

The Newspaper

AS AN EFFECTIVE TEACHING TOOL

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The Newspaper

AS AN EFFECTIVE TEACHING TOOL

A BRIEF INTRODUCTION TO
THE NEWSPAPER IN EDUCATION CONCEPT

5th Edition, Revised
Betty L. Sullivan, Editor

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Quotations for the 5th Edition

The Newspaper as an Effective Teaching Tool

Compiled by Betty L. Sullivan

Lillian Brinkley, principal of Willard Model School, Norfolk, Va., and past president of the National Association of Elementary School Principals

Using the Newspaper In Education program is a way of bringing together the real world and learning, integrating the skills that kids need with real life experiences. It brings the world into the classroom. Any teacher can use the newspaper as a textbook and teach every skill from the news.

Renee Hobbs, director, Harvard Institute on Media Education, and professor, Babson College

I do think using the newspaper in schools is an essential part of media literacy. Newspapers are especially valuable in helping young people to think critically about how news contributes to our understanding of our nation and the world.

Gary Marx, executive director, American Association of School Administrators Foundation

In a fast-changing world, keeping current is essential. Newspaper In Education programs not only help students stay up to speed on current events, but they also carry information that can help teach every course in the curriculum, from math to history to the arts. If these programs didn't exist, we'd have to create them.

Garet von Netzer, publisher, Amarillo Globe-News

The key to the most effective learning is to make learning relevant. The newspaper provides that dimension. You can find everyday applications in every edition. Publishers support NIE for different reasons. Many of us are concerned about the future of our nation which depends on educated citizens who are capable of making good decisions. The newspaper helps our citizens become more informed and involved. We have a growing apathy among voters and low turn out. Try to do something to help kids learn for themselves. I have seen this program change people's lives. There is no question about it.

Dorothy S. Strickland, former president, International Reading Association, and professor of education, Rutgers University

One of the things that seems to be of great need in elementary and middle schools is the need for more expository texts ... One of the most appealing things about using the newspaper is that every conceivable type of text is available in each edition. There are so many different forms of text in the newspaper; they are timely and stimulate interesting discussion.



Letter from the U.S. Secretary of Education

Richard W. Riley



Communications in this information era is very important to this country and to our future. Newspapers are an invaluable resource to the very core of education which is teaching and learning.... The use of reading newspapers and publications in the schools across the country ... and in building partnerships with schools and school systems and literacy efforts ... helps our people learn and to be part of this great society.

These partnerships are critical if we are to be successful in achieving the national education goals and reform education in this country. Partnerships are important. Cicero talked about partnerships for the common good ... and that's what we need—partnerships for the common good. Every thing is related. Schools can't do it alone and real education reform involves a whole lot more than schools. It takes involvement of the whole community as we know to raise expectations of young people, to reinforce the importance of learning and staying in school, to facilitate

needed changes, and to connect schooling and the real world surroundings.

We need to use all types of media to acquire information and to use it as a tool for learning... [We need to grasp the] opportunity for students to utilize the newspaper as a resource to read and learn more about our rapidly changing world.

Newspapers and other local media can be the educators of a community about the need for change ... the reforms in education. In some communities, newspapers and other media don't just report the news, but they've been at the vanguard to support and lead education and education reform.

[NIE makes] a very effective use of the newspaper in all of the subject matters—English, math, geography, science, history, arts, foreign language, whatever. All of these core subjects find themselves in quality newspapers each day and the results are great if the teacher knows how to use this as a tool. Relevance matters to young people. Newspapers are making teaching and learning relevant.



Acknowledgments

This booklet has served for more than two decades as a key tool to introduce school administrators, principals, curriculum directors, teachers, school media specialists and other educators to the concept of using newspapers in teaching and learning. Similarly, it has proved to be a valued primer for newspaper executives, journalists, NIE specialists and other newspaper personnel responsible for building support for Newspaper In Education within the newspapers.

Written in 1975 by Judith Hines who spearheaded the national NIE initiative of the then American Newspaper Publishers Association Foundation (now the Newspaper Association of America Foundation), *The Newspaper as an Effective Teaching Tool* proved to be so popular that it would undergo four reprintings in subsequent years.

As stated in the acknowledgments from the original edition: It is often hard to determine where ideas for activities using the newspaper originate. One good idea may spring up in several programs at the same time. Another travels from one community to another, usually with the creator's blessings, and it is difficult to track its source.

Some of the ideas in the curriculum section of the fifth and previous editions were developed by the Foundation specifically for this booklet. For others, we want to thank and give credit to:

- *The Anatomy of a Newspaper*, ANPA Foundation

- Associated Press Newspaper Reading Skills Development Program, developed by AP Newsfeatures and Curriculum Concepts Inc., New York

- *Basic Understanding of the Drama—Using the Newspaper as a Supplementary Aid*, Copley Newspapers, San Diego

- *Celebrate Diversity*, co-sponsored by NAA Foundation, the International Reading Association and the National Council for the Social Studies

- *Consumer Choices and Spending*, NAA Foundation in cooperation with the Office of the Special Advisor to the President on Consumer Affairs

- *Creating the Mature Reader*, The Commercial Appeal, Memphis

- Demonstrated activity at teacher workshops sponsored by the University of Wisconsin and Wisconsin Daily Newspaper in the Classroom Committee

- *Employability Skills: A Newspaper Approach*, The Detroit News and Detroit Free Press

- *Messages & Meaning, A Guide to Understanding Media*, co-sponsored by NAA Foundation, the International Reading Association and the National Council for the Social Studies

- *The Newspaper for Second-Language Learners*, Newsday Educational Services

- *The Newspaper in Secondary English and Language Arts*, Star Tribune in Minneapolis

- *The Newspaper in the American History Classroom*, an ANPA Foundation publication

by Peter Sprague and Richard Newton.

- *Newspapers: Touching the Kaleidoscope of Your Mind*, co-sponsored by NAA Foundation, the International Reading Association and the National Council for the Social Studies
- *NIE Newsletter*, Detroit Free Press.

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Betty L. Sullivan
Editor
San Francisco
January 1999



The Newspaper In Education Program

A BRIEF EXPLANATION

Isn't it strange that the phrase "day-to-day" usually is associated with the routine, the unchanging? In fact, the most thrilling, sobering and inspiring events unfold on a day-to-day basis. Daily suspense and uncertainty accompanied The Revolutionary War, the building of America's democracy, the first footstep on the moon, the dramatic changes in Eastern European governments, and the development of the computer and the Internet. Birth, death and the building and dissolution of human relationships are recorded daily on our own individual calendars.

Students sometimes view day-to-day school attendance as a dull trap. Is it a training ground, they wonder, for what may be the daily boredom of adult life? It need not be.

Many teachers have discovered that newspapers can help banish this boredom and help students become aware of the day-to-day excitement and challenges of their world. The newspaper, these teachers have discovered, has the capacity to arouse and to maintain interest—prerequisites for learning.

This booklet examines the newspaper as a teaching resource. It describes what has come to be called the Newspaper In Education (NIE) program, and it tells how the newspaper can be valuable to both teachers and students.

The Newspaper In Education program is a cooperative effort between newspapers and thousands of schools in the United States, Canada and other nations where the newspaper is used as a tool of instruction. Under the program, publishers provide copies of their newspapers to schools, sponsor teacher education programs, offer instructional resource materials and generally help schools develop newspaper use for student learning.

Goals of NIE Programs

The use of newspapers to strengthen instruction at all levels is the goal of Newspaper In Education. NIE programs

- Help students become informed and involved citizens who can determine and guide their own destinies in a democratic society.
- Help students develop skills of critical reading by teaching competence in newspaper reading.
- Provide educators an economical, effective and exciting teaching vehicle for lessons in writing, history, mathematics, current events, consumer affairs, ecology and scores of other subjects.

The Newspaper as an Effective Teaching Tool

In the setting of a teacher-education workshop on the use of newspapers for instruction, teachers begin to think about the newspaper in new ways. The opportunity to have copies of the newspaper delivered to the school specifically for use by students in learning activities opens a world of possibilities.

While the particular educational goals for the use of newspapers in the classroom vary among teachers from different content areas and grade levels, three general objectives seem to be consistent for most educators who incorporate newspapers in the teaching and learning process:

- To use the newspaper (and other media) effectively as tools for information.
- To use the newspaper (and other media) as "real world" text for study of subject or content area skills and concepts.
- To use the newspaper (and other media) in the creation of student media projects.

A closer look at these objectives, and the key phrases, "teaching about the newspaper," "teaching with the newspaper," and "producing student media projects with the newspaper" emerge. Key words—about ... with ... producing—provide a construct for the design of curriculum approaches for NIE.



Generally speaking, teachers recognize the value in conducting introductory activities to introduce students to the newspaper as a text for learning very early during the time period in which newspapers are used. In this way, students have a pool of background knowledge of the newspaper itself when using print media for student subject or content area concepts.

