

Scholastic Yearbook

Syllabus, Pacing Guide, and Daily Lesson Plans

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Syllabus

Unit 1 — Preparing for Yearbook

- A. The Yearbook Staff
 - a. Role of the adviser
 - b. Role of the editors
 - c. Jobs and responsibilities
 - d. Yearbook companies
- B. Yearbook Basics
 - a. History
 - b. Functions
 - c. Philosophy
- C. Law and Ethics
 - a. Copyright
 - b. Student Press Law
 - c. Responsibilities
 - d. Code of Ethics

Unit 2 — Planning the Yearbook

- A. Theme generation
 - a. Inspirations
 - b. Tie-ins and spin-offs
 - c. Graphics/Folios
- B. Coverage
 - a. Ideas and inspirations
 - b. Brainstorming
 - c. On- and off-campus
 - d. Diversity
- C. Organization
 - a. Readers' services
 - b. Divisions

- i. Traditional
- ii. Non-traditional
- c. Ladders and deadline planning
- d. Staff assignments
- e. Classroom organization

Unit 3 — Producing the Yearbook

- A. Stories
 - a. Ideas and inspiration
 - b. Rules for writing
 - c. Interviewing
 - d. Story organization
 - i. Leads
 - ii. Quotes and Attribution
 - e. Alternative story forms
- B. Photography
 - a. Elements of composition
 - b. Coverage ideas
 - c. Organization
 - d. Equipment

Unit 4 — Designing the Yearbook

- A. Covers and end sheets
- B. Spreads
 - a. Basic design
 - b. Nontraditional design
 - c. Modules
- C. Headlines
 - a. Typography
 - b. Headline rules
- D. Other graphics

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Unit 5 — Paying the Bills

- A. Budgets
- B. Yearbook sales
 - a. Promoting sales
 - b. Organization
- C. Advertising
 - a. Business advertising
 - b. Parent or personal advertising
 - c. Ad design
- D. Other sources of funds

Unit 6 — Submitting the Yearbook

- A. Preparing the pages
- B. Submission basics
- C. Proofing pages
- D. Continuing the production cycle
 - a. Deadlines and mini-deadlines
 - b. Delivery dates

Unit 7 — Publishing the Yearbook

- A. Planning for distribution
- B. Supplementing the yearbook
- C. Evaluating the yearbook

Appendix 1: Yearbook Forms

Appendix 2: Extension Activities

About This Pacing Guide

The pacing of any yearbook course must be flexible so that it can be adapted to the school calendar and the yearbook company deadline schedule. Pacing also must take into account the planned delivery date for the finished yearbook.

Generally, Spring Delivery yearbooks are finalized in February and delivered in May or June; Summer Delivery books are finalized in May and delivered in July or August; and Fall Delivery yearbooks are finalized after the end of the school year (to include graduation and the end of spring sports seasons) and delivered in August or September. Production of a Spring Delivery yearbook must therefore move at a much faster pace, with the majority of the course work complete in the 24th week of school. This Pacing Guide follows a schedule for a Summer or Fall Delivery yearbook, with course work completed in the 36th week of school; however, teachers with Spring Delivery yearbooks may omit the days in each unit that are marked with an asterisk (*) in order to cover the main content material by the 24th week of school.

Unit 1 covers basic information about the purposes of a yearbook and yearbook staff organization. In Unit 2, students will create a theme and organization pattern for the yearbook and a deadline schedule; in Unit 3, they will learn how to create yearbook content by working on stories and photos for the first yearbook page submission deadline; and in Unit 4 they will design the yearbook cover, end sheets, and pages for the first deadline. Unit 5 covers budgeting and fund raising. In Unit 6, students will follow the guidelines for submitting their Deadline 1 pages to the yearbook company and learn the elements of the Production Cycle, as yearbook pages progress through pre-production to production to submission. Unit 7 is the Production Cycle itself, which will be repeated 4 times for Spring Delivery yearbooks (Deadlines 2 through 5) and 5 times for Fall Delivery yearbooks (Deadlines 2 through 6). Unit 8 covers preparations for distribution of the yearbook and closing out of yearbook records and files, a necessary process for a course that is both a business and a record of school history.

