

• • VOCABULARY for YEARBOOK BASICS • •

Fact Sheet

Goal • • To introduce the vocabulary for yearbook basics

Closing

Final pages of the yearbook (typically three pages or more) where the theme is concluded.

Contents

Listing of the pages containing the sections, opening, closing and index. The contents is usually printed on the front endsheet or in the opening, but not on the title page.

Copy

The story. Every spread should contain a story, also called a copy block. Alternatives to copy include lists, quotes, personal narratives, surveys and other material that accurately tells the story.

Cover

Outside of the yearbook which protects the contents.

Coverage

Refers both to the topics featured on individual spreads and how the topics are highlighted. For example, typical coverage in a student life section would include summer, the first day of school and homecoming. In addition, typical homecoming coverage would include photos, copy and captions detailing the event.

Divider

A spread used to separate each of the sections of the yearbook. A divider is usually theme-related.

Endsheet

Heavier sheets of paper which hold the pages of the yearbook to the cover. Endsheets may be plain or designed to reflect the theme. The front endsheet typically contains the contents.

Flat

Eight pages on one side of a signature. In the first signature of the yearbook, for example, pages 1, 4, 5, 8, 9, 12, 13 and 16 make up one flat. Pages 2, 3, 6, 7, 10, 11, 14 and 15 make up the other flat.

Folio tabs

The page number and the topic of a spread placed as a unit at the bottom left and bottom right of the spread.

Four color

Printing in magenta (reddish pink), cyan (blue), yellow and black. These colors combine to create full-color pictures.

Graphics

Elements such as rule lines, gray screens, large initial letters and special type treatments which enhance the book's design.

Index

A complete alphabetical listing of all students, teachers, advertisers, topics and events covered in the yearbook.

Ladder

A page-by-page listing of the yearbook's contents. Yearbook staffs use the ladder to stay organized and to plan for deadlines.

Opening

The first two to four pages of the yearbook which introduce the theme.

Section

A yearbook is typically broken up into six sections: student life, academics, organizations, people, sports, and ads/index. These sections are used as an organizational tool for the staff and the reader.

Signature

A 16-page grouping made up of two 8-page flats. Yearbooks are printed in signatures which are then folded, stitched and trimmed to be collated.

Spine

Area of the yearbook connecting the front and back covers. The name of the school, name of the book, city/state, volume number and year should appear there in a way that mimics the theme.

Spin-off

A "mini theme" used as a section title. Spin-offs help carry the theme throughout the book.

Spot color

Printing in (at least) one additional color besides black. Spot color is an effective way to add color to a black and white page.

Spread

Two facing or side-by-side pages in the yearbook such as 2 and 3, 4 and 5, 6 and 7, etc.

Theme

A verbal statement and a visual look which tie all parts of the yearbook together. The theme should fit your school and your year.

Title page

Page one of the yearbook. It should include the name of the book, the name of the school, the complete school address, the volume number and year. The school telephone number, web address and enrollment may also be listed there.

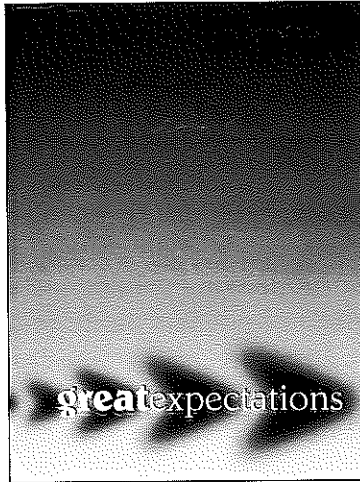
• • THEME • •

Fact Sheet

Goal • • To understand how a theme is developed visually and verbally

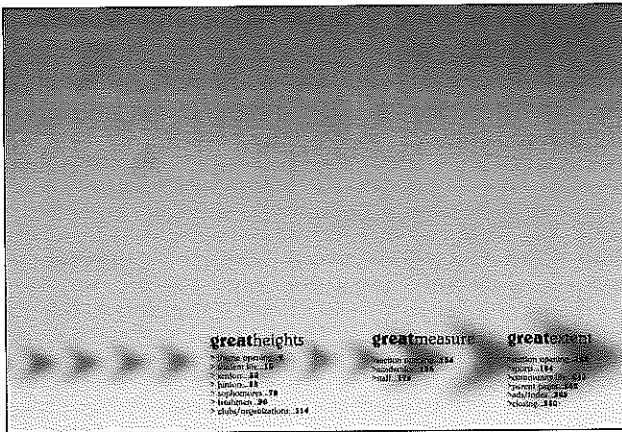
Goal • • To know where the theme appears in a yearbook

A yearbook's theme has two main components: the verbal tagline, what the theme says, and the visual presentation, how the theme looks. A theme can be found on the cover, endsheets, title page, opening, divider pages, closing and folio. A staff can choose to present its theme through copy, photography, design, graphics and color. The following spreads from Pleasant Valley High School in Chico, Calif. demonstrate the development and placement of a theme:



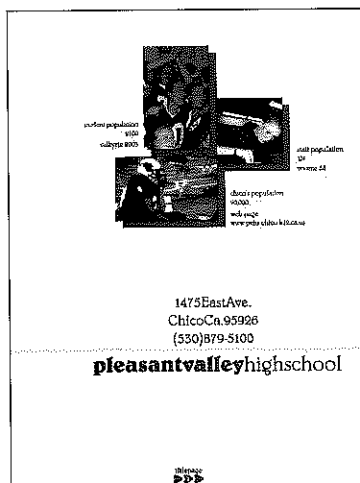
Cover

- The cover announces the verbal tagline, "Great Expectations."
- Visually, the staff repeats the "greater than" sign (>), allowing the sign to grow larger as it moves from left to right across the cover. The "greater than" sign will become a dominant graphic element that the staff repeats throughout the theme designs and the remainder of the book.
- In addition, the staff chooses one font in two different weights for "Great Expectations." These different weights will be used throughout the book.



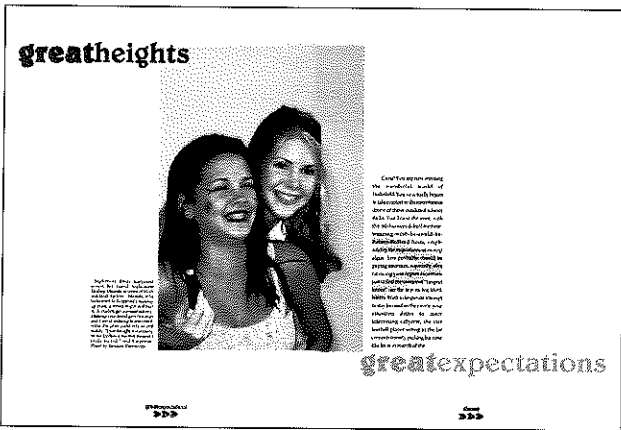
Front Endsheet

- The staff chooses to print the contents on the front endsheet.
- The contents are broken into three sections, each with its own spin-off or mini-theme: "great heights," "great measure" and "great extent."
- The contents listed below each spin-off are introduced with the "greater than" sign.
- The "greater than" sign is repeated from the cover to the endsheet.
- The same font is used. The heavier weight emphasizes the word "great" in each spin-off.



