

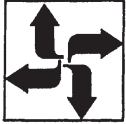
Challenges & Choices

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Cosponsored by the Newspaper Association of America Foundation
International Reading Association • National Council for the Social Studies
Endorsed by the Canadian Daily Newspaper Association



Why Newspaper in Education Week?

Newspaper in Education Week is a project jointly sponsored by the International Reading Association, the National Council for the Social Studies, and the Newspaper Association of America Foundation; it is usually held each year during the first week of March. NIE Week cooperatively involves councils affiliated with the International Reading Association and the National Council for the Social Studies, schools and newspapers across the United States and in other countries throughout the world. By using the newspaper as a direct application or extension of the learning process, the program aims to carry over and reinforce a positive and relevant lifetime reading habit. The NIE Week program is designed not to replace, but to complement the outstanding work done throughout the year by educators and NIE coordinators in the United States and Canada.

Newspaper in Education Week shows that:

- Through the use of the newspaper, students can become better informed and consequently better citizens.
- Newspapers demonstrate practical applications of skills and concepts presented in the school curriculum at all levels.
- Newspapers update the information contained in textbooks.
- Newspapers are fun to read, and fun motivates learning. Using the newspaper, teachers will have the chance to explore some teaching approaches and resources that they may not have tried previously.

These reasons provide a solid and basic foundation for Newspaper in Education Week. This project is devoted to enhancing the skills and content learned in the classroom through using the newspaper as part of the school's instructional program.

Children do not simply begin to read the newspaper on their own. They need models — parents and teachers who are excited about reading and who share with others what they have read. Parents who are more than a face behind the daily newspaper and teachers who use the newspaper as a means of enhancing the broad scope of learning show children just how important newspapers can be. If the goals of NIE Week are only even partially met, the many worlds of the newspaper will open to thousands of students. These youngsters will step into tomorrow more adequately prepared to meet the challenges of our ever-changing society.

Newspaper Association of America Foundation's Role in NIE Week

The Newspaper Association of America represents more than 1,700 newspapers, accounting for more than 90 percent of the daily newspaper circulation in the United States as well as considerable circulation in Canada and in other countries around the world. NAA Foundation is an education foundation which encourages in the broadest and most liberal manner the advancement of freedom of speech and of the press in the United States.

America's newspaper people care deeply about children — about their future as citizens and as newspaper readers. Newspaper people know the business they work in and the society they live in will remain healthy only if today's youngsters learn to read, think and be curious about what's going on in the world around them. More than 700 newspapers across the United States and Canada sponsor Newspaper in Education programs. To find out more about NIE, call your local newspaper.

NAA Foundation has four objectives:

- To help develop informed and intelligent newspaper readers
- To foster public understanding of a free press
- To advance professionalism in the press
- To enhance minority opportunities in newspapers.

Under the first objective, NAA Foundation has been methodically building a bold program that is making an impact on youngsters' reading skills. The Newspaper in Education (NIE) program brings daily newspapers into schools to help teach subjects from grammar to geography, from social studies to science.

The Newspaper in Education program is a logical marriage between the local school system and the local newspaper to create present and future readers — two institutions working together to stimulate youngsters to learn and to read.

The Role of the International Reading Association in NIE Week

The International Reading Association is a professional organization of approximately 93,000 members, drawn from all areas of the education community, with programs and networks that are international in scope. The Association's purposes are to improve the quality of reading instruction, to increase the level of literacy, and to encourage a lifetime reading habit. The Association's goal of universal literacy goes beyond the fundamental ability and freedom to read. It seeks to develop critical judgment of content and the useful enjoyment of reading.

It is with these goals in mind that the International Reading Association welcomes the opportunity to cooperate with the Newspaper Association of America Foundation and the National Council for the Social Studies in developing this teacher's guide for newspapers. There is no more practical way to enhance readers' ability for critical thinking than through a medium that so closely affects their daily lives.

The Association applauds efforts such as this Newspaper in Education curriculum guide and encourages its members to enrich their reading instruction by applying it within their own scholastic framework.

The Role of the National Council for the Social Studies in NIE Week

National Council for the Social Studies is pleased to join with the International Reading Association and the Newspaper Association of America Foundation to sponsor NIE Week.

Social studies teachers rely on newspapers in many ways. Newspapers provide up-to-date information on important news events around the world, such as the break-up of the Soviet Union, the war in the Middle East, and the fall of the Berlin Wall. Newspapers can be used to follow an event over time, providing a chance for readers to reflect on personalities and happenings. Although radio and television news tell us that events have occurred, only newspapers allow us to read about them immediately and in-depth.

The analysis, reading and writing skills so important to a student's education can all be taught using the newspaper. We urge social studies teachers to take advantage of the newspaper as a teaching tool.

Sources of Information about NIE Week

The sponsoring organizations will be pleased to provide more information about newspaper in education programs.

International Reading Association

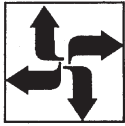
800 Barksdale Road, P. O. Box 8139
Newark, DE 19714-8139 USA
Telephone: 1-800-336-READ

National Council for the Social Studies

3501 Newark Street NW
Washington, DC 20061 USA
Telephone: 202-966-7840

Newspaper Association of America Foundation

The Newspaper Center
11600 Sunrise Valley Drive
Reston, VA 22091 USA
Telephone: 703-648-1000



To the Teacher

Facing challenges

The newspaper is a valuable resource for your students as they are confronted by a multitude of challenges. Each challenge forces choices and the newspaper can provide the information students need to make those important choices. Students will use the newspaper to learn about themselves and their community. They also will investigate local, national and international issues.

Making choices

The classroom can and should be the place where students have the opportunity to practice problem solving skills. The newspaper provides educators with the means to expose students to contemporary issues and problems like those they will encounter in their daily lives as well as in the future as citizens. Many of the activities in this guide have been designed to give students practice in identifying issues and posing solutions. These problem solving opportunities help young people see that they can meet the challenges of the world around them.

The newspaper as textbook

"Authentic" or "real" reading and writing are instructional concerns today. Educators encourage the use of informational text from original documents to teach concepts in all subject areas. Newspapers provide daily and weekly opportunities for students to apply and improve their reading and writing skills, as well as their speaking and listening skills, using "real" text for a variety of subject areas. The activities in this publication have been designed to guide students to complete authentic tasks as they simultaneously learn about the value of the newspaper for informing them about their world.

Many of the activities can be completed by students working independently. However, there are major benefits in allowing students to work in small, balanced groups. Students in cooperative learning groups have opportunities to apply their speaking and listening skills in addition to their reading and writing skills. Only through continued practice will students perfect their ability to use language to communicate their thoughts.

How to use this guide

Challenges & Choices is designed to provide a variety of choices for teachers. Sections work as stand-alone units, or they may be incorporated into existing programs. The activities are designed to be used at different levels, depending on the interests, background and abilities of students. Many of the activities are suitable for middle school and high school students, but can be modified for elementary students. Individual activities within the units contain the following components:

Challenge — Each challenge is written as a student performance outcome.

Choices — One or more instructional activities are listed after each challenge. These choices provide the teacher with different ways to help students attain the performance outcome. The following subsections may be found in the "Choices" sections:

Background - this section provides content or procedural background for the teacher

Setting the stage - this section provides instruction for getting students to think about the subject before the learning activity begins

Learning activity - this section outlines the sequence for the instructional activity

Making it relevant - this section encourages further student discussion about related topics

Extending the activity - this section provides additional activities or discussion related to the learning activity

Target Date is an activity that allows students to compare newspapers from around the country. Students select a specific date and then write to newspapers requesting single copies of the newspaper published on that day. Instructions for conducting Target Date are included in this guide. Activities for using Target Date newspapers are included in each unit.

Teachers are encouraged to consider all activities with their students in mind and make modifications whenever necessary. The activities in the guide are student-centered and provide students with opportunities to engage in reading and writing activities and to work cooperatively in small groups.

The units may be used in any order. However, teachers may want to begin their newspaper study with *Challenge of the Information Explosion* to familiarize students with the newspapers they will use in later lessons.

How this curriculum guide is organized

The activities in this curriculum guide are organized into six units. Each unit contains descriptions of instructional activities, suggested worksheet formats and actual full-size worksheet pages. Lessons integrate reading, writing, speaking and listening skills in multidisciplinary activities and include individual and group activities. Six content strands are woven through the challenge units: self-esteem, multicultural education, civic competence, literacy/language, geography, economics. Special "Target Date" activities allow students to compare information in their local newspapers with other newspapers from across the nation.

Contents: Challenges & Choices

1. Operation Target Date

Instructions for organizing a Target Date project.

2. Challenge of the Information Explosion

Students examine the nature, volume and sources of information they encounter daily.

Student Activity Page: What makes it news?

3. Personal Challenges

Students study issues of personal well-being, health, careers, community and multicultural and ethnic diversity.

Student Activity Page: Choosing a career

4. Challenge of Citizenship

Students examine the roles and responsibilities of good citizenship through activities about government decisions, community services and human rights.