Teachers with Spring Delivery yearbooks often face a question of what to do when the yearbook is finished and three months still remain in the year; one option is to repeat the Production Cycle and create a yearbook Supplement, a separate section covering spring events and sports that is produced after the yearbook itself is completed and is delivered in the summer or fall of the next school year. This is usually an additional expense (discussed as part of the yearbook budget in Unit 5) and can extend the work of yearbook production into the summer, but it offers the advantage of providing coverage of a complete school year. A second option is to use the lessons omitted earlier in the year or the activities in Appendix 2 as extension activities to review and reinforce concepts and continue student learning. A third option is to begin the process of planning the following year's yearbook; however, staff turnover may make this option impractical. A combination of activities might offer the best solution for large yearbook staffs with different levels of experience.

Production Cycle Pacing Guide

The following is a comparison of schedules for Spring Delivery and Summer/Fall Delivery yearbooks. Both are based on a 36-week school year.

Comparison of Spring Delivery and Summer/Fall Delivery Schedules

Week	Spring Delivery		Summer/Fall Delivery	
1	Unit 1	Staff Training	Unit 1	Staff Training
2	Unit 2	Theme Planning		Staff Training
3		Deadline Planning	Unit 2	Theme planning
4	Unit 3	Prepare Story Content for Deadline 1		Deadline planning
5		Photography	Unit 3	Prepare Content for Deadline 1
6		Prepare Photo Content for Deadline 1		Prepare Content for Deadline 1
7	Unit 4	Design cover, end sheets, basic pages	Unit 4	Design cover, end sheets
8		Design layout mockups		Design basic pages
9		Design pages for Deadline 1		Design pages for Deadline 1
10	Unit 5	Ad/book sales	Unit 5	Ad/book sales
11	Unit 6	Submit pages for Deadline 1		Ad/book sales
12	Unit 7 (A)	Prepare content for Deadline 2	Unit 6	Submit pages for Deadline 1
13		Proof Pages for Deadline 1	Unit 7(A)	Prepare content for Deadline 2
14		Design pages for Deadline 2		Prepare content for Deadline 2
15		Submit pages for Deadline 2		Proof Pages for Deadline 1
16	Unit 7 (B)	Prepare content for Deadline 3		Design pages for Deadline 2
17		Proof Pages for Deadline 2		Submit pages for Deadline 2
18		Design pages for Deadline 3	Unit 7(B)	Prepare content for Deadline 3
19		Submit pages for Deadline 3		Prepare content for Deadline 3
20	Unit 7 (C)	Prepare content for Deadline 4		Proof Pages for Deadline 2
21		Proof pages for Deadline 3		Design pages for Deadline 3
22		Design pages for Deadline 4		Submit pages for Deadline 3
23		Submit pages for Deadline 4	Unit 7(C)	Prepare content for Deadline 4

Comparison of Spring Delivery and Summer/Fall Delivery Schedules

24	Unit 7 (D)	Prepare content & design pages for Deadline 5		Prepare content for Deadline 4
25		Proof pages for Deadline 4		

Comparison of Spring Delivery and Summer/Fall Delivery Schedules

Week	Spring Delivery	Summer/Fall Delivery
26	Submit pages for Deadline 5	Proof Pages for Deadline 3
27	Unit 8 Planning for Distribution	Design pages for Deadline 4
28	Close files; Proof pages for Deadline 5	Submit pages for Deadline 4
29	Appendix 2 Supplementary activities or Prepare content and design pages for yearbook supplement	Unit 7(D) Prepare content for Deadline 5
30		Proof Pages for Deadline 4
31		Design pages for Deadline 5
32		Submit pages for Deadline 5
33		Prepare content for Deadline 6
34		Prepare content for Deadline 6
35		Proof pages for Deadline 5
36		Unit 8 Planning for Distribution; Prepare content for Deadline 6
SUMMER	Complete pages for supplement	Complete and submit Deadline 6