Title Page

- The title page includes all pertinent school information including the name of the school, the school address and phone number, the student enrollment, volume number, year and book title.
- The staff mirrors the concept of three sections by including three photographs on the title page.
- The staff also moves the folio tab to the center bottom of the page. The folio repeats the three section concept with three "greater than" signs and the page number.



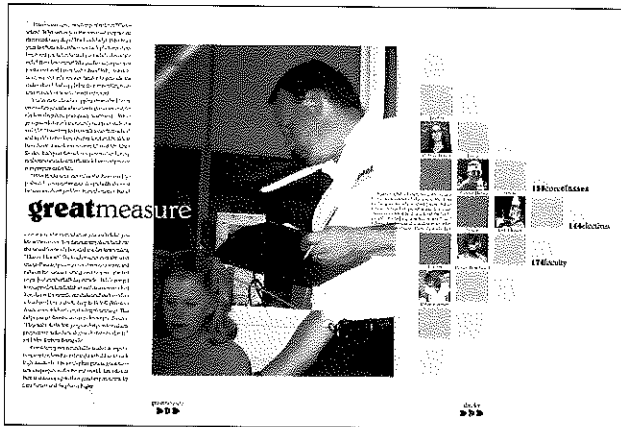
First Opening Spread

- The staff chooses to have three opening spreads, one representing each of the three sections. The first is entitled “great heights.”
- This first opening spread includes only one photo, one caption and one column of copy. The “greater than” sign is repeated in a black screen behind the column of copy.
- The copy is written in first person from the perspective of a student who is struggling and succeeding in the face of great expectations.



Second Opening Spread

- The second opening spread, entitled “great measure,” includes two photos, two captions and two columns of copy. Again, the “greater than” sign is repeated behind each column of copy.
- The progression from the first to the second opening spreads is continued on the third (not shown) where there are three photos, three captions and three columns of copy. The third spread is also titled after the third section spin-off, “great extent.”



Divider

- The “great measure” divider introduces three smaller sections: core classes, electives and faculty.
- The staff repeats the two different font weights in the headline “great measure.”
- Small boxes and photos create another version of the “greater than” sign on the right page.



Closing

- While on previous theme pages the phrase “great expectations” has appeared in the bottom right corner of the spread, on the closing, “great expectations” appears in the top left corner. Now, “great experiences” is in the bottom corner, indicating that students gain great experiences from great expectations.
- The fonts, column design, and folio tab are repeated from previous theme spreads.

• • THEME • •

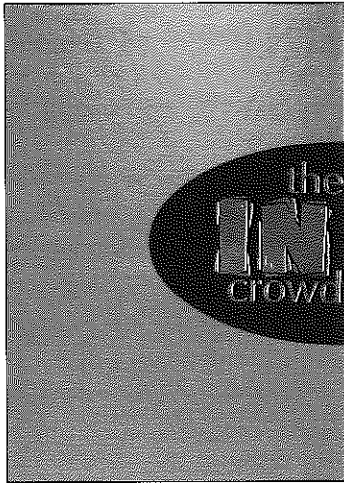
Worksheet

Goal • • To identify how another school represents its theme verbally and visually

Directions • • Look closely at the cover, endsheet and theme spreads from Rocky Run Middle School in Chantilly, Va. Answer the questions accompanying each example. When you are finished, list all of the visual elements you see repeated on these theme pages. Be prepared to share your observations with the staff.

Background information

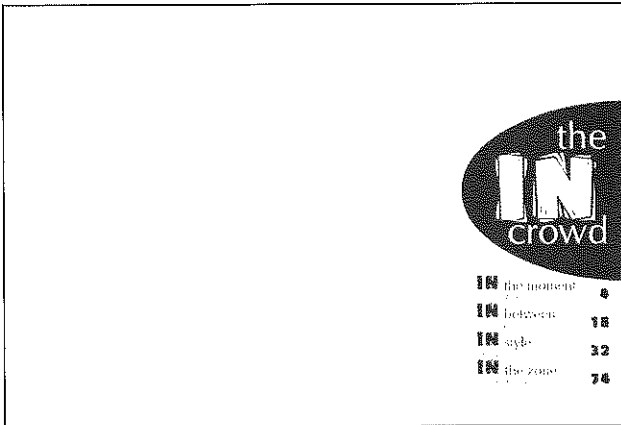
When a new middle school opened nearby, the student population at Rocky Run Middle School dropped from 1,400 students to 750. Consequently, the school went from having over 21 classrooms in trailers to no trailers at all. In addition, the school was built on an oval floor plan – much like a racetrack.



Cover

What is the verbal statement of this theme?

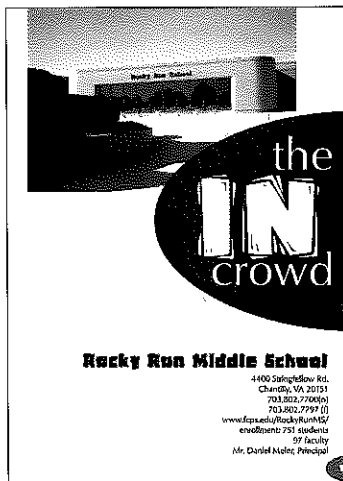
What graphic elements appear on the cover?



Front Endsheet

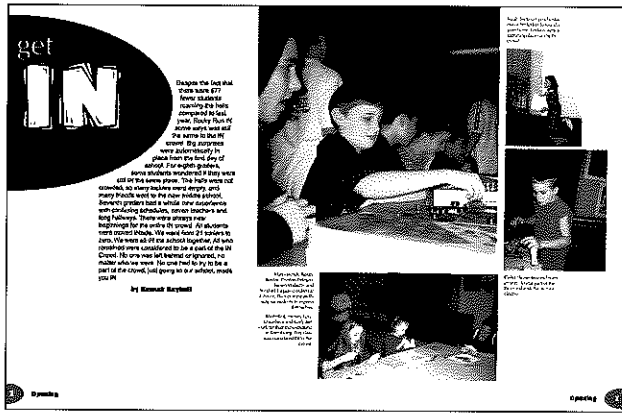
What elements from the cover are repeated on the endsheet?

How do the spin-offs relate to the theme?