Student Activity Page: Human rights

5. Global Challenges

Students explore issues related to living in a global community.

Student Activity Page: International organizations

6. Challenges in the Arts

Students study the newspaper as a resource in learning about fine arts.

Student Activity Page: Art explorations

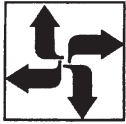
7. Challenge of the Future

Students study problems related to changes in many areas, including the workplace, daily living, technology and medicine.

Student Activity Page: Careers in the future

8. Additional Newspaper Information

Newspaper flowchart — *Putting the newspaper together*



1 - Operation Target Date



Target Date is an activity that allows students to compare newspapers from throughout North America. Students select a specific date and then write to newspapers requesting single copies of the newspaper published on that day.

Plan ahead — your key to success!

It takes considerable time to request and collect newspapers. Some newspapers will choose not to participate and you may have to write to other papers. Begin the project about eight weeks before your selected Target Date in order to compile your Target Date newspaper collection. Here are specific steps for conducting a Target Date project:

- 1. Select a Target Date.** You may select a date when some significant event will take place. You may want to select a day of the week because of the content — Wednesday and Thursday newspapers frequently have many ads, Friday newspapers may have more entertainment articles.
- 2. Select the newspapers or cities to contact.** Check first with your local Newspaper in Education program for a list of newspapers that would be responsive to your requests. If there is no Newspaper in Education program in your area, you may obtain a list of newspaper willing to participate in Target Date from NIE Information Service. To request a list of participating newspapers, send \$2.00 (shipping and handling) to Target Date, NIE Information Service, P.O. Drawer 300, Pittsford, NY, 14534.
- 3. Write to the newspapers.** Have each student send a request to one newspaper. Send the requests several weeks in advance. Direct requests to the Newspaper in Education program or the community services department of each newspaper. In a letter, explain the purpose of the request and ask the newspaper to send a single copy of the paper for the date requested. Offer to pay for the cost of the newspaper and mailing. Include a self-addressed, stamped postcard so the respondent can indicate if the newspaper is willing to participate. Have the return postcard and the newspaper sent to the school address. Ask for the name of the person fulfilling your request.
- 4. Have students send thank you notes to people who send Target Date newspapers.** A thank you letter is appropriate and provides an excellent writing opportunity for your students.
- 5. Select specific newspapers for your activities.** You may want to select about six newspapers to use for any specific Target Date activity. Instead of having each student use a separate newspaper, students can share Target Date newspapers in small groups. Keep other newspapers for browsing.
- 6. Establish a context for each Target Date newspaper.** Before students compare newspapers, they should develop an understanding of the size and location of the place each newspaper serves by completing Target Date Newspaper Profiles (see page 7) for their newspapers.

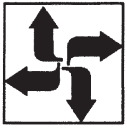
Special Note: Be sure to tell your school secretary to expect the Target Date newspapers and to save them for your class.

SAMPLE RETURN POSTCARD

Newspaper _____
<input type="checkbox"/> Yes, I will send you a copy of my newspaper on _____(date)_____.
<input type="checkbox"/> Please send me \$_____ to cover the newspaper and mailing costs
<input type="checkbox"/> I'm sorry, we cannot participate in your project.
Name _____
Address _____



There are Target Date activities described throughout this curriculum guide. These activities are indicated by the Target Date bull's-eye.



Target Date Newspaper Profile

Before you can compare your newspaper with a newspaper from another city, you must think about the community where that newspaper is located. Complete this newspaper profile for the newspaper you've requested and received from another city or town.

Name _____

Date _____



Operation Target Date Information

Name of the newspaper: _____

Person contacted: _____

Address: _____

Circulation of newspaper: _____

Population of city/town: _____

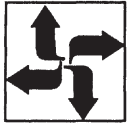
Location of city/town: _____

Geographic features of the city/town: _____

Look at the front page and the newspaper's sections. Make predictions about the community:

Briefly explain why you selected this city or newspaper for your Target Date project.

Check here to show you've written a thank you note to the newspaper: _____



2 - Challenge of the Information Explosion

CHALLENGE

Students will evaluate a variety of information sources in terms of accuracy, bias, logic, persuasive techniques and fact and opinion and explain how to apply information from these sources in their own decision making.

CHOICES

Locating information

Background... Citizens today face an information explosion. They get facts, figures and commentary from a variety of sources — newspapers, television, radio, computer networks, general information magazines, specialty magazines, direct mail and word-of-mouth. Students must be prepared to sort through the volume of information they encounter each day and identify the information they need to make the best decisions for their lives.

Setting the stage... Ask students to generate a list of the kinds of information they might encounter in one day — everything from breaking news, to the school lunch menu, to the latest school gossip, to product information on billboards. Discuss with students the variety of sources available.

Learning activity... Generate a list of questions students might want to know about and have them identify two places they might consult to find the answers: newspaper, television, radio, magazines, books, word-of-mouth, or some other source. You may want to use a grid such as the one below — use the examples given or write topics appropriate to your students and community.

Making it relevant... Encourage students to look at the results of the activity and determine which sources are most appropriate for each situation by asking questions such as: How do they determine the best source of information in each case? What sources are not as reliable as others? Why?

WHERE WOULD YOU FIND INFORMATION ABOUT...	NEWSPAPER	TELEVISION	RADIO	BOOK	WORD OF MOUTH	OTHER
A SALE ON CDs OR VIDEOS						
AN ANALYSIS OF THE 1960 PRESIDENTIAL RACE						
THE BEST MOVIE PLAYING AT A LOCAL THEATER						
THE LATEST FASHION TRENDS						
A TRAFFIC REPORT						
A DISCUSSION OF GLOBAL ENVIRONMENTAL CONCERNS						

Comparing information sources - quantity

Background... Each news medium has its advantages. If students are to become informed news consumers, they must understand the role each medium plays. For example, television and radio can give instant coverage of a breaking news story. Newspapers often present more detail and analysis of the news event. Local television news shows may spend less time on national and international news events than do network news programs. Some cable television programming may provide live coverage of an event and also may provide detailed analysis of national or international news events. Students must learn where they can find a wide range of information and where they can find in-depth information.

Setting the stage... Ask students where they get information about local, national and international events. Allow students to brainstorm news sources. Discuss with students the advantages and disadvantages of three sources they consider the most accurate and informative.

*Learning activity...*Have students compare coverage of one day's events in newspapers, local and network TV news shows, and a 24-hour news network. Students may use a chart such as the one below to record a story count in each medium. Students should use one edition of a daily newspaper, watch one local news show (30 or 60 minutes), watch one network news show, and one hour of a prime time news show. Students must count every news story, feature story, article, editorial and opinion column in the newspaper. In the electronic news programs, students count every story, every interview, and every commentary. Students then compare their results and discuss any differences they find in the number of items covered in the various sources. This activity may be used as a homework assignment, or the teacher may want to videotape the various TV broadcasts and make them available to students in school.

*Making it relevant...*Ask students to generate a list of occasions when they would use various media to obtain information about news events. Ask questions such as: When would they use the local newspaper? (When they want a lot of community or school news.) When would they watch a program on a public service news channel? (When they wanted to watch a government or political event as it occurs, or for news analysis.)

**Adapting the activity for younger students...*Work with students to collect the story count data and then share results. Break students into small groups and give each group a section of the local newspaper. Each group counts the number of news articles in their section and reports back to the class so a total can be calculated. You may want to do the television news story counts at home and report the results to the class. Students can then compare and discuss the numbers.

INFORMATION SOURCES STORY COUNT

NEWS SOURCE	LENGTH — PAGES OR MINUTES	COMMUNITY or LOCAL NEWS	STATE or PROVINCIAL NEWS	NATIONAL NEWS	INTERNATIONAL NEWS
LOCAL NEWSPAPER					
LOCAL TV NEWS SHOW					
NETWORK NEWS SHOW					
ALL NEWS NETWORK					
OTHER					

◎ Target date activity

*Learning activity...*Students should select newspapers from several cities and complete a story count for each newspaper. Students then rank the newspapers from those with the fewest to those with the greatest number of stories. They should then discuss the reasons for their findings, the relationship between the population of the city and the number of stories, and the relationship between the circulation of the newspaper and the story count. Finally, they should consider other factors which might affect the number of stories in a particular newspaper.

Comparing information sources - content

*Background...*Important news stories develop over time. As a story breaks, information is incomplete and occasionally incorrect. As the story progresses, more details are known and a clearer and more objective picture of the event emerges. Analysis and commentary on the event often put the situation in historical, political or social perspective.

*Setting the stage...*Explain to students that they are going to do an in-depth study of a current news event. Have students identify a current news topic that interests them.

*Learning activity...*For at least one week have students follow their news story. Tell them to collect daily news stories and editorials or opinion pieces about the story, monitor TV coverage on a daily basis for the week, and read the coverage of the story in a weekly news magazine. Tell students to record new information about the story each day from their newspaper and TV news programs. Ask students to list information about the story from the weekly news magazine at the end of the week and compare the scope and depth of the coverage in each medium. How did the information in the weekly news magazine compare with the information provided daily in the newspaper or TV news programs? Which medium provided the most information about the topic? What are the strengths of each medium?