Unit 1 – Preparing for Yearbook

DAY	Lab or Activity	Lecture - Class notes	AV presentation	Follow-up	Homework	Assessment
1	Activity 1.1 The Name Game	Class Notes 1.1 Who's Who?	PP 1.1 Who's Who?		Worksheet 1.1 What is a Yearbook?	
2		Class Notes 1.2 Yearbook Basics	PP 1.2 Yearbook Basics	Review staff names; discuss Worksheet 1.1		
3*	Activity 1.2 Yearbooks Through History				Complete activity	
4		Class Notes 1.3 Student Press Law	PP 1.3 Student Press Law		Worksheet 1.2 What Would You Do?	
5	Activity 1.3 Yearbook Code of Ethics			Discuss Worksheet 1.2; review vocabulary.	Clipping Collection: Ideas	Quiz 1.1
6				Review staff names. Finalize Code of Ethics. Discuss Clipping Collections.		Unit 1 Test
7*	Yearbook Feature Survey	Class Notes 1.4 Survey Says...	PP 1.4 Survey Says...		Worksheet 1.3 Yearbook Feature Survey	
8*	Create a "wish list" of yearbook features			Discuss survey results		
9*	Gallery of Ideas				Complete Activity	
10*				Discuss galleries and post favorites		

Unit 1 – Preparing for Yearbook

Unit Overview:

Students will begin to get to know each other and practice the skills they will need to work together as a team. They will learn about the functions that will be fulfilled by the yearbook they will produce, and they will create a set of guidelines for providing responsible, balanced coverage of the activities and events of the school year.

Topic: Lesson 1-1: Day 1 Who's Who?

Objectives:

The learner will:

- Know the members of his/her yearbook staff by name and understand the necessity of teamwork within the staff;
- Understand the functions and responsibilities of the yearbook staff, the yearbook adviser, and the yearbook company.

Motivation:

Teamwork will be essential to the successful completion of the yearbook; students must understand that they have a common goal and they will have to work together in order to achieve it. Understanding each person's job and responsibilities and respecting each other and the "chain of command" are important; so is learning the names of everyone on staff.

Starter Activity:

Activity 1.1 The Name Game

Divide into groups of 5-10 students. Each student will think of a positive adjective that describes him/her and starts with the same letter as his/her name. Example, Cheerful Cheryl. Groups stand in a circle. The person who has the most recent birthday will begin by saying his/her adjective and name; the person to his/her left will repeat the adjective and name, then say his/her adjective and name. Continuing clockwise around the circle, each person will add to the list of names. When the circle returns to the first person, he/she will say all the names. The group then recites all the adjectives and names in unison. After all the groups have finished, the class as a whole forms a circle and repeats the game with all the names.

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Homily:

This activity might seem a little silly, but ice breakers are vital to the process of forming a team. Students cannot function as a yearbook staff if they do not know each other's names or who is responsible for what part of the yearbook. Teamwork and communication cannot be taken for granted; they must be taught. And I have learned from unpleasant experience that time spent on teamwork now can save a lot of drama later.

The relationship of a yearbook staff is a little like a business office, a little like a sports team, and a little like a family. Some yearbook advisers feel so strongly about the need for commitment and teamwork that they conduct “marriage ceremonies” for their staff members; while this is not a technique I have tried, I do stress to students that the relationship on the staff is a special one and that mutual respect and commitment are necessities.

Homework:

Worksheet 1.1: What is a Yearbook?

Using the worksheet prompt, students will take an informal poll of people of different ages, asking them what a yearbook is to them. This will be a starting point for Lesson 2.

Vocabulary:

- Adviser
- Editor
- Photographer
- Writer
- Designer
- Business Manager
- Yearbook Company Representative

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Directions:

PP 1.1 Who's Who?

This presentation and the accompanying Class Notes give a basic overview of the jobs and responsibilities of those who make up the yearbook staff. Small staffs may have a single editor in chief and no sub-editors; large staffs may have a photo editor in charge of selecting photos, for example, and a story editor in charge of editing first drafts of stories. This presentation can serve as an outline, and the teacher/adviser can reassign duties as needed within the staff.

The jobs of writer, photographer and designer are presented here as separate functions; however, this course is structured so that each staff member learns to perform each role.

Slide 1.1a Who's Who? Yearbook Staff Members and Responsibilities

Slide 1.1b The Yearbook Adviser

- Teach the fundamentals of journalism
- Assist staff in setting deadlines
- Grade student work
- ADVISE student journalists on the design and content of their publications

Lecture Notes: Stress to students that they control the content of the publication – they decide what stories, photos and designs to use. The role of the adviser is not to be the editor in chief or the publisher; it is to be a coach and adviser, guiding students to make responsible decisions. Students must take responsibility for doing the work and making the deadlines.

