

The teacher chooses four appropriate and effective examples of Time Magazine Notebook pages.

- The class is divided into groups of three students per group.
- Each group is provided, in turn, a copy of one of the selected Notebook pages such that at least two groups will focus on one of the selected Notebook pages.
- Each group will collectively be held responsible for the following process but the process of division of tasks within groups is, in itself, a learning experience for students that may require teacher guidance.
- Each group is to:
 1. Read and summarise the caption by producing a mind map (A3 size), identifying the key words or phrases, indicating the relationships between and annotating as appropriate.
 2. On the basis of the above, frame five research questions, the answers to which would clearly define the issue or topic and provide sufficient detail to fully background the situation.
 3. Conduct research based on the questions framed above.
 4. Document research findings in the form of a short newspaper article (see /resources/units/paperprod/icons/news2.jpg) (250 words), the angle being clearly focused on the original caption.
 5. Copy the caption (A3 size).
 6. Sketch the image in the form of a conceptual plan (A3 size), identifying the key visual elements, the visual techniques to be used to present them, and annotate where significant and appropriate their purposes and intended effects.
 7. Photocopy the original image and caption.
 8. Package and present documentation of the above process in the following order:
 - a. *Mind Map* (see <http://www.peterussell.com/MindMaps/HowTo.html>)
 - b. *Newspaper Article* (see /resources/units/paperprod/icons/news2.jpg)
 - c. *Caption*
 - d. *Conceptual Plan*
 - e. *Final Image and Caption*

TIME Magazine Covers

A selection of Time magazine covers over 75 years

<http://www.time.com/time/time75/covers/>

- ❖ In groups of three, students are to browse through the site, focusing on the variety of visual language techniques used.
- ❖ Each group is asked to choose three samples that clearly illustrate contrasting techniques in the use of visual language.
- ❖ Groups are then to present their findings to the class, ending with a brief rationale of their choices and commenting on the contrast in techniques between their three choices.
- ❖ For each sample chosen, the group is to:
 1. Conduct and present background research into the subject of the image.
 2. Summarize the message of the image in the form of a concise Focus Statement.
 3. Print a picture of the cover identifying the key visual elements and techniques, and annotating their sketch by linking these elements and techniques to their Focus Statement.
 4. Evaluate and comment on the effectiveness or otherwise of the actual cover, focusing on the relationship between the Focus Statement and the visual elements and techniques used to communicate the information.

These covers may be useful for the above activity.

Category 1: Issues

The Computer in Society - April 2, 1965 (see

http://www.time.com/time/time75/covers/cover_text/computer.html)

The Gun in America - June 21, 1968 (see

http://www.time.com/time/time75/covers/cover_text/gun.html)

TIME Magazine Covers

Planet Earth - January 2, 1989 (see

http://www.time.com/time/time75/covers/cover_text/earth.html)

Category 2: Personalities

Ayatullah Ruhollah Khomeini - January 7, 1980 (see

http://www.time.com/time/time75/covers/cover_text/khomeini.html)

Ronald Reagan - January 5, 1981 (see

http://www.time.com/time/time75/covers/cover_text/reagan.html)

Margaret Thatcher - February 16, 1981 (see

http://www.time.com/time/time75/covers/cover_text/thatcher.html)

Category 3: Symbols

Albert Einstein - June 1, 1946 (see

http://www.time.com/time/time75/covers/cover_text/einstein.html)

Gamal Abdel Nasser - March 29, 1963 (see

http://www.time.com/time/time75/covers/cover_text/nasser.html)

Bill Clinton - February 22, 1993 (see

http://www.time.com/time/time75/covers/cover_text/clinton.html)

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