NIE at the Local and National Levels

Local NIE programs also work, as schools and business partners sponsor numerous special projects each year. Among these are essay, photo and art competitions; journalism clinics and conferences for students and school newspaper advisors; local and regional preliminaries of nationally coordinated programs such as the Stock Market Game, National Spelling Bee, National Science Fair, Law Day, National Geography Bee and others; annual projects such as sports geography co-sponsored by National Football League teams or professional baseball, basketball or hockey teams; and many others.

Perennial favorites among NIE special projects include those focusing on news events and special occasions such as election education, Olympic education, NIE Week, International Literacy Day, National Geography Awareness Week and Earth Day, to name a few.

There are about 700 newspapers currently providing newspapers to schools. The program has spread to all 50 states, U.S. territories and some 40 other nations since its inception at The New

York Times in the 1930s. No two NIE programs are identical in educational emphasis or services and materials offered; they often reflect the expressed needs and interests of educators, young people and learners of all ages in the local areas served. Flexibility is a key to NIE success.

Newspaper Association of America Foundation is a coordinating agency for NIE programs in the U.S. It develops and distributes materials, sponsors conferences for NIE programs, and advises individual schools and newspapers. NAA Foundation sponsors the annual Program Excellence Competition to encourage and reward outstanding NIE initiatives and the C.K. Jefferson Memorial Scholarship awarded each year to outstanding instructors of accredited NIE courses and workshops.

Most recently, NAA Foundation has embarked on new efforts to create an NIE and Youth Content Clearinghouse, maintain a student newspaper partnership grants program, and strengthen and build existing and new partnerships. Among future plans of the Foundation are the establishment of an NIE "Hall of Fame," producing interactive NIE instructional materials, and creating an awards program for outstanding student newspaper partnerships.



The Good Idea Whose Time Has Come



Betty L. Sullivan
Media Education Consultant
and Former Director of
Educational Services
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San Francisco

NIE and the Media Education/Media Literacy Movement

In the United States today, we are observing and participating in the evolution of an important trend in American education called **media literacy** or **media education**. This trend encourages the use of all forms of media in school classrooms at levels from early childhood through elementary, secondary and adult education.

Teachers, administrators, media specialists and others are working together to ensure that young people and learners of all ages have access to media, have opportunities to create their own media, and that they have the chance to develop critical thinking, critical reading and critical viewing skills needed to evaluate all media messages.

NIE plays an important part in media education. The role of newspapers in schools, in fact,

has been examined annually for some time at teacher education centers such as the Harvard Institute on Media Education and the Workshop on Media Literacy at Teachers College of Columbia University in New York City. On these occasions and in similar sessions at leading universities throughout the U.S., educators recognize the importance of having a historical perspective on the use of media of all forms in instructional programs.

What Is NIE and Where Did It Come From?

Lots of folks in our country and around the world are still asking the question: Where did NIE originate? NIE as we know it today began at The New York Times in the 1930s when social studies teachers in the New York City schools asked the newspaper to arrange for bundles to be delivered at schools in the mornings so students could use them in current events activities. (Content of textbooks is already five years old on the day new ones are delivered to the schools.)

These insightful teachers received the support of Iphigene Ochs Sulzberger, grandmother of the current publisher, and the first student subscriptions began to appear in schools. In support of the work of newspapers with schools and educational institutions, Iphigene Sulzberger wrote:

The New York Times has for many years been deeply and actively interested in the field of education. This interest has been due to the conviction that only an informed and intelligent public can maintain our forum of

free democracy. The New York Times presents daily to its readers as full and unbiased a coverage of the news as its great staff can gather, but it is the teachers who must train the minds of the young readers to understand and evaluate what they find in the news columns. (preface to Corbet, Brown, Mitchell and Quigley).

So, The Times got started and over the decades the concept spread among newspapers all across the country. The program was called Newspaper in the Classroom for a long time. Then our Canadian friends convinced us in the late 1970s that we ought to be saying NIE, since copies of newspapers were clearly being used in educational settings—such as prisons and adult literacy centers and hospital-based learning programs—far beyond the traditional classroom setting.

Early Use of Newspapers in Schools

Yes, NIE has been around a long time, and if we look at the “incidental use” of content from newspapers in schools, the idea goes back even farther, perhaps to the publication of the first English-language newspapers in London in 1702. (We in the U.S. eagerly await historical research from international NIE specialists documenting the use of text from newspapers in schools even earlier than on the North American continent!)

The earliest existing documentation acknowledging the idea of using newspapers in U.S. classrooms is an article published on June 8, 1795 in the Portland (Maine) Eastern Herald. Here is an excerpt from that article:



Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools, and by the children in families. Try it for one session—do you wish your child to improve in reading solely, give him a newspaper—it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers. In time, do you wish to have him acquainted with the manners of the country or city, the mode of doing business, public or private; or do you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper—newspapers are plenty and cheap—the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes valuable information. (Editor & Publisher, 1984)

Newspapers as Educational Institutions

Regarding the role of the newspaper as an educational institution and in the establishment of the democratic form of government in the U.S., we look to the French historian Alexis de Tocqueville who wrote in his masterwork *Democracy in America*, based on observations during his visit to the U.S. in 1831:

Newspapers therefore become more necessary as men become more equal and individualism more to be feared. To suppose that they only serve to protect

freedom would be to diminish their importance; newspapers maintain civilization. (Cremin, 1980, pp. 209-210)

Thus, newspapers were recognized as an essential force binding together for a common cause individuals who were otherwise isolated.

Without a doubt, newspapers provided to schools through NIE programs have long been viewed as highly valued texts for use by students in their study of the U.S. Constitution and the democratic process—with particular attention to the highly valued freedoms of expression, speech and of the press. As noted by NIE program founder John H. Haefner, professor emeritus of Social Studies Education, University of Iowa, the role of NIE in citizenship education is of great significance:

The Newspaper in Education program makes its first and most important contribution toward development of informed and concerned citizens.

NIE Internationally

Regarding the status of NIE internationally, work done for the NIE International Day programs sponsored by the NAA Foundation in New York (1990) and San Francisco (1992) tells us that more than 40 nations are involved in NIE.

Among the most interesting feature varying among nations is the location of the initiating agency for the national NIE efforts. In countries such as France, Spain, Chile and Mexico, we observe that it is among the educators of the nation that the impetus for the NIE program began. In others, such as the United Kingdom, Australia, Argentina, Brazil and Japan, the

impetus began with initiatives among newspapers and their national newspaper associations. Regardless of where the initial interest develops, the result is the magnificent example of “partnerships in education” that we call NIE.

Today, we in the U.S. are visited by newspaper executives, educators and others from literally all over the globe who are trying to find out what’s so good about NIE and how might it work in Japan, South Africa, Brazil, Australia, India and many more countries. In September 1995, we participated in FIEJ’s (International Federation of Newspaper Publishers) International NIE Conference in Stockholm, where more than 30 nations attended. Everyone was talking about NIE as the number one tool to build youth readership in their nations. Everyone was also talking about the success of the Give a Voice to the Children Global Opinion Poll conducted by FIEJ in conjunction with the conference.

Opinions by youngsters about the issues they would like to see addressed to improve their lives and the lives of others were published in at least 20 nations. The response to the survey was an average of 400 letters from youngsters per newspaper for an estimated 100,000 letters received. Additionally, more than one million children may have participated who did not submit letters.

Among youngsters in the U.S., the most frequently cited concern addressed by young readers was stopping violence and crime. In addition, youngsters selected world peace, the



environment and pollution, and the abuse of drugs and alcohol as their top concerns. Other issues frequently cited included homelessness, gun control, health care for children, terrorism, child abuse, AIDS prevention education, abortion and abortion rights, poverty, world hunger, disaster relief, animal rights, freedom of expression and violence on television and in the movies.

The need for children to be heard appeared internationally as an important concern. As stated by Jonathan Panofski, age 10, of Holland, Pa., "... Remember, we are the next generation of the earth. Listen to us."

NIE: The Future and the Next Generation

During the 1990s, NIE moved into high technology. Just as newspapers have introduced online and voice information services for their local areas, so have NIE programs introduced special services for teachers and students which may be utilized via the Internet or through special telephone-based information access systems. Information on how to participate in NIE, to receive newspapers and instructional resources and to attend teacher education workshops may now be obtained by teachers going online from their school or home. Bulletin boards for exchange of information among students and teachers participating in NIE are widespread. Many newspapers provide free use of their online services to schools allowing young people to develop their research skills using the newspaper's online database. Special projects using online

services are also emerging such as those in San Francisco through which students using the San Francisco Chronicle and the San Francisco Examiner in election education projects may pose questions for use in interviews with the candidates and may cast their votes in student mock elections.

Voice information systems at newspapers now include "Lessonline" features through which teachers may call for tips on using today's newspapers in class activities. Other popular voice information services include homework hotlines allowing students and parents to verify homework assignments and other school news and "Literacyline" providing information on how to obtain or volunteer to provide literacy skills training.