Slide 1.1c The Editor in Chief

- Lead the staff in choosing the theme, content and design of the book
- Set deadlines and plan the ladder
- Proofread and give final approval to stories, photos and designs
- Motivate the staff to work together as a team

Lecture Notes: Strong leadership is required for the editor in chief. This is not necessarily a role for the most senior student on staff; he or she must have a thorough understanding of all parts of yearbook production, an ability to meet deadlines and stay organized, and the leadership skills to motivate others to do the same.

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Slide 1.1d The Assistant Editor

- Make staff assignments and track progress
- Keep track of upcoming events and deadlines
- Assist editor in proofreading stories, selecting photos and reviewing designs

Lecture Notes: Calendars and assignment charts should be posted in the classroom so that all staff members can see their deadlines and their assignments; it is important that the assistant editor takes responsibility for updating these posters frequently, as well as giving verbal reminders to staff members of upcoming deadlines.

Slide 1.1e The Business Manager and the Sales Staff

- Organize and track yearbook sales
- Organize and track advertising sales
- Plan fund raisers and sales campaigns
- Monitor the budget

Lecture Notes: In a small staff, the job of business manager may be covered by the assistant editor; all members of the yearbook staff can serve as members of the sales staff. It is important that all yearbook staff members take responsibility for selling ads – a vital source of funding – and for selling the yearbook itself.

Slide 1.1f The Story Editor and the Writers

- Interview a variety of people for each story
- Gather facts
- Check for accuracy
- Use facts and quotes to write interesting stories
- Show the depth and breadth of the school while telling the story of the year

Lecture Notes: Accuracy is vital in stories, and all staff members should be responsible for ensuring the accuracy of their work. That includes taking thorough notes in interviews, verifying the spelling of names, checking the scores of games and players' numbers, etc. Writers must also be sure to cover the entire student body – which means interviewing multiple people for each story and going beyond their own group of friends to obtain quotes.

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Slide 1.1g The Photo Editor and the Photographers

- Photograph a variety of people from a variety of angles for each yearbook spread
- Collect facts and quotes for captions
- Organize photos so they can be found quickly and easily
- Use photos to help tell the story of the year

Lecture Notes: Anyone can take a snapshot; a photographer thinks about what he/she will shoot before picking up a camera, and looks for unusual ways of showing the same subject. Photos are just as important as words to telling the story of the year, and photographers must work closely with writers and page designers to ensure that the whole story is told. Just as writers must go beyond their circle of friends, so photographers must be sure they are balancing the photos on their pages to show students of different gender, ethnicity, age, and interests.

Slide 1.1h The Design Editor and the Designers

- Create page designs and graphics that reflect the yearbook theme
- Choose fonts that reflect the theme
- Give each section a consistent look through the use of similar elements
- Tell the story of the year in a visual way

Lecture Notes: Much of the yearbook's theme – its identity – comes from the design of the yearbook cover and pages. Designers must pay attention to the little details as well as the whole story presented by a yearbook spread. Consistency in those little details makes for a more professional-looking publication.

Slide 1.1i The Yearbook Company Representative

- Negotiate contract for printing the yearbook
- Bring in great ideas and inspirations
- Connect the staff with artists and technology experts
- Answer questions about everything related to yearbook

Lecture Notes: Yearbook company representatives can be an invaluable resource for an inexperienced staff or adviser. Some will come into the classroom to teach specific lessons, or stay until midnight to help meet a shipment deadline. If a staff or an adviser has any questions about anything related to yearbook, or if they are stuck for ideas or for solutions to problems, they should be able to go to their yearbook representative for help. It is all part of the service the school should receive from the company.

Slide 1.1j All clip art from Microsoft Clip Art collection

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Suggested Teaching Strategies:

Go over the presentation with students after playing the Name Game or the ice breaker; if roles have already been assigned, emphasize the name of the student(s) assigned to each role, so that the class begins to associate the names and the jobs.

If the class consists of first-year yearbook staff members, or if the leadership roles have not been assigned prior to the beginning of the year, go over those roles on the first day but do not assign them until students have had a chance to begin working together and show signs of leadership and responsibility.

