

NIE  
WEEK  
2009



**NEWSPAPERS**  **NOW:**  
Developing Comprehension *and*  
Research Skills With *the* Newspaper

# Newspapers Now:

## Developing Comprehension and Research Skills With the Newspaper

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## Introduction

Newspaper In Education Week, a program of the Newspaper Association of America Foundation, is observed during the first full school week of March. In 2009, NIE Week takes place March 2 through 6. The goal of NIE Week is to reinforce a positive and relevant lifetime reading habit in students by engaging them with an authentic text – the newspaper.

### About Newspapers Now

This guide returns to the basic principles and goals of NIE Week – to learn about and with the newspaper. The underlying premise is that the newspaper has always been, and remains, an important resource in our lives. While the delivery format has varied and now includes electronic editions and Web sites, newspaper content reflects people's needs and interests.

*Newspapers Now* encourages students to explore the full range of information in the newspaper that is relevant to their lives. Activities in this guide help students develop comprehension and research skills through newspaper content.

The newspaper is a natural choice to help students develop and apply reading skills because:

- The reader is already familiar with the content because it refers to local people, places and events.
- The newspaper contains linguistic and nonlinguistic texts to inform the reader.
- The newspaper includes a variety of genres, discourse structures and visual elements.
- Newspaper activities encourage thinking at many different cognitive levels.
- The sociocultural context is familiar because it reflects the reader's daily life and experiences and serves the reader's needs, making the newspaper a highly motivational text.

### Formal/Informal Instruction

We encourage you to infuse newspapers into your classroom in formal and informal ways. Show students how newspapers connect to their interests and needs.

Formal instruction involves the lesson plans in this guide. You will find that with these lessons, creating an atmosphere that encourages using and thinking about the newspaper in many different ways will increase student performance. Here are simple and easy instructional ideas that you may want to try:

**1.** At least once weekly, take a few minutes to tell students about something you enjoyed reading in the newspaper, such as:

- A comic strip that made you laugh
- A movie review that makes you want to see a particular film
- A television review that makes you think differently about a particular program
- A sports story that revisits a game you saw on television or tells you about a game you missed
- Weather information that caught your attention
- A letter to the editor that made you smile or think differently about the topic
- A graphic or image that made a news story more meaningful
- A map that helped you understand more clearly where a story took place.

**2.** Ask students to tell you about something that caught their attention in the newspaper. Ask them casually as they enter the classroom and get settled.

**3.** Collect interesting headlines, especially those using a pun or a play on words. Post them on a bulletin board and regularly share new ones.

### Lesson Plans

This guide offers 15 lesson plans, each with a student activity. The lessons contain background, instructions and these components:

- *Newspaper Focus* – Newspaper sections used in the lesson are clearly identified. They reflect a range of information, including local, national and international news; editorials and opinion pieces; sports; lifestyle stories; comics; and display and classified ads.
- *Background* provides an overview and rationale for the lesson.
- *Before Reading* provides suggestions to help students activate prior knowledge that will help them connect with the lesson.
- *Guiding Reading* provides instruction to direct students' activities as they read.
- *After Reading* provides suggestions to help students integrate the lesson.
- *Performance Rubric* provides three levels to evaluate students' performance on the lesson – exceed expectations, meet expectations and revisit.

### Elementary Activities

This section contains 15 elementary-level activities for younger students. They parallel lesson plans and activities in the guide and focus on local and community news. Teachers also can use the lesson plan pages in the guide to prepare for elementary activities.

# Standards for the English Language Arts

National Council of Teachers of English and International Reading Association

## ○ **Reading for Perspective**

Students read a wide range of print and nonprint texts to build an understanding of texts, themselves and cultures of the United States and the world; to acquire new information; to respond to needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

## ○ **Evaluation Strategies**

Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

## ○ **Communication Skills**

Students adjust use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

## ○ **Evaluating Data**

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate discoveries in ways that suit their purpose and audience.

## ○ **Applying Language Skills**

Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).



## State Standards

These revolve around the same topics as national standards and are consistent across states. However, language describing standards varies from state to state. Explore your state's standards for language that reflect reading components addressed in this guide. Examples of reading-related language are suggested here.

Reading component	Look for language similar to "The student can"
<p><b>1. Genre study</b></p> <p>The newspaper is classified as nonfiction or informational text. It has a specific and unique text structure: news and feature stories, editorials, advertising, etc. This guide provides activities for a variety of newspaper sections and text structures.</p>	<ul style="list-style-type: none"><li>... read a variety of narrative and informational texts independently and fluently</li><li>... identify structural features of popular media</li><li>... recognize/comprehend a variety of text structures</li><li>... separate fact from fiction</li><li>... understand a variety of genres</li></ul>
<p><b>2. Vocabulary</b></p> <p>The newspaper is a major resource for relevant vocabulary. This guide provides specific strategies for teaching vocabulary.</p>	<ul style="list-style-type: none"><li>... use a variety of word identification strategies to unlock meanings of unfamiliar words</li><li>... use context clues to determine meanings of new words</li><li>... use structural analysis to determine meanings of unknown words</li><li>... extend knowledge of prefixes, suffixes and root words to identify unfamiliar words quickly and efficiently</li><li>... use strategies to unlock meanings, including prefixes/suffixes and base words, context clues, dictionaries and glossaries</li><li>... use dictionary skills to locate meanings of new words</li><li>... expand vocabulary</li></ul>
<p><b>3. Comprehension</b></p> <p>Comprehension is the root of all reading instruction. We read to understand what others are trying to communicate to us. This guide provides specific strategies to help students comprehend what they read. Comprehension skills are categorized in different models. This guide provides activities for students to interact with and comprehend different texts.</p>	<ul style="list-style-type: none"><li>... identify main idea and details, sequence, cause and effect, compare and contrast in a variety of texts</li><li>... understand the author's message</li><li>... apply comprehension strategies to understand text, such as predicting, making inferences, generating questions, monitoring understanding and summarizing information</li><li>... apply reading strategies to informational texts across all areas of the curriculum</li></ul>

# Lesson 1: Town Crier

## Newspaper Focus: All

### Objectives

#### Students will:

- Locate and identify each section of the newspaper
- Locate information about their community in the newspaper
- Classify information about their community into appropriate categories.