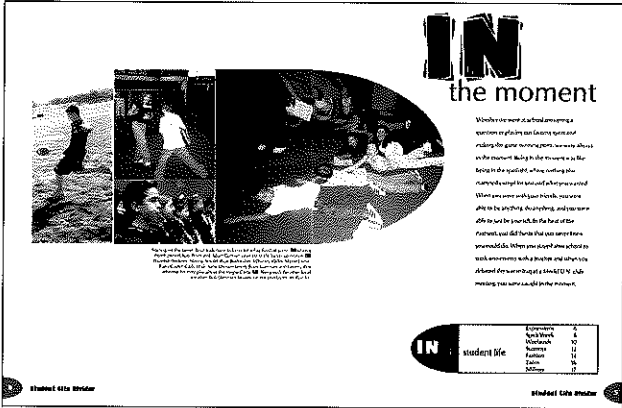


Title Page

How is the folio tab related to the other graphic elements?

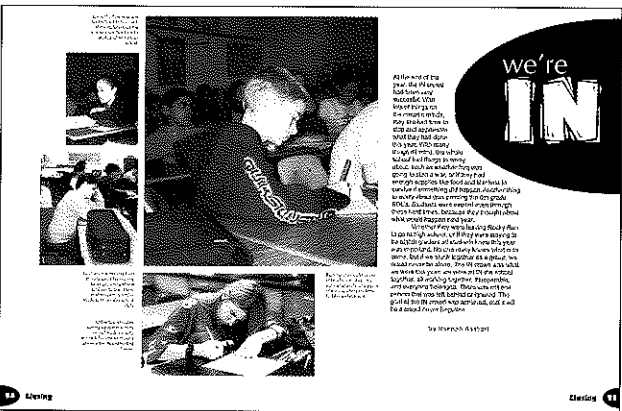


Opening Spread
Based on the background information on the front of this worksheet, why did the staff choose the half oval as its repeated graphic element?



Student Life Divider
What new elements did the staff add to the divider?

In what ways is the oval shape repeated?



Closing Spread
How is the closing spread similar to the opening spread?

Below, please list all of the visual elements that are repeated throughout the theme pages. In what ways are the visual elements related to the verbal statement "the IN crowd"?

• • EVALUATING a THEME • •

Worksheet

Goal • • *To evaluate another yearbook staff's theme*

Directions • • *Look through a sample yearbook provided by your adviser or representative. Identify the visual and verbal components of the yearbook's theme. Complete the worksheet below with as much detail as possible. Be prepared to share your observations with the rest of the staff.*

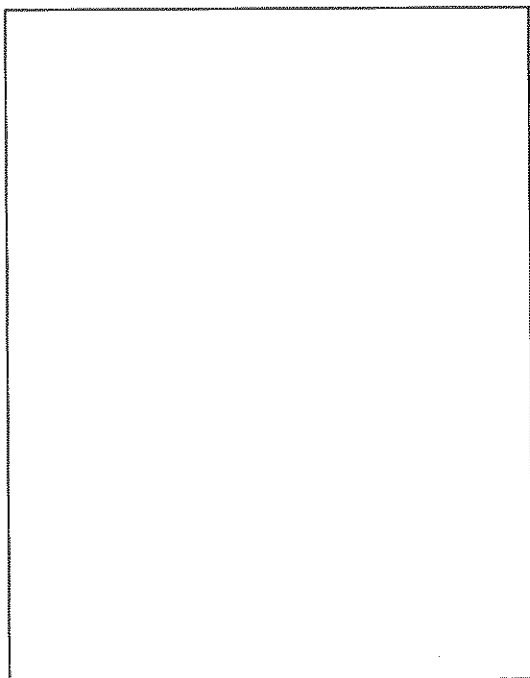
SCHOOL NAME _____

Verbal statement of the theme _____

Read the opening copy. How does the theme relate to the specific school and school year?

List all of the places where the theme appears in this yearbook:

Sketch a small copy of the cover:



Sketch the visual elements that are repeated throughout the yearbook:

How do the visual elements of the theme relate to the verbal statement of the theme?

How do the colors on the cover, endsheet and theme pages demonstrate the theme?

How does the typography demonstrate the theme?

From what you have observed, is this theme effective? Why or why not?

• • DIFFERENT TYPES OF THEMES • •

Fact Sheet

Goal • • To know different types of themes

Goal • • To apply the theme test

Pride theme

Focuses on school pride and accomplishment

- All About Us
- It's Easy Being Green
- People Are Talking

Event theme

Bases the theme on a specific event that impacted the school

- Bursting at the Seams (event = overcrowding)
- Block Party (event = block scheduling)
- Mad About Plaid (event = school uniforms)

Anniversary theme

Focuses on the year, rather than the history of the school

- May we have your atTENTion, please? (10th anniversary)
- The Gold Standard (50th anniversary)
- Initial Reactions (first year at a new school)

Mascot theme

Uses a unique play on the name of the school mascot

- Knight Vision
- Who Let the Cat Out of the Bag?

School name theme

Uses a unique play on the name of the school

- @bay (Bay High School)
- Don't Hyde Your Feelings (Hyde Middle School)
- Rocky Run Rules (Rocky Run Middle School)

Fun theme

Uses contemporary graphics or fun phrases to capture a youthful feel

- It's Like This . . .
- Get Over It
- Takes One to Know One

Location theme

Relates to a particular place on or near the school's campus that directly affects the student body

- Eastside Story
- Center of Attention
- From East to West

Change theme

Focuses on major and specific changes occurring around the school

- Just a Little Mixed Up
- What's in a Name?
- Keep the Change

THE THEME TEST

When your staff has developed a theme of its own, ask yourselves the following questions:

Is your theme recognizable?

- Does it make sense as a framework for the whole book?

Is your theme repeatable?

- Has it been (or can it be) repeated on every theme spread?

Is your theme relevant?

- Is it relevant to each section of the book? Can the theme introduce each section without being forced?

Is your theme refreshing?

- Is it contemporary and different or is it the same old thing? Is this theme similar to another theme the staff has used in previous years?

Is your theme realistic?

- Is it appropriate for the students at your school this year? Does it relate to the students and the school for this particular year?

For a good theme, the answer to each question is "yes."

• • BRAINSTORMING a THEME • •

Worksheet

Goal • • To begin the brainstorming process for your own theme

Directions • • In pairs or individually, brainstorm answers to the questions below. When everyone on staff is finished, share your answers in the large group.

Brainstorm a list of adjectives that best describe your school. Colorful and unique words work best; however, be sure the words accurately reflect your school's identity.

Brainstorm a list of adjectives that best describe your student body, each class or your generation.

What is different about this school year compared to previous years?

What is different about your generation?

How is your school or student body perceived in the community? Is this perception accurate?

What events in the community and in the world affect you? How do these events affect you and your school?

• • TRADITIONAL COVERAGE • •

Fact Sheet

Goal • • To understand how yearbook staffs make coverage decisions

Goal • • To list the components typically included in the six basic yearbook sections

The term coverage refers both to the topics featured on individual spreads and how the topics are highlighted. To be successful, a yearbook staff must create coverage of events, trends and people that accurately reflect the school, its community and the students themselves.

