

Scholastic Yearbook Class Notes

Table of Contents

There are 2 versions of the Class Notes, in color, on the CD. They are both presented on the following pages in black and white. The first is the Adobe Acrobat PDF version for use with overhead projectors. The second are PowerPoint versions of the same Notes. The PowerPoint sample shows 6 slides to a page. You may use whichever version best suits your classroom environment.

Overhead Class Note pages:

4.1.1a Who's Who?	15
4.1.1b The Yearbook Adviser	15
4.1.1c The Editor in Chief	15
4.1.1d The Assistant Editor	16
4.1.1e The Business Manager and the Sales Staff	16
4.1.1f The Story Editor and the Writers.....	16
4.1.1g The Photo Editor and the Photographers.....	17
4.1.1h The Design Editor and the Designers	17
4.1.1i The Yearbook Company Representative	18
4.1.2a Yearbook Basics	21
4.1.2b Before yearbooks	21
4.1.2c Annuals	21
4.1.2d Yearbook Origins	22
4.1.2e Dedicated to seniors	22
4.1.2f Yearbook evolution	23
4.1.2g Colorful pages	23
4.1.2h Desktop publishing	24
4.1.2i Yearbook Today	24
4.1.2j Yearbook Purposes.....	25
4.1.2k Diversity.....	25
4.1.3a Student Press Law	28
4.1.3bThe First Amendment.....	28
4.1.3c Tinker V. Des Moines	28
4.1.3d Students' rights recognized	29
4.1.3e Hazelwood v. Kuhlmeier	29
4.1.3f Principal's concerns	30
4.1.3g Editorial control	30
4.1.3h Bethel v. Fraser	31
4.1.3i Obscenity not allowed	31
4.1.3j So What?	32
4.1.3k Prior Review and Prior Restraint	32

4.1.3l Open Forums and Closed Forums	33
4.1.3m Responsible Journalism.....	33
4.1.3n So What?	34
4.1.3o Libel	34
4.1.3p Elements of Libel.....	35
4.1.3q Elements of libel (continued)	35
4.1.3r So What?	36
4.1.3s Plagiarism and Fabrication	36
4.1.3t Copyright.....	37
4.1.3u Trademarks	37
4.1.3v So What?.....	38
4.1.3w Conclusion	39
4.1.4a Survey Says.....	45
4.1.4b Select the format.....	45
4.1.4c Write the questions	45
4.1.4d Survey the right number of people	46
4.1.4e Total the results.....	46
4.1.4f Report the results	47
4.2.1a Yearbook Themes.....	49
4.2.1b A sense of identity.....	49
4.2.1c A new year, a new volume	49
4.2.1d Choosing a theme	50
4.2.1e Ideas and inspirations	50
4.2.1f Sustainable themes.....	51
4.2.1g For Example:	51
4.2.1h Throughout the book	52
4.2.1i For Example:.....	52
4.2.1j On the inside	53
4.2.1k For Example:.....	53
4.2.1l For Example:.....	54
4.2.1m At the start of the book.....	54

4.2.1n For Example:.....	55
4.2.1o Continuing the theme	55
4.2.1p For Example:.....	56
4.2.1q On every page	56
4.2.1 Handout 3	59
4.2.2a Yearbook Coverage	60
4.2.2b Inside the book	60
4.2.2c Content matters.....	60
4.2.2d Who is the yearbook for?	61
4.2.2e Diversity.....	61
4.2.2f Fair does not mean equal.....	62
4.2.2g Non-negotiables	62
4.2.2h On- and off-campus.....	63
4.2.2i Gathering ideas	63
4.2.2j Covering the student body	64
4.2.2 Handout 1	65
4.2.2 Handout 2	66
4.2.3a Climbing the Ladder.....	67
4.2.3b Organization basics	67
4.2.3c More basics.....	67
4.2.3d Colorful coverage.....	68
4.2.3e Planning for color.....	68
4.2.3f Flats and signatures	69
4.2.3g Finding the way.....	69
4.2.3h Readers' services.....	70
4.2.3i More navigation aids.....	70
4.2.3j Keeping it in proportion	71
4.2.3k Traditional yearbook divisions	71
4.2.3l More traditional divisions	72
4.2.3m More traditional divisions.....	72
4.2.3n How to order the book	73