### Background

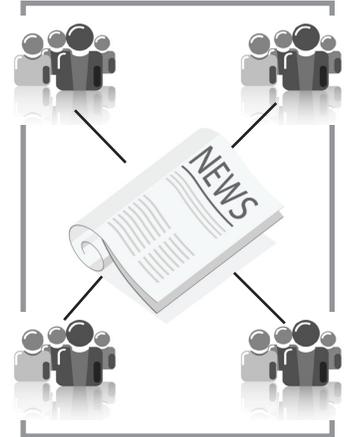
In this activity, students will find stories about their community by looking through each section of the newspaper. In doing so, students will understand that their local newspaper provides readers with information on a wide range of topics. Encourage students not to use advertisements but rather to look at community calendars and listings, feature stories and news stories for information. Students will count and classify findings as data and use that to analyze their community.

### Before Reading

1. Ask students what they know about the role of a town crier in history. Before newspapers were widely available, town criers were communities' original reporters and were protected by law. Usually people of standing, they knew how to read and write. They walked through town, ringing a bell to attract attention and loudly proclaiming news of the day.
2. Explain that today's newspapers perform a similar job informing the community about what is happening.
3. Ask students to find and identify different sections of the newspaper. Write responses on the board.
4. Have students skim the newspaper and find any section not identified.

### Guiding Reading

1. Have students predict the number of news and feature stories and other items about their community that they will find in the newspaper.
2. Divide students into groups. Distribute newspapers. Assign each group a section of the newspaper. Have students look through sections carefully to find data about their community.
3. Tell students to count and record the number of news and feature stories, listings, special events and newsmakers associated with their community – everything but the advertisements – in their assigned sections.
4. Have groups categorize their items. You might suggest categories such as local government, entertainment/arts, sports, newsmakers and so on. (*See Activity 1.*)



### After Reading

1. Bring groups together as a class. Have each group share its categories and the number of items in each.
2. Record each group's findings on the board. As a class, compile and organize data into a graph or chart.
3. Discuss differences and similarities among the categories.
4. Have students compare findings with their predictions and discuss any discrepancies.
5. Tell students that they will use this data in Lesson 2.

### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Locate and identify each section of the newspaper.			
Locate information about their community in the newspaper.			
Classify information about their community into appropriate categories.			



## Lesson 2: Visitors' Viewpoint

### Newspaper Focus: All

#### Objectives

##### Students will:

- Use data to develop generalizations about their community.

#### Background

In this activity, students will use data they collected and categorized in Lesson 1 to develop generalizations about their community. You may choose to have students cut and paste data on large pieces of paper or record data on the board.

#### Before Reading

1. Have students review new items from Lesson 1.
2. Explain that when this information is analyzed, it will reflect positive or negative impressions of their community.

#### Guiding Reading

1. Divide students into groups. Assign each group one or two categories created in Lesson 1.

2. Have students read and become familiar with the data.
3. Have students pretend they are visitors to the community and know nothing about it. Explain that as "visitors," they will make generalizations about their community based only on information from news items they have selected.
4. Have each group write at least three generalizations a visitor might make about the community. (See Activity 2.)

#### After Reading

1. Have students share generalizations and data on which each was based.
2. Discuss each generalization and whether students agree or disagree with it. Have them explain why.
3. Have students explain whether they would visit their community based on generalizations made about it from the newspaper.

Performance rubric			
Students can ...	Exceed expectations	Meet expectations	Revisit
Use data as a basis to develop generalizations about their community.			

## Activity 2: Visitors' Viewpoint

### Directions

1. Look at new items you have been assigned.
2. Pretend you are a student visiting your community for the first time.
3. Identify at least three generalizations the student visitor could make about your community based only on information from the newspaper.
4. Write your generalizations and information or data you used to make it in the space provided below.
5. Share your generalizations with the class. Be prepared to provide information used to develop your generalization.

### Category

Generalization about my community: .....

.....  
.....

Information or data used: .....

.....  
.....

Generalization about my community: .....

.....  
.....

Information or data used: .....

.....  
.....

Generalization about my community: .....

.....  
.....

Information or data used: .....

.....  
.....

# Lesson 3: Community Values

## Newspaper Focus: All

### Objectives

#### Students will:

- Evaluate a news item as a positive or negative reflection of their community
- Identify values important to their community
- Identify behaviors acceptable and unacceptable to their community
- Estimate the percentage of positive and negative news items about their community.

### Background

In this activity, students will use news items from Lessons 1 and 2 and recategorize them into positive or negative aspects about their community. You may want to use the terms “hall of fame” and “hall of shame” or “good news” and “bad news” as item categories.

### Before Reading

1. Review generalizations students made about their community as “visitors” in Lesson 2.
2. Discuss whether the news items show their community in a generally positive or negative light.
3. Assign students into the same groups as in Lesson 2.

### Guiding Reading

1. Have students estimate the percentages of items from Lessons 1 and 2 that are generally positive about their community and those that are generally negative.
2. Have the groups label each news item as positive or negative.
3. As a class, tally positive and negative items separately. Determine the total number of items and calculate the percentages that are positive and negative.
4. Discuss how the data compare to students’ estimates.
5. Review the data with students. Identify items where there is disagreement whether a particular item is positive or negative. Have students explain why they see an item as one or the other.
6. Using positive news items, have students identify values and behaviors the community sees as acceptable.
7. Using negative news items, have students identify values and behaviors the community sees as unacceptable. (See Activity 3.)