**Adapting the activity for younger students...* Follow a news story as a class project. Have students collect news articles, editorials, etc., from the newspaper and post them on a bulletin board. Add new information every day. The teacher should take notes on television coverage of the event and report it to the class. A chart listing television information can be added to the bulletin board display. The weekly news magazine article on the topic can be duplicated and read and discussed by all the students in the class or the teacher may want to use a "jigsaw" strategy — one in which groups of students are assigned part of the article to read and report on what they've found in their part to the rest of the class.

Making it relevant... Explain to students that as citizens they are expected to influence local and national issues either directly through citizen action groups or indirectly through supporting a candidate who shares their views. Thoughtful citizens collect as much information as possible about an issue before deciding their position.

CHALLENGE

Students will demonstrate awareness of functions of language: to inform, amuse, persuade, dissuade, control.

CHOICES

Purposes of communication

Background... Language serves a variety of functions, many of which are present in newspapers and electronic media. News and feature stories inform readers of local, state/provincial, national and international events and issues; editorials, letters to the editor and opinion columns inform and attempt to persuade readers and call people to action; ads inform and usually attempt to persuade; comics, columns and feature stories entertain and amuse readers.

Setting the stage... Discuss with students the different functions of language. Have students brainstorm the kinds of messages they receive in print and electronic media.

Learning activity... Have students locate examples of language functions in the newspaper and on television. Students may compare their findings by completing a chart such as the one below. Ask students to discuss which medium is the most effective in each language function.

Making it relevant... Ask students to discuss why they need to be aware of the ways language is used in everyday communication, especially in print and electronic media, by asking questions such as: How will being sensitive to the purposes of language help them make better decisions in their personal lives and as citizens of their community?

PART OF THE NEWSPAPER	LANGUAGE FUNCTION	TELEVISION SEGMENT
	INFORM	
	AMUSE	
	PERSUADE/ DISSUADE	
	OTHER	

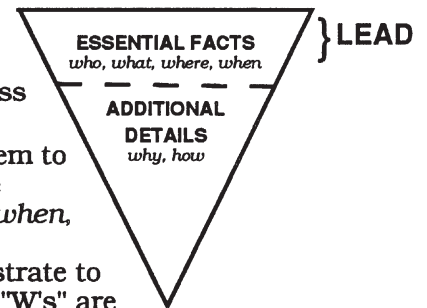
Communication in the newspaper

Setting the stage... Use the information students compiled in this activity to discuss types of information found in newspapers: news stories, editorials, opinion columns, letters to the editor, etc.

Learning activity... Have students examine the functions of newspaper by selecting a current topic of interest and studying it over several days. Tell students to collect any reference to the topic in the newspaper: news stories, editorials, editorial cartoons, etc. Then have students compare the way the topic is treated in each part of the newspaper. What provides the most objective information? Where did students find opinion or persuasive language? If students had one source of information about the topic, which part of the newspaper would they select and why?

Student activity page — The structure of hard or breaking news stories

Background... Newspapers have an overall text structure: sections divide information by content, photographs and graphics explain and support stories, page heads identify the type of information on the page and indexes help readers locate information quickly. News stories also have a specific text structure: the headline provides the main idea of the article; the first sentence or two make up the lead paragraph, which answers most of the newspaper "W's"; and less important information is reported at the end of the story.



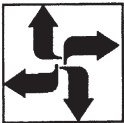
Setting the stage... Read an interesting headline to students. Ask them to generate questions they would like answered about the story. Write the questions on the chalkboard. Mark the questions that ask *who, what, when, where, why/how*. Explain to students that these are the key pieces of information people generally want to know about news stories. Demonstrate to students the inverted pyramid format of a news story — the newspaper "W's" are usually located in the lead paragraph and less important information appears lower in the story.

Learning activity... Introduce students to the criteria for selecting a newsworthy story. (See criteria listed below.) Have students select news stories and write the headlines on the chart that appears on page 12. Then students should check the criteria that apply to the story. They may have more than one criterion checked.

Criteria

- Importance - Is the news important to the lives and well-being of readers?
- Timeliness - Did events happen that are of interest to readers right now?
- Proximity - Did the events occur near the readers?
- Uniqueness - Are the events unusual?
- Prominence - Are well know people involved in the news?
- Suspense - Is the outcome of the event still unknown?
- Conflict - Are individuals or groups of individuals opposing each other?
- Emotions - Do the events involve love, hate, fear, horror or pity?
- Progress - Is the news about advances in science, technology or medicine?

Making it relevant... Discuss with students how knowing newspaper structure can help them become more efficient consumers of the news. For example, how can they access information more quickly?



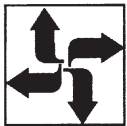
What makes it news?

An event may appear in the newspaper for a number of reasons — because it's important, it's unusual, it involves conflict, etc. Locate six news stories in your newspaper and decide which criteria from the chart below apply to each. You may check more than one criterion. When you finish, select the one story you think is most important. Why did you pick that story? Share your answers with classmates.

Name _____

Date _____

HEADLINE/STORY	IMPORTANCE	TIMELINESS	PROXIMITY	UNIQUENESS	PROMINENCE	SUSPENSE	CONFLICT	EMOTIONS	PROGRESS



3 - Personal Challenges

CHALLENGE

Students will develop an understanding of personal characteristics, interests, needs, attitudes and temperament and appreciate their worth as unique and capable individuals.

CHOICES

Just like me

*Background...*The activities under this Challenge focus on helping students recognize their uniqueness and self-worth.

*Setting the stage...*Encourage students to explore their similarities and differences with a brief classroom survey. Ask students to raise their hands to show their favorite color, food or game. With older students, ask for favorite sports, types of music or TV shows. Write the results on the chalkboard. Discuss how people are alike in some ways but different in others. Include in the discussion the fact that it is acceptable for a student to like something no one else likes.

*Learning activity...*Ask students to look through the newspaper to find examples of people from the news, ads and comic strips who share their interests, abilities or ideas. Students should then write an explanation of why they are like the people they have selected. Students can share their responses in small groups.

*Making it relevant...*List the names of some of the people students have selected on the chalkboard. Try to make sure to have a variety of professions and activities represented. Use the list to generate a discussion of people's individual strengths and abilities.

Classroom Hall of Fame

*Setting the stage...*Lead students into a discussion of various Halls of Fame. Ask if anyone knows or has visited a Hall of Fame such as the Baseball Hall of Fame in Cooperstown or the Country Music Hall of Fame in Nashville. Ask them to discuss how people are selected for a Hall of Fame. Explain that they are going to create their own classroom Hall of Fame, which will include every member of the class.

*Learning activity...*Ask students to prepare a "Hall of Fame" exhibit for themselves by putting their names at the top of a piece of paper and listing categories down the side of the paper. Examples might include: Things I Do Well, Things That Make Me Happy, Things That Make Me Proud, How I Help Others, Things Other People Like About Me — or other categories more appropriate to the age group of your students. Students then locate pictures or words from the newspaper and paste them next to each category. Students may suggest their own categories. Display Hall of Fame pages around the classroom.

*Making it relevant...*Use the classroom Hall of Fame entries to reinforce the idea that each individual is important and has unique talents and abilities.

CHALLENGE

Students will apply knowledge, demonstrate skills, and examine attitudes involved in choosing behaviors that promote healthy lifestyles.

CHOICES

Healthy decisions

*Background...*Today's fast-paced lifestyles often mean that people do not always eat three regular well-balanced meals each day. Sometimes individuals eat smaller meals but eat more frequently. It is important for students to be able to make healthy choices in their diets.

*Setting the stage...*Discuss with students which foods are generally considered healthy and which might be considered junk food. Ask students to make individual lists of the foods they've eaten in the last 24 hours. Then conduct a classroom survey with students responding by a show of hands. How many have eaten something healthy? How many have eaten some junk food? How many have eaten a fruit? A vegetable? A dairy product?

Learning activity... Ask students to work individually or in small groups to evaluate food items. Tell students to locate words, pictures or ads that show healthful and unhealthful choices. Under a *Thumbs Up* symbol, have students paste or list activities and food items that can promote good health. Under a *Thumbs Down* symbol, have them list activities and food items that they believe do not promote good health. Have students compare their charts with their classmates' charts.

Making it relevant... Ask students to recall how often they make meal choices on their own — when they are out with friends or in the school cafeteria. Discuss the trend toward more healthful choices in fast-food restaurants. Ask them to discuss how they can make better choices in fast-food and regular restaurants.

Consumer health

Background... The interest in healthy lifestyles today has led to a growing market in exercise equipment and services.

Setting the stage... Discuss with students the goods and services that are marketed to promote good health. Include in the discussion health clubs, gyms, exercise machines and body-building equipment.

