



Reading, Writing, and Coding with The New York Times

Using The New York Times to Inspire a New Generation of Coders

Tags

#CSS

#HTML

#Web 2.0

#Popcorn

#Beginner

Agenda

- 1) Icebreaker
- 2) Diving in
- 3) Hands on Hacking



Agenda

- 1) Icebreaker
- 2) Diving in
- 3) Hands on Hacking
- 4) Review & Assessment and this is a second line

What is this kit all about?

Every week The New York Times is full of articles that can be tailored by educators for a variety of purposes. Recently, we have become intrigued by the use of coding in the classroom, after reading many articles, like this one from The Times Bit blog, about the power of computer coding. Creating a webpage has never been easier and students can reach a wide audience far beyond the eyes of their teacher and



HTML is the skeletal system of the entire [internet](#). Most websites are written in HTML/CSS. The codes tell the internet browser, whether it's Chrome, Safari, Firefox, Internet Explorer, or another program, what the page content is and how it should be styled. Images, font choice, colors, background--all from the code.

When teachers hear the call from industry for more coding in the classroom, they respond that they don't know anything about HTML, Python or other computer languages. But Mozilla Webmaker makes it easy, and even the beginners in our class created beautiful Web products. With our students we began to explore how to bring the power of web design to our reading of The Times. We designed three activities that feature articles from the paper, related writing tasks, and Mozilla's Webmaker technology. Try them out to see how teachers can bring technology into all



writing tasks, and Mozilla's Webmaker technology. Try them out to see how teachers can bring technology into all classrooms! The best part is that teachers and students can learn alongside each other.

Review & Assessment

Learners share their projects. Is the user:

- ☐ Following the instructions?
- ☐ Getting the joke?
- ☐ Understanding the commentary?

Have learners form groups and take notes. Start a discussion by having learners complete sentences.

- ☐ I thought you did a nice job with/of _____.
- ☐ You might want to improve _____.



_____.

☐ You might want to improve _____.

☐ Your idea was fun/interesting because _____.

☐ What you made was _____ and it made me think/feel _____.

Additional Resources

- [Popcorn Maker Cheatsheet Planning a Web Native Film: SVT](#)
- [A Brief History of Storytelling Paper Popcorn MadLib](#)
- [Introduction to Webmaker](#)
- [Introduction to Popcorn](#)
- [How to use this kit](#)
- [How to Host a HackJam](#)