### After Reading

1. Have students reflect on and discuss how the three activities may have changed their understanding of, and opinions about, their community.

Performance rubric			
Students can ...	Exceed expectations	Meet expectations	Revisit
Evaluate a news item as a positive or negative reflection of their community.			
Identify values important to their community.			
Identify behaviors acceptable and unacceptable to their community.			
Estimate percentage of each news category about their community.			



## Lesson 4: It's All About Us

### Newspaper Focus: Local, State and National News

#### Objectives

##### Students will:

- Use the newspaper to become informed about activities and decisions of government officials
- Rank activities and decisions of government officials on their relevance to students
- Explain why it is important to be informed about activities and decisions of government officials.

#### Background

In this activity, students will analyze news stories about activities and decisions of local, state and national government officials. Newspapers have been called the nation's "watchdog" because of their mission to ensure citizens are informed about what is happening in all branches of government. This allows citizens to take informed action.

#### Before Reading

1. Ask students why we have newspapers. Allow for a variety of responses.
2. If no student suggests that newspapers exist, in part, to report on government activities, share the First Amendment with them: *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*
  - Explain that the First Amendment guarantees freedom of speech and of the press so the government cannot punish or silence citizens or organizations expressing dissenting ideas or opinions.

3. Ask students why the Founding Fathers thought it was so important to protect the press. Allow time for responses.
4. Explain that the founders wanted citizens to be informed about decisions and activities of government officials and felt strongly that the press had an important responsibility to monitor whether government representatives were carrying out the will of the people. The First Amendment prevents the government from forbidding the press to publish information the government feels might be unfavorable.

#### Guiding Reading

1. Divide students into groups. Distribute newspapers. Assign a different section to each group. Have students circle any story about local, state or national government (an elected or appointed official, legislative body, court or court official, etc.).
2. Using one to three stars, have students rank stories in order of importance to them: \* not very important to my life, \*\* important to my life and \*\*\* very important to my life.
3. Have students come together as a class. Allow students time to discuss the stories and how they ranked them.
4. Note how many stories are local, state or national. Discuss reasons why there may be a greater number in one category.
5. Have students select the least important story and the most important story among the categories and write their headlines in the appropriate place on the Activity 4 sheet.
6. Have students choose three additional stories from their lists and write the headlines in the appropriate place on the continuum based on their relevance to them. (*See Activity 4.*)

*Continued*

## **Lesson 4: It's All About Us**

### **After Reading**

1. Have students share choices and explain their decisions.
2. Discuss why it is important for students and all citizens to know what is happening at the local, state and national government levels.

<b>Performance rubric</b>			
<b>Students can ...</b>	<b>Exceed expectations</b>	<b>Meet expectations</b>	<b>Revisit</b>
Identify news stories about activities and decisions of government officials.			
Rank governmental activities and decisions based on relevance to them.			
Explain the need to be informed about governmental activities and decisions.			

## Activity 4: It's All About Us

### Directions

1. Review stories you identified about local, state or national government agencies or officials.
2. In the spaces provided, write the headline of the story you think is the least important and the headline of the story you think is the most important.
3. Select three other stories about government. Rank them from least to most important.
4. Write their headlines in the appropriate places.

### Least Important Story

.....

.....

.....

### Other Government Stories

1. (Least Important) .....

.....

.....

2. ....

.....

.....

3. (Most Important) .....

.....

.....

### Most Important Story

.....

.....

.....

.....

## Lesson 5: New Directions

### Newspaper Focus: National News

#### Objectives

##### Students will:

- Identify decisions or actions by the new presidential administration.
- Classify them into the appropriate category.
- Predict changes that will occur as a result of presidential decisions or actions.
- Explain the rationale behind their predictions.

#### Background

In this activity, students will use the newspaper to analyze changes happening as the new president and his administration take charge of the government. There will be stories about appointments to U.S. Cabinet positions, promises for legislative initiatives and proposals for change in international relationships. Have students read stories on these topics over several days. You may also have them collect stories about the new administration on days that newspapers are not delivered to your classroom or school.

#### Before Reading

1. Ask students what they know about the new president and vice president.
2. Have students brainstorm the kinds of decisions a new president must make. List responses on the board.
3. Explain to students that they will gather data on the new administration by reading about its decisions and activities in the newspaper.

#### Guiding Reading

1. Distribute newspapers. Have students identify stories about decisions and activities of the new administration and cut out or circle them.
2. Have students list them in three categories – Appointments, Legislative Initiatives and International Relations – on a chart or sheets of paper.
3. Assign students to groups. Have each group select one story from each category and predict any changes that will occur because of what the new administration is doing. (*See Activity 5.*)

#### After Reading

1. Have each group share predictions with the class.
2. Have students explain the basis for their predictions.

#### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Identify decisions and actions by the new administration.			
Classify them into the appropriate categories.			
Predict changes that will occur as a result of presidential decisions and actions.			
Explain the basis for their predictions.			

## Activity 5: New Directions

### Directions

1. Review stories you have chosen that tell about decisions made or action taken by the new administration in each category: Appointments, Legislative Initiatives and International Relations.
2. Select the news story that you think is most important in each category.
3. Write the headline in the appropriate category on the chart.
4. Predict how the country may be affected by what the new administration has done.
5. Explain how you made your prediction.

	Headline	Prediction	Reason(s) why
Appointments			
Legislative Initiatives			
International Relations			

## Lesson 6: Connections to the World

### Newspaper Focus: International News

#### Objectives

##### Students will:

- Identify the five newspaper Ws – who, what, when, where, why – in an international news story
- Analyze why a particular international news story is important to them and their community.