4.2.3o Non-traditional organization.....	73
4.2.3p Theme-related divisions	74
4.2.3q Ladders and deadline planning.....	74
4.2.3r Keeping on schedule.....	75
4.2.3s Spring or Fall?	75
4.2.3t Filling out the ladder	76
4.2.3u For Example:.....	76
4.2.3w Staff assignments	77
4.2.3w Classroom organization.....	78
4.2.3 Handout 1	79
4.2.3 Handout 2	80
4.2.3 Handout 3	81
4.2.3 Handout 4	82
4.3.1a Writing for Yearbook	83
4.3.1b How to get the story.....	83
4.3.1c Be there	83
4.3.1d Ask questions	84
4.3.1e Look for the new and unique	84
4.3.1f Look for details	85
4.3.1g Include the 5 W's and H	85
4.3.1h So what?	86
4.3.1i Research	86
4.3.1j Prepared Research	87
4.3.1k Original Research	87
4.3.1l Poll Data	88
4.3.1m So what?	88
4.3.1 Handout 1	89
4.3.1 Handout 2	90
4.3.1 Handout 3	91
4.3.2 a Conducting Interviews.....	92
4.3.2b Tell the Story.....	92

4.3.2c Develop a set of questions.....	92
4.3.2d Select interview sources and questions carefully.	93
4.3.2e Listen when interviewing.	93
4.3.2f Get it right.	94
4.3.2g Develop rapport.	94
4.3.2h Interview face-to-face whenever possible	95
4.3.2i So what?	95
4.3.2j Close-ended and Open-ended questions:	95
4.3.2k Follow-up questions:	96
4.3.2k Multiple choice:	96
4.3.2l Notes on note-taking:.....	97
4.3.2m Be prepared.....	97
4.3.2n Using recorders as back up.....	98
4.3.2o So what?	98
4.3.2 Handout 1	99
4.3.2 Handout 2	100
4.3.2 Handout 3	101
4.3.3a Leads and Quotes	102
4.3.3b Heads Up	102
4.3.3c Starting off Strong.....	102
4.3.3d Writing the Lead	103
4.3.3e Description Lead.....	103
4.3.3f Astonishing Lead	104
4.3.3g Staccato Lead	104
4.3.3i Direct Quotation Lead	105
4.3.3j Question Lead	106
4.3.3k Summary Lead	106
4.3.3l Contrast Lead.....	107
4.3.3m Writing the Body.....	107
4.3.3n Choosing quotes	108
4.3.3o Making connections	108

4.3.3p Fact-Quote-Transition Pattern	109
4.3.3q Using quotes effectively.....	109
4.3.3r Attributing the quote.....	110
4.3.3s Keeping it together	110
4.3.3t Managing long quotes	111
4.3.3u Concluding the Story.....	111
4.3.3 Handout 1	112
4.3.3 Handout 2	113
4.3.3 Handout 3	114
4.3.3 Handout 4	115
4.3.3 Handout 5	116
4.3.4a Photography for Student Publications	117
4.3.4b Adding to the story.....	117
4.3.4c Photographs vs. Snapshots	117
4.3.4d Elements of Composition include:	118
4.3.4e Distance.....	118
4.3.4f Rule of Thirds	119
4.3.4g Dominance and Subordination.....	119
4.3.4h For Example.....	120
4.3.4i Contrast	120
4.3.4j Framing.....	121
4.3.4k Timing.....	121
4.3.4l Selective focus	122
4.3.4m For Example.....	122
4.3.4n For Example.....	123
4.3.4o About selective focus... ..	123
4.3.4p Leading Lines.....	124
4.3.4q Leading Looks.....	124
4.3.4r Action/Reaction	125
4.3.4s Simplicity.....	125
4.3.4t Mood/emotion.....	126