Where might NIE go in the future? As newspapers move increasingly into the era of new media electronic services, myriad possibilities emerge. No doubt schools participating in NIE will be able to obtain CD-ROM-based NIE resources in the future. No doubt students will be able to participate in electronic field trips tying youngsters in U.S. classrooms to educational projects and explorations going on in nations around the globe. No doubt new, exciting and, as yet, unthought of media services will be introduced to schools as local newspapers continue their roles as the most highly valued information providers for their home areas. NIE may change its name again at some point in the future, but the tea leaves indicate that's still down the road a piece. In

fact, most newspaper executives today maintain that as we move forward developing new media services, we must not lose sight that the traditional print newspaper product remains the most highly valued among readers.

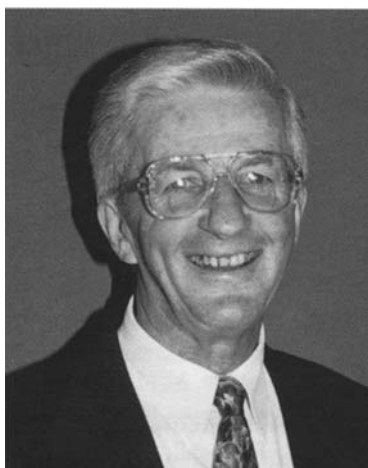
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Chapter 3

NIE At The Millennium



Edward F. DeRoche, Ph.D.
Dean and Professor
School of Education
University of San Diego

"Newspaper In Education programs are intended to strengthen the ties that bind together the closely related worlds of teaching and newspapering...to pass along what we hope and believe to be the truth, and to cultivate an intellectual awareness in those we reach."

—James J. Kilpatrick

Where We Are Today

As we enter the 21st century, newspapers, along with Newspaper Association of America Foundation, continue to strengthen "the ties that bind." Local newspapers partner with local businesses and organizations, and NAA Foundation partners with national organizations like the International Reading Association, National Council for the Social Studies, the National Education Association and Literacy Volunteers of America.

The "binding" elements are the central purposes of newspapers in education, to help children, young people and adults become language, civic and media literate. In this era of technology, this information-age, where there is a call to link education to the workplace, a trend towards national goals and assessment, a plea for civility and values-based education, fear of the loss of the printed word, where politics are polarized, social ills permeate the fabric of our daily lives, one of the "binding" elements remains relationships—between the newspaper and the reader, the journalist and the teacher, the media and the message, the facts and opinions, and the myths and misinformation.

Newspapers are an effective instructional resource not only because a new textbook of information and opinion are delivered to the classroom door each day, but also for the services NIE managers provide their subscribers. Teacher training and tours of the newspaper plant are two common examples. Popular among educators are the curriculum guides, the teacher's manuals and the special supplements or "tabs" that are produced focusing on such themes and topics as the environment, special events, energy, famous people in history, holidays and the like. Many newspapers now offer high-tech services such as homework hotlines, fax services to supplement the information published in the daily paper, lesson plans by fax and online computer-based services.

Background

In the '50s and '60s, concerted efforts were made to convince social studies teachers to use newspapers, the "text of the masses," to enhance the typical Friday afternoon current events and civic learning of teenagers. But starting in the '70s, educators and newspapers began to realize and then to demonstrate the value and usefulness of newspaper content in all grades and in most subjects.

Along with the move from limited use in secondary schools to much broader use, a parallel transition took the educational use of newspaper programs from "we'll give you our newspaper without cost if you'll use it" to "we have a valuable educational product that will cost something."

With this move into revenue generation, newspapers expanded their services to include teacher manuals, student worksheets and guidebooks, books and pamphlets. Newspapers and schools also offered college-credit classes, special-topic workshops and seminars to help people learn how to use the newspaper for educational purposes. The transition also convinced the industry of the need for special sections on topics such as African American history month, the environment, local history, holidays and the like.

The transition continued in the '90s as newspaper educational services personnel developed programs in literacy and family education and continued to sponsor or conduct research on newspaper use for teaching and learning communication, civic skills and knowledge.



In “Newspapers and Literacy” (ANPA, July 1989), the newspaper industry voices its concern and its charge: “Most newspapers are written for people with at least a junior high school education. When it comes to reading newspapers, some 23 million American adults, or about one in eight, probably can’t. The newspaper industry in particular aspires to a literate society in which virtually all citizens can read newspapers, can use the information in the hometown newspaper to participate fully in the community (and) can help maintain our democracy by participating in local and national affairs.”

An ANPA Foundation publication, “Showcase of Newspaper Literacy Projects” (1990), lists projects of more than 100 newspapers in the U.S. and Canada.

Newspapers have also come to realize that many young people who can read often don’t read newspapers because they have no interest, see no need and don’t see newspaper reading by parents at home. The industry attacks these problems at three levels—through adult education programs, Newspaper In Education programs and programs for family education.

Also during the early 1990s, the NAA Foundation, in cooperation with other newspaper and educational groups, developed the Family Reading Challenge to encourage children 5-12 years of age to read the newspaper during the nonschool summer months. The challenge offered a variety of awards to those who read two newspaper articles, two magazine articles and two books

and who discussed their readings with a family member or older adult. The legacy of the Family Reading Challenge continues as many local newspapers now sponsor their own local summer reading programs in cooperation with local libraries and summer school programs.

Additionally during the ’90s, the Foundation, in cooperation with newspaper industry suppliers and other national literacy, reading and education organizations, developed the annual International Literacy Day (September 8) celebration. As a result, almost 300 newspapers each year publish a special youth supplement to celebrate the importance of literacy and reading.

These efforts reflect the industry’s and educator’s concern for the communication and civic literacy of people in this nation.

The Research

It has been said that the daily newspaper is an intergenerational instructional resource usable from preschools to prisons. The content found in newspapers is valuable for developing younger and older learners’ skills of reading and writing. Newspapers are also a good resource for those who wish to be literate regarding civic and global events and issues. The research supports these statements.

During the past two decades, research on Newspaper In Education has been growing both in quantity and quality. There have been national and local surveys of NIE programs and its users. There have been theses and dissertations, individual and

group studies, readability studies, attitudinal studies and achievement studies. All of these have been described and summarized elsewhere (see references, DeRoche).

A sampling of findings reflects the value of newspapers in learning at all grade levels, at all ages, in classrooms and at home. These findings demonstrate that early exposure to Newspaper In Education programs influences later readership, and parental interaction with children about newspaper content is a strong influence on later readership by children.

- *Children and young adults who use newspapers in school have greater knowledge of current events, are more politically aware and may take an active role in community affairs.*
- *Teachers who participate in NIE programs have favorable attitudes toward the newspaper and the industry and value newspapers as an instructional resource.*
- *Newspapers are an effective reading resource to use to improve students’ reading skills and attitudes as measured by standardized tests. These skills include vocabulary development, comprehension and attitudes about reading.*
- *Reading vocabulary, comprehension and writing performance of “at risk” students improved with access to and instruction in newspaper use.*
- *In Sweden, students using newspapers as their only developmental reading texts surpassed other students using conventional readers.*



These and other documented evidence suggest the supreme value of using newspapers for educational purposes. In addition, NIE develops the reading and writing skills and the knowledge and thinking skills that come from reading and writing. It also develops in young citizens the habit of daily newspaper reading and thus the knowledge, skills and values to maintain our freedom and liberty.

The Future

The one resource that prints day-to-day items of information, entertainment and service, in the language of the land, is the newspaper. The newspaper is one of the foundations of the information age; the services it provides its current and future readers are crucial to its own livelihood and to the democracy it serves.

For these reasons, the industry's educational services programs will continue their important role of providing a wide range of offerings for families, schools, community human service agencies and the workplace. Leadership by the newspaper industry and local educational services managers—leadership with a vision and purpose—will help reduce the threat from literacy problems.

These leaders implement their visions that each citizen, young or old, will know how to read a newspaper, value the need for a free press and develop the habit of daily newspaper reading.

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The Newspaper as a Resource in the Classroom

Categories and stereotypes, while useful, can be dangerous because they sometimes accentuate differences and conceal similarities. Newspapers and schools are a case in point. The differences between these two institutions are obvious and real. But they also are alike in two immensely important ways.

First, they are both very human institutions whose ultimate success rests almost wholly on the quality of the human beings who staff them. And second, they are both engaged in the enterprise of educating human beings, adding to their store of knowledge, extending their horizons, and helping them make some kind of sense out of the bloomin', buzzin' confusion that surrounds each of us.

As Henry Ward Beecher once put it, "Newspapers are the schoolmasters of the common

people." Millions of adults, if they read anything at all, read a newspaper. For them the press is "the school-after-school," their only window on the wide world beyond their narrow community. For the tutored and untutored alike, the mass media, and most particularly daily newspapers, play a dominant role in the ongoing and continuous life process of education.

Newspapers are private institutions with great public responsibilities while schools are public institutions with great responsibilities for private individuals. But both are engaged in the monumental task of public enlightenment.