#### Background

In this activity, students will be asked to identify the Five Ws in an international news story and think about why the story is important to them. Students must think critically to make the connection between international events and their lives and their community. You may choose to model the activity for students with a “Think Aloud.” Students should evaluate the relevance of each of the Five Ws. For example, if the “who” is a prime minister, that might be more important than if the “who” is a rock star. If your local newspaper carries a limited number of international stories, collect them over a week or more and assign a story to each group.

#### Before Reading

1. Explain that editors carefully select stories they think are relevant to readers.
2. Tell students that they are going to analyze one international news story and explain why it is important to them.

3. Review the Five Ws with students.

4. Distribute or display an international news story to the class. Have students find and identify each W in it.

5. Model for students how each W is relevant to readers.

#### Guiding Reading

1. Assign students to small groups. Distribute a different international story to each group. Have students read and discuss it.

2. Have students identify the Five Ws: Who are participants in the story, or who is the subject of the story? What is happening? Where does the story take place? When did the events occur? Why did the events take place?

3. After students have identified the Five Ws, have them explain why that information is important to understanding the story.

4. Have them explain why they think editors included this story in the newspaper. (*See Activity 6.*)

#### After Reading

1. Have each group share its story and analysis with the class.

#### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Identify the Five Ws in an international news story.			
Explain why a particular news story is important to them and their community.			

## Activity 6: Connections to the World

### Directions

1. Select an international news story to read and analyze.
2. Write the headline in the space provided.
3. Identify the Five Ws and write them in the space provided.
4. Explain why you think the facts of the story are important to newspaper readers.

Headline: .....

	Five Ws	Answer	Importance to me	Importance to others
Who				
What				
When				
Where				
Why				

# Lesson 7: Window on the World

## Newspaper Focus: International News

### Objectives

#### Students will:

- Identify and classify news stories from different countries
- Evaluate relevance of international news to them and others in the United States.

### Background

In this activity, students will be asked to think about how events in other parts of the world can affect their lives and those of others in the United States. You may choose to have students use their stories from Lesson 6. Datelines appearing at the beginning of a news story tell where the event occurred. In the early days of newspapers when communication was much slower, the date the event took place also was included at the beginning. Some newspapers still include dates.

### Before Reading

1. Ask volunteers to tell about a news event from another country. Write what happened and the country on the board.
2. Discuss how students learned about the event and why it interested them.

### Guiding Reading

1. Remind students that editors decide which international news stories to publish based on what they think is important to readers.
2. Distribute newspapers. Tell students they are going to collect data about international news coverage from their local newspaper. Have them tally the number of international stories in the newspaper.
3. Have students categorize the stories by country or world region.
4. Have students analyze their data. Which countries/regions are represented in the day's newspaper? Are there more stories from one country or region than another? If yes, which one? Why? (*See Activity 7.*)

### After Reading

1. As a class, discuss students' findings. Ask why they think the stories were published in the newspaper.
2. Ask why these events are of interest or importance to them and others in the United States.

Performance rubric			
Students can ...	Exceed expectations	Meet expectations	Revisit
Identify and classify news stories from different countries.			
Evaluate relevance of international news to them and others in the United States.			

# Activity 7: Window on the World

## Directions

1. List each country or region featured in your newspaper.
2. Explain why these stories are important to you and others in the United States.
3. List results of your international news story tally.

## Countries/regions

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Tally the number of stories from each country or region. Which country or region has the most stories in the newspaper? .....

.....

Why are the stories from this country or region important to you and others in the United States?

.....

.....

.....

.....

.....

.....

.....

.....

# Lesson 8: Making Predictions

## Newspaper Focus: News Analysis

### Objectives

#### Students will:

- Use prior knowledge appropriate to the subject of a news analysis story
- Predict questions that will be answered in the news analysis story.

### Background

In this activity, students are asked to read the headline of a news story, use their prior knowledge about the subject and predict what the story will be about. It is important to use a story labeled “news analysis” for this activity. A news analysis story presents information in context for the reader. You may choose to model the activity for students before they work independently. Your local newspaper may not include news analysis stories every day, so you may need to collect several of them over a week or more.

### Before Reading

1. Review the Five Ws. Remind students that most news stories are straightforward presentations of factual information.
2. Explain that newspapers also offer news analysis to put a current topic in context or explain why certain events took place.
3. Distribute or display a news analysis story. Explain how it contains the Five Ws but also provides explanations for the news event.

### Guiding Reading

1. Explain to students that they will use a “preview/predict” strategy as they read news analysis stories.
2. Distribute or have students find a news analysis story in the newspaper. Have them read the headline only and then write one to three sentences about what they know about the subject.
3. Next, have students write two questions they predict will be answered by the information given in the news analysis story. *(See Activity 8.)*
4. Have students read the news analysis story.

### After Reading

1. Have students discuss whether and how their prior knowledge about the subject was relevant to what they read.
2. Discuss whether their predictions were correct or incorrect and whether the story answered their questions.

### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Use prior knowledge appropriate to a news analysis story.			
Predict questions that will be answered in the news analysis story.			

## Activity 8: Making a Prediction

### Directions

1. Write the headline of your news analysis story.
2. Write one to three sentences that tell what you already know about the subject of the story.
3. Write two questions that you predict will be answered in the story.

**Headline** .....

What you already know about the subject:

1. ....

.....

2. ....

.....

3. ....

.....

Two questions you predict will be answered in the story:

1. ....

.....

2. ....

.....

.....

Put a check (✓) next to the question(s) answered in the story.

## Lesson 9: Local Issues

### Newspaper Focus: Editorial Pages

#### Objectives

##### Students will:

- Identify issues in opinion pages of the newspaper
- Research the issue
- Identify facts and opinions in an opinion piece.

#### Background

In this activity, students will identify an issue and collect editorials, opinion pieces and letters to the editor about it, perhaps over several days. Students will research the issue using the Internet and other resources. Finally, with what they have learned from their research, students will identify facts and opinions in the opinion piece they selected.