For new teacher/advisers, it is important to go over the responsibilities of the staff members and make sure all members understand what is expected of them. Conflicts can arise later if responsibilities are not spelled out from the start.

Make sure students know their assignments must be done: in most other classes, if a student does not do his work, he receives a poor grade and the rest of the class is not affected; in yearbook, if a staffer does not do her work, someone else will have to do it for her or the whole yearbook suffers. Collective responsibility has to be part of the discussion of yearbook staff roles. Keep the presentation light today; there will be chances later to discuss consequences.

Topic: Lesson 1-2: Day 2 Yearbook Basics

Objectives:

The learner will:

- Understand the basic history of yearbooks in American schools;
- Understand the purposes of a yearbook and the expectations audience members have for it.

Motivation:

Yearbooks have evolved over time from simple alumni directories to today's colorful, creative expressions of teenage life. Before the yearbook staff can begin creating this year's book, they must understand what purpose their publication will serve and some of the expectations that will meet it when it is published.

Starter Activity:

Recite Name Game adjectives and names from Day 1 as a group.

Worksheet 1.1 What is a Yearbook?

Have students share the answers they received to the previous day's homework assignment. Ask one student to record the answers on the board, marking the ones that occur most frequently.

Homily:

Staff members must be conscious from the start that what they are doing is not just to please themselves, but to serve the school and community as well; they must think beyond their own interests and priorities and be willing to go outside their comfort level to interview and shoot photos. The sports stars, the cheerleaders and the popular kids will have no trouble getting into the yearbook; but everyone needs to have a chance. I tell my students that everyone deserves to be in the yearbook, even that kid who sits in the back of the classroom and never talks; he might have a story to tell that no one has ever heard before.

In the interest of achieving diversity, I have gone so far as to create a rule that my yearbook staff members cannot be in the yearbook except in the portrait photos, group photos and the yearbook class coverage; this helps prevent the yearbook from becoming a scrapbook for just the yearbook students. They are discouraged from using their friends more than twice, unless those friends must be on that particular spread – as members of the homecoming court, for example, or the state-championship basketball team. We also keep a list of students who have been used in stories and photos and mark those who are “too hot” because they have already been used more than twice; in later deadlines, they are to be avoided.

Unit 1 – Preparing for Yearbook Daily Lesson Plans

While in the past yearbooks were intended primarily for seniors, today's yearbook should cover all students – after all, they are all potential buyers, and they all take part in the school community the yearbook is intended to record.

Vocabulary:

- Annual
- Theme
- Full color
- Desktop Publishing

Materials:

- Poster board or large sheet of paper for posting goals

Directions:

PP 1.2 Yearbook Basics

This presentation and the accompanying Class Notes give a basic overview of yearbook history and functions. It is intended to provide background necessary for discussion of goals and expectations for this year's book.

Slide 1.2a Yearbook Basics: A Brief History and Philosophy of High School Yearbooks

Slide 1.2b Before yearbooks

- In 1800's, schools published annual reports of board meetings and other events
- Student directories listed alumni professions and accomplishments over several decades – like a history of a school's important graduates
- Some books featured line drawings, often of school buildings or coats of arms

Lecture Notes: Communities with historical societies or genealogical libraries may have student directories from this period.

Slide 1.2c Annuals

- In early 1900's, students published annual or quarterly literary magazines
- Contents included fictional stories, poems, drawings, jokes and humorous essays
- 1920's magazines sometimes included memorials for alumni who died in World War I
- Annuals were often self-published, copied and assembled by hand

Lecture Notes: "Annuals" is an earlier name for yearbooks because of the annual publication of many literary magazines. Students began naming their publications to give them identities, often based on a school mascot.

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Slide 1.2d Yearbook Origins

- In 1930's and 1940's, portraits of the senior class were added to literary magazines
- "Senior Class Yearbooks" evolved to include seniors' activities, favorite quotes, mottos and other personalization
- School calendars often included as a record of events and sports results

Lecture Notes: Some schools stopped publishing yearbooks during the early 1940's due to the paper shortages of World War II; others published only in alternate years.