Learning activity... Tell students to look through the newspaper display and classified ads for health equipment and services available in their community. Rank the items they find in terms of cost effectiveness. (Is the equipment constructed well? Is it designed well?). Students may report their findings on a chart such as the one below.

Making it relevant... Ask students to examine the items and services they found and discuss the value of each. For example, what types of equipment have they already used? What equipment would they like to try out? What services do they think they might purchase either now or when they are adults? What is a reasonable amount of money to spend on exercise equipment and services? Are there ways of exercising that provide the same benefit but do not cost as much and do not require expensive equipment?

HEALTH PRODUCT/ SERVICE	COST	RANK	HOW DOES IT PROMOTE GOOD HEALTH?

CHALLENGE

Students will understand and appreciate their own ethnic and historical heritage as well as that of others represented in the larger community.

CHOICES

Myself and others

Background... Today many curriculum objectives deal with multicultural education and the need for students to understand and appreciate their own ethnic and cultural backgrounds as well as the ethnic and cultural backgrounds of others in their community and their world.

Setting the stage... Lead students in a discussion of why it is important to learn about cultural and ethnic heritages of many types among people in their own area, as well as in other parts of the world. How has technology affected our need to know about others? Begin a discussion of student backgrounds with a large map of the world. Ask students if they know where their ancestors lived before they came to this country and how they learned this information. Do they know of any relatives still living in their country of family origin? Ask them to share any stories they have heard from parents or grandparents.

*Learning activity...*After the discussion have students identify a culture they would like to learn about. Ask students to locate items in the newspaper that reflect their heritage. Then have them locate information about the culture they want to know better. Younger students can cut out words or pictures and paste them on a chart such as the one shown below. Older students can locate the information and write in the words on their charts.

*Making it relevant...*Encourage students to share the results of the activity. Ask what ethnic groups are represented in the class? Ask students to identify some way they have benefited from the presence of another ethnic group in the society. (Answers could include foods, music styles or fashion that would not be marketed if that ethnic group were not present. The presence of another group may help students better understand human nature.) Ask students to predict what community ethnic patterns may look like in the future and use the newspaper to justify their opinions.

AREA OF INTEREST	YOUR CULTURAL BACKGROUND	A CULTURE YOU'D LIKE TO KNOW MORE ABOUT
FOOD		
ARTS		
DRESS		
CURRENT EVENTS		
POLITICAL ISSUES		

CHALLENGE

Students will demonstrate an understanding, appreciation, and respect for the history, culture, and contributions of diverse cultural groups in society.

CHOICES

Many contributions

*Background...*Many students are not aware of the contributions made by people from a wide range of ethnic or cultural backgrounds. They may know individual sports figures, musicians, actors, etc., but they do not see the larger picture of ethnic and cultural diversity in society.

*Setting the stage...*Discuss with students the diverse nature of our nation's population. Ask them to brainstorm the names of ethnic and cultural groups that live here. Show students a map of the nation and ask them to discuss the reasons groups of people with common heritages have concentrated and why. Then have students discuss the cultural diversity within their own community.

*Learning activity...*Ask students to identify the ethnic/cultural groups in their area. Have students look through the newspaper to locate stories, photographs or ads about representatives from each of the groups in a broad range of areas: government, sports, arts, business and a student choice category. Students should identify the individuals and the contributions they have made.

*Making it relevant...*Ask students to discuss their findings. For example, were they able to find representatives for each of the fields? Had they heard of all these people before they located them in the newspaper? Are we not as aware of groups different from us? Why or why not? How is society better because of the contributions of groups?

Community representatives

*Background...*When there is a large population of any particular ethnic or cultural group in a community, organizations usually exist to serve that population (an ethnic association, cultural clubs or social groups). Some groups provide educational programs for their citizens. Some sponsor cultural events and ethnic celebrations. Some provide specific services related to health care, housing and other human needs.

*Setting the stage...*Ask students if they know any organizations that represent specific ethnic or cultural groups in their community. Discuss what students know about the programs or services.

*Learning activity...*Ask students to locate examples of ethnic/cultural organizations in the newspaper and write down what the groups are doing. Why are they in the news? Students can compile the information on a table.

*Making it relevant...*Ask students to discuss the contributions of these groups to the community. For example, what services do they provide? Have students benefitted from the services or programs of one of these community groups? Are the groups necessary? Why or why not?

*Extending the activity...*Invite representatives of community organizations to visit your classroom to discuss their programs and the cultural diversity of the community.

◎ Target date activity

*Learning activity...*Ask students to select Target Date newspapers from several cities — a city larger than yours, a city smaller, a city more urban, etc. Students can compare the number and services of community groups from those areas. Are some of the organizations local chapters of a national group? Which cities have more organizations than yours? Fewer organizations? How can students explain the differences?

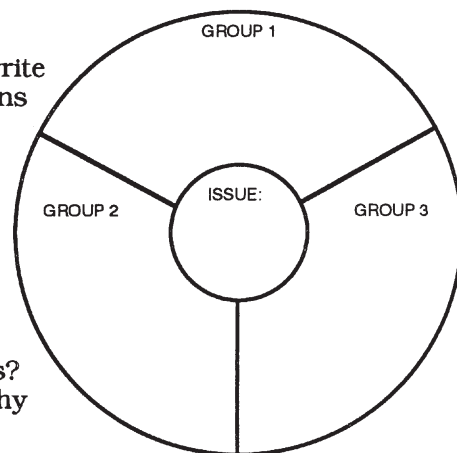
Different viewpoints

*Background...*School and community issues may be seen from different perspectives by various cultural, generational or ethnic groups in a society. Sometimes issues can be divisive. If students plan to participate in community decisions, they must understand another person's point of view even if they disagree with it.

*Setting the stage...*Ask students to identify a local issue. Have students discuss the facts they already know about the issue and write the information on the chalkboard. Ask students to list the questions they have about the issue. What additional facts do they need?

*Learning activity...*Have students collect and read articles and opinion pieces about the community issue. Ask them to determine how different groups view the issue. Have students report on the different viewpoints and give their own. Students may choose to use a discussion sheet such as the one below.

*Making it relevant...*Ask students to discuss how a community issue may affect them directly or indirectly. Ask questions such as: Can they understand the viewpoints put forth by the various groups? How could a compromise be reached in the issue being studied? Why is compromise important for a community?



Student activity page — Personal career decision

*Background...*Sometimes students think about selecting careers because they seem glamorous or lucrative. Also, they often overlook the details of the work requirements and environment. Students need to be encouraged to consider their interests and abilities before they begin a serious career search so their choices will be realistic.

*Setting the stage...*Ask students to imagine the ideal work situation. Have them write down several characteristics of the best working conditions — e.g., inside or outside, office or store, and so on. Ask several students to describe the ideal job. Explain that students must consider their personal aptitudes and interests in selecting an occupation. Ask them to respond to the following questions:

Do you want to work primarily with your mind or with your hands or with both?

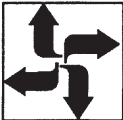
Do you want to work alone or with other people?

Do you want to work with people or with things?

Do you want a job that requires schooling beyond high school?

*Learning activity...*After students have identified their personal choices, they should look at news stories, feature stories or classified ads to locate five occupations they might consider. Have them list the jobs and evaluate them, using the decision matrix, "Choosing a career," on page 17. After students have completed the matrix, have them select the occupation that best matches their interests based on their responses to the questions.

*Making it relevant...*Ask students to discuss their results. For example, were there jobs they had not considered before? Are there other characteristics they might add to the matrix? What additional information do they need about their first choice? Where could they find that information?



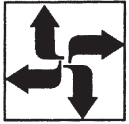
Choosing a career

Locate careers in news articles or in the classified ads. Select five occupations you might consider for your future. List the occupations under "Career." Answer each question for each occupation. If the answer is yes, put a "+" in the column; if the answer is no, put a "-" in the column. Which career appeals to you most? Why?

Name _____

Date _____

CAREER	WOULD YOU WORK WITH YOUR MIND?	WOULD YOU WORK WITH YOUR HANDS?	WOULD YOU WORK ALONE?	WOULD YOU WORK WITH OTHER PEOPLE?	WOULD YOU WORK WITH THINGS?	DO YOU NEED A COLLEGE DEGREE?	DO YOU NEED SPECIAL TRAINING?	ARE THERE MANY JOBS IN THIS FIELD?



4 - Challenge of Citizenship

CHALLENGE

Students will understand the roles and responsibilities of citizens and their duties and rights in various settings — families, school, community, state/province and country.

CHOICES

How government affects us

Background... The government provides the rule or authority under which people in a community, state/province and nation live. Because our government is democratic, its citizens elect officials to represent them at all levels of government. These levels of government may seem remote and it is difficult for students to imagine how they influence their lives. Give students examples: the person driving a student to school obeyed a speed limit set by a local government; the state/provincial government tells students to attend school until they are a certain age; the toothpaste students use was declared safe and effective by an agency of the national government.