#### Before Reading

1. Share with students a familiar hypothetical issue, such as mandatory school uniforms or banning soda machines in the cafeteria. Encourage them to express opinions about the issue and provide facts or specific reasons to support their position.
2. Explain that newspapers serve as a forum for citizens to express opinions about community, state, national or international issues.
3. Remind students that the First Amendment protects the press from censorship so citizens can express their opinions.

#### Guiding Reading

1. Distribute newspapers. Have students find and scan editorial and opinion pages.

2. Have them read the day's editorial(s) and identify an issue.

3. Explain that an editorial represents the newspaper's position on an issue.

4. Lead a discussion of the day's editorial topic asking students what they know about it, where they learned about it and any opinion they might have about it.

5. Read the editorial again with students and have them find and underline facts. Have them circle words and phrases that express an opinion. Discuss how facts and opinions are used in the editorial.

6. Have students find opinion columns and letters to the editor. Explain that editorial and opinion pages reflect a variety of opinions on different topics. This provides readers the opportunity to read different points of view and develop opinions on a topic.

7. Divide the class into groups. Assign each group a topic from the editorial pages or allow students to select, with your approval, a topic of interest to them.

8. Allow time for students to research the topic in class or as homework. Direct them to an Internet search, print references or the library. Or, have them interview people knowledgeable about the topic.

9. Have students read the opinion piece again. As they do, have them list facts and opinions provided by the writer in the chart in Activity 9. (See Activity 9.)

#### After Reading

1. Have students share their reports with the class. Ask them to explain whether any of their research findings differ from information presented in the opinion piece.

#### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Conduct research on a specific issue.			
Identify facts in an opinion piece.			
Identify opinions in an opinion piece.			

## Activity 9: Local Issues

### Directions

1. Select a topic from the editorial or opinion pages that interests you.
2. Read several columns or letters to the editor about the topic.
3. Using the chart below:
  - a. List facts and details given in columns or letters you read.
  - b. List words and phrases that reflect the writers' opinions.
  - c. Research the topic on the Internet, in print resources or by interviewing someone who knows about the topic. List your research findings.
4. After completing your research, write a brief paragraph stating your opinion about the topic. In your paragraph, explain reasons for your position and provide supporting facts and details.

Topic			
Source: Headline and writer's name	Facts/details	Opinions	Research findings

Write a brief paragraph stating your opinion on the topic. Be sure to support your opinion with facts and details.

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# Lesson 10: Get It Here

## Newspaper Focus: Display Ads

### Objectives

#### Students will:

- Make the connection between advertising and business size/type
- Make generalizations about the community based on ads placed in the newspaper.

### Background

In this activity, students will identify and tally types of businesses in their community based on ads in the newspaper. Display ads generally are placed on the bottom half of pages throughout the newspaper.

### Before Reading

1. Distribute newspapers to students. Have them separate the newspaper into sections and choose one for this activity.
2. Tell students to open their sections to any page and circle the first ad that attracts their attention.
3. Ask students why the ad caught their attention. Its size? Large type or images? Color? Was the ad for something that interests them?
4. Have students find and discuss other ads. Encourage them to see the relationship between the type of businesses that advertise and the audience and focus of their sections.
5. Explain that many advertisers request that their ads be published in the section they expect their customers read. For example, businesses selling athletic footwear prefer to run ads in the sports section.

### Guiding Reading

1. Tell students they are going to gather data about their community by counting display ads in the newspaper.
2. Divide students into groups. Assign each group one section of the newspaper or more. Have each group classify ads by size – large (one-half or full page), medium (one-fourth to one-half page) or smaller than one-fourth of a page.
3. Have students write businesses’ names in the appropriate column. (*See Activity 10.*)
4. As a class, organize the groups’ findings into a chart or graph on the board.

### After Reading

1. Have students review data in the chart carefully.
2. Ask students to name and categorize types, variety and sizes of the businesses in their community:
  - Which businesses had large ads, and why did they place them? Are they large businesses in the community?
  - Which businesses had small ads, and why did they place them? Are they small businesses? Do they have a narrow focus in contrast to large discount or retail stores that would appeal to many readers?
3. Have students analyze their data and identify the kinds of businesses represented in the newspaper. What generalizations can they make about their community based on advertising data?
4. Discuss differences and similarities among generalizations by each group.

### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Make the connection between advertising and business size and type.			
Make generalizations about their community based on newspaper ads.			

## Activity 10: Get It Here

### Directions

1. Classify each ad in your newspaper section by size and type. Write the name and types of the businesses (large retail, specialty store, restaurant, service such as cell phone provider, bank, etc.) in the appropriate column in the chart below.
2. In one sentence, write a generalization about your community based on ads your group tallied and categorized.
3. In one sentence, write a generalization about your community based on all data collected by the class.

Ad size	Name of business	Kind of business
Large: one-half to full page		
Medium: one-fourth to one-half page		
Small: smaller than one-fourth page		

Look at data from the ads in your assigned section. What does the data say about your community?

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Look at data from all ads in the newspaper. What does the data say about your community?

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# Lesson 11: Here or There

## Newspaper Focus: Classified Ads

### Objectives

#### Students will:

- Locate a classified ad for specific goods and services
- Research ads for the same goods and services in the online classified section
- Compare accessibility and ease of use between print and online classified sections.

### Background

In this activity, students will explore the classified section in their print newspaper and its online classified section. On their front pages, classified sections generally include an index showing how the ads are categorized. You should find a tab or link to the classified section on the newspaper's home page and be able to walk students through the search process and appropriate links. If you have computers with Internet access, allow students to work in pairs or small groups. If you have limited computer and Internet access, you may want to conduct the second part of the activity as a class. If access is difficult, omit the second part of the activity.

