In the Classroom: Template

This template is intended to serve as a basic outline to help teachers create lesson plans using a chosen *Writer’s* *Chronicle* article or interview and is designed to be as individualized as needed in thinking about how a chosen article or interview fits in with particular goals and teaching styles and how it can create an opportunity to ask bigger questions and try something surprising and new.

Article or interview: Title, author, *Writer’s Chronicle* issue date, page numbers

Main topic of article:

I. Educational setting

1. What is the appropriate educational setting or settings for this article or interview and corresponding teaching guide? Undergraduate workshop, graduate workshop, introductory workshop, advanced workshop, university program, community-based class?
2. Is it appropriate for use in multiple educational settings?
3. Is it appropriate for a single-genre or multi-genre class or workshop?

II. Lesson objective

1. What is the objective for having students engage with this article or interview?
2. What do you want them to learn from it?
3. What discussions do you hope this article or interview will generate?

III. Contextual introduction or lead-in

1. Consider the context in which this article or interview might be introduced: in a literature discussion, a creative writing discussion, or both
2. Does the article topic fit within a current lesson plan or recurring discussion?
3. Does it address an ongoing question or craft concern raised by students in their creative work?

IV. Broader discussion points and questions for students

1. What main points from the article do you want to draw students’ particular attention to? Are there examples beyond the article?
2. Any related craft terminology from the essay or article to define and discuss? Are there examples beyond the article?
3. Does the article connect to any current publishing trends or issues?

V. Considerations for students’ individual work

 A. Is the article topic relevant to each students’ current work in progress? Why and how, or why not?

 B. Did the article challenge each student to think about their work in progress in a different way? If so, how?

 C. Did the article generate any new ideas? New directions? Help identify specific areas to revise?

VI. Potential activities

1. In-class writing exercises, prompts, or group activities related to topic
2. Out-of-class reading assignments, writing exercises, prompts, or group activities related to topic
3. In-class sharing of writing exercise or group activity results

VII. Additional resources

1. Highlighted terminology list from the article
2. Other useful reading resources related to topic of article or interview
3. Other useful media resources related to topic of article or interview, such as films, television shows, or podcasts

VIII. Conclusion

1. Summary of main discussion points and terminology
2. Final questions
3. Out-of-class assignments or activities and connection of topic to next class meeting