As you begin to plan the yearbook's coverage, consider the following issues:

Who is the audience?

Research the student body. What ethnic backgrounds are represented? What is the boy-to-girl ratio? How many students are in each class? These statistics should guide you throughout the production cycle. Be sure every group is fairly represented by the topics you choose to include and by those students and faculty you choose to interview.

How does your theme relate to your coverage?

The theme sets the tone for the entire book, and it helps to expand and personalize the coverage of the year and the students. Some yearbook staffs develop spread topics for their sections that relate to their theme.

How will you involve the uninvolved?

In every school, there are students who choose not to participate in school activities and organizations. How will you include them in the yearbook? You can begin by asking them why they choose not to participate. You can also ask who their friends are and what they do in their spare time. Their answers may reveal some spread topics you have overlooked.

How will you represent the people behind the scenes?

The people who work behind the scenes of an event can provide a wealth of coverage options. Instead of interviewing the star baseball player, what about the team manager or the statistician? Instead of photographing the lead of the school play, what about featuring the people who designed and built the sets?

How will you keep track of who you have covered and who you haven't?

Many staffs keep a list of all of the students in their school. Each time a student is quoted or pictured on a spread, the person's name is highlighted. When the person has appeared in the yearbook twice, that person is transferred to the "appeared twice" list. Once on the list, those students may not be featured in any other candid photos, quotes or copy. This list helps you cover as many people as possible in your yearbook.

COVERAGE ACROSS the SECTIONS

Student Life

- Traditional events: prom, graduation, summer, back-to-school, homecoming, spirit week/pep rallies, powder puff football, class competitions
- Trends: fashion, technology, music, entertainment
- Current events: local, national and world events
- Other topics: friendship and/or dating, diversity, volunteering, religion

Academics

- New courses
- Core classes and electives
- Different academic levels: honors or AP as well as standard classes, special education, vocational classes and English for second language learners
- Instead of organizing the Academics section by course, a staff might elect to organize each spread according to different learning styles, class period or area of the school building. Sometimes, it is also helpful to think about academics spreads in an interdisciplinary way, grouping English with history or math with science.

Organizations/Clubs

- A yearbook staff must decide if the group shots of the organizations will be included within the section or if they will be moved to the index.
- Group different organizations thematically. For example, one spread could be devoted to honor societies while another spread could cover service organizations.
- Continue to design in spreads. Do not devote one page to one group.

People

- Seniors (or highest class in your school)
- Underclassmen grouped in one alphabetical section or divided by grade level
- Faculty and Staff
- If space allows, include copy, headlines and candid photos or alternative coverage on each spread to encourage reader interest. Topics in the People section might include embarrassing moments, pet peeves or phobias.

Sports

- Every sports team should be covered by including a group shot and a scoreboard of the games played.
- A yearbook staff must decide how much space it will devote to each team. Will varsity and JV teams be grouped together? Will varsity teams have their own spreads while JV boys and girls teams will be grouped together? Either way the staff organizes the section, all sports should receive equal coverage.
- If space allows, additional coverage could include sports fans, team managers, athletic trainers and field maintenance personnel.

Community

- Business advertisements, if appropriate
- Friends and family advertisements, if appropriate
- Ads/index
- To increase reader interest, some yearbook staffs cover community involvement in the school, community organizations or community events. Other staffs choose to highlight local student hangouts.

• • BRAINSTORMING COVERAGE for YOUR SECTIONS • •

Worksheet

Goal • • To evaluate the coverage in last year's yearbook

Goal • • To brainstorm new spread topics for the current yearbook

Directions • • Choose one section of last year's yearbook. Carefully go through the section, taking note of what events, topics, or groups were covered. Complete the activity below. When you are finished with the brainstorming worksheet, be prepared to share your ideas with the rest of the staff.

SECTION _____

List the spread topics covered in that section last year:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List the spread topics that need to be repeated in the current yearbook. Explain why the repetition is necessary. For example, the student body may expect to see a spread on Homecoming. Or perhaps, the staff would not think about excluding the marching band because those students devote so much of their time to their activity.

Topic to be repeated	Why must the topic be repeated?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Begin brainstorming new topics for the section. If you need inspiration, look through sample books in your classroom or dig through current magazines for story ideas.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

• • ALTERNATIVE COVERAGE • •

Fact Sheet

Goal • • To compare and contrast traditional and alternative coverage

Goal • • To provide examples of alternative coverage

Traditional coverage includes candid photos, copy and captions. It tends to tell different stories in basically the same way. On the other hand, alternative coverage provides a yearbook staff with a variety of ways to tell a multitude of different stories.

Alternative coverage has several advantages:

- It allows the topic to dictate its coverage. Some ideas are hard to take pictures of while other topics are difficult to write interesting copy about. Alternative coverage allows a yearbook staff to cover one topic, such as PE classes, in photos and cover another topic, such as creative writing, in copy.
- It includes more students in the book. The yearbook staff should try to include every student in the yearbook. Alternative coverage makes that goal possible because quote boxes, picture packages and personal profiles all incorporate more students into the book.
- It helps the staff cover more topics. Not every topic deserves its own spread. For example, it might be difficult to devote an entire spread to homework. With alternative coverage, the staff can include a Q and A about homework in the academics section, or it can conduct a survey about finishing homework at lunch and place the survey results on the lunch spread.

EXAMPLES OF ALTERNATIVE COVERAGE

Spread Topic • • Homecoming

He Said/She Said - Compare and contrast one couple's homecoming preparations. Use a picture of the couple at the dance as your photograph.

Interview Story - Interview the student who was in charge of dance decorations. Include the questions, answers and a headshot of the student.

Map - Provide a map of the homecoming parade route.

Photo Package with Caption - Photograph different parade floats, and package them together with a group caption.

Timeline - List all of the homecoming activities and the time each activity started.

Top Ten - Interview the DJ to find out what the top ten most requested dance songs were.

Spread Topic • • Friends

Personal Profile - Interview a set of best friends: How did they meet? What do they have in common? What do they fight about?

Q and A - Interview boys and girls from every grade to find out what people look for in their friends.

Quiz - Create a quiz to rate your friendships: Are you an acquaintance, a friend or a best friend?

TYPES OF ALTERNATIVE COVERAGE

- He said/she said
- Top ten
- Quote box
- Q and A
- Candid photo package
- Photo package with group caption
- Survey/poll
- Quiz with answers
- Quotes with headshots
- Chart/graph/bar graph
- Diagram
- Map
- Checklist
- Step-by-step guide
- Timeline
- Personal profile
- First-person narrative
- Interview story

• • BRAINSTORMING ALTERNATIVE COVERAGE for YOUR SPREADS • •

Worksheet

Goal • • To brainstorm alternative coverage ideas for a spread topic

Directions • • Choose a spread topic that will appear in your yearbook. For that topic, answer the questions below with as much detail as possible. At the end of the worksheet, decide which forms of alternative coverage will work best for your topic.