### Before Reading

1. Review with students that display advertisements are those purchased and placed in the newspaper by businesses. Explain that individuals and businesses also can place newspaper ads in the classified section.
2. Show students the classified section and explain how it is organized.
3. Point out the index and show students how to locate ads for specific kinds of items in the classified section.

### Guiding Reading

1. Tell students that they are going to look for specific items in the classified section of the print newspaper, then search the online edition of the newspaper for the same or similar items.
2. Assign students to groups. Distribute newspapers.
3. Have students complete their search of the classifieds. (*See Activity 11.*)
4. Have students look for the same or similar items in the online edition.
5. Have students compare and contrast their searches. What was the same about the two searches? What was different? Which did they prefer? Why?

Performance rubric			
Students can ...	Exceed expectations	Meet expectations	Revisit
Locate ads for specific kinds of items in the print classified section.			
Locate ads for specific kinds of items in the online classified section.			
Compare and contrast the print and online classified ad search.			



# Activity 11: Here or There?

## Directions

1. The chart below lists items you must identify and find in the classified section of your newspaper.
2. Write items that you found in the print newspaper in the appropriate column in the chart.
3. Go to the newspaper's online edition. Use the online classified section to find the same or similar items.
4. Write items that you found online in the appropriate column in the chart.

Item	Print classified section	Online classified section
A pet you would like to have		
A job you would like to have		
A vehicle you would like your family to own		
Someone who could repair something in your house		
A house you would like to live in		

What was the same about your search in the print and online classified sections?

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.....

What was different about your search in the print and online classified sections?

.....

.....

Which one did you like to use? Why?

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# Lesson 12: Fun and Fitness

## Newspaper Focus: Sports

### Objectives

#### Students will:

- Collect and categorize data about sports events noted in the local newspaper
- Make generalizations about sports in their community.

### Background

In this activity, students will use data-gathering skills to tally and categorize sports stories in the newspaper. They will analyze data and identify opportunities for community members to participate in or attend sports events. Be sure students include individual and recreational sports.

### Before Reading

1. Ask students what kind of sports they like to watch or play. List responses on the board.
2. Put checks (✓) next to sports in which students like to participate.
3. Put stars (\*) next to sports they like to watch.
4. Ask students what kinds of sports opportunities are available in their community. List responses on the board.

### Guiding Reading

1. Distribute copies of the newspaper. Direct students to the sports section. If other sections contain sports news, such as local or national, distribute those, too.
2. Have students list all sports written about in the newspaper. Have them tally the number of times each sport is reported. (See *Activity 12.*)

### After Reading

1. Have students share findings with the class. What generalizations can they make about sports in their community? Is it a sports town? Does it favor team or individual sports? Are school sports covered in the same way as professional sports?

### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Collect data on sporting events noted in the newspaper.			
Make generalizations about sports in their community.			

## Activity 12: Fun and Fitness

### Directions

1. Find all of the stories about sports in your newspaper and circle each headline.
2. Write the headline for each story in the appropriate column in the chart below.
3. Based on your findings, write one generalization about sports in your community.

Type of sport	Headline (local/amateur)	Headline (professional sports)
Team sport		
Individual sport		

Based on the number and kind of sports covered in your local newspaper, what general statement can you make about sports in your community?

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# Lesson 13: Community and Culture

## Newspaper Focus: Entertainment Pages

### Objectives

#### Students will:

- Collect and categorize data about cultural events in their community
- Analyze cultural opportunities in their community
- Make generalizations about the cultural climate of their community.

### Background

In this activity, students will use data-gathering skills to tally and categorize cultural stories in the newspaper. This data will be analyzed to assess cultural opportunities in the community such as museum exhibits, live performances and workshops or classes in the arts.

### Before Reading

1. Ask students to discuss the types of cultural activities they like to observe or participate in, such as school, community or professional plays. Do they attend live concerts? Visit museums? Create art or perform?
2. Write responses on the board.
3. Put a check (✓) next to activities in which students like to participate.
4. Put a star (\*) next to activities they like to watch.
5. Have students discuss what they view as cultural opportunities in their community.

### Guiding Reading

1. Distribute newspapers. Direct students to the entertainment section.
2. Have them locate stories or community-calendar listings that reflect examples discussed earlier in the lesson.
3. Assign students to small groups. Have them read and categorize stories about cultural or entertainment opportunities in the community. (See Activity 13.)

### After Reading

1. As a class, have students compare findings. Based on their data, ask them to make generalizations about the cultural climate of their community. Are there many opportunities to visit museums and to see live performances?
2. What types of cultural events seem most available in the community?
3. Do the data support or challenge their assumptions about cultural opportunities in their community?

Performance rubric			
Students can ...	Exceed expectations	Meet expectations	Revisit
Collect and categorize data about cultural events in their community.			
Analyze cultural opportunities in their community.			
Make generalizations about the cultural climate of their community.			

## Activity 13: Community and Culture

### Directions

1. Find stories and listings about cultural events in your community. Circle the headlines.
2. Write the headline of each story or listing under the appropriate category in the chart below.
3. Based on information found in the newspaper about cultural events, write a generalization about cultural opportunities in your community.

Type of event	Individual event/performance	Group event/performance
Museum exhibit		
Art show or festival		
Play		
Concert		
Other		

Based on the number and kind of cultural events reported in the newspaper, what general statement can you make about cultural opportunities in your community?

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## Lesson 14: Leisure Living

### Newspaper Focus: Lifestyle Pages, How-to Columns

#### Objectives

##### Students will:

- Identify stories and features in the lifestyle section of the newspaper
- Make connections between lifestyle articles, modern living stories and features, and themselves and a family member or friend.