What People Seem to Expect of Their Schools

The masses of people who pay taxes supporting public schools are not particularly eloquent in expressing what they conceive as the purposes of education to be. Over the years, though, national educational trends have reflected general public opinion of educational goals.

In the United States, the history of education paralleled political development. Education was at first limited to an elite group, as was political participation. Its purpose was straightforward: the preparation of the clergy and of lawyers.

When the democratic concept of popular self-government developed in early America, the men who charted its course perceived that this lofty ideal was premised on a very practical consideration. "Nothing could be more irrational than to give the people power," said James

Madison, "and to withhold from them information without which power is abused. A people who mean to be their own governors must arm themselves with power which knowledge gives. A popular government without popular information or the means of acquiring it is a prologue to a farce or tragedy, or perhaps both." The Founding Fathers believed that the justification for public education was to make certain that the citizenry acquired the necessary "popular information" and concern for public issues.

As the political electorate broadened, the horizons of the educational system extended. The goal now became to offer all children a free public education. And as the base of education broadened, its purposes were enlarged. At first its mission was the intellectual preparation of youth for admission to institutions of higher education. Then citizenship education was added as a second and equally important objective.

Today, society has become pluralistic, with a political base that includes virtually all who are 18 or older. Public education has become mandatory and all-inclusive. It has accepted responsibility not only for the honing of minds and the shaping of good citizens but also for preparing students for life and work.

All of these responsibilities are vitally important, both to educators and newspapers. Only sharpened minds will keep alive the practice of reading—including newspaper reading—in the future.

People who influence their own careers and lives in



positive ways recognize the need to inform and educate themselves. It is citizenship education, though that has remained the most difficult and elusive. If the tensions and conflicts inherent in an open, pluralistic society are to be resolved, then popular information and widespread knowledge of the problems and issues confronting such a free society are crucial. The need for people who are both informed and concerned becomes painfully obvious with the declining percentage of voters who take part in national elections.

The Newspaper In Education program makes its first and most important contribution toward development of informed and concerned citizens.

Why Newspapers for Citizenship Education?

People today seem to agree that their schools must provide "citizenship education," but that education never has been clearly defined. Perhaps we can make some progress toward that definition by describing some of the characteristics of "good citizens."

- *First, they are personally committed to the basic values for which America stands and most particularly to the idea of self-government in a free and open society. They understand not only their rights and responsibilities, but also the essential elements required to maintain and preserve freedom and self-government.*
- *Second, they are informed and knowledgeable about the problems and issues that confront North American*

society. They are aware that these are especially complex because of the rapid cultural and technological changes that characterize North America today.

- *Third, they are concerned about finding alternative solutions to these pressing problems—and determining the price of these solutions.*
- *Fourth, they are willing to take action leading to the solution of these problems, and they do so with a concern for the common good as well as for their individual self-interest.*
- *And finally, they have mastered those abilities and skills needed for self-education beyond the period of formal schooling. Specifically, they have learned to read, as well as to listen, with understanding and discrimination, and to reflect on what they read and hear.*

Obviously, this constitutes more than just a word picture of ideal 18-year-olds graduating from high school. The description establishes the validity and educational justification for the regular use of the newspaper as a tool of instruction.

The newspaper certainly is not the only purveyor of "popular information." There are a multitude of other agencies and other news media, but they are not all of equal importance, nor do all of them influence the great masses of citizenry. What then, makes the newspaper particularly useful as an instructional tool for teachers and as a learning resource for students?

Students, given the opportunity, come to see the newspaper as a bridge between the confining and often unreal world of school, and the vibrant, confusing and complex "real" world of which they are a part. Students will read a newspaper when they will not read other school materials because the newspaper records events that have meaning for them. They read it because what it records is real and within their experience. They find details in newspapers comprehensible when the generalities of textbooks are not. They discover that the newspaper provides current information that their school books are unable to keep up with. And in that twilight zone in which they exist—half child and half adult—adolescents take pride in using an adult resource. They view the newspaper as a kind of badge of adulthood.

Teachers, on the other hand, examine the newspaper as professionals and ask, "Will it help me teach better?" and "Will it help students learn more effectively?" Again, the evidence is convincing.

Each day's newspaper is filled with concrete cases and specific events that can be used to illuminate the abstract concepts, generalizations, and principles girding the academic disciplines. To culturally different or alienated students especially, the newspaper "makes sense" out of the abstractions with which they are not yet prepared to deal. Each day's issue is rich in material that the creative, imaginative and innovative

teacher can use to encourage students to discover for themselves some of the realities of the world in which they live, and to inquire into the baffling problems of their times.

Newspapers can become invaluable in helping prepare students to continue their education once they have left the classroom. Each day the press provides fresh source materials that the teacher can use to develop and reinforce the cognitive and judgmental abilities essential to reflective reading and thought. These abilities are the most important heritage that teachers can bequeath toward the preservation of freedom and self-government.

There are no panaceas that will guarantee an education of excellence to every student. Certainly, the use of the newspaper in education is no miracle drug for the ills of education, but a good program can make a contribution to better citizenship education, better reading, and more effective and enjoyable learning. Newspapers will benefit because, in the long run, they will have more, better-informed readers whose standards will make possible an even better product. And the commonwealth itself will be the chief beneficiary, because the best bulwark of freedom is an unfettered citizenry able and anxious to read the news.

In the words of Thomas Jefferson, "when the press is free and every man able to read, all is safe."

TEACHING ABOUT THE NEWSPAPER

1. **Getting to Know the Newspaper**
 - Teaching independent reading
2. **Media Literacy and Journalism**
 - Basic principles of media literacy
 - The role of a free press

TEACHING WITH THE NEWSPAPER

1. **Reading, Writing and Language Development at All Levels**
 - Writing, grammar, syntax and vocabulary
 - Word recognition and reading comprehension skills
 - Language development, pronunciation and ESL
 - Literature, storytelling and whole language
 - Journalism
2. **Concepts Across Content Areas at All Levels**
 - Social studies
 - Government and election education
 - Economics
 - Geography
 - Math
 - Science and technology
 - Adult basic education (ABE)
3. **Skills for Modern Living at All Levels**
 - Consumer education and life skills
 - Independent reading for exploration and enjoyment
 - Career education
 - Special education

TEACHING ABOUT THE NEWSPAPER

Getting to Know the Newspaper

Teaching Independent Reading

Students will acquire reading skills and benefit from them only if they want to read. The person who can read and does not do so has little advantage over the one who is unable to read. The newspaper's varied, current, easy-to-read adult content naturally generates interest in reading. Contemporary newspapers also use attractive graphics to attract readers' attention. Here the value of the newspaper is clear. Handing the student a newspaper sends an important message: "I believe you can read what adults read." Once their interests are aroused, students will surmount many obstacles to understand articles they really want to read.

Sample Activity I: Charting Students' Level of Interest

Background

This activity helps the teacher find students' levels of interest and reading patterns. For them, it provides a welcome period to "inspect the merchandise," without direct instruction. They will discover things they do and do not like. In later discussions the teacher can help students discover what it is about a newspaper feature that attracts their interest, and this can lead to an examination of writing styles, vocabulary and comprehension skills.

Objective

Students will independently scan the newspaper and identify items of interest to them.

Activity

Let students handle the newspaper during the first class period with no direction or guidance. Observe what sections of pages command the attention of most students.

On the second day, ask the students to read or skim only those things that interest them and then list them on a chart like the one on the next page.

Compare your class observations on the first day with the student check sheets. Use results as a guide for future newspaper activities.

Questions for Students to Consider

- What first attracts you to something in the newspaper? Photos or drawings? Headlines?
- Which sections do you prefer?
- In those news stories or articles you read completely, what held your attention? The subject? The writing style?
- Which other articles in the newspaper might interest you if you had more time? If you knew more about the subject? If the vocabulary weren't so difficult?
- Which display ads caught your attention? Why do you read ads?
- When would you expect your preferences in newspaper reading to change? Why?

Follow-up Activity

After an interval of three to six months during which the newspaper is used regularly as an instructional tool, have students repeat this analysis. Note the changes in habits and preferences with students, and help them analyze why the changes took place. Some correlation between these changes and newly acquired reading skills should be possible.

Sample Activity II: Teaching the Structure of the Newspaper**Background**

Every section or news item of the newspaper contains a header or section title that identifies which part of the newspaper it is; for example: *Editorials, Part I, Style, Sports*, etc.

Objective

Students will verbally identify the components of a newspaper. Beginning students can use pictures or logos from the newspaper to identify various parts.

Activity

Have each student label the following parts on the front page: logo or nameplate, headline, byline, dateline, photo, cutline or caption, photo credit, index, weather information, etc. Use the newspaper to show students all of the sections it contains. Each time you come to a new section, ask students to cut out a part of that section and paste it onto a large sheet of white paper. Ask students to clearly label each part. Upon completion, they will each have a mini-newspaper illustrating the components of the newspaper.