4.3.4u Fresh Angles.....	126
4.3.4v For Example	127
4.3.4w Cropping.....	127
4.3.4x Odd Crops	128
4.3.4y COBs	128
4.3.4z Summary.....	129
4.3.4 Handout 1	130
4.3.4 Handout 2	131
4.3.4 Handout 3	132
4.3.4 Handout 4	133
4.3.5a ABCD Caption Formula.....	134
4.3.5b Caption basics.....	134
4.3.5c ABDC formula.....	134
4.3.5d Attention-Getter.....	135
4.3.5e Basic Information:	135
4.3.5f Complementary Information	136
4.3.5g Direct Quote.....	136
4.3.5h Photo bylines	137
4.3.5i For Example:.....	137
4.3.5j For Example:.....	138
4.3.5k For Example:.....	138
4.3.5 Handout 1	139
4.3.5 Handout 2	140
4.4.1a Yearbook Anatomy, Cover and End Sheets	141
4.4.1b Heads Up	141
4.4.1c Yearbook sizes.....	141
4.4.1d Yearbook covers.....	142
4.4.1e Creating covers	142
4.4.1f Extras.....	143
4.4.1g The end sheets	143
4.4.1h Paper options.....	144

4.4.1i Yearbook measurement.....	144
4.4.1j The Insides.....	145
4.4.1k Spreads and flats	145
4.4.1l Planning the structure.....	146
4.4.1m Color notes	146
4.4.1n On the spot.....	147
4.4.1o Planning Color	147
4.4.1 Handout 1	148
4.4.1 Handout 2	149
4.4.1 Handout 3	150
4.4.2a What's Your Type?	151
4.4.2b Heads Up	151
4.4.2c Anatomy of Type.....	151
4.4.2d More Anatomy of Type	152
4.4.2e The Right Size	152
4.4.2f Font Spacing.....	153
4.4.2g Different Types.....	153
4.4.2h Other types.....	154
4.4.2i The Right Type for the Job.....	154
4.4.2j Type Styles.....	155
4.4.2k Families of fonts	155
4.4.2l Starting the Story	156
4.4.2m Headline Styles	156
4.4.2n Headline Variations.....	157
4.4.2o More Variations	157
4.4.2p Graphic Designs.....	158
4.4.2q Headline Tips	158
4.4.2r Pull Quotes.....	159
4.4.3a 7 Steps to Design.....	163
4.4.3b Traditional Design.....	163
4.4.3c The Dummy.....	163

4.4.3d For Example.....	164
4.4.3e Establish the columns.	164
4.4.3f For Example.....	165
4.4.3g For Example	165
4.4.3h More about columns	166
4.4.3i 2. Draw in the eyeline and folios.....	166
4.4.3j For Example.....	167
4.4.3k Folios	167
4.4.3l 3. Draw in the dominant photo.	168
4.4.3m For Example.....	168
4.4.3n More about dominants.....	169
4.4.3o 4. Draw in the story/headline package.....	169
4.4.3p For Example.....	170
4.4.3q 5. Draw in other photos.	170
4.4.3r For Example.....	171
4.4.3s More about photos	171
4.4.3t 6. Place the captions	172
4.4.3u For Example.....	172
4.4.3v More about captions	173
4.4.3w 7. Add other modules.....	173
4.4.3x For Example	174
4.4.3y More Design Tips	174
4.4.3z For Example	175
4.4.3aa For Example	175
4.4.3 Handout1	176
4.4.3 Handout 2	177
4.4.3 Handout 3	178
4.4.3 Handout 4	179
4.4.3 Handout 5	180
4.4.4a Beyond the Basics	181
4.4.4b Going in another direction	181

4.4.4c Mini-stories	181
4.4.4d Modules	182
4.4.4e On the grid	182
4.4.4f Dividing lines	183
4.4.4g Special effects.....	183
4.4.4h Getting ideas.....	184
4.4.4i Unbreakable rules.....	184
4.4.4 Handout 1	185
4.4.4 Handout 2	186
4.4.5b Words and Pictures.....	187
4.4.5c Common sights	187
4.4.5d Photos included	188
4.4.5e Facts that count.....	188
4.4.5f Keep it simple	189
4.4.5 Handout 1	190
4.5.1a The Business of Yearbook.....	191
4.5.1b Heads Up	191
4.5.1c Budget matters	191
4.5.1d Publication expenses.....	192
4.5.1e Adding to expenses	192
4.5.1f Other costs	193
4.5.1g For Example:.....	194
4.5.1h Publication income	194
4.5.1i Other income	195
4.5.1j For Example:.....	195
4.5.1k The Most Important Revenue	196
4.5.1l What the buyer wants	196
4.5.1m Pricing the yearbook	197
4.5.1n Selling the book	197
4,5,1o Other sales tips	198
4.5.1p Keep records!	198