#### Background

In this activity, students will explore topics and features of the lifestyle or modern living sections of their local newspaper. Generally, the section is named something similar to “Today’s Life” or “Modern Living” or “Lifestyle.” The focus often is predictable. One day may focus on family issues, while another covers food and cooking. Become familiar with themes and publication days, especially on the day newspapers are delivered to your school. If an appropriate topic is not included on delivery day(s), collect stories to use with this activity.

#### Before Reading

1. Ask students to discuss what they like to do for fun. Video games? Crafts? Try new foods? List responses on the board.
2. Show students several examples of the lifestyle/modern living sections of your newspaper. Discuss the variety of topics found in them and to whom they are directed.

#### Guiding Reading

1. Distribute copies of the newspaper. Direct students to the lifestyle/modern living section.
2. Have students find a story or feature that connects to them and report on it.
3. Have students find a story or feature that connects to a family member or friend and report on it. (*See Activity 14.*)

#### After Reading

1. Have students share their story and feature choices and explain the reason(s) for selecting them.
2. As a class, compare and contrast story choices. Do common interests or themes emerge?

#### Performance rubric

Students can ...	Exceed expectations	Meet expectations	Revisit
Identify stories and features of the lifestyle sections of the newspaper.			
Make a personal connection to a lifestyle story or feature.			

## Activity 14: Leisure Living

### Directions

1. Look through the lifestyle section of your newspaper. Find a feature, story or how-to column that appeals to you. Explain why you chose this item.
2. Find a newspaper story that would interest a family member or friend. Explain why that person would be interested in it.
3. Write answers in the chart below.

Lifestyle story/how-to column	Why does it make a connection?
<p>Write the headline of a story or feature that interests you.</p>	
<p>Write the headline of a story or feature that would interest a family member or friend.</p>	

# Lesson 15: Putting It All Together

## Newspaper Focus: All

### Objectives

#### Students will:

- Develop a personal newspaper plan based on their interests and the newspaper.

### Background

In this activity, students will use their newspaper knowledge to make connections to their interests and needs.

### Before Reading

1. Review the various newspaper sections that students read and worked with in Lessons 1-14. Ask them to name the sections and their focus. Write responses on the board.
2. Ask how many students had read any of the sections before doing these lessons.
3. Write the number of students responding next to each section listed.

### Guiding Reading

1. Tell students that this activity will send them throughout the newspaper. Explain that their final project will be unique because they will use parts of the newspaper that relate most closely to their interests and needs.
2. Review the personal newspaper plan. *(See Activity 15.)*
3. Distribute copies of the newspaper. Have students complete Activity 15 independently.

### After Reading

1. Have students share their work. Encourage them to discuss personal connections to the news.

Performance rubric			
Students can ...	Exceed expectations	Meet expectations	Revisit
Identify newspaper stories and items relevant to their interests and needs.			

# Activity 15: Putting It All Together — Personal Newspaper Plan

## Directions

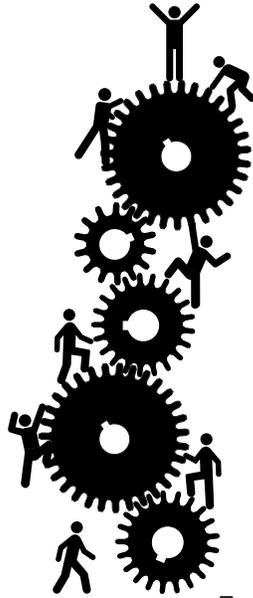
1. Find a newspaper story or feature for each question on the planner.
2. Write the headline of the story or feature in the chart below.

Find	Headline
1. A national or international news story that you think is important to you as a U.S. citizen.	
2. A local news story that affects your family.	
3. An editorial, opinion column or letter to the editor about a topic important to you.	
4. A display ad for something you would like to buy.	
5. A classified ad for something you would like to have.	
6. An item in an ad or a story that would make your life better.	
7. A sporting event you would like to attend.	
8. A cultural event you would like to attend.	
9. A lifestyle story about something to which you can relate.	
10. Your favorite comic strip.	

Write a paragraph that demonstrates how different parts of the newspaper relate to your life. Use the back of this sheet if necessary.

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# Elementary Activities



# Lesson 1: All About My Community

- Your newspaper has many stories about people and events in your community. Circle all stories you can find about your community in the newspaper.
- Count stories you find in the different categories listed in the chart below.
- Write the headline for the story you found most interesting in each category.
- Compare your favorite headlines with those of a classmate.

Stories about ...	Number of stories	Your favorite headline
<b>Schools or school students</b>		
<b>Local government: mayor, school board, city or town council meeting</b>		
<b>Local sports: school and community leagues</b>		
<b>Interesting things to see: museums, special events, concerts</b>		
<b>Community group activities: fundraising events, parades</b>		



## Lesson 2: A Good Place to Live

- Find stories and pictures about your community in the newspaper.
- Find three stories that show things you would like a visitor to know about your community.
- Cut out the headlines from each story and paste them on this page.
- Under each headline, tell why you want a visitor to know about this story.

**Headline**

Why would you want a visitor to know about this? .....

.....

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**Headline**

Why would you want a visitor to know about this? .....

.....

.....

**Headline**

Why would you want a visitor to know about this? .....

.....

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## Lesson 4: It's Important

- Read stories in different parts of the newspaper.
- Cut out headlines for the five stories you think are most important.
- Paste the headlines on this page. Put the story you think is the most important at the top. Put the next most important story under it. Paste the rest of the headlines in order of importance to you.
- Discuss with a classmate why you picked these stories.

**Most Important Story**

**Least Important Story**

## Lesson 5: Presidential News

- Find a story in the newspaper about the president.
- Cut out the headline for the story and paste it on this page. If there is a picture of the president, paste it on the page, too.
- Write several sentences that describe why the president is in the news.

### Headline

Why is the president in the news? .....

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## Lesson 6: Where in the World?