Setting the stage... List the three levels of government on the chalkboard: local, state/provincial, national. Ask students to brainstorm ways that government affects their lives; write student responses on the board under the appropriate heading.

Learning activity... Ask students to locate examples of government activities or decisions in the newspaper. Students may look at news stories, editorials or opinion columns. For each example, students should identify the level of government involved, the level of importance the action has in their lives (Somewhat Important, Important, Very Important), and the effect the action/decision will have in their lives. Students may want to use a chart such as the one below. Let students share their responses in small groups. Students may choose to present their opinions on government actions in a panel discussion.

Making it relevant... Ask students to discuss their answers. Ask questions such as: Did the government decisions affect them positively or negatively? What are the benefits of living in a society governed by the rule of law? How have they benefited from government decisions? Which activity or decision would they change if they could?

ACTIVITY/DECISION	LEVEL OF GOVERNMENT	LEVEL OF IMPORTANCE	HOW IT AFFECTS YOUR LIFE

Local impact

Background... Local or state/provincial government decisions are usually involved when a major change occurs in a community. For example, zoning commissions govern the use of space, and highway departments determine the location of roads. These decisions affect many of the citizens in a community.

Setting the stage... Ask students to comment on any major changes that have occurred recently in their community — perhaps a new mall, major highway repairs or the demolition of a large building. Discuss the effect the change had on the community and their lives.

*Learning activity...*Ask students to locate a newspaper story or photo about a major change in the community. Students should then write a statement describing the change and the social, economic and environmental impact of the action of the local community. Students may discuss their responses in small groups.

*Making it relevant...*Ask students to discuss the advantages and disadvantages of community changes. Ask questions such as: What recent changes have made their lives better? What can they do as citizens if they disapprove of a proposed change?

Target date activity

*Learning activity...*Ask students to look at Target Date newspapers from several communities and locate stories about changes in those areas. According to the news stories, how will the changes impact the community? Are the concerns in those cities similar to students' concerns about their own community? Do they find any common problems in all the communities?

CHALLENGE

Students will demonstrate an understanding of state and national political and legal systems, civil and human rights, and structures and functions of government and apply them to current events.

CHOICES

Public services

*Background...*Many organizations provide public services in a community. Some are offered by private organizations such as local charities, or by city or county agencies. Services may include community sports teams, recycling centers, crisis or information hotlines and pet adoption centers. Informed citizens should know how to access these services.

*Setting the stage...*Ask students if they can identify any programs or services provided within the community. Are there any information hotlines in the area? Are there any community sports programs, etc., in the area?

*Learning activity...*Ask students to look through the newspaper to find information about public services in the community and to use news articles, community information columns or ads to compile a list of the services. See if students can determine which services use public funds, which require some payment from clients and which are provided at no charge.

*Making it relevant...*Ask students to discuss the kinds of services they found. Ask questions such as: Are there many services for the size of the community? Why are the services there? What needs do the groups meet? Ask students to identify any services they might consider using.

Volunteerism

*Setting the stage...*Explain to students that many community service organizations depend upon volunteers to do a lot of their work. Have students discuss the reasons why a person might wish to serve as a volunteer. Discuss the advantages and disadvantages of volunteer programs.

*Learning activity...*Ask students to look in the newspaper to determine if there is a "volunteers needed" section or column. Have them identify the volunteer program that would appeal to different types of individuals. Students may use a chart such as the one below.

*Making it relevant...*Ask students to predict what would happen if volunteers were not available for a specific organization. For example, how would the services be affected? What one volunteer program would each student consider participating in?

VOLUNTEER	ORGANIZATION	WHY WOULD THIS APPEAL TO THE PERSON LISTED?
HIGH SCHOOL STUDENT		
RETIRED PERSON		
PROFESSIONAL		
YOU		

Right to dissent

*Background...*Many democratic countries guarantee individual rights to their citizens in their constitutions. Freedom of speech and the right to dissent are important rights of citizens. Students may be most directly affected by issues such as the labeling of records and CDs and laws against selling certain materials to minors.

Setting the stage... Discuss with students the right to dissent — to disagree with the government. What are some issues they might disagree with the government about?

Learning activity... Ask students to look through the newspaper for articles and photos showing how individuals or groups demonstrate their disapproval of conditions, laws or government decisions. Students may clip the articles and photos and attach them to a sheet of paper. Next to each item, students should write their opinions of the dissent. Do they agree or disagree with the positions taken by the dissenters? Students may express their opinions in a classroom debate.

Making it relevant... Ask students to discuss why the right to dissent is important to a country. For example, what happens in countries where the right to dissent is not allowed? What issue or situation might spur students to protest a government decision or activity?

Democracy at large

Background... Recent years have seen the breakdown of totalitarian governments and the emergence of citizen movements for democracy. At the same time, there are countries living under democratic constitutions which face internal forces attempting to limit or replace the democracies.

Setting the stage... Discuss with students the nature of democracy and have them cite examples of nations they know which have democratic governments.

Learning activity... Ask students to look in the newspaper for examples of countries from several different continents that are trying to organize new democracies or fighting to maintain their existing democracy. In small groups, students can identify the situation existing in each country and make suggestions for resolving struggles. Students can write their opinions as if they were proposing resolutions in the United Nations.

Making it relevant... Ask students to discuss how the struggles for democracies in other countries affect their nation. Ask students to what extent they think their government should get involved in other nation's affairs. For example, should financial, humanitarian or military aid be sent to struggling countries?

Learning from history

Background... This activity requires students to take the thinking of a previous time in history and apply it to a current problem. The examples used to set up the activity could come from students' social studies classes.

Setting the stage... List several major issues or events on the chalkboard. Ask students to identify and discuss the one they feel had the greatest impact on the country. Then ask students to identify an important individual who was involved in that event and discuss how the person influenced the outcome.

Learning activity... Now ask students to identify a problem facing their own nation. Let them work in small groups to develop a description of the situation. Then have students select a relevant historical person and write what they think his or her solution to the problem would be. For example, how would Martin Luther King, Jr., deal with current problems in the inner cities? What would Winston Churchill recommend about the nation's foreign policy? Or Eleanor Roosevelt? Would the students agree with this individual's solutions? What would they recommend?

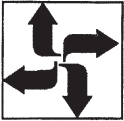
Making it relevant... Ask students to discuss the importance of historic precedents on current problems. Ask questions such as: How does understanding the history of a problem help citizens make decisions about the problem? Why is it important to know how influential people have handled problems? What former government leader would they like to have in charge of the country today? Why?

Student activity page — Human rights

Setting the stage... Ask students to discuss the meaning of the term human rights. Can they think of situations where an individual's rights were denied because of his or her political beliefs?

Learning activity... Have students collect news articles or opinion pieces about human rights abuses around the world. Students may create a bulletin board display by placing news articles around a map of the world and connecting string from the articles to the appropriate countries. Students may discuss the abuses, identify the people or organizations that are trying to correct the problems, and then make their own recommendations, compiling the information on the chart on page 21.

Making it relevant... Ask students to discuss why it is important for citizens of all countries to be aware of human rights abuses. Ask questions such as: Has their country been cited for any unfair practices? What can they do to protect the rights of political dissenters?



Human rights

Collect news articles or opinion pieces about human rights abuses around the world. From the dateline, identify the city or country where the abuses occur, describe the situation and identify any group or government body that is trying to help the victims. Finally, write your recommendation for solutions to the problem. Share your findings with classmates. Together select the human rights problem you think is the most immediate and compare your solutions to that problem in particular.

Name _____

Date _____

DATELINE	SITUATION	SOURCE OF ASSISTANCE	EFFORTS BEING MADE TO HELP VICTIMS	YOUR RECOMMENDATION



5 - Global Challenges

CHALLENGE

Students will understand the meaning of living in an interdependent world and how we all share a global community.

CHOICES

Environmental awareness

*Background...*As populations have grown and technology has connected people throughout the globe, the world has become interdependent. For example, acid rain, created from automobile and factory emissions, spreads beyond the political boundaries of the countries that produce it. Chlorofluorocarbons emitted in Europe and North America can destroy the ozone layer over Antarctica. The destruction of South America's rain forest endangers the oxygen and changes the way of life of tribal people. Many efforts are being made to help the environment. For example, more products are packaged in recyclable materials today more than ever, and newspapers are using increasing amounts of recycled newsprint.

*Setting the stage...*Ask students to discuss concerns they have about the environment. What problems do they see as most important?

*Learning activity...*Ask students to skim through one issue of the local newspaper and circle each picture, cutline, article or ad that deals with the environment. Students should then review their choices and make a list of the environmental problems represented. Have students work in small groups to rank the list of problems starting with the most important. Students should be able to explain their rankings. Finally, have students write three things they can do to help overcome the problem they identified as most important.

*Making it relevant...*Discuss with students the slogan "Think globally — act locally." For example, how can local actions impact larger environmental problems. What can individuals do to solve global problems?

