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Title: Hello, AP Style Guide! It's nice to meet you.

Class One 90-minute block period of Yearbook Production or Convergence Journalism (grades 9-12)

Overview and Rationale:

Following a consistent style can dramatically improve the quality and credibility of a high school publication. Until now, the Chanhassen High School yearbook and newspaper have lacked consistent style guidelines, leaving students confused about how to refer to students quoted in articles, how to report using numbers and how to tackle abbreviations, to name only a few concerns raised by students. Introducing newspaper and yearbook staffers and editors to AP style using the AP Stylebook will help alleviate these concerns and ensure quality publications that students and staff can be proud of. This lesson also allows students to create a style guide unique to Chan publications, assigning style guidelines for instances not covered by AP style.

Desired Learning Outcomes:

- Students will be able to show understanding of AP Style through study of the AP Style Guide.
- Students will be able to understand the reasons for and importance of having consistent style guidelines.
- Students will be able to create a Chanhassen High School publications style guide (for instances not covered by or adaptations of AP style).
- Students will be able to consistently write and edit using AP Style.

Essential Questions:

- How is a style for journalistic writing similar to other writing style guides (MLA, Chicago, APA, etc.)?
- Why do journalists use a consistent style when they write and edit for publications?
- How does a consistent style help to ensure accuracy and credibility?

Common Core Standards:

- 9.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9.11.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Learning Activities:

1. (20 minutes) For many students this is their first exposure to AP style, so this lesson begins by giving students time to look through the AP Style Guide for the first time. This activity can be done in pairs or groups of three. Ideally, each student would have his or her own copy.
 - To begin, students should read the Foreword to the AP Style Guide and skim the Quick Reference Guide so they can see the scope of what is covered in the guide.
 - Students should also pay attention to how the AP style guide is organized, including what types of entries are included in the style guide section and the punctuation guide. They should also scan the guidelines for social media, sports, food, broadcast and photo captions. Additionally, students should skim the statement of news values and the section on media law.
2. (10 minutes) After browsing through the AP Style Guide, students will discuss the essential questions and have an opportunity to ask questions about the style guide. This sets up the importance of adhering to a

style guide for the school newspaper and yearbook and allows students to make connections between AP style and other style guides they have used in academic writing. Depending on the size of the class, this can be done as a whole class discussion or in small groups of 4-5 students.

3. (20 minutes) Next, in groups of 4-5, students will look through a page from the previous year's yearbook or an issue of the school newspaper to identify the various ways in which a style guide could change how something is written. I will model an example with them from a yearbook page. Once they have identified examples, they will edit the page using AP Style.

4. (20 minutes) Groups report out to class using a document camera. Discuss the edits as a class.

5. (10 minutes) Students will then brainstorm, in their small groups, what instances unique to Chanhassen High School might not be covered in the stylebook.

6. (10 minutes) A student volunteer will make a list on the board or in a projected Google Docs document of the groups' contributions. As a class, we will discuss these school-specific style concerns and agree on a consistent way of covering them, thus beginning the creation of our own style guide. (Students will understand that this is a work in progress, and they should be mindful of updating the school-specific style guide as needed.)

Materials:

Copies of AP Style Guide (at least one per pair of students)
Photocopied pages from yearbook and school newspaper
Document camera

Assessment:

- Active participation in both small and large group discussions
- Successful completion of small group work (editing a page of the school newspaper or yearbook for AP style)

Homework/Enrichment:

- Students need to take the six AP Style Quizzes available on jea.org at <http://jea.org/blog/2012/10/07/associated-press-style-quizzes/> due approximately one week after this introductory lesson.

References:

The Associated Press Stylebook and Briefing on Media Law
jea.org