While going through the paper highlight the following parts:

- *Front page*
- *Local news*
- *National news*
- *World news*
- *Television listings*
- *Movie reviews*
- *Sports*
- *Classified ads: jobs, houses, cars, etc.*
- *Comics*
- *Editorials*
- *Advertisements: food, clothes, electronics, etc.*
- *Business*

Related Activity

Students can make a mock-newspaper with four to six folded pieces of paper and following the guidelines of their mini-newspaper, design a newspaper of their own, including their own stories, comics, ads, etc.

Students can create a "period" newspaper with news stories about events of a particular era such as The American Revolution or Civil War.

Media Literacy and Journalism**Basic Principles of Media Literacy**

Media literacy is the ability to access, analyze, evaluate and generate media messages using a variety of sources. Five principles underscore media literacy:

1. All media are constructions.
2. Messages are representations of social reality.
3. Individuals construct meaning from messages.
4. Messages have economic, political, social and aesthetic purposes.
5. Each form of communication has unique characteristics.

Name or description	Key	I read the entire article	I read the headline only	I skimmed it	I looked at the picture only
CD Player	Dis				X
Bus System	N		X		
Home Team Wins				X	
TV listings	Other			X	
Letter to Editor	Ed	X			

N = News or Feature Story; Ed = Editorial or letter to the Editor; Com = Comics or Cartoons; Pic = News Photo;
Dis = Display Ad; Clas = Classified Ad



These principles can be applied to all media messages, including the daily newspaper. For example, teaching how news stories are written in the inverted pyramid style; how deadlines shape the news; how editors decide what news will (and won't) be in the newspaper; how newspaper advertising serves as a community marketplace; how differences among news stories, feature articles and editorials can be detected—all help students fully understand the potential of the medium.

Sample Activity I: *Teaching the Strengths and Weaknesses of Different Media*

Background

Media use a combination of forms to convey messages. Each form of communication has unique characteristics. Newspapers, books and magazines communicate mostly with text. Television, movies, billboards rely on visual images. Radio relies on sound.

Media offer a variety of ways to locate information. Again, in this area, too, each medium has strengths and weaknesses.

Objective

Students will identify the characteristics of newspapers, magazines, television, radio and the Internet.

Activity

Using a chart similar to the one below, ask students to place a plus sign (+) under the media source if the statement to the left is true. Student should place negative sign (-) under the media source if the statement is false.

Sample Activity II: *Analyzing Life in the Media*

Background

Media messages are representations of social reality. Media are limited in the amount of information they can provide consumers at any given time. However, much of what

we understand about life comes from the images presented by media.

Objective

Students identify the image of society they perceive from various media sources.

Activity

Create a bulletin-board display with the following headings:

- People are good.
- People care about their community.
- People can be dangerous.
- People can cause problems for others.

Have students collect examples from the media that illustrate the statements and post them underneath the appropriate heading.

For newspaper or magazine articles, have students post the story along with the headline below the heading. Ask students to write the name of the program/movie/song and the topic on the colored cards

	N	M	TV	R	I
This medium is portable; you can take it to different locations					
The hardware for this medium is inexpensive					
This medium is updated frequently					
This medium is entertaining					
Almost everyone has access to this medium					
It is easy to save and retrieve information using this medium					
Information is available anytime day or night					
It is easy to locate specific information using this medium					

N = Newspapers; M = Magazines; TV = Broadcast and Cable Television; R = Radio; I = Internet Services



for media such as television, movies and radio.

Questions for Students to Consider

- What are some words you would use to describe the world today? Is society compassionate, dangerous, greedy?
- How did you develop those about the world? Name the sources for the information you use to evaluate the world (personal experiences, newspapers, television, movies, radio, etc.).
- What aspects of life as you know it are NOT represented in mass media today?
- Why do you think these areas are not represented in print or electronic media?
- What would your perception of life in this country be if mass media were your sole source of information?

Sample Activity III: Evaluating Ads

Background

Media messages have economic, social and aesthetic purposes. In order to evaluate media messages, students are

expected to relate messages to their own experiences and to make judgments of the quality of the messages' content and form. Evaluation of media messages encourages student to reflect on personal values, engage in critical thinking and become informed decision-makers.

Objective

Students will compare the messages of a newspaper and television ad by completing the chart below.

Activity

Ask students to describe some of their favorite commercials. Ask students to identify an advertisement in the daily newspaper they have noticed or like.

Explain that advertisers have several key points in mind when they create an ad.

- **Attention:** The ad does something to attract the reader's/viewer's attention.
- **Interest:** The ad develops reader/viewer interest in the product by using art, written or oral language and in the case of television and radio, music.
- **Desire:** The ad tries to create a desire for the product by providing appealing features

or emphasizing positive qualities of the product.

- **Act:** The ad encourages the reader/viewer to make the purchase.

Show students a print ad and have them identify the four elements.

Then have students select a newspaper ad and a television commercial for similar products (toys, food, clothes, etc.). Ask students to work individually or in groups to compare the two messages using the chart at the bottom of the page.

Sample Activity IV: Students Write News Stories for Newspaper and Television

Background

Communicating media messages requires students to write, speak or create images for different purposes. Students must be familiar with the processes of brainstorming, planning, composing and revising. They must also know how to use various technologies and how to select the appropriate form and structure for their message.

	Newspaper Ad	Television Commercial
Name of the product		
What is used to get your attention?		
What is used to make you want to own the product?		
What is used to make you want to buy the product as soon as possible?		
Would you buy this product? Why or why not?		



Objective

Students will create a news story based on a set of criteria used by editors when selecting a story for publication.

Activity

Explain to students that editors select stories on the basis of one or more of the following 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-known people involved in the story?
- **Suspense:** Is the outcome of the event still unknown?
- **Conflict:** Are individuals or groups of individuals opposing each other?
- **Emotions:** Do the events involve feelings such as love, hate, fear, horror or pity?
- **Progress:** Is the story about progress in areas such as science and technology?

Show students an example of each of the above.

Have students brainstorm four story ideas in small groups. After the brainstorming session, have each student select one idea that he or she will write as a news story.

Then have students rewrite their news stories so that each can be read in 30 seconds, as if they were on a television news program.

Questions for Students to Consider

- Why do editors need to be selective when choosing stories to be published in the newspaper?
- Why do television producers need to be selective when choosing stories to be aired on television?
- What is the difference between writing a story for the newspaper and for a television news program?
- How did you decide which facts to include or omit for the 30-second television spot?

The Free Press

In many high school social studies classes, teachers include a unit to help students understand that a strong, free press and a strong, free country are inseparable. The press is a powerful defender of other free institutions and a principal agent for informing public opinion. A responsible citizen needs to be familiar with these functions.

The study of the press as an institution examines the First Amendment as the basis of press freedom. It examines how the press provides a common currency of facts and ideas; how it informs public opinion; how it provides a public forum; and how it serves as a public watchdog. It explores problems of fairness, credibility, secrecy, national security, censorship, reporter's privilege and conflicts between society's right to a free press and a citizen's right to a fair trial. Students examine the press's accountability to society, truth and its readers.

Sample Activity: Teaching About the Role of the Press in a Democratic Society**Background**

The First Amendment guarantees that the press is free to report the news and to publish opinions, undeterred by government regulation or censorship. It does not guarantee that a free press always will be fair or objective or that it will publish only pleasing news. Most newspapers believe it is their responsibility under the First Amendment to publish all the news they find, be it good, bad or controversial. To suppress news because it offends someone or some groups is to weaken the public's rights of free speech and free press that underlie all other freedoms guaranteed to citizens in a democratic society.

Objective

Acting as representatives of a variety of special-interest groups, students will identify information in the newspaper that might disagree with their beliefs. Students will discuss the implications of this type of censorship on society's dependence on a free press.

Activity

Students will form groups of three. Each group will choose one special-interest category. (Modify this list as needed since the activity will be most successful if the list includes groups currently in the news.) Acting as representatives from that group, students will cut out and display any articles, photos, editorials, headlines,

display ads, classified ads and comics that might disagree with any of their beliefs.

Questions for Students to Consider

- Explain why your group has censored the material.
- What problems, if any, do you see in allowing one or more groups to censor the newspaper?
- Are there fair or reasonable ways to allow individual or groups to control what a newspaper reports?
- What means of communication are open to groups that are not getting enough (or the right kind of) newspaper coverage?
- When should a newspaper be restrained from publishing facts or opinions?
- Whom does freedom of the press benefit?

Related Activity

Have the class research and report on any current legal restrictions on the freedom of a newspaper to publish the news, i.e., prior restraint, libel judicial restraints.

TEACHING WITH THE NEWSPAPER

Reading, Writing, and Language Development at All Levels

Reading

Students in primary reading classes can learn left-to-right sequence, classification, letter recognition and other skills from the newspaper. In upper elementary and secondary school, the newspaper helps students develop more advanced reading skills such as comparison of information from one area to another, synthesizing information from various sources, reaching conclusions, and making judgments about authenticity and probability.