Packaging choices

*Background...*Product packaging today often far exceeds the size of the product itself. Packaging is designed for product integrity during shipping and for security purposes at the point of sale. For example, styrofoam peanuts protect electronic equipment from damage during shipping, and large cardboard and bubble pack packages house small items such as cosmetics to prevent shoplifting. Excessive packaging can contribute significantly to the solid waste disposal problems.

*Setting the stage...*Ask students to describe the ways several items are packaged for sale — compact discs, personal tape players, cosmetics, snack items, etc. Ask them to discuss the environmental impact of such packaging.

*Learning activity...*Ask students to locate three products advertised in the newspaper for which they could suggest environmentally sound packaging. Have them design new packaging and discuss how they would promote the new packaging to the consumer.

*Making it relevant...*Ask students to discuss how they could influence companies to reduce excessive packaging. For example, should they approach retailers with their concerns?

CHALLENGE

Students will identify and understand sources of conflict in the world.

CHOICES

Religious differences

*Background...*Many times religious and political differences become intertwined in conflicts. Conflict may occur within a country, such as Northern Ireland, or between countries, such as those in the Middle East. In the United States, religious groups may identify with specific political parties.

*Setting the stage...*Ask students to think about examples of conflicts with religious influences. You may want to use historic examples such as the Crusades. Ask students if they are aware of any current conflicts where religion is an important factor.

*Learning activity...*Ask students to locate news stories about conflicts occurring in the world among religious groups. Identify the groups in the news stories. How are their positions different? What are the groups doing to resolve their differences? Ask students to recommend solutions. Students may write opinion statements presenting their interpretation of the conflict and their recommendations.

*Making it relevant...*Ask students to discuss how knowledge of religions may prevent misunderstanding and conflicts in their own lives. Ask questions such as: How can they encourage tolerance in their community?

Choosing Governments

*Setting the stage...*Discuss with students the ways people can make changes in their governments. Include both peaceful and violent processes. Ask students if they can identify any countries where government changes have occurred recently.

*Learning activity...*Ask students to look through the newspaper for examples of areas of the world where people want change in their government. Have students identify the countries or regions, explain the changes people want, and discuss how people are seeking to bring about change. Then have students write their own opinions. Will the change benefit the people? How will the change impact their own nation? How long will it take for the people to see the effects of the changes?

*Making it relevant...*Ask students to discuss how learning about other governments helps them to better understand and appreciate their own. Ask questions such as: Are emerging democracies borrowing constitutional elements or economic practices from other nations?

CHALLENGE

Students will analyze current issues at local, state, national and world levels, using the geographic themes of location, place, relationships within places, movement and regions.

CHOICES

Allocating money

*Setting the stage...*Lead students in a general discussion of spending. How do various people allocate their financial resources? How would their own spending be different from that of a millionaire? Compare how they would use their money with the way a student in a developing country would spend money.

*Learning activity...*Ask students to prepare for this activity by dividing a piece of paper vertically to create columns, labeling one side "Me" and the other side "Another World." Tell students they have just won \$5000 in a lottery. They must spend the entire amount, but they may purchase only goods or services listed in the display and classified ads of their local newspaper. Students should clip the words or pictures and attach them on the "Me" column. Now tell students they are members of poor families in a third world nation. They are given the same opportunity to spend \$5000 on any items in the newspaper. What goods and services would they purchase? Have students clip the items and put them on the "Another World" column. Students should write a paragraph explaining their choices.

*Making it relevant...*Discuss with students the idea of "wants" versus "needs." Ask questions such as: How do these concepts change relative to the situation of the individual? How can the ability to differentiate between wants and needs help students to understand conditions in the rest of the world better? Are there any steps they can take to help needy people in third world countries? Are there any community organizations that provide assistance to other countries?

Foreign spending

*Background...*Money flows between governments for many reasons such as the purchase of goods and services, humanitarian aid, loans and the use of equipment and technology. Often citizens of a country are critical of the money spent outside of their own nation when there are domestic needs within the country that are not being addressed.

*Setting the stage...*Discuss with students the financial and political relationships their government has with other countries. Do they agree or disagree with this use of the money? Why or why not?

*Learning activity...*Ask students to look through the newspapers for examples of the way their government spends money in or for other countries. Do they approve of the spending? Students may compile their information and opinions on a chart such as the one below. Ask students to discuss their findings and their opinions of this use of public funds.

Making it relevant... Citizens need to be aware of the trade-offs in foreign spending. For example, is providing financial support to another country a short term hardship but a long term investment? How will the financial activities impact the relationships between the nations in the future?

EXPENDITURE	SPECIFIC USE OF MONEY	IS THIS A GOOD USE OF MONEY? WHY OR WHY NOT?
LOANS		
BUYING SERVICES		
BUYING GOODS		
HUMANITARIAN		
OTHER		

Citizen ambassadors

Setting the stage... Discuss with students the way ideas, values and trends are communicated internationally by citizens traveling between nations.

Learning activity... As students to locate news articles about groups that send citizens abroad or arrange for foreign nationals to visit their country. Examples include school exchange programs, religious service and education groups and businesses. Students should identify each group, the foreign country involved, why the group sponsors such travel opportunities and what the possible impact might be. Students may consolidate their findings in a chart and discuss the value of travel.

Making it relevant... Ask students how information gained or exchanged in travel is different from information gained through reading newspapers, books, magazines, and so on, about the country. What nation would they choose to visit? Why?

Target date activity

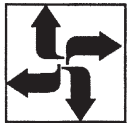
Learning activity... Select Target Date newspapers from large and small communities. Ask students to look for stories about members of those communities traveling abroad. Do these people travel as much as people in your community? Are there chapters of organizations that also have chapters in your area? Is there a difference in the travel activities of people because of the size of their communities?

Student activity page — International organizations

Background... Many issues and concerns cross political boundaries and involve groups of people from various nations. These groups are not part of any country's political structure, but they may share common interests or goals. Examples would include religious groups, terrorist organizations, humanitarian groups, economic groups, environmental groups and multinational corporations. (The World Bank is an economic organization. Greenpeace is an international environmental group. Multinational corporations are firms with their central headquarters in one country and production units in two or more countries, such as McDonald's, Kentucky Fried Chicken, Ford, Proctor and Gamble, and National Cash Register.)

Setting the stage... Ask students to think about organizations or groups that are active in several countries. See if they can identify any such non-governmental international groups. You may have to give students some examples to start the discussion.

Learning activity... Ask students to locate examples of these groups in the newspaper and discuss their impact. Students may work in small groups to complete the activity. They may compile their information on the chart that appears on page 25.

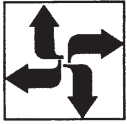


International organizations

Many issues and concerns cross political boundaries and cause non-aligned international organizations to form. Locate examples of these groups in the newspaper. Identify the type of group — religious, economic, etc. — and its purpose. Then indicate if the group has any impact on decision making in this country.

Name _____
Date _____

NAME OF ORGANIZATION	TYPE OF ORGANIZATION	PURPOSE OF ORGANIZATION	IMPACT ON THIS COUNTRY



6 - Challenges in the Arts

CHALLENGE

Students will value the arts as part of the community.

CHOICES

The arts in our community

*Background...*Each newspaper covers the arts differently, using hard news stories, features, or calendars of events. Many newspapers feature stories and events in the arts on certain days. Often weekend and Sunday editions have the most information related to the arts.

*Setting the stage...*Encourage students to use a wide interpretation of the word "arts" — include visual arts such as painting and sculpture, crafts, and performing arts such as music and drama. Ask students to discuss how they learn about art activities in their communities. Ask them to identify the day or the week or section of the local newspaper that provided information about visual and performing arts. You may want to show students the arts section of the local newspaper.

*Learning activity...*Ask students to use the newspaper to find evidence of the arts and artists appearing or working in their community. Students may locate information about local artists or artists from other areas who are appearing in their community and then compile the information on a chart such as the one below.

*Adapting the activity...*Students may develop an ongoing art information board in the classroom which shows the various kinds of arts. The display could contain a version of the chart below with information for the chart written on strips of card stock and temporarily attached to the chart. The information could be changed weekly.

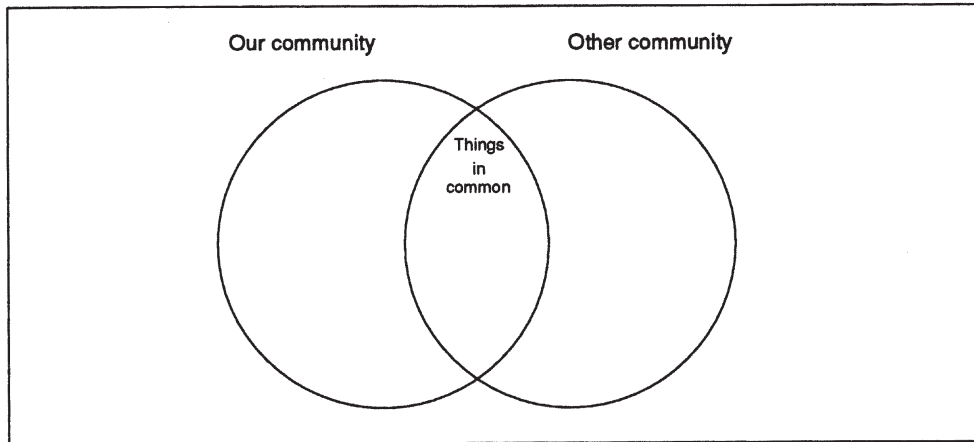
Making it relevant... What can students say about the variety of art events available in their community? Ask questions such as: How is the quality of life in the community improved by arts activities? How can students take advantage of these events? Is there any area of art missing in the community? Why?