4.5.1 Handout 1	199
4.5.1 Handout 2	200
4.5.1 Handout 3	201
4.5.2a Advertising	202
4.5.2b Heads Up	202
4.5.2c Business matters	202
4.5.2d Personal ads.....	203
4.5.2e Other ad possibilities.....	203
4.5.2f Building ads	204
4.5.2g Adding to the design.....	204
4.5.2h Ad design tips	205
4.5.2i Ad sizes.....	205
4.5.2j Ad prices.....	206
4.5.2k Keep it simple	206
4.5.2l For Example:.....	207
4.5.2m How to sell ads	207
4.5.2n More ad sales tips	208
4.5.2o Making the pitch	208
4.5.2p Closing the deal	209
4.5.2 Handout 1	210
4.5.2 Handout 3	212
4.6.1a Submitting the Yearbook	213
4.6.1b Checking for mistakes	213
4.6.1c Consistency	213
4.6.1d Typography errors.....	214
4.6.1e Design errors.....	214
4.6.1f Placement errors	215
4.6.1g Photo handling.....	215
4.6.1h Clocking.....	216
4.6.1i Fixing mistakes	216
4.6.1j Double-check	217

4.6.1k Packaging the pages	217
4.6.1l Indexing and filing.....	218
4.6.1 Handout 1	219
4.8.1a Planning Distribution Day.....	221
4.8.1b Distribution Day.....	221
4.8.1c The Basics	222
4.8.1d Things to consider	222
4.8.1e A few warnings.....	223
4.8.1f In-School Events.....	223
4.8.1g Homeroom or Classroom Distribution	224
4.8.1h After-school Events.....	224
4.8.1i For Example:.....	225
4.8.1j Distribution Tips.....	225
4.8.1k More tips	226
4.8.1 Handout 1	227
4.8.2a Yearbook Evaluation.....	229
4.8.2b Getting feedback.....	229
4.8.2c Satisfied customers	229
4.8.2d Outside evaluation.....	230
4.8.2e Why get feedback?.....	230
4.8.2 Handout 1	231
4.8.3a Yearbook Supplements.....	232
4.8.3b Adding a little more.....	232
4.8.3c Supplementary coverage	232
4.8.3d What to include	233
4.8.3e Where to go.....	233
4.8.3f How to pay for it.....	234
4.8.3 Handout 1	235

PowerPoint Class Note handout versions of shows:

Printed, and included here, after the overhead sheet version of the Class Notes are a handout version of the PowerPoints made from the original shows. These are for the teacher to see what is in each show version of the Class Notes. They contain exactly the same text and images as the overhead version but in an extended format. That is, the slides are more pages than the overhead version.

Unit 1 – Preparing for Yearbook

4.1.1a Who's Who?

Yearbook Staff Members and Responsibilities

4.1.1b 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

4.1.1c 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



4.1.1d 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

4.1.1e 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



4.1.1f 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

4.1.1g 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



4.1.1h 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

4.1.1i 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



All clip art from Microsoft Clip Art collection

4.1.1 Handout 1

1.1 Who's Who?

Yearbook Staff Members and
Responsibilities

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

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

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

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

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

4.1.1 Handout 2

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

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

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

All clip art from Microsoft Clip Art collection

4.1.2a Yearbook Basics

A Brief History and Philosophy of High School Yearbooks

4.1.2b 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

4.1.2c 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



4.1.2d 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

4.1.2e 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

4.1.2f 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

4.1.2g 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



4.1.2h 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

4.1.2i 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

4.1.2j Yearbook Purposes



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

4.1.2k 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!



All art from Microsoft Clip Art collection

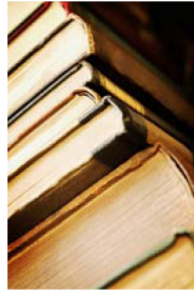
4.1.2 Handout 1

1.2

Yearbook Basics

A Brief History and Philosophy of High School Yearbooks

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

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
- Annuals were often self-published, copied and assembled by hand

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

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

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

4.1.2 Handout 2

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

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

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

Yearbook Purposes



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

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!

All art from Microsoft Clip Art collection