Using short articles from the newspaper, teachers can easily construct activities using webbing or semantic mapping and the cloze method to develop and exercise comprehension and vocabulary skills.

NIE programs throughout the U.S. and in other nations offer special programs and instructional resources in conjunction with International Literacy Day (September 8), and Newspaper In Education Week (the first full week of March). Newspaper In Education Week is co-sponsored by local councils of the International Reading Association, schools and newspapers. NIE Week complements existing reading and social studies programs and reinforces a positive and relevant lifetime reading habit.

Sample Activity: Comparing the Main Ideas in Photographs, Headlines and Articles

Background

Many newspapers readers read the headlines. In fact, more people read the headlines than those who read the complete text of news stories. Often headlines are not written by the same person who writes the article. Photographs are also chosen by someone other than the writer. This simple exercise offers students a way to approach the sometimes frustrating task of identifying the main idea in news items.

Objective

Students will use newspaper headlines and articles to identify the main idea.

Activity

First, create a 'newspaper page' of articles without photos or headlines. Ask students to react to the appearance and readability of the page and critique the lack of clues about the text of the news stories.

Have students select from different sections of the newspaper five brief news stories with headlines and accompanying photographs. Ask each student to separate the headlines and photographs from his or her articles and place them all in a large envelope. After trading

envelopes with classmates, ask students to try reuniting each article with its original headline and photograph.

Questions for Students to Consider

- How does a headline or photograph help you understand a news story?
- Does every headline and photograph give the main idea of the accompanying news story? Which stories concentrate on human interest, humorous sidelights or particular points of view?
- Do the headlines, photographs and news stories communicate the same main idea?
- What words in a headline do you think are left out? Which words would you use if you were writing the headline? Does the omission of words affect your understanding of the headline or the news story itself?
- How does space and the size of the headline limit the number of words or letters in the headline?

Related Activities

- Ask students to work together in small groups to compose headlines and create illustrations for news stories on the original newspaper page.
- Ask students to write their own headlines for other news stories in the newspaper.

Writing

The newspaper offers models of how to write concisely, imaginatively, simply, objectively and intelligently in various genres and writing styles. News and

that link the study of geography to the itineraries of local sports teams. As participants in Gridiron Geography projects, for example, students chart the locales of their favorite professional football teams, following their progress through the season. Similar projects teach geography in conjunction with the schedules of professional basketball and baseball teams.

Through use of the newspaper, geography can become much more than the study of maps and the locations of the latest natural disasters. The newspaper is a natural for teaching a wide range of skills associated with geographic literacy. Topics such as human and environmental interaction, world regions and their historical, cultural economic and political characteristics, and human migration across the globe are the meat of the daily newspaper.

Sample Activity : The Movement of Goods, People, Ideas and Information

Background

Geographic literacy demands an understanding of human movement and transportation networks providing the movement of goods, people, ideas and information throughout the current global economy.

Objective

Students will select items from the newspaper which describe or imply movement of goods, people, ideas or information from one place to another.

Activity

Ask students to think of examples of movement of people or products. Encourage them to consider movement as a result of their families having relocated and/or products they own that were manufactured in other cities or countries around the world. Distribute newspapers and ask students to work in groups to discover any articles or items which demonstrate or imply movement. You may wish to identify one article first as an example. Students should continue collecting examples from the newspaper for a period of about a week. Assist students in creating a bulletin board display that illustrates movement patterns they identified.

Questions for Students to Consider

- How are the patterns of movement similar to or different from patterns of movement during other times in history?
- Why have goods, people, ideas and information always moved across the globe?
- How has the Internet influenced the movement of ideas and information?
- Using the information you have discovered, what predictions can you make about the movement of goods, people and ideas in the next 25 years?

Related Activity

Have students collect articles and pictures which describe places and people we depend on to bring food and other products to our homes from outside the local community or region.

Math and Science

The newspaper is one of the most up-to-date sources of information about ground-breaking developments in space exploration, new technologies and the earth sciences. Students can study weather patterns, causes of natural or industrial disasters and new developments in medicine, synthetic products and energy production.

Using the newspaper to study these and related topics will help students hone basic and advanced math skills. Students will analyze weather reports, read and interpret weights and measurements, add dollars and cents, compute interest, find averages and develop and interpret charts and graphs associated with advertisements, news articles, sports pages and editorials.

Sample Activity I: The Measures of Central Tendency

Background

In this activity, students use arithmetic formulae (measures of central tendency, a measure of dispersion or range and percentages) to analyze data from the newspaper.

- **Array:** An ordered series of numbers.
- **Mean:** The arithmetic average.
- **Median:** The midpoint in an array.
- **Mode:** The number occurring most frequently in a distribution.
- **Range:** The difference between the highest number and lowest number in an array.
- **Percentage:** part of the whole.



Related Activity

Ask students to use a colored pen to mark the newspaper as they identify examples of grammar and parts of speech.

Language Development and ESL

The newspaper can be used to support a basic reading program as well as serving as the springboard for oral language practice for emergent English speakers. School enrollment today includes an increasing number of students for whom English is not their first language. Native-born students, too, can benefit from a targeted language development program. Specially designed NIE curricula or existing NIE programs can be modified to meet these students' needs.

In addition, language development and ESL activities using the newspaper introduce students to idiomatic expressions, American culture and cross-cultural awareness.

Sample Activity: *The Weather Here and There***Objective**

Students will read the weather section of the newspaper and use vocabulary related to weather conditions.

Activity

Show students the weather section of the newspaper and introduce vocabulary. Explain the geographical characteristics of the region and the current season's climate. Ask students to create a list of geographical characteristics that influence the weather in

their country of origin. Ask students to compare the weather conditions between their home now and their countries of origin at the same time of year.

Related Activities

- Students can draw a map of another country, highlighting the geographical characteristics affecting the weather.
- Students can scan the newspaper for new stories about weather-related events.

Literature, Storytelling and Whole Language

Teachers can enrich the study of literature by pointing out parallels in everyday life. The daily newspaper also usually deals with the eternal human quest for understanding and what it means to be alive and to relate to others. Students can use story-mapping techniques to analyze and interpret news events and relate them to themes and structures found in literature appropriate for their skill level.

Sample Activity: *Current-day Political Conflicts throughout history and in literature***Background**

Coups and assassinations of international figures today reflect many of the same political ambitions and manipulations present in classical literature such as Shakespeare's *Julius Caesar*. Discussing present-day

conflicts reported in the newspaper will help students consider the potential danger to current political leaders. As students understand the roots of violence in the story of *Julius Caesar*, they can begin to see its relevance to violence of our own time and relate the themes to events reported in the news.

Objective

Students will understand that the personal and political conflicts leading to the assassination of Julius Caesar have parallels today and throughout history.

Activity

After reading *Julius Caesar*, students (individually or in groups) research the political situation surrounding coups and assassinations. Many newspapers provide copies of historic front pages reporting these events.

Questions for Students to Consider

- In *Julius Caesar*, what were the motivations of Caesar, Brutus, Cassius and Mark Anthony? Was each hoping for personal or political gain or both? Answer the same questions about an assassination of a famous person during your lifetime.
- Is it easy to identify the "right" or "wrong" protagonists in a conflict that leads to assassination? How do political and religious beliefs play a role?
- What are the major reasons that an individual or group feels justified in taking a political leader's life?

Could these reasons ever justify such actions?

- What solutions to orderly political change other than assassination and violence might work better? Considering human nature, is it possible to resist the use of force? Do you think you and others can make the future less violent?
- What are the responsibilities of the press to the public in reporting situations of political and social strife? What happens if freedom of the press is denied?

Related Activity

Have students compose and produce a play enacting a non-violent solution to a conflict they have read about in the newspaper. The dialogue and actions should reflect conclusions reached in the questions above.

Concepts Across Content Areas at All Levels

Social Studies

The newspaper is filled with events and human interactions that are the raw materials of the social studies. Even the most recent social studies textbook is several years old on the day it is published. That can be a problem when a new amend-

ment to the Constitution is ratified; a nation wins independence; a war breaks out or a battle ends; or a new president is elected. Newspapers update textbooks by following and recording such developments daily. The newspaper invites parallels between past and present happenings. Long-standing issues—labor management, economic development, minority opportunity, population growth, drug prevention, environmental issues, diversity, violence and conflict resolution—all are reported and analyzed in each day's news.

Sample Activity I: Diversity—A Content Analysis

Background

All members of the community-at-large benefit from an accurate representation of members of the community including minority groups and women. At times, the percentage of newspaper coverage addressing issues of import to racial minorities may not be proportional to their percentage in the community. In other cases, women don't appear in news stories other than those related to home, food or fashion. This activity will help students evaluate

newspaper coverage for diversity and reflect upon the implications for the larger community.

Objective

Students will evaluate newspaper coverage of stories related to minority groups and women.

