory activity, match the covers with the famous person the book is about.

Part 2
1. Give students 3 pieces of white paper or 3 large index cards.
2. Have students fold pieces of paper or index cards in half to resemble a book.
3. What would be the title of the book of your life? Write it on the “cover.”
4. Write 5 section titles. Add a symbol if you have time.
5. Share your books with your group.

3. Our Literary Magazine
What is a literary magazine?
“Literary magazines typically publish short fiction, poetry, essays, book reviews, and sometimes art and photography. Some magazines specialize only in poetry; others will publish only stories. The focus can range from mainstream literature to specific topics, such as nature, politics, or Americana.

Many, if not all, literary magazines encourage submissions by new writers. Their goal is to shine the spotlight on great writing, regardless of the author’s experience level. In fact, many well-known writers got their start in the pages of literary magazines.”

(http://writersrelief.com/blog/2010/06/literary-journals-and-magazines-what-they-are-who-runs-them-and-how-they-benefit-you/)

Activity
With your group, brainstorm your idea of the McKinley Tech Literary magazine.
Group Roles:
• Secretary: take notes
• Artist: Chart ideas on large sheet of paper
• Discussion Leader: keep conversation focused; ask targeted questions
• Presenter: Present idea to the group in 2 minutes.

4. Exit Ticket
Vote for your favorite idea.

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LESSON 2 - Op-Ed: What Moves You?

1. Pick an Issue
On each group table, lay a folder containing 5 one page articles on different topics.
• Adrian Peterson
• Ferguson
• ISIS
• Economy
• Mayoral Race
• Standardized Testing
• Ebola
• Cell Phones in schools
Students select a group based on their interest in the topic.
2. Read and annotate the article using highlighters, flags and sticky notes.
   • With your group, discuss:
   • What happened?
   • What is the real issue?
   • What is your stance?
   • What are your recommendations?
   • Each student is responsible for writing notes in their journals.

3. Repeat steps 1 and 2

4. Homework
   Craft a 3 paragraph response on one of the two topics you read about today using your discussion notes.

Lesson 3 - Poetry: What Inspires You?

Construct Two Class poems
Distribute 2 strips of paper or sentence strips if you have them to each student.
• On one sentence strip, finish the statement with a metaphor: I AM…
• On the other sentence strip, finish the statement thinking of yourself in the past as a child, and now as a teenager: I USED TO… BUT NOW…
• Select two volunteers to organize the strips in a way that makes a poetic sentence while all the other students work on the next task.
• Have the volunteers read the final product once you have completed the “Defining Poetry” activity.

Defining Poetry
What is poetry?
• Everyone write on a sticky note and bring it to the front.
• As a class, craft a definition based on the sticky notes to which everyone gives a thumbs up. This becomes the class definition of poetry that is posted as a point of reference.

Small Group Poetry
Divide into groups of 4. Each of you will begin a poem. Write at least 5 lines. You have three minutes. The buzzer will sound and then you must pass the poem to your group member who is on your left. Read what is already written on the paper. Add at least 5 lines. You have
three minutes. Repeat until poem is back with the person who wrote the first lines. Each person in group reads the poem s/he started. Group reaches consensus about which poem of the four will be performed for the entire group.

**Poetry Submissions for Literary Magazine**
Play an instrumental.
- Give students 3 minutes to reflect and write something that inspires them on a slip of paper.
- Place the slips in a hat or container.
- Each student randomly selects a slip of paper.
- Your homework is to write a poem with at least 10 lines on the topic selected.

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**Lesson 4 - Personal Statement: What Made You?**

1. **Intro: Color Me Special**
   - Print colored dots that correspond with the prompts below.
   - Pass them out to students or tape them to the backs of chairs before students walk in.
   - Based on your colored dot, share something significant about you. (you can make this a group or whole class activity based on your class size)
   - Blue is the color of sadness. Name a time in your life that made you very sad.
   - Green is the color of growth. Name an experience or person who really helped you grow.
   - Red is the color of passion. Name a subject or issue that you are passionate about.
   - Gold is the color wealth and success. Name your future career goal and other goals you may have.
   - Yellow is the color of happiness. Name the happiest moment in your life.
   - Orange is a bold color. Name a time when you really stepped up as a leader.
   - Pink is the color of caring. Name someone or something that you truly care about.
   - Brown is the color of the earth. Name one thing you want to do to better our earth and our world.
   - White is the color of emptiness. Describe a time when you really felt alone or left out.

2. **Personal Statement Gallery**
   Gallery walk of 6 First paragraphs of personal statements labeled A through F. Put them in order from best to worst. Write at least a one-sentence explanation of why each was placed in that order.
3. Self-Reflection
Write down 2 of your life-changing moments (think about experiences you shared as part of the warm up and see if they might fit). Now, describe your personality and character. (have stack index cards on tables with qualities that colleges look for with the definitions)
• What would your hook be if you decided to write about one of them?
• How would you describe the experience in detail?
• How has that experience shaped you?
• How would you use your personal statement to convey your personality and character

4. Exit Ticket
Write down a quotation that inspires you. You may look online to find something that fits you and your experiences, character, or philosophy of life well.

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• Each group has a scenario.
• Book that has been banned.
• Censorship court cases.
• Labelling system for video games.
• Hate speech.
• Music that has been pulled from radio rotation or censored for reasons other than profanity.