*Extending the activity...*Many people say the newspaper is a form of art. Ask students to explain this statement and to use the newspaper to justify their opinions. Make a display showing how art is used in a newspaper. For example, front page design, newspaper photography, advertisements, and well written articles are examples of the applications of the fine arts.

TYPE OF ART	ARTIST	WHERE IS ARTIST FROM?	SITE AND DATE

Target date activity

Learning activity... Select newspapers from a town or community that is very different from the students' home area either because it is larger, smaller, more urban, etc. Ask students to make a display that shows how their community compares with that of others. Ask students to complete a diagram showing the similarities and differences and ask them to speculate as to why that community has the same or different kinds of arts.



CHALLENGE

Students will analyze and evaluate the arts.

CHOICES

Movie reviews

Setting the stage... Ask students how they find out about movies and how they decide whether or not to see a particular movie. Explain that many newspapers print reviews by professional critics. Some newspapers have staff writers who write the reviews.

Learning activity... Ask students to read two reviews of the same movie. Students may read two newspapers from their surrounding area or they may use newspapers from their Target Date activity. Students may then analyze and compare the two reviews. Students may want to use a form such as the one below to organize their thinking.

Making it relevant... Ask students to discuss the practical benefits of reading reviews. Ask questions such as: Have they ever felt that they wasted money on a bad movie? Have they ever been disappointed by misleading television promotions for a movie?

MOVIE TITLE:	
WHAT IS THE STORYLINE OF THE MOVIE?	
REVIEWER #1 NAME: _____ NEWSPAPER: _____ COMMENTS: _____	REVIEWER #2 NAME: _____ NEWSPAPER: _____ COMMENTS: _____
WOULD YOU SEE THIS MOVIE? WHY OR WHY NOT?	

Understanding reviews

*Background...*Students are often familiar with movie or video reviews. They are not always as familiar with reviews of musical performances, art exhibits or books.

*Setting the stage...*Ask students to describe the characteristics of reviews they have read.

*Learning activity...*Ask students to locate and read several reviews in the newspaper. These can be book reviews, reviews of art exhibits, movie reviews or reviews of the performing arts. Encourage students to study the language of the reviews and to examine how a writer puts the review together. What is included in a review? Students can write their own reviews and compare them to one in the newspaper.

*Making it relevant...*Discuss with students the ways reading reviews can help them become better consumers. Ask questions such as: Where will they spend their money — on which movies, books or performances? How can reading reviews help them understand the arts even if they don't attend a performance?

CHALLENGE

Students will understand the relationship of the arts to the human condition and the world around them.

CHOICES

Modern times

*Setting the stage...*Ask students to name their favorite music groups or singers. What do they like about these artists? Do the artists speak for them in some way? Does the music deal with concerns in today's society such as peace, racism or the environment?

*Learning activity...*Ask the students to collect and read a number of reviews of musical performances, albums, or videos. Have them use examples from these reviews and their own knowledge of the music to determine how the songwriters and musicians connect to current topics. How do the students respond to the music content?

*Extending the activity...*Invite the music teacher to class to explore the idea of music that is timeless and has survived for hundreds of years. How does that music help a listener understand the world? How does classical music make connections for listeners? Why do some music pieces and certain lyrics from the earlier decades survive? Why do people of all ages listen to them?

*Making it relevant...*Ask students to discuss why contemporary music is a popular vehicle for current issues. Ask questions such as: What audiences are the musicians trying to reach with their songs? Are they effective? Can students think of examples of the way music influenced situations in the past? (For example, many folk songs of the 1960s were used to protest U.S. involvement in Viet Nam.)

Life and the arts

*Background...*Sometimes artists select their subjects based on responses to the world around them. The arts can often help people come to understand themselves and their world. Visual and performing arts may deal with historic events, human emotions, human foibles and follies and intense passions.

*Setting the stage...*Invite specialty teachers to work with the class to explore the idea that the arts can help explain the world around us.

*Learning activity...*Ask students to collect and read a number of reviews about the visual arts, music, plays, dance performances and books. Ask them to think about how the performance, musical compositions or books tell them something about the human condition or about their world. Students should find examples of reviews in several areas of the arts. They may compile their findings on a chart such as the one at the right.

ART AREA	WHAT DOES IT SHOW ABOUT THE HUMAN CONDITION?	WHAT DOES IT SHOW ABOUT OUR WORLD?

Making it relevant... Someone once said that if we truly understood human nature, there would be no need for the arts. Discuss this idea with students. How can experiences in the arts enrich their lives? Which types of arts appeal to them the most? Why?

Extending the activity... (1) Encourage students to write reviews frequently. This kind of writing is a challenge and can develop skills for critical analysis. Reviews do not need to be limited to book reviews. Reviewing albums, movies, plays, musical performances, and television shows will develop the skills while refining and extending students' natural discussions. (2) Ask students to find examples of careers in the arts and make a display of these careers. (3) Have the students invite local artists and writers to the school to discuss their work. Help students write interview questions and write feature stories about the visit.

Life through literature

Setting the stage... Introduce students to the book review section of your local newspaper. You may want to collect several reviews beforehand and share several with the class.

Learning activity... Ask students to collect and read several book reviews from the newspaper. Based on the reviews, students may want to discuss how these authors attempt to explain life. If possible, have students choose one of the reviewed books to read and explain why they chose it. When they have completed the book, the students may write their own reviews and compare them to the original reviews.

Making it relevant... Discuss with students the educational and practical aspects of reading book reviews. For example, how can book reviews help students become familiar with specific literary genres? How can reviews help them make decisions at the library or local book store?

Student activity page — Art explorations

Setting the stage... Ask students to locate the arts or cultural events calendar in the newspaper and identify as many different kinds of events as possible — museum exhibits, live music, plays, etc.

Learning activity... Ask students to plan an arts week using the information in the newspaper. They may use the arts calendar or ads. Students then plan one arts activity for each day of the week. They also indicate the appropriate attire for the event; for example, T-shirts and jeans may be fine for the local rock club, but an indoor symphony performance may require better clothes. Encourage students to select a variety of activities. Students may outline their plans on the activity sheet on page 30.

Making it relevant... Discuss with students the variety of entertainment available in their community. For example, were they surprised by the number or type of cultural events? What new types of entertainment might they be willing to try? What does the variety of cultural opportunities say about their community? What types of event would they like to see more of in the community? How would they encourage these types to occur?

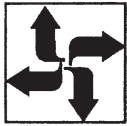


Art explorations

Plan a week of activities related to the arts. Read reviews and check entertainment calendars in your newspaper. What would you expect to do at each event? How would you dress? Explain your choices. Indicate your favorite activity with a star.

Name _____
Date _____

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
ACTIVITY							
WHAT DO YOU EXPECT TO DO?							
HOW WILL YOU DRESS?							
WHY DID YOU CHOOSE THIS ACTIVITY?							



7 - Challenge of the Future

CHALLENGE

Students will assess the costs, risks, limitations, impact and benefits of new technologies in the workplace and at home.

CHOICES

The modern workplace

Setting the stage... Discuss with students the way facets of life (communication, food processing, health, transportation) have changed over time. For example, early mass transportation consisted of horse drawn carriages, which were followed by trains, airplanes and jets. Ask students to suggest other examples of technological changes.

Learning activity... Ask students to find newspaper articles or ads that show how a career or industry has changed because of new technologies. Students may complete a chart such as the one below to show the advantages and disadvantages of these changes.

Making it relevant... Ask students to discuss the impact modern technologies have had on the workplace. For example, do employers need more or fewer employees to do the same work? How have the changes affected prospective workers? What new skills must they have in order to compete for jobs in the workplace?

TECHNOLOGY	ADVANTAGES	DISADVANTAGES

Changing times

Setting the stage... Discuss with students the changes technology has brought to the home, such as appliances, food storage and home entertainment.

Learning activity... Ask students to locate advertisements that show new and changing technologies for the home and leisure. Students may compare and contrast life with and without these items through discussion, charts, written explanations, creating advertisements or skits.

Making it relevant... Discuss with students whether technologies have made life more or less complicated. For example, do they think leisure time has increased? If so, what do people do with that time? What technological advantages do they have that their parents did not have? Have students predict how technologies will impact leisure activities in the future.