Activity

Students will need access to census figures for different races in their community. Ask students to monitor photographs and/or news stories in the newspaper for at least one week. Students should keep a record of the number of males and females from different races who are represented in the photos and/or stories. Then indicate whether the photos show people in a positive situation—doing a good deed, receiving awards, contributing to the community, etc.—or in a negative situation—committing crimes, harming others, etc. Students should focus on the subject of the photographs; they should not count groups of people in the background such as spectators at sporting events. Individually or in small groups, students will record their findings on a chart similar to the one below:

		African American	Latino	Asian	Native American	White	Other
Positive Coverage	Male						
	Female						
Negative Coverage	Male						
	Female						

Questions for Students to Consider

- In what percentage of the photos/stories did each race and gender appear in the news? Are racial groups represented in proportion to their population? If not, why is that the case?
- Compare the way the races are featured in positive or negative photos/stories in the newspaper. Does the coverage seem balanced? Why or why not?
- In what roles are women portrayed and how do these compare with the roles of men in the news?
- Can the people in the photos/stories serve as role models for others? What can the public learn from these representations?

Related Activities

In small groups, discuss the contributions made to society by the people represented in the photos/stories. Select one individual to share with the class.

Sample Activity II: Relative Powers of Congress and the President over the Years

Background

In this activity students review the historical problems Congress has faced in counterbalancing presidential power and gain new understanding of how the abstract term “checks and balances” relates directly to the candidates they will vote for in the future. They also learn about the government controls that citizens are subjected to and the watchdog role of the free press.

Objective

Students will be able to give a least three reasons why, in recent decades, the relative powers of Congress and the President have appeared to vary.

Activity

Assign groups of students to analyze shifts in legislative and executive federal power since the Civil War (e.g., one group could be assigned the period of Reconstruction; another could be assigned the Civil Rights era). Have students document these shifts and chart the reasons on large paper and/or in a notebook.

Over a period of several months, have students clip news articles from the newspaper that report conflicts between today's legislative and executive leaders. At the end of that period, let the class analyze the clippings and develop a final document identifying trends in the balance of power.

Questions for Students to Consider

- Historically, what have been the major sources of conflict between the executive and legislative branches?
- Are there conflicts that existed once and now no longer matter? Are there entirely new conflicts today?
- What procedures and regulations in Congress have kept the House and Senate from acting swiftly and showing more leadership?
- What effect does the period of time between elections have on the relative power of the House and Senate?
- What opportunities does the President have to exercise

power that the legislative branch lacks?

- How does the free press function to check and balance both the President and Congress? How is this detailed in the Constitution?

Related Activity

Have students write individual opinions on what will happen to the balance of power between the executive and legislative branches during the next ten years.

Economics

The local newspaper plays a key role in reporting about the ebb and flow of economic developments on a local, national and global level. News related to a community's port of entry, trucking, shipping and other transportation networks give students a dynamic look at the interdependence among community agencies, businesses and national and global exchange of goods.

Sample Activity I: Community Choices

Background

Consumers make decisions about how resources are used based upon their use and availability.

Objective

Students will use the decision-making model below to make decisions about appropriate use of community resources.

Activity

Ask students to scan the local newspaper and select articles that mention resources their

community provides to its citizens (roads, utilities, garbage collection, fire protection, schools, etc.). Using the articles students will create a decision-making grid showing important criteria with respect to the distribution of these resources.

Questions for Students to Consider

- Does everyone benefit from each of the goods and services? Why do communities have resources that are shared? For example, what do elderly people get from having a good school system?
- Why do you think some people do not want to pay for some resources?
- Ask your parents which part of the family budget helps pay for these community services.
- What are some resources you would like your community to offer? Discuss with your parents and your peers. Do they agree? Why or why not?

Related Activities

Find newspaper articles that describe controversial stories about community resources. Discuss what happens when citizens do not want to pay for some resources? Ask students

to explain why they think one side is right or wrong.

Sample Activity II: Effects of Shortages of Resources or Products

Background

News articles, editorials, advertisements, business and stock market reporting often reflect shortages in supplies of goods and/or services.

Objective

Students will identify some of the effects of shortages of goods and/or services.

Activity

Over a period of a month or two, ask students to develop a clipping file on any newspaper coverage of resources or products in short supply—locally, nationally or internationally. Caution them not to limit the scope of their search. The scarce item may be one of relatively minor significance (jackets with school insignias) or something vital (food, oil, wood). Once the file is well stocked, ask students to categorize the resources or products in short supply and analyze the difficulties each shortage is causing. They may

wish to create a chart to organize the information.

Questions for Students to Consider

- How does this shortage affect you personally? How does it affect your community? How does it affect business in particular? Which businesses or industries are substantially affected?
- How has the shortage affected prices of these or related products?
- Are these crucial products or could you or others get along with substitutes?
- What are governments, businesses and private individuals doing about this shortage? Could they be doing more? What, in general, is the public reaction to the situation?

Related Activity

Ask students to reflect upon the relationship of the results of their research to the cause-and-effect relationship between supply-and-demand theories as explained in a good economics textbook.'

Geography

Newspaper In Education programs throughout the country offer popular curricula

Resources approve	Who should receive	Need	Fairness Cost	Most people
(Examples) Street Lights				
Fire protection				
Safe play areas				
Food donations				



that link the study of geography to the itineraries of local sports teams. As participants in Gridiron Geography projects, for example, students chart the locales of their favorite professional football teams, following their progress through the season. Similar projects teach geography in conjunction with the schedules of professional basketball and baseball teams.

Through use of the newspaper, geography can become much more than the study of maps and the locations of the latest natural disasters. The newspaper is a natural for teaching a wide range of skills associated with geographic literacy. Topics such as human and environmental interaction, world regions and their historical, cultural, economic and political characteristics, and human migration across the globe are the meat of the daily newspaper.

Sample Activity : The Movement of Goods, People, Ideas and Information

Background

Geographic literacy demands an understanding of human movement and transportation networks providing the movement of goods, people, ideas and information throughout the current global economy.

Objective

Students will select items from the newspaper which describe or imply movement of goods, people, ideas or information from one place to another.

Activity

Ask students to think of examples of movement of people or products. Encourage them to consider movement as a result of their families having relocated and/or products they own that were manufactured in other cities or countries around the world. Distribute newspapers and ask students to work in groups to discover any articles or items which demonstrate or imply movement. You may wish to identify one article first as an example. Students should continue collecting examples from the newspaper for a period of about a week. Assist students in creating a bulletin board display that illustrates movement patterns they identified.

Questions for Students to Consider

- How are the patterns of movement similar to or different from patterns of movement during other times in history?
- Why have goods, people, ideas and information always moved across the globe?
- How has the Internet influenced the movement of ideas and information?
- Using the information you have discovered, what predictions can you make about the movement of goods, people and ideas in the next 25 years?

Related Activity

Have students collect articles and pictures which describe places and people we depend on to bring food and other products to our homes from outside the local community or region.

Math and Science

The newspaper is one of the most up-to-date sources of information about groundbreaking developments in space exploration, new technologies and the earth sciences. Students can study weather patterns, causes of natural or industrial disasters and new developments in medicine, synthetic products and energy production.

Using the newspaper to study these and related topics will help students hone basic and advanced math skills. Students will analyze weather reports, read and interpret weights and measurements, add dollars and cents, compute interest, find averages and develop and interpret charts and graphs associated with advertisements, news articles, sports pages and editorials.

Sample Activity I: The Measures of Central Tendency

Background

In this activity, students use arithmetic formulae (measures of central tendency, a measure of dispersion or range and percentages) to analyze data from the newspaper.

- **Array:** An ordered series of numbers.
- **Mean:** The arithmetic average.
- **Median:** The midpoint in an array.
- **Mode:** The number occurring most frequently in a distribution.
- **Range:** The difference between the highest number and lowest number in an array.
- **Percentage:** part of the whole.



Objective

Using the information found on the weather page, students will calculate the mean, median, mode and range of local, national and international temperatures.

Activity A

Ask students to choose any 15 cities listed in the national or international weather columns and list them in alphabetical order. Then record yesterday's high and low temperature for each city.

- Find and record the **mode**.
- Calculate and record the **mean**.
- Find and record the **median**.
- Calculate and record the **range**.

Activity B

Next, ask students to scan the newspaper for news stories and advertisements (remind them to also scan any special supplements and inserts included with the newspaper itself). Then have students use the equation for percentage to calculate the following

- What percentage of the ads concern food, clothes, cosmetics or electronic equipment?
- Count the total number of pages in the entire newspaper. What percentage of the pages are in the front or main news section, the sports section or the advertising supplements?
- What percentage of the total space in the newspaper is devoted to news ("the news hole")?

Sample Activity II: Signs of the Times: A Space and Technology Time Capsule
Background

Throughout recorded time, societies have used their history as a vehicle for understanding roots of new developments and as signposts for future developments. The study of history allows students to understand the context and possible implications of current events and to reflect upon the importance of technological developments on all aspects of society.

Objective

Students will create a time capsule of newspaper clippings that reflect the influence of technology on the period in which they live.