Slide 1.2 e Dedicated to seniors

- Seniors received the majority of coverage in the 1940's and 1950's
- Junior class often produced the yearbook in honor of the seniors
- Literary elements gradually reduced as portraits and casual photos added
- Underclass coverage included portraits and group photos
- Class favorites and dedications added identity
- Sports teams and cheerleaders featured
- Book publishers printed books

Lecture Notes: These books often included humorous captions; while they are not considered journalistic by today's standards, they are interesting for what they show of the language and the culture of the time. Not every photo had a caption, however, leaving gaps in some books' usefulness as an historical record.

Slide 1.2f Yearbook evolution

- In the 1960's and 1970's, stories began to appear in addition to photos and captions
- As course offerings and club activities expanded, so did that coverage
- Sports action photos became more common
- Covers showed unique "themes" each year
- Spot color added interest

Lecture Notes: This is when yearbooks made the transition from scrapbooks of the year to journalistic publications. Most photos have captions, and stories include quotes

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Slide 1.2g Colorful pages

- In the late 1980's, books featured many photos and pages designed in two-page spreads
- Color photos were used on featured spreads and senior portraits but printing costs kept most books from using full color throughout
- Pages were designed on grid sheets and content was placed by the yearbook publisher

Lecture Notes: This was also a period of experimentation in yearbooks as some schools began incorporating unusual elements, such as plexiglass covers over photos, die-cut covers and different papers for pages.

Slide 1.2h Desktop publishing

- In 1990's, schools began using computers to create page designs
- Scanners and early digital cameras allowed staffs to place photos on pages themselves
- Some schools began producing videotape yearbooks to accompany the print book

Lecture Notes: Hand-drawn page designs on grid paper are still used by many schools as starting points for desktop designs.

Slide 1.2i Yearbook Today

- Most schools design pages entirely on computer
- Digital photos are more common than scanned film prints
- DVD yearbook supplements feature video coverage
- Full color pages are common
- Yearbooks sold online
- Some staffs use social networking sites to collect information and publicize book sales
- Some companies offer online design software and sites where parents can design personal ads
- Journalistic standards are often followed

Lecture Notes: While desktop publishing is the norm, a very small number of yearbooks today are still designed on grid paper by their staffs and assembled by yearbook companies. Digital photography is very common, and so is submission of pages to the yearbook company via email or digital upload. Digital printing is expanding the possibilities for creating individual yearbooks; some companies will soon offer students a choice of what pages they want to include in their individually printed yearbook, and they will be able to upload their own photos and content to be printed in the book.

Unit 1 – Preparing for Yearbook Daily Lesson Plans

Slide 1.2j Yearbook Purposes

- History book
- Reference book
- Public relations tool
- Sports record
- Cultural record
- Memory book
- Creative expression

Lecture Notes: As a history book, a yearbook reflects the major events of the school year and often state, national and world events as they affect the school; an example would be Hurricane Katrina, which is referenced in many 2005 yearbooks. As a reference book, it lists who attended the school and who taught there in that year. As a public relations tool, it highlights positive aspects of the community through the school – things like winning sports and academic teams, community service projects and performances. Scoreboards and statistics make it a sports record; fashion, hairstyles, and stories on topics like student spending and hangouts make it a cultural record. The stories and photos should spark memories for students years later.

Slide 1.2k Diversity

- Yearbooks today should reflect events and activities of all grades, not just seniors
- They should portray activities and interests of students of different gender, ethnicity, religion, economic level and social group
- The goal should be to get everyone in the yearbook at least once – twice is better!

Lecture Notes: The main audience for a yearbook is the students of the school; parents, teachers and the community as a whole make up the secondary audience. Yearbook staffs have an obligation to serve the entire audience with their publication – it is not just the yearbook staff's book, but the whole school's book. That requires staffs to go outside their own social circles and cliques to cover the whole population of the school, not necessarily equally, but fairly.

Slide 1.2l All art from Microsoft Clip Art collection

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Suggested Teaching Strategies:

Discuss the answers from Worksheet 1.1 as a starter before the presentation; if students questioned parents and other adults or brought yearbooks from home, those answers and examples can be related to the history of yearbooks. Relate the answers on the board to the purposes outlined in the presentation.

After the presentation, ask the students what the school wants out of the yearbook, and what they as a staff want out of the yearbook; it may be helpful to create a list of “Goals for This Year” that can be posted and referred to later. It may be helpful to copy the list to a poster board or large sheet of paper so that it can be saved for later discussions.