

# Magazine Inquiry Unit Sequence

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## Learning Plan and Timeline

### 1. Investigate magazines (1 week)

1. Collect various magazine samples for students to read through.

*Magazine choices should range between student friendly 'Owl' type magazines as well as National Geographic, Photography, Popular Science, MacLean's type magazines that may have higher level writing but strong graphics or information*

2. Develop and solicit inquiry questions, based on exemplars, such as:

1. Type of articles were they most interested in?
2. Types of magazines they preferred

### 2. Identify Key Elements (1 week)

1. With a collection of magazines - begin to identify key elements that are part of the magazine such as:
  1. table of contents, types of articles
  2. length of article
  3. Advertisements
  4. images
  5. Styles/Genres of writing: opinion, fiction, interviews, reviews
2. Inquire about which elements of magazines are most important, most common
  1. Collect this information through tally sheets, graphs, surveys.

### 3. Identify Unique Elements (1/2 week)

1. Many magazines have unique features that differentiate their style from others. What unique features are present in magazines or could be present in a magazines? (images, games, online links, digital magazines)

### 4. Respond to Articles (1 Week)

1. Students choose multimodal articles that they have found and respond critically to this work using graphic organizers of critical thinking questions such as: what is the topic of the article? Who is this article about? is this fact or fiction? is this opinion or news? Could the author have added something to help you better understand the topic? What

would you add to this article? After reading this article, what is a new idea you had related to this topic?

## **5. Determine the Different Roles/Job in Magazine Design (1/2 week)**

1. Brainstorm with students the types of jobs that are involved in creating a Magazine.
2. Direct them to table of contents, editorial staff for titles
3. Internet research to give detailed roles
4. What type of role would like to have in magazine creation

## **6. Magazine creation through Working Groups (2-3 Weeks)**

1. Democratically discuss if the magazine will have a theme, if so what could this be?
2. Share what type of contributions each person would be interested in making to a magazine? (i.e. illustrations, editing, layout, articles, advertisements, digital connections such as online video, weblinks, etc)
3. Break into groups (1-4) based on areas of interest and explore specifically how a chosen role supports magazine creation.
4. Based on chosen roles, each group will be assigned workspace and tasked with meeting responsibilities that were identified. These are presented to the group to check for anything missing and how they can work together.
  1. Layout/Editing - Will need to visually design a print (and online) layout that can support several types of articles and contributions.
  2. Articles (Non-fiction) - Determine number of articles, approximate length, types of information needed, graphics, theme.
  3. Articles (Fiction) - Determine number of articles, approximate length, types of information needed, graphics, theme.
  4. Articles (Interviews, News, Opinions) - Determine number of articles, approximate length, types of information needed, graphics, theme.
  5. Advertisements - Types of adverts that are consistent with the magazine, should their be adverts? If so, which ones? If not, why? Role of adverts within the creation of the magazine?
  6. Visual Texts - Role of images, photos and illustrations? Creative elements like word puzzles, number puzzles? Are they connected to articles? How?

## **7. Review & Editing (1 Week)**

1. Students review and self-edit their individual contributions to the magazine.
2. Students engage in guided peer and mentor review to address elements of style, voice, grammar, accuracy, and audience response. This is a reflective feedback loop of formative assessment.
3. Generate a final draft that meets all publication requirements (i.e. videos are online with QR code working, articles are formatted and have applicable illustrations included).

## **8. Publication (1/2 Week)**

1. Students work with community partner and/or school office to create and promote the final publication of their classroom magazine.
2. Connect with all external partners to celebrate the magazine launch (special event)