Activity

Explain to students that a time capsule is filled with items to communicate something about the time in which it is created to people who will open it in the future.

Distribute classroom sets of the newspaper. Guide students through the newspaper, pointing out pre-selected pictures, headlines, ads, news stories and various other sections which reflect the pervasive influence of technology on our society.

Have students look through the newspaper and clip out photos, headlines, ads and news stories that tell something about technology and the time period in which they live. Individually or in groups, students can paste their clippings to poster boards or display them on a bulletin board entitled "Signs of the Times."

Questions for Students to Consider

- Imagine the developments of the next century. How do you think technology and/or space exploration will change?

Related Activity

Students can write stories or autobiographies about the influence of technology on their personal lives. They might also interview older friends, relatives and neighbors about their memories of technological changes over the decades.

Skills for Modern Living at all Levels**Consumer Education**

Students of all ages need to be aware of their role in society as consumers and develop the skills which will enable them to understand today's global marketplace. Increasingly, children of younger ages are in charge of their own daily care and the care of their siblings. As early as possible, many young people are expected to work outside the home to help their families make ends meet. Children of recent immigrants are often asked to act as translators to assist their families as they establish themselves in the U.S.

Every section of the newspaper has material that relates to the role of the consumer in the marketplace. As consumers, we make hundreds of decisions everyday. The newspaper can play a critical role in helping all consumers apply basic literacy, critical thinking and problem-solving skills to making those decisions.

Sample Activity: *In Whose Best Interest*

Background

The following activity challenges students to become familiar with terminology associated with credit cards and to consider consumer responsibility with respect to their use.

Objective

The students will answer questions in response to a newspaper column about credit-line increases.

Activity

Individually or in groups, have students read the article below.

Investor's Guide
by William Doyle

Scissor the Cards to Cut your Debt

Q: Does a credit-card holder have to accept an increased credit limit? I ask because I have had credit cards since 1976 and the issuers keep raising my limit. As a result, I am deeply in debt and am having trouble paying off the things I purchased with the cards.

A: A credit card issuer sometimes will raise the "credit line"—the amount a credit-card holder is allowed to charge—without even consulting the cardholder.

That's done only for cardholders who have not fallen behind in their payments. After all, a credit-card issuer is not about to increase a deadbeat's credit line. We must assume you were meeting your credit-card payments and were considered a good enough risk for the card issuers to raise your credit lines.

If you didn't want your credit lines raised you should have notified the card issuers by certified mail. But higher credit lines are not the root of your problem. The use of that higher credit is.

Your letter, edited for space, contains a litany of how you charged more and more things as your credit lines were raised. That put you into debt.

You could have stayed out of hock simply by not using that extra credit made so readily available to you. Like all too many people, you kept using the "plastic money" of credit cards.

Here's hoping you have learned your lesson, will pay off your charges and interest, and curtail use of those credit cards. Folks such as you would be better off cutting those cards into small pieces.

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Questions for Students to Consider

- What does the writer mean by "plastic money"?
- "In debt" and "in hock" are synonyms; they both mean the same thing. Scan the newspaper for synonyms associated with consumer responsibility (money, debt, credit cards, saving, thrifty).
- What is a credit line? Who is the cardholder? Who is the credit card issuer?
- Do you think the consumer is justified in blaming the credit card company for the increased indebtedness? Explain your point of view.
- How high do you think a consumer's credit card charging limit should be? What factors would you

consider in determining the limit of your own credit line? What other ways can you suggest to avoid too much debt besides "scissoring" your credit cards?

Related Activities

Use the newspaper to explore the interest rates of various financial institutions such as savings and loans, commercial banks, credit unions, life insurance companies or pawnbrokers. How do the rates differ for cars, houses, stereo systems or college loans?

Have students find a news story or write an imaginary one about a person who failed to meet his or her obligations on a loan or other contract requiring payments for goods or services.

Career Education

The process of developing life skills is vital to every student's success. In the past, these skills were taught to high school seniors to prepare them for the "real world." High school seniors are no longer the only group needing to develop these skills. Elementary-age students as well as adults returning to school can use the newspaper as a resource for information about career options, job availability and the qualifications necessary to participate as a member of the job force.

Sample Activity: *Collecting Job Information*

Objective

Students will recognize the many factors to consider when seeking a job.

Activity

Have students select three jobs from the help-wanted ads that provide phone numbers. Have students call each of the phone numbers and request the following information:

- Salary
- Hours
- Overtime possibilities
- Fringe benefits
- Other considerations such as distance, status or interest.

Working alone first and gathering advice in small groups, students will compare the characteristics of each job and decide which would be their best choice, all things considered.

Questions for Students to Consider

- Scan the newspaper for news stories that relate to the business or industry associated with one or more of the help-wanted ads. How might the information found in the news story assist you to compare the three jobs you selected?

- What is the most important feature of your “dream job”?

Related Activity

- Have students write a brief summary of the most important feature of their “dream job.”
- Add the following to a list of employment vocabulary:
F.I.C.A.
Deductions
Gross Income
Overtime
Exemptions
Compensations

Special Education and Various Learning Styles

Students who may lag behind in some skills are quite gifted in other areas.

Using the newspaper teachers can develop different learning opportunities that tap into the seven intelligences outlined in Howard Gardner’s Multiple Intelligence theory. According to Gardner, all learners possess linguistic, logical-mathematical, spatial, bodily-kinesthetic,

musical, interpersonal and intrapersonal and intelligence. For example, according to Gardner, spatial intelligence is the capacity to perceive the visual/spatial world accurately, to be sensitive to color, line, shape, form and space. Spatial activities involve diagrams, maps, sculpture, painting and designing models.

The content of the newspaper is a rich well from which can spring literally thousands of activities that can meet the needs and build upon the strengths of every student.

Sample Activity: A Spatial Activity-A Different Kind of Newspaper**Background**

After students are familiar with the way information is presented in the newspaper—headlines, stories, photos and ads on newsprint pages—they can envision the same content in a variety of forms.

Newspaper Section	Characteristics
News	
Features	
Entertainment	
Sports	
Opinions	
Ads	
Comics	
Business	
Weather	

Objective

Students will represent the form and content of a newspaper in a completely different way.

Activity

Have students use the chart on the previous page to list words that describe each section of the newspaper. Then ask them to create a new form for each of the sections.

Ideas for Students to Consider:

- A mobile with sections connected with string
- A flowchart
- A person with newspaper sections as different body parts
- A recipe
- A musical review with songs about each section

Related Activity

- Students can organize a community event to display their creations.
- Students can work in groups to brainstorm other ways to represent the sections of a newspaper.

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Getting Started: What to Expect from Your Newspaper

Contacting the Newspaper

What steps should you take if you decide to use the newspaper in your classroom? More important, what help will you receive and from where?

In most areas of the United States and Canada, a newspaper will have a Newspaper In Education (NIE) program in operation. Phone the newspaper and ask for the educational services department or the staff member in charge of the NIE program. This person may be a full-time NIE coordinator or the circulation, promotion or community relations manager performing part-time NIE duties. Where no staff member has an assigned responsibility for NIE, the teacher should contact the office of the publisher.

The newspaper staff will help you get copies of newspapers, suggest instructional aids and answer questions as they arise (e.g., prompt delivery of newspapers).

Who Pays for the Newspapers? How Much?

Many newspapers have a special education rate—often half the single copy price. Some newspapers offer complimentary copies for a limited time to teachers.

The school principal or other appropriate school administrator usually needs to authorize expenditures for newspapers. In some schools students pay either monthly or as part of an annual books and materials fee. And in some cases, schools or newspapers

have found a “third party,” perhaps a bank or local retailer, to pay for newspapers used in the schools.

Services Newspapers Provide

Both the newspaper and the school have a stake in helping students get the most out of their newspapers. The two institutions often work together to increase teacher competency in the use of newspapers.

The teacher may be able to participate in a course or workshop sponsored by a newspaper in cooperation with a school district, college or other accrediting agency. This may be a one- or two-day in-service workshop. It may be a full-credit course on the newspaper as an instructional tool, co-sponsored by the newspaper and a university. Cost of the training is usually shared by the participating sponsors, the newspaper, the teachers, the school system or the college.

Many newspapers offer curriculum guides and lesson plans either free or at cost. Frequently, newspapers and school systems cooperate to produce their own materials; others make use of booklets, kits and guides prepared by other newspapers or distributed by NAA Foundation.

There are other optional services that newspapers frequently offer to schools and teachers. They may:

- Offer newspaper office and plant tours for school classes.
 - Sponsor guest speakers for local workshops.
 - Reprint news stories and special reports useful to teachers and students.
 - Make classroom presentations explaining the newspaper.
 - Distribute videos or films about newspapers.
 - Provide collateral materials that help correlate newspaper and course content.
 - Speak to students about careers in the newspaper business.
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- Sponsor attendance of newspaper personnel, teachers or administrators to regional or national conferences dealing with the use of the newspaper as a teaching tool.