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Lesson 6: Launch Party: How Do We Celebrate Us?
Students Divide Into Teams:
• Marketing
• Decorations
• Program
• Set-Up and Clean-Up
• Videographer/photographer to document event
• Each team will create a program of work
# LITERARY MAGAZINE UNIT ASSESSMENT RUBRICS

## POEM RUBRIC

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL MEANING AND IMPACT</td>
<td>• Does not convey a theme or message.</td>
<td>• Conveys a theme or message.</td>
<td>• Conveys a clear and powerful theme or message.</td>
</tr>
<tr>
<td>DETAILS AND IMAGERY</td>
<td>• 1 or two examples of imagery and figurative language used.</td>
<td>• Uses some imagery and figurative language.</td>
<td>• Uses vivid imagery, figurative language, precise word choice and deliberate syntax.</td>
</tr>
<tr>
<td>ORIGINAL STYLE and TONE</td>
<td>• Integrates standard word choice and cliché ideas.</td>
<td>• Integrates original word choice and conveys a tone.</td>
<td>• Integrates refreshing and original word choice, ideas that are not cliché and unique perspective(s) and attitude.</td>
</tr>
<tr>
<td>FORMAT</td>
<td>Poem is less than 10 lines; somewhat relates to the topic; missing a title; reflects no revision.</td>
<td>Poem is at least 10 lines; somewhat relates to the topic; has a title; reflects some revision.</td>
<td>Poem is more than 10 lines; relates to the assigned topic; has a gripping title; and reflects careful thought, planning and revision.</td>
</tr>
</tbody>
</table>

COMMENTS:
<table>
<thead>
<tr>
<th>PERSONAL STATEMENT ASSESSMENT RUBRIC</th>
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<tbody>
<tr>
<td><strong>PRODUCT</strong></td>
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<tr>
<td><strong>FOCUS</strong></td>
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<tr>
<td>Below Standard</td>
<td>• Does not set out a problem, situation, or observation and its significance. Lacks focus.</td>
<td>• Sets out a problem, situation, or observation and its significance.</td>
<td>• Clearly sets out a compelling problem, situation, or observation and its significance.</td>
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<tr>
<td>Approaching Standard</td>
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<td>At Standard</td>
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<tr>
<td><strong>ORGANIZATION</strong></td>
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<tr>
<td>Below Standard</td>
<td>• Uses an unclear structure and does not create a coherent whole.</td>
<td>• Uses a clear structure to create a coherent whole and build toward a particular tone and outcome.</td>
<td>• Uses 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.</td>
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<tr>
<td>Approaching Standard</td>
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<td>At Standard</td>
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<tr>
<td><strong>DEVELOPMENT OF IDEAS</strong></td>
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<tr>
<td>Below Standard</td>
<td>• Uses vague and generic words and phrases, and limited details to convey the experiences and events. Does not provide a conclusion.</td>
<td>• Uses some telling details, and sensory language to convey a picture of the experiences and events. Provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</td>
<td>• Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences and events. Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
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<tr>
<td>Approaching Standard</td>
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<td>At Standard</td>
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<tr>
<td><strong>LANGUAGE CONVENTIONS</strong></td>
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<tr>
<td>Below Standard</td>
<td>• Demonstrate command of the conventions of standard English grammar and usage with 6 or more grammatical errors. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with 6 or more errors.</td>
<td>• Demonstrate command of the conventions of standard English grammar and usage with 4 or 5 grammatical errors. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with 4 or 5 errors.</td>
<td>• Demonstrate command of the conventions of standard English grammar and usage with 3 or fewer grammatical errors. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with 3 or fewer errors.</td>
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<td>Approaching Standard</td>
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<td>At Standard</td>
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<tr>
<td><strong>DISTINCTIVE VOICE AND STYLE</strong></td>
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<tr>
<td>Below Standard</td>
<td>Uses a simple and generic voice that does not convey the personality and style of the writer.</td>
<td>Creates moments when a distinctive voice is used to grant a glimpse of the personality and style of the writer.</td>
<td>Establishes a distinctive voice appropriate for the purpose, audience and format that conveys the personality and style of the writer.</td>
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<td>Approaching Standard</td>
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<td>At Standard</td>
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Literary Magazine Design Template
(50-75 pages, back and front)

FRONT COVER SKETCH:

BACK COVER SKETCH:
<table>
<thead>
<tr>
<th>SECTIONS OF MAGAZINE</th>
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<tbody>
<tr>
<td>SECTION 1:</td>
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<tr>
<td>(Title/ Theme)</td>
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<td>SECTION 2:</td>
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<td>(Title/ Theme)</td>
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<tr>
<td>SECTION 3:</td>
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<tr>
<td>(Title/ Theme)</td>
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</tbody>
</table>
| SECTION 4:  
| (Title/ Theme) |
| SECTION 1:  
| (Title/ Theme) |

**Additional Pages (i.e. Table of Contents, Photos, Credits, Dedication)**
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<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/GOAL</th>
<th>AGENDA</th>
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### Committee Program of Work

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<th>Committee Goals</th>
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<tbody>
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### Example

<table>
<thead>
<tr>
<th>Month/Timeline</th>
<th>Responsibility</th>
<th>Activities</th>
<th>Goals</th>
<th>End-of-year Evaluation</th>
<th>Comments</th>
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<tbody>
<tr>
<td>April</td>
<td>State Officers and Advisers</td>
<td>Banquet for employers and community members who assist with FBLA and business education program during the year.</td>
<td>6, 8, 9</td>
<td></td>
<td>Community more aware of FBLA and willing to offer support. Estimated cost $400.</td>
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<tr>
<td>Month</td>
<td>Responsibility</td>
<td>Activities</td>
<td>Goals</td>
<td>End-of-year Evaluation (1-5)</td>
<td>Comments</td>
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