

Lesson: Going in Cold

District & State Standards:	Learning Targets/I can...:	Materials/Resources:
<ol style="list-style-type: none"> 1) Students will evaluate the newsworthiness of events and decide what their readers should or must know. (3.4, 3.5, 3.6) 2) Students will analyze the different possible sources of information and decide which sources must be used for any given writing assignment. Plan and conduct the information-gathering process, including research, fist-hand observation and interviews, in order to answer all questions readers would have. (1.1, 1.2, 1.7, 1.8, 2.1, 2.3, 3.4, 3.6, 3.7, CA3, SS7) 3) Students will function with a camera (1.10, 2.5, 2.7, FA1) 4) Students will apply photographic principles to capture a wide variety of images (1.10, 2.5) 5) Students will meet and talk to subject and explore a shooting situation (1.3, 1.10, 2.3, 3.1, 3.2) 6) Students will adapt to different shooting and light situations and solve exposure problems as they arise (1.10, 3.1, 3.2, 3.3, 3.4, 3.6) 	<p>I can find a potential story in an unfamiliar location.</p> <p>I can establish a rapport with a potential subject and have him/her open up and share his/her story with me.</p>	<ul style="list-style-type: none"> • Going in Cold: Mark the Text.doc • Student(s) not from your class to use in the demo, preferably ones you don't know or don't know well (possibly borrow someone from study hall) <p>Optional:</p> <ul style="list-style-type: none"> • 300-word feature writing tips.pdf
Prior Knowledge:	Instructional Strategies:	Vocabulary:
<ul style="list-style-type: none"> • Marking text • How a journalist works • Creating questions 	<ul style="list-style-type: none"> • Text Analysis: Mark the Text • Demo • Discussion • Exit Ticket 	<ul style="list-style-type: none"> • Cold call • Rapport • Listening • Confidence
Mini-Lesson/ Teach/ Model:		
<p>Opener: Today we will be learning how professionals “go in cold” on this type of work, and I will demonstrate how it works for you. Share anecdotes of time(s) when the teacher reported cold on stories or packages.</p>		

Work Time/ Activities:	Assessment:
<p>Mark the Text activity: Students should mark the text based on the prompt. Students should share in the class discussion.</p> <p>Texts: Dennis:</p> <ul style="list-style-type: none"> • https://niemanstoryboard.org/stories/brady-dennis-on-after-the-sky-fell-st-petersburg-times/ • https://niemanstoryboard.org/stories/whys-this-so-good-no-18-brady-dennis-ben-montgomery-after-the-sky-fell/ • https://www.poynter.org/archive/2006/short-and-sweet-storytelling-in-300-words/ <p>Kuralt:</p> <ul style="list-style-type: none"> • http://www.charleskuraltpeople.com/ <p>Hartman:</p> <ul style="list-style-type: none"> • http://eachstorytold.com/2018/03/03/everybody-has-a-story-cbs-news-correspondent-steve-hartman-hosted-from-1998-to-2004-random-name-picked-from-local-phone-book-dart-thrown-at-map/ <p>Johnson:</p> <ul style="list-style-type: none"> • https://www.nytimes.com/1998/03/29/us/everyone-has-a-story-as-one-reporter-proves.html • https://dnews.com/local/his-journey-their-lives-everyone-has-a-story-and-many/article_dff9000b-749d-54b0-89ff-eafb97362058.html • https://media.spokesman.com/documents/2013/12/Last_chapter_of_Everyone_Has_a_Story.pdf • https://tribune.com/a_and_e/everyone-s-story-turned-into-his-story-too/article_b0bb7664-0970-59b6-81c2-46d1e9e1de77.html <p>Students:</p> <ul style="list-style-type: none"> • https://www.jeadigitalmedia.org/2014/02/03/road-trip-journalism/ <p>Discuss.</p>	<p>Marked texts.</p> <p>Participation in discussions.</p>
Mini-Lesson/ Teach/ Model:	
<p>Demo: The teacher will interview a student whom you do not know well while students watch the process, then discuss. Depending on the media this class is studying (photo, writing, broadcast, etc.), then you should use that format for the demo.</p> <ul style="list-style-type: none"> • Assuming your students have mastered taking notes during interviews, students should pay attention to the process, not what is said. • Or you could have half the class note the process and the other half take interview notes. <p>Discuss.</p>	
Debrief:	
<p>Exit Ticket:</p> <ul style="list-style-type: none"> • What methods did you find today that you had not thought of doing before? • How can you add that to your bag of tricks or skills? • What do you need to be able to practice that before the trip? • How can you accomplish your goal? 	