SPREAD TOPIC _____

When you start thinking about this topic, what comes to mind? List related topics in the space below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Photo Ideas

From your list of related topics, brainstorm five specific photo ideas.

Interview Questions

From your list of related topics, brainstorm five interview questions. They should be questions that will encourage meaningful responses.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Think about the different types of alternative coverage. Consult the list on the Alternative Coverage Handout, if necessary. Which of those coverage ideas will work for this spread topic? List five different coverage ideas and explain why they would interest the reader.

Coverage Idea

Why would the idea interest the reader?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

• • STEP-BY-STEP LADDER PLANNING • •

Fact Sheet

Goal • • *To follow a step-by-step process for planning your yearbook's ladder*

Goal • • *To place color pages in flat and signature form*

THE LADDER DIAGRAM

Just as you would never attempt to build a house without blueprints, you should never begin a yearbook without a ladder. "Ladder" is the yearbook term for a page-by-page listing of the yearbook's contents. The number of pages to include in the book is based on financial considerations and the number of students at the school. Once the staff determines the number of pages in the book, the staff must choose the content for each page. Thoroughly filling out the ladder creates a blueprint for your book.

THE PROCESS for PLANNING YOUR LADDER

- 1 Determine the number of pages in your yearbook
- 2 Subtract the number of pages needed for theme pages
Theme pages include the title page, the last page, the opening spread, the closing spread and the divider pages for each section.
- 3 Determine number of pages needed for the people section
To calculate the number of pages necessary for the people section, you need to answer the following questions:
 - How many students are in each grade at your school?
 - How many panel pictures will fit on each page?
 - How many faculty were photographed?
 - If there are seniors enrolled at your school, will their photos be printed in color? If so, then they need to fit within complete signatures.

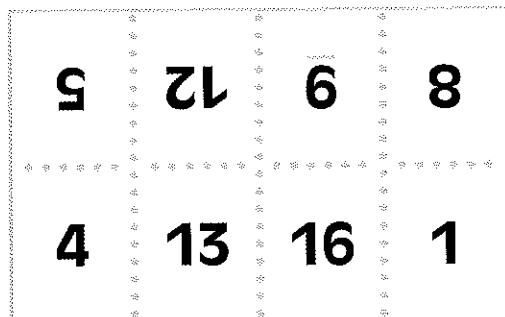
Be sure to leave space on each people spread to include a feature article, candid photo and headline or an alternative copy treatment such as a poll, survey or quiz.

- 4 Determine the number of pages needed for sports
Allow one complete spread for each varsity sport, including cheerleading. Allow one spread to be shared by JV teams or JV and freshmen teams. For example, girls JV volleyball can share a spread with boys JV volleyball. Freshmen and JV football can be combined on one spread.
- 5 Determine the number of pages needed for the ads/index
Use last year's book as a guide for estimating the number of pages needed for the ads/index section.
- 6 Distribute the remaining pages among the other sections of the yearbook
Example • • **If you start with 232 pages** in the book
subtract 16 pages for theme (this includes title page, last page, opening spread, six dividers)
subtract 16 pages for seniors (12 portraits/page = 192 seniors total)
subtract 12 pages for juniors (20 portraits/page = 240 juniors total)
subtract 10 pages for sophomores (20 portraits/page = 200 sophomores total)
subtract 14 pages for freshmen (20 portraits/page = 280 freshmen total)
subtract 3 pages for faculty/staff (20 portraits/page = 60 faculty total)
subtract 42 pages for sports (a total of 21 spreads)
subtract 9 pages for ads and index

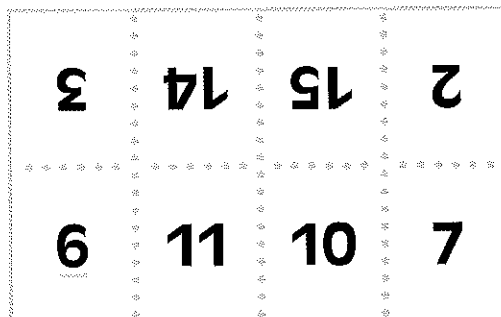
Total: You will have 110 remaining pages to be used for other sections

PLANNING YOUR COLOR PAGES

If you are producing a yearbook with some color pages and some black-and-white pages, it is important that you place your color carefully. Color must be printed on a flat or on an entire signature. If, for example, you print color on flat A only, then every other page of the signature will be in color, and the other pages will be printed in black-and-white (flat B). Below are two diagrams that show the layout of an entire signature for the first 16 pages in a yearbook.



Flat A (front)



Flat B (back)

USING YOUR LADDER to PLAN YOUR COLOR PAGES

A ladder diagram can help you plan your color pages. In the example below, the first two signatures of a typical yearbook are shown. The pages on flat A are shaded blue, and the pages on flat B are shaded green. If you choose to print one flat in color, you must place all of the color on flat A or on flat B.

		1	Title Page
Opening	2	3	Opening
Student Life Divider	4	5	Student Life Divider
Summer	6	7	Summer
First Day of School	8	9	First Day of School
Homecoming	10	11	Homecoming
Homecoming	12	13	Homecoming
School Spirit	14	15	School Spirit
Weekends	16		

Example 1 • • 16 pages in one signature
The staff could choose to print pages 1-16 in color, or the staff could choose to print pages 17-32 in color.

Example 2 • • Eight pages in one flat
In pages 1-16, the staff could choose to print flat A or flat B in color. Flat A would include the title page, student life divider, first day of school, the second homecoming spread and page 16 of weekends.

		17	Weekends
Jobs	18	19	Jobs
Fashion	20	21	Fashion
Technology	22	23	Technology
Music/Bands	24	25	Music/Bands
Academics Divider	26	27	Academics Divider
Classes Outside	28	29	Classes Outside
Classes in Lab	30	31	Classes in Lab
Classes in Library	32		

• • VOCABULARY for COPY • •

Fact Sheet

Goal • • To introduce the vocabulary for copy writing

Angle

A writer's specific perspective on a broader topic.

Attribution

To identify the person who said the words being quoted. To credit a quotation to its source.

Caption

A few sentences that identify the who, what, where, when, why and how of a picture. A caption might also tell the reader what happened before or after the picture was taken.

Copy

The main story on a yearbook spread.

Editorializing

When a reporter provides his or her opinion to the reader, it is considered editorializing. The reporter should remain objective and allow readers to establish their own opinions based on the information presented.

Headline

A line of large type used to tell the reader what is to follow. It introduces the topic and serves as a main point of interest on the spread.