- Find a story about another country in the newspaper.
- Paste the headline on this page. If there is a map or picture that shows where the story takes place, paste it here, too.
- Find answers to the Five Ws in the story.

### Headline

**Who** is the story about? .....

.....

**What** is happening in the story? .....

.....

.....

.....

**Where** does the story take place? .....

.....

**When** did the story happen? .....

.....

**Why** is the story important? .....

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## Activity 8: Making a Prediction

- Find a headline in the newspaper for a story that you think will be interesting to read.
- Cut out the headline, but don't read the story yet. Paste the headline on this page.
- Think about the headline. What do you think the story will be about? Write three predictions on this page.
- Now read the story. Put a check mark (✓) next to the predictions that were correct.

**Headline**

My predictions:

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2. ....  
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## Lesson 9: What Do You Think?

- The newspaper has special pages where people can share opinions on different subjects. Find the section in your newspaper that is labeled “editorial,” “commentary” or “opinion.”
- Work with a classmate. Find these special things about the editorial section:
  - Put the number 1 next to a letter to the editor.
  - Put the number 2 next to the editorial cartoon.
  - Put the number 3 next to the newspaper’s editorial.
  - Put the number 4 next to a column that shows the writer’s opinion.
- Now think about a topic on which you have an opinion. Write several sentences giving your opinion. Tell why you think this is an important topic. Tell what you think should be done about it.

I have an opinion about ... ..

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I think ... ..

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## Lesson 10: It's for Sale

- Look at the ads in the newspaper.
- Find an ad that fills at least half of the newspaper page. Answer these questions about the ad:

What is the name of the store or business?

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What is for sale?

.....

Where is the store located?

.....

How can you contact the store if you need more information?

.....

.....

- Find a very small ad. Answer these questions about the ad:

What is the name of the store or business?

.....

What is for sale?

.....

Where is the store located?

.....

How can you contact the store if you need more information?

.....

.....

- Why do you think some stores use big ads and others use small ads?

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## Lesson 11: Classified Information

- Look in the classified section of the newspaper. Use the index to find the sections for “pets” and “automobiles.”
- Use the “pets” section to find a pet you would like to have. Answer these questions about the ad:

What pet will you look for in the ads?

.....

Name two things the ad told you about the animal.

.....

Why do you think this information is in the ad?

.....

.....

- Use the “automobiles” section to find a vehicle you would like your family to have. Answer these questions about the ad:

What vehicle will you look for in the ads?

.....

Name two things the ad told you about the vehicle.

.....

Why do you think this information is in the ad?

.....

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- Name two ways that classified ads are different from the other ads in the newspaper.

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## Lesson 12: Sports Fan

- Look at the sports section of the newspaper. Find a story about a popular sports team.
- Paste the headline of the story on this page. If there is a photo, paste it on the page, too.
- Answer the questions about the story in the space below.

### Headline

What is the name of the team? .....

What sport does it play? .....

What city and state is the team from? .....

Who is one player mentioned in the story? .....

Why do you like this sport? .....

.....

PASTE PHOTO HERE  
(or on the back of this sheet, if you need  
more space)

## Lesson 13: Let's Have Fun

- Look at the entertainment section of the newspaper.
  - Find a movie you would like to see. Paste the ad for the movie on this page.
- Answer these questions about the movie.

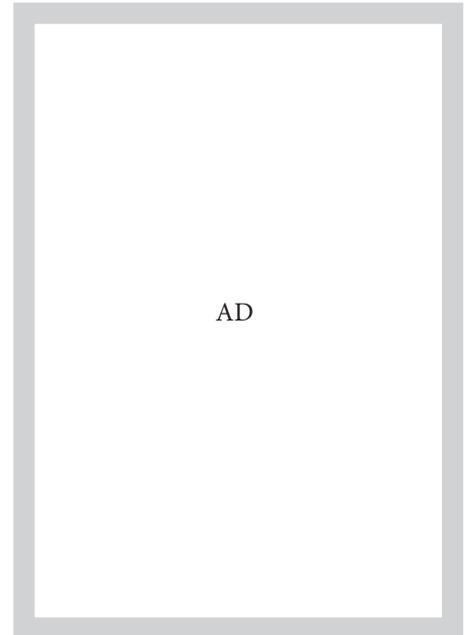
What is the title of the movie? .....

Where is the movie playing? .....

At what times is the movie showing? .....

Why do you want to see this movie? .....

Why do you like this movie? .....



- Find a special show, concert or community event you would like to attend. Paste the ad or information about event on the back of this page. Answer these questions about the event.

What is the event? .....

Where does it take place? .....

What time is the event? .....

Why do you want to go? .....

# Lesson 14: Something for Everyone

- Find three stories, photographs or features in the newspaper that you think would be interesting to three different family members or friends. These could be current news stories or special newspaper columns (such as personal advice, humor, home decorating, car repair, fashion, sports or the arts).
- Paste headlines for the news stories, the names of special columns or the captions for photographs on this page. Under each item, explain why your family member or friend probably would like this item.

**Headline/Title/Caption**

Who would like this story or photo? .....

.....

Why would this person like the story or photo? .....

.....

**Headline/Title/Caption**

Who would like this story or photo? .....

.....

Why would this person like the story or photo? .....

.....

**Headline/Title/Caption**

Who would like this story or photo? .....

.....

Why would this person like the story or photo? .....

.....

## Lesson 15: My Newspaper and Me

○ The newspaper contains many interesting things to read. What you like may be different from what a classmate likes. Look at the list below and find an example of each item that interests you. Write the page number where you found it. Then tell what you like about using the newspaper.

What do you like?	On what page did you find it?
Find a story about a person you would like to know more about.	
Find a sports story you like.	
Find a comic strip you like.	
Find an ad for something you would like to have.	
Find a place you would like to visit.	
Find something that is special or important to you.	

Write a paragraph that tells what you have learned about newspapers. ....

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