**YOUR Magazine Person of the Year**

**Preparation**

**Purpose**

This lesson helps students identify people who have affected their life (for good or ill) with the goal of increasing students’ self-awareness. Students will differentiate between external and internal factors and identify how external factors influence their experiences.

Professional skills embedded within this lesson:

* Research
* Writing
* Editing
* Publication layout and formatting
* Graphic design

Social and Emotional Learning skills embedded within this lesson:

* Self-awareness
	+ Identifying emotions
	+ Self-efficacy
* Social awareness
	+ Perspective taking
	+ Respect for others
* Responsible decision-making
	+ Evaluating
	+ Reflecting
	+ Ethical responsibility
* Self-management
	+ Self-discipline
	+ Organizational skills

**Essential Question/s**

What are the consequences of actions?

How do people affect each other?

What are the external factors that affect my life?

How do external factors affect my life?

How does my lack of control over external factors affect how I feel?

**Materials**

YOUR Person of the Year magazine cover template

Computer

Access to the Internet

Word processing software

Publishing software

TIME Magazine Person of the Year Covers (gathered from the Internet)

TIME Magazine Person of the Year 2015 article:

<http://time.com/time-person-of-the-year-2015-angela-merkel/>

TIME Magazine Person of the Year 2017 article:

<http://time.com/time-person-of-the-year-2017-silence-breakers/>

Additional magazine articles Newsela (<https://newsela.com/>) articles as examples

**Notes for Planning**

This lesson is based on TIME Magazine’s Person of the Year issue. Person of the Year is an annual edition of the magazine that features and profiles a person, group, idea, or object that has influenced the events of the year the most. Examples of past winners are Ronald Reagan, The Computer, Angela Merkel, and The Ebola Fighters.

This lesson will enable students to write and “publish” a magazine article that identifies his or her Person of the Year. There are several sub-lessons designed to scaffold students’ professional skill development. It is best to select only the lessons that students need to support their skill development. For example, one of the lessons is focused on developing a research plan, however, your student may have already had instruction on developing a research plan, so the use of that lesson would be redundant. On the contrary, your students may have had an introduction to developing a research plan, but need a refresher lesson because it was clear, while you observed them in class, that they did not know how to begin the process of research. We trust your expertise and professional judgment to select the lessons that will support your students in their growth and learning as well as developing some of your own lessons to scaffold their development. That said, we want to ensure you have the resources and support you need to be an effective teacher.

Several days, both inside and outside of class, will be required for students to complete the requirements of this lesson. We suggest 3-5 class periods for workshop and product development. In addition to class time, students will need to be productive at home as they collect resources, images, and information, write their own magazine article, and design a YOUR Magazine Person of the Year cover.

Overview of the scaffolding opportunities provided within this lesson:

Part 1: Identify Elements of a Magazine Article

Part 2: Research Processes

Part 3: Developing a Research Plan

Part 4: Editing Drafts / Partner Editing

It may be useful for planning to have several past TIME Magazine covers available to show students for the purposes of introducing this lesson. These covers are easily retrieved doing a Google search. To complete the search, follow these steps:

1. Open a search window.
2. Do a Google search for “TIME Person of the Year”
3. Click on “Images”
4. Click on “Tools”
5. Click on “Usage Rights”
6. Click on “Labeled for non-commercial reuse”
7. Select one or several images that appeal to you and might appeal to your students.

By following these simple steps, you will have made a concerted effort to avoid infringing on copyright and we encourage you to share and model this practice with your students.

*Additional Resources*

Latz, A. O. & Adams, C. M. (2013). *Action Research for Kids: Units That Help Kids Create Change in Their Community*. Waco, TX: Prufrock Press.

This book provides a comprehensive, hands-on approach to engage students in both quantitative and qualitative research processes.

**Implementation**

**Time Needed**

1-2 weeks

3-5 class periods (approx. 45 minutes each)

Homework time varies

**Notes for Instruction**

Introduction of the Lesson:

Present students with images of TIME Magazine for past “Person of the Year” issues. Ask students what they know about the TIME Magazine Person of the Year. Determine to what degree students understand how the “Person of the Year” is selected. Make sure that students recognize that the person, group, idea, or object highlighted in the Person of the Year issue may not have always been selected because of the positive contributions to the events of the past year.

Let students know that they will be selecting a “Person of the Year” of their own. Be very clear that the person they select should be the person who had the *greatest effect* on his or her life over the course of the past year.

Have students write down several ideas for people who have influenced their life over the course of the last year. This work should be done in their journals to get their thinking started. Students should identify:

* The people, group, or object that influenced his or her life
* How his or her life was influenced by this person, group, or object
* How that person or group’s actions made them feel.

You may want to give them 24 hours to think this process through before having to make a final decision. This will require them to make notes in their journals multiple times.

Let students know that they will be writing a feature article on the person they select. Students will need to:

* Justify why they chose that specific person, group, or object
* Articulate how that person, group, or object was the most influential external factor in their life over the course of the last year
* Have access to information about that person (e.g. be able to interview them, find published information about them, identify factual events that can be addressed through quantitative or qualitative data collection, etc.)
* Use conventions from the field of journalism to collect content and create a magazine article worthy of publication
* Use conventions from the field of graphic design to create a magazine cover layout that is visually appealing and will entice readers

The final product for this lesson will be a magazine published by your students. The class will have to work together to determine the format for their magazine (i.e. will it be an online publication or a paper magazine) and which cover design will be selected for the final publication (students can select more than one, but will have to problem solve the logistical challenges for such a decision). This lesson should introduce students to the idea that adult professions have conventions to which professionals within those fields must adhere. Ensure that students meet the many criteria of publication including layout, incorporating elements of a magazine article, high quality writing that entices readers, and a final publication that has all of the hallmarks of a high quality magazine (table of contents, page numbers, high quality images, consistent formatting, graphic consistency, potential advertisements, etc.) You may want to provide a workshop space or bulletin board space for students to share and organize their information as they work together to create the class publication.

With the remaining time, have students read a magazine article (e.g. one of the TIME Magazine’s Person of the Year articles) to get a sense of the style of writing that will be required. Additionally, they should have access to 4-5 magazine articles or 4-5 Newsela articles to serve as examples for expectations.

Close the lesson by providing a due date for the magazine cover, the article drafts, and final submission.