Interview

A conversation between a reporter and a source. The purpose of an interview is to obtain information and quotations a reporter can use in a piece of copy.

Lead

An attention-grabbing introduction that sets the tone of the story.

Quotation

A direct statement a reporter obtains through an interview. Quotations are included word-for-word in copy, are set off with quotation marks and include attribution.

Source

The person a reporter interviews. This person is a "source" of information.

Style Sheet

A list of guidelines a writer uses to maintain consistent punctuation and capitalization.

Subhead

A secondary headline.

Transition

A factual sentence a writer uses to link one quotation to another in a piece of copy.

• • WRITING INTERVIEW QUESTIONS • •

Worksheet

Goal • • *To determine the best type of questions for an interview*

Goal • • *To differentiate between open-ended and close-ended questions*

Writing copy or captions for your yearbook starts with writing interview questions. A yearbook staffer uses these questions to gather facts and to obtain quotations to use when writing copy. In most cases, the better the questions are, the more likely the interviewer is to get meaningful quotations for the story. Listed below are the two most common types of questions: open-ended and close-ended.

An Open-Ended Question

- Has more than one answer
- Could have a different response from every person you ask
- Requires the respondent to describe actions and reactions

Examples of open-ended questions:

- *Describe your reaction to the principal's announcement.*
- *Why did you choose to participate in this service project?*
- *What qualities do you value most in a friend?*

A Close-Ended Question

- Can be answered with "yes," "no," or one or two words

Examples of close-ended questions:

- *What is your favorite color?*
- *What grade are you in?*
- *Did you attend the homecoming dance?*

FOR YOUR REFLECTION

What type of question - open-ended or close-ended - will get you the best response in an interview? Why?

Close-ended questions are often necessary to establish facts. An interviewer can also use a related follow-up question to gain more information from the source.

Examples of Close-Ended Questions with Follow-Up Questions

- What office do you hold in student government? Why did you choose to run for that office?
- What is your favorite subject? What do you like about it?
- Do you have an after-school job? How do you balance your responsibilities at school and work?

PRACTICE IDENTIFYING OPEN- and CLOSE-ENDED QUESTIONS

Directions • • Read through the list of questions below. Identify each question as open-ended or close-ended.

- _____ Were you disappointed when your team lost in the playoffs?
- _____ Describe your responsibilities as secretary of the student government.
- _____ How did you react when you were named to the homecoming court?
- _____ Do you usually bring your lunch from home or buy it at school?
- _____ How many hours a night do you devote to homework?
- _____ If you could, how would you change the dress code at our school?
- _____ Describe your perfect date.
- _____ Do you have any pets at home?
- _____ How does having a sibling at the same school affect your daily life?
- _____ What do you gain by participating in school activities?

REWRITING CLOSE-ENDED QUESTIONS

Directions • • Choose two of the close-ended questions above. First, write a follow-up question to supplement each one. Then, rewrite the question entirely so that it is open-ended.

Original Question _____

Follow-Up Question _____

Open-Ended Question _____

Original Question _____

Follow-Up Question _____

Open-Ended Question _____

• • GUIDELINES for the FORMAL INTERVIEW • •

Fact Sheet

Goal • • *To know the basic guidelines for conducting an interview*

Be Prepared

Draft a list of questions that will guide you through the interview. Alternate close-ended questions that require short, factual answers with open-ended questions that require telling a story or revealing an opinion.

Remember that your list of questions is a starting point for the interview. Through your use of open-ended questions, you may discover something more interesting than you had anticipated. If so, pursue that line of questioning.

Introduce Yourself

When you approach your source, introduce yourself by stating your name, your involvement with the yearbook staff and your purpose.

Example • • "Hi, my name is Jane, and I work with the yearbook staff here at school. I was told that you helped build the winning float for the homecoming parade. Would you mind answering a few questions?"

As you introduce yourself, make eye contact. If you are interviewing an adult, shake hands as you introduce yourself, but only if you feel comfortable doing so.

Try to Have a Conversation

Instead of barreling headlong through your list of prepared questions, try to take a conversational approach. Respond to what your source is saying by asking appropriate follow-up questions and by repeating back important parts of the conversation.

Maintain Eye Contact

Don't bury your nose in your reporter's notebook. Make eye contact with the person you are interviewing because eye contact indicates you are listening carefully.

Take Good Notes

As you listen, take notes. Jot down key phrases in quotation marks to remember later. If you plan to use something the source says as a direct quote, read it back to the person to guarantee accuracy.

Guide the Conversation

As the interviewer, you are responsible for guiding the conversation. If the source starts to ramble off course, use your list of prepared questions to get back to the topic at hand.

End the Interview

Review your notes. Double check any names, dates and facts. Repeat direct quotes so that your source can hear his/her words aloud and verify that your notes are correct. Ask the source if he/she has anything to add. Finally, ask permission to return if you have any additional questions, and thank the person for his/her time.

• • CHARACTERISTICS of a FEATURE STORY • •

Worksheet

Goal • • To identify the elements of journalistic writing in a feature story

Directions • • Read the feature story below. When you are finished, answer the questions to the right. When everyone is finished, discuss your answers with the class.

CREATING NOISE

Finding an alternative and unique way to express themselves, students' music proved to be something rad

Story by Lauren Almeter and Katarina Kovacevic
Corona Del Sol High School - Tempe, Ariz.

The blue and yellow lights shine brightly onto the stage and into your squinting eyes. Kids scream wildly and jump in front of you. Sweat pours down your face, and your hands prepare for the song you are about to begin.

Performing music was a popular alternative to the typical party and sports scene of high school. "I like collaborating with other performers. It's fun playing with them and it's something to do other than going to parties," junior Michael Stilwell said. Stilwell was a regular performer at the Fiddler's Dream, a coffee shop in Glendale, playing on Thursday evenings at an open mic night.

Arizona provided numerous venues for local bands to get the opportunity to play. Junior drummer Geoff Shepherd of The Surgeon Generals found that his favorite place to perform was The Bright Star in Peoria. "It's a really cool place, and they feed us Fazoli's for dinner," Shepherd said.

Students understood, however, that practice was essential for a great performance. Senior Holly Lindberg worked on her music each week to perfect her skills. "I have piano and voice lessons every week and I also sing at church," Lindberg said.

Whether students hoped for a future career in music, or they just wanted to have fun, they all loved the feeling of performing on stage. "I kind of go into my own little zone, but it's an exciting feeling being on stage," senior and lead singer for Haffo Jordan Perry said.



What is the purpose of the first paragraph?

How long is the story, in paragraphs?

How many sentences in each paragraph?

How many quotations did the writers use?

How many different people did the writers quote? Who were they?

• • CHARACTERISTICS of a PERSONAL PROFILE • •

Worksheet

Goal • • To identify the elements of journalistic writing in a personal profile

Goal • • To compare and contrast the feature story and the personal profile

Directions • • Read the personal profile below. When you are finished, answer the questions to the right. When everyone is finished, discuss your answers with the class.