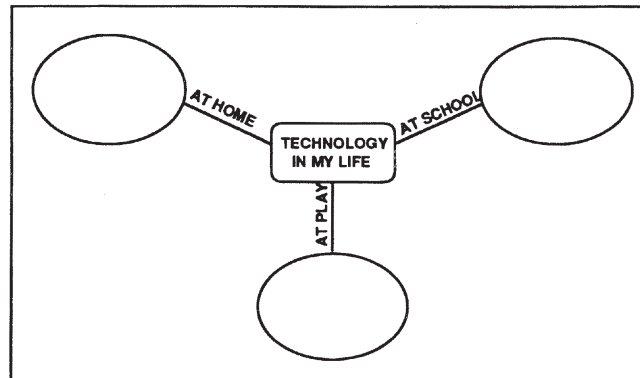
Technology and you

Setting the stage... Discuss with students the ways they use technologies in their lives.

Learning activity... Ask students to create a technology web by clipping pictures and headlines from the newspaper and pasting them on the web such as the one following. Let students compare webs. What items do they have in common? What items are different?

Making it relevant... Discuss with students the fact that technologies have made our lives physically easier and our work more efficient. Has leisure time increased? What do we do with that time? Have students find newspaper articles that relate to these questions and discuss their findings.

Extending the activity... Ask students to consider life without the technological advantages of today. Ask them to interview an older person. Suggest that they then record that person's memories of past technologies and impressions of today's technologies--and share these memories and impressions with others. Have students predict the technologies of the future and explain how they feel about the changes that technologies may make in their lives.



🎯 Target Date Activity

Setting the stage... Ask students if they feel the level of technologies in their community is the same as in other parts of the country? Would other cities use the same technologies?

Learning activity... Use target date newspapers from different areas of the country — rural and urban. Ask students to find evidence of technologies used in these areas. Working in pairs or small groups, students may discuss various types of technologies used in various regions. For example, what technologies are used in an agrarian-based area as opposed to an industrial area? What evidence can they find in the newspapers to support their judgments?

Making it relevant... Discuss with students advantages one area of the country may have over another because of the availability of technologies. Ask questions such as: How does this advantage translate to a world level? Do technologies give some countries political, economic or military superiority over other countries?

CHALLENGE

Students will understand and analyze aspects of health care advances.

CHOICES

Heroic measures

Setting the stage... Discuss with students the advances health care has made in the last fifty years. Ask students to generate a list of these advances.

Learning activity... Explain to students that the term "heroic measures" means undertaking acts of an extraordinary nature. Ask the students to find articles that tell about a life's being saved through heroic measures. Make a chart that outlines the costs, benefits, risks, and impacts of these acts. In small groups or with the whole class, predict how the situations exemplified may be solved in the future as a result of advances in technologies.

Making it relevant... Many ethical issues are related to health situations. For example, the ability to keep a body alive after the brain is dead has caused great anguish for families and the medical community in recent years. In addition, the rising cost of medical care is putting that care out of the reach of individuals in some countries. Discuss current health issues with students. Topics might include the ability to cure some cancers if detected early, the high cost of medicine and care, the ability to save premature infants, and the use of DNA matching as evidence in criminal trials.

Animal rights

Background... The use of animals for experimentation in medical research is often a controversial issue. Many medical researchers argue that animal experimentation is necessary before drugs should be used with humans. Some animal rights activists argue that animals should never be used to test procedures or medications. Other people feel that limited and humane use of animals is acceptable.

Setting the stage... Discuss with students the need to test medicines before people use them.

*Learning activity...*Ask students to find articles and editorials that present both sides of the issue involved in using animals for conducting experiments and testing medicines. Have students present their opinions. Let students choose to conduct a debate, write their own editorial or send a letter to the editor.

*Making it relevant...*Ask students to discuss the pros and cons of animal experimentation. For example, if drugs are not tested on animals, how else might they be tested? Should new medications be tested first on humans? Should computer models be used? Would students feel comfortable with a medication tested only on a computer simulation? Are there other alternatives?

Medical careers

*Setting the stage...*Explain to students that in many areas of the world there are shortages of doctors and nurses. In developed countries, many medical professionals may be located in major urban and suburban communities, but fewer are located in rural or less populated areas.

*Learning activity...*Ask the students to look at the employment ads in the newspaper's classified section and determine the need for medical professionals in their area. Display the advertisements in categories showing the various kinds of medical jobs.

*Making it relevant...*Ask students to evaluate the level of health care in their community. For example, are there enough doctors and hospitals? What can a community do to attract more health care professionals? How do people select doctors for their families?

Target Date Activity

*Learning activity...*Ask students to examine the employment ads in the classified sections of newspapers from across the country. Have them try to determine the needs of several communities. Students may make a chart or other display comparing the communities and their needs for doctors and nurses by specialty.

*Making it relevant...*Ask students to discuss why health needs and services vary between areas of the country. Ask questions such as: Which of the communities seems to have best health care situation?

CHALLENGE

Students will gain knowledge and understand the challenges of a multicultural society.

CHOICES

The impact of diversity

*Background...*Diversity has increasingly become a characteristic of the population of many nations. The increased numbers of immigrants living in one nation may present many challenges. The futures of these nations will depend upon how citizens cope with increased diversity.

*Setting the stage...*Discuss with students the ethnic and cultural diversity of their community and nation.

*Learning activity...*Ask students to examine newspapers to find examples of ethnic groups and to make a bulletin board display showing these groups. Have students develop a chart that indicates how a particular ethnic group enriches the community. For example, an ethnic group may introduce a variety of foods, new forms of entertainment, or unique artistic techniques. Ask students to find newspaper articles or editorials that discuss how communities deal with a diverse population.

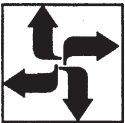
*Making it relevant...*Discuss with students their opinion of the way their community deals with diversity in its population. For example, do all groups seem to have their views represented in community decisions? Do students expect a change in the ethnic/cultural makeup of their community in the future?

*Extending the activity...*Ask students to predict how their region may change in the future, based on the information they have read about multicultural communities. Have students write and present a skit about this new area.

Student activity page — Careers in the future

*Setting the stage...*Have students brainstorm the various occupations they find in their community. Ask students if they think each occupation listed will still be necessary in 50 years.

*Learning activity...*Ask students to locate examples of jobs or occupations in news stories or feature stories. For each of the occupations, students identify the tasks involved, the types of technologies used, and whether the need for the occupation is increasing or decreasing. Students may use a chart such as the one on page 34. Have students identify the occupations they think would be the most interesting on their list.



Careers in the future

Locate examples of careers in news stories, feature stories or classified ads. For each of the occupations, identify the tasks involved and the technology used today. Will the need for this occupation increase or decrease in coming years? Explain your answers.

Name _____

Date _____

OCCUPATION	TASKS INVOLVED	TECHNOLOGY USED	IS DEMAND INCREASING OR DECREASING? WHY?

Putting the newspaper together

NEWS AND EVENTS

Reporters and photographers gather information at the scene. Then reporters write their stories on computer terminals while the photographers develop film and print pictures.

Wire services send world, national and regional news, photos and graphics via satellite.

FEATURES, COLUMNS AND COMICS

The newspaper would not be complete without syndicated features like advice columns, opinion columns and comic strips.

Many time-sensitive features arrive at the newspaper via satellite. The material goes directly into the computer and can be set immediately.

Other material is mailed. After editorial approval it goes to the production department to be prepared for printing.

ADVERTISING

Local stores and businesses work with newspaper retail advertising departments.

National and international companies and their advertising agencies plan ads for nationwide use.

Individuals, car dealers and real estate agents place classified ads to sell, to rent or to buy. Employers and job seekers place ads in the classified section.

EDITING

Editors evaluate and check each story. Then they choose pictures and other graphics to make the newspaper more interesting and informative. Finally, they decide what will appear on each page and have the computer set type.

Editors assign the placement of syndicated features.

PRODUCTION

Advertisements are positioned on full-size paste-up sheets. Next the editors work with the production department to place news type and pictures on each page.

Sometimes a page is put together on a computer screen and the entire page is printed in one piece. Other times type and graphics are prepared separately and then pasted together on a single sheet.

A giant camera makes a negative of the page when it is finished. In the pressroom negatives are used to prepare printing plates.

When all the plates are on the press, final adjustments are made, the press is started, and the newspaper is printed.

CIRCULATION

Newspapers travel from the press to the circulation mailroom on a conveyor belt. Materials that have been printed in advance (advertising inserts, television guides, magazine sections) are inserted in each newspaper. Then the newspapers are bundled, labeled and loaded on trucks for distribution.

Newspaper carriers are the final link to customers. These young people and adults deliver newspapers door to door, on foot, on bicycle, and in cars in every kind of weather.

The newspaper is a product of teamwork by many departments. From the initial response to a fast-breaking story, to the final editing of the words and pictures that will appear on the printed page, the creation of every edition demands extraordinary precision from people and machines alike: hundreds of thousands of intricately detailed actions that must occur in sequence, like clockwork, to assure that your newspaper reaches you on time.

