

PRESIDENT'S COLLECTION

2025

Stronger Yearbook Stories

OBJECTIVE

Students analyze award-winning yearbook writing and revise one of their own stories to strengthen voice, specificity and depth.

MATERIALS NEEDED

- President's Collection Writing video
- Access to [President's Collection Gallery](#)
- Student devices
- Access to a previously written story from current or past publication

PART 1 INTRODUCTION (10 MINUTES)

Play the Writing video in full.

While watching, students will record in a shared doc:

- What makes a strong lead?
- How can writers make a story feel personal to their school?
- What makes the quotes meaningful?

PART 2 MODEL BREAKDOWN (15 MINUTES)

Using the President's Collection gallery page, students will analyze one featured story from the video.

In small groups, they identify:

- The type of lead used
- One sentence that shows strong detail
- One quote that adds personality
- One moment where the writer goes beyond just reporting what happened

PART 3 INDEPENDENT PRACTICE (25 MINUTES)

Students open a story they have already written from the current publication and/or previous yearbooks.

They read it silently and answer:

- Does the lead make someone want to keep reading?
- Is this clearly about our school?
- Where does it feel vague?
- Where does it summarize instead of show?
- Where could more detail improve clarity?

Students must:

- Rewrite the lead if needed
- Strengthen at least one body paragraph with stronger detail
- Improve at least one quote by adding context or trimming filler

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PART 4

ROUND TABLE FEEDBACK (10 MINUTES)

Students form small groups.

Each student reads:

- Their revised lead
- One revised paragraph

Group members respond with:

- One line that feels strong
- One place that still feels generic
- One suggestion to deepen the reporting

Writers will revise as needed.