WISE GUY

Story by Laila Haas and Julie Meyers

MAST Academy - Miami, Fla.

Stephen Koren is confused about a vocabulary item in an interview: "What does the word overachiever even mean? It's just logically flawed. How do you even do that?" Well, maybe taking fourteen Advanced Placement classes over four years, participating in every academic competition possible, being president of math club, president of Social Studies Honor Society, district president of FBLA and vice president of Miami-Dade County SGA could be the definition.

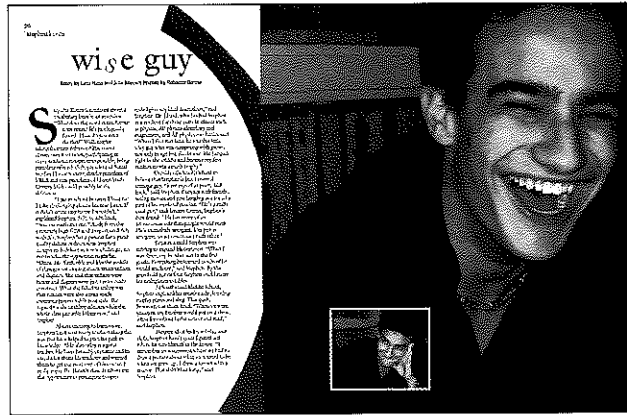
"I go to school because I have to; I take challenging classes because I can. If it didn't come easy to me I wouldn't," Stephen explained. Still, he admitted, "Success motivates me." Aside from the high GPA and a report card rich with A's, Stephen has a passion for a good quality debate or discussion, no matter who the opposition might be.

"Once, Ms. Yankoskie and I in the middle of class got into an argument about radians and degrees. She said that radians are better and degrees were just a man-made construct. What she failed to realize was that radians were also a man-made construct just on a different scale. We argued for about thirty minutes while the whole class just rolled their eyes," Stephen said.

Always wanting to learn more, Stephen has found many teachers along the way that have helped to pave his path to knowledge. "Mr. Zawodny is a great teacher. He loves his subject matter and he cared a lot about his students and wanted them to get the most out of his course. I really enjoy Dr. Huan's class. It allows me the opportunity to participate in open-ended philosophical discussions," Stephen said.

Dr. Hood, who has had Stephen as a student for three years in classes such as physics, AP physics

(Copy continues on the back of this worksheet.)



What is the purpose of the first paragraph?

How long is the profile, in paragraphs?

How long is each paragraph, in sentences?

How many quotations did the writers use?

How many different people did the writers quote? Who were they?

electricity and magnetism, and AP physics mechanics said, "When I first met him, he was this little wiry guy who was competing with giants; not only in age but in size. He jumped right in the middle and became my first student to win a math trophy."

Outside of school it's hard to believe that Stephen is just a normal teenage guy. "I see myself as pretty laid back," Stephen said. Partying with friends, seeing movies and just hanging out are all part of his weekend routine. "He's a really cool guy," Jeremy Citron, Stephen's best friend, said. "He has more of an adventurous side than people would think. He's excessively arrogant. I'm just as arrogant, so we counteract each other."

Even as a child Stephen was striving to expand his horizons. "When I was three, my brother was in the first grade. Everything he learned in school he would teach me," Stephen said. By the grand old age of four Stephen could recite his multiplication tables.

At Southwood Middle School, Stephen explored his creative side, learning to play piano and sing. That path, however, was short-lived. "When we were younger, my brother would put on a show, while I would sit in the corner and read," Stephen said.

Despite all of his knowledge and skills, Stephen hasn't quite figured out where he sees himself in the future. "I remember an assignment where we had to draw a picture of what we wanted to be when we grew up. I drew a farmer with a tractor. That didn't last long," Stephen said.

FOR YOUR REFLECTION

How is a feature story different from a personal profile?

Why might your staff choose to include both features and profiles in your yearbook?

Who are some students in your school or your grade who might have an interesting story to tell for a personal profile?

What tense - present, past or future - did the writers use?

Why do you think the writers chose that tense?

What type of pronoun - first person, second person or third person - did the writers use?

Why do you think the writers chose that type of pronoun?

• • FINDING an ANGLE for YOUR COPY • •

Worksheet

Goal • • *To understand the purpose of an angle*

Goal • • *To identify an angle for a specific topic*

The goal of great yearbook copy is to tell a specific, engaging story while informing and entertaining its audience. Unfortunately, most yearbook spreads – particularly in student life and academics – cover broad topics such as homecoming, fashion, PE classes or science labs. These broad topics may make for great photographs, but they can make for boring copy. To make copy better, use an angle.

Compare the concept of angle to a thesis statement or main idea in an essay. You may begin with a broad topic, but to write a meaningful essay, you must narrow the topic to a specific, arguable thesis statement. All of the information in the essay helps to prove that specific thesis; information that does not pertain to the thesis is left out.

In yearbook, you are often assigned a broad spread topic to write about. To make the copy readable and entertaining, you should narrow that topic by taking a specific angle or perspective on the topic. As with a thesis statement, information that does not pertain to the angle should be left out.

Below are examples of broad topics and their more specific angles:

Topic	Angle
Fashion	Buying trendy clothes on a tight budget
PE classes	To dress out or not to dress out for PE class
Science labs	Dissecting earthworms in Biology I
Fall Play	Developing the sets and costumes for the production
Back to School	Students' responses to the new lunch schedule

For a given topic, there will be many angles. As the writer, it is up to you to choose the best angle for your story. To do so, brainstorm as many different angles as possible, discuss the possibilities with your editor or adviser, and choose the one that will tell the most compelling story.

Below is a list of common spread topics. For each, brainstorm five possible angles. Then, choose the best angle and justify your choice. Be prepared to share your answers with the staff.

Topic: Summer

Five Possible Angles:

Which is the best angle?

Why is it the best angle for your story?

Topic: Chorus Concerts
Five Possible Angles:

Which is the best angle?

Why is it the best angle for your story?

.....
Topic: Honor Societies
Five Possible Angles:

Which is the best angle?

Why is it the best angle for your story?

.....
Topic: Vocational Classes
Five Possible Angles:

Which is the best angle?

Why is it the best angle for your story?

YOU START YOUR OWN COPY

When it comes time for you to write copy for your yearbook, you may be assigned a topic you are already familiar with. In that case, it may be possible for you to pick your angle before you begin your interviews.

If it is a topic you know nothing about, you will need to do pre-interviews. For example, if you do not know anything about chess, but you have to write about the Chess Club, you'll need to talk to club members and the sponsor before you can develop an angle.

• • TYPES of LEADS • •

Fact Sheet

Goal • • *To understand the purpose of a good lead*

Goal • • *To recognize different types of attention-grabbing leads*

The lead of your story is your introduction. Written to get your reader's attention, the lead serves two purposes: to draw the reader in and to introduce the topic of the story. Below are seven different types of leads and examples.

Allusion

Either literary, historical or mythological, an allusion refers to a well-known person, event, line, song or situation. An allusion lead should be obvious enough that most of your audience recognizes it.

Example • • Neither sleet, nor snow, nor hail, nor sectional postponement could hold back the girls soccer team as it captured third place in the Lake Suburban Conference and ended the season with a 12-4 record.

Compare/Contrast

This lead points out opposites or extremes.

Example • • Before first period on September 3, the freshmen searched for their classrooms as mice search for cheese in a maze.

Descriptive

Based in the sensory details of a scene, a descriptive lead paints a vivid picture with words and details so the reader can imagine the situation.

Example • • As the buzzer signaled the end of the second period, sophomore Pete Smith hobbled towards the bench, dragging his hockey stick behind him, one hand on his aching hip.

Direct Quotation

The easiest lead to write, the direct quotation lead begins the story with a memorable quote.

Example • • "I was so freaked out about reading my short story out loud at the Coffeehouse, but when I got a standing ovation and my mom started to cry, it was worth all of the anxiety," senior Wanda Reed said.

Narrative Hook

This lead creates a situation that can be either real or fictional. Similar to the descriptive lead, the narrative hook allows for more creativity on the part of the writer.

Example • • An icy wind whipped through sophomore Johnny Atwood's jacket as his snowboard flew off the rim of the half pipe. He grabbed the back of his board, then completed two and a half inverted rotations before he slid back down onto the packed snow.

Shocking Statement

This lead catches the reader off-guard with an unusual or shocking fact.

Example • • The school cafeteria served up 6,000 pounds of french fries, 8,000 hamburgers and 15,000 slices of pizza every month.

Suspense/Teaser

The suspended interest lead intensifies the reader's interest by holding back the main point of the story for a few sentences.

Example • • When the bell rang, senior Betty Roberts followed the crowd of underclassmen into the locker room. She quickly changed into her uniform and left the giggling girls behind. Ten minutes later, she jogged a lap around the track to warm up. Five minutes after that, she found herself in a harness, hanging 15 feet in the air, on the high-ropes course.

• • PRACTICE for LEAD WRITING • •

Worksheet

Goal • • *To write a variety of leads for a single story*

Step 1

Choose one of the following stories that you know well:

- The Three Little Pigs
- Jack and the Beanstalk
- Hansel and Gretel
- Little Red Riding Hood
- Cinderella
- Snow White and the Seven Dwarfs

Step 2

Write three different leads for the story. Choose three types of leads from the list below:

- Allusion
- Narrative hook
- Compare/contrast
- Shocking statement
- Descriptive
- Suspense/teaser
- Direct quotation

Lead 1

Lead 2

Lead 3

• • TRANSITION and QUOTE ATTRIBUTION • •

Fact Sheet

Goal • • To understand the importance of transitions in copy writing

Goal • • To punctuate and attribute a quotation correctly

Quotations are the foundation of your copy because they tell the story for you. And yet, writing copy requires more than gathering meaningful quotes and compiling them in list form. Writing copy requires organizing the quotations in a logical way and linking the quotations together with factual transitions.

Read the sample copy below. To the right, the transitions and quotations are highlighted.

ONE HOT SUMMER DAY in ARIZONA

Story by Kim Orr

Mountain View High School - Mesa, Ariz.

Black smoke filled the air, and raging fires spread through the forest as orange and red flames destroyed homes. Stunned Arizonans watched as the biggest fire in Arizona history, approximately 468,638 acres, destroyed their homes. But perhaps what shocked Arizonans and students most was how and why the fires were started.

Many blamed Vallinda Elliot, who started the Chedeski fire when she and her employer got lost in the White Mountains and lit a signal fire. "It was used as a signal fire, and it was supposed to save her life. I blame it more on the rescuers because they didn't put it out right away," sophomore Shawn Cook said.

Leonard Greg, a 29-year-old contract fire fighter, started the Rodeo fire in attempt to gain money for putting it out. "He was being selfish and didn't think of the consequences, that people could lose their homes and things valuable to them," sophomore Amy Connel said.

The fire that swept through northern Arizona destroyed homes and livelihoods. Sophomore Megan Pearce said, "It's sad when someone loses a home. I only lost a cabin; for others, it was their home."



Paragraph 1

Lead

Sets the scene for students' reaction to the fires

Paragraph 2

Factual Transition

Elliot set Chedeski fire as a signal

Quotation

Student's response to signal fire

Paragraph 3

Factual Transition

Greg set Rodeo fire to earn money

Quotation

Student's response to his selfishness

Paragraph 4

Closing Transition

Overview of fire's impact

Quotation

Student's specific example of fire's impact

Note • • Each transition-quotation pair is a separate paragraph.

QUOTE ATTRIBUTION and PUNCTUATION

To be accurate, a writer must attribute every quotation to its source and mark each quotation with quotation marks. Below is a single quotation that has been attributed and punctuated four different ways. These examples are representative of most quote attributions.

Attribution follows the quotation

"I tried out for a solo, and I got it! I was really excited because it was the first time I had the opportunity to perform in front of a large group of people," Martha Smith said.

Typical pattern • • "Quote," name said.

Attribution leads into the quotation

Martha Smith said, "I tried out for a solo, and I got it! I was really excited because it was the first time I had the opportunity to perform in front of a large group of people."

Typical pattern • • Name said, "Quote."

Attribution separates sentences within the quotation

"I tried out for a solo, and I got it!" Martha Smith said. "I was really excited because it was the first time I had the opportunity to perform in front of a large group of people."

Typical pattern • • "Quote," name said. "Quote."

Attribution falls within the quotation, and it interrupts the quotation

"I tried out for a solo," Martha Smith said, "and I got it! I was really excited because it was the first time I had the opportunity to perform in front of a large group of people."

Typical pattern • • "Quote," name said, "quote."

Some reminders for attributing and punctuating quotations

- The period and the comma always belong within the quotation marks.
- A question mark or an exclamation point belongs within the quotation marks when the punctuation is a part of the actual quotation.
- Because the person who said the quotation is more important than the fact that he/she said it, an attribution should list the name before the verb.

TRANSITIONAL WORDS

The use of transitional words or phrases can make the job of writing transitions easier. Here are some words that might help you:

Addition

again
also
at the same time
besides
equally important
further, furthermore
in addition

Chronological Order

at once
at the same time
before
finally
meanwhile
next
soon
when
while

Contrast

although, though
but
however
in contrast
in spite of, despite
nevertheless
on the contrary
on the other hand
yet

Explanation

for example
for instance
incidentally
in particular
specifically