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INTRODUCTION

Newspaper In Education Week

Newspaper In Education Week is a joint program of the Newspaper Association of America Foundation, the International Reading Association and the National Council for the Social Studies. It is observed the first full week of March; for 2002, NIE Week will be held March 4–8. The goal of the program is to reinforce a positive and relevant lifetime reading habit in students by engaging them with an authentic text—the newspaper.

Newspapers and the Adolescent

Much of the reading experience students have in elementary school is based on fiction and poetry, which familiarizes them with the text structure of narration, story and verse. Many programs also promote the use of narrative structure for teaching students about nonfiction topics in social studies and the sciences. However, when students reach secondary school, they encounter the world of expository writing. The text structure is less familiar and the lessons less integrated. To prepare, students need to develop better content reading skills and study strategies to process large amounts of disconnected information.

At this developmental stage, students are looking outside themselves and their families for information and experiences. They want to make their own purchasing decisions about clothing, electronic devices, food and recreational experiences. At the same time, they are becoming more aware of the world beyond their homes and schools. They want to understand how events in the community, nation and world will impact them, and they begin to take stands on personal and political issues. To foster these steps, students need to learn how to find information they can use to make intelligent decisions.

A beneficial resource for all students, the newspaper provides a variety of writing styles and text patterns that relate directly to the material encountered in content classes. News stories and columns about government, scientific advances, technology, public affairs and international relations can be connected directly to subjects students are learning in their classrooms. The newspaper validates the curriculum of the school, and ads and articles about consumer goods, services and issues provide information students can use on a daily basis to make purchasing, occupational and recreational decisions.

About the Organizations

The Newspaper Association of America® Foundation

The NAA Foundation is dedicated to developing future readers by encouraging them to acquire and value information from newspapers and other media. The Foundation will achieve this mission by:

- Promoting and operating programs that encourage newspaper use by young people.
- Forming strategic alliances.
- Bestowing targeted grants to leverage Foundation resources.
- Improving youth literacy through family and community initiatives.

The Foundation supports local Newspaper In Education efforts through curriculum development, consultation, conferences, awards programs, training, a newsletter and computer services. The Foundation works cooperatively with state and local reading and social studies councils and newspapers throughout North America to promote NIE Week.

The International Reading Association

The International Reading Association is an organization of 90,000 members, including teachers, reading specialists, librarians, university professors, administrators, researchers, psychologists and others interested in promoting reading and better reading instruction. The IRA serves as an advocate and leader in the universal quest for literacy, and is dedicated to service on an international scale. It has more than 1,300 councils functioning at the national, state and local levels. The IRA achieves its outreach through publications, conferences, journals and committees.

IRA Adolescent Literacy Commission Position Statement

Adolescents today will do more reading and writing tasks than at any other time in human history. They will need to acquire more reading and writing skills to cope with the flood of information about the world as it exists today. They will also require literacy skills to feed their imaginations so that they can create the world of the future. In a complex, diverse and sometimes dangerous world, their ability to read is crucial to help them survive and thrive.

Reading, writing and language development in adolescents is just as important and requires just as much attention as that of beginning readers. Even though most adolescents have mastered the basics of reading and writing, they still have much to learn about spoken and written language.

Despite the need for continued reading instruction during the adolescent years, state and federal funding for middle and high school reading programs has decreased. For example, fewer and fewer schools are able to hire reading specialists to tutor individual students and help teachers to become more effective reading teachers no matter what other subject they teach. Also, the limited number of reading education courses currently required for pre-service middle and high school teachers does not sufficiently prepare them to respond to the escalating needs of adolescent learners.

In response to the increasing demand for literacy education, The IRA believes adolescents deserve:

- Access to a wide variety of reading material that they can and want to read
- Instruction that builds both skill and desire to read increasingly complex materials
- Assessment that shows them both their strengths and areas in need of improvement, that will provide guidance to teachers for designing instruction to best help their students grow as readers
- Expert teachers who model and provide explicit instruction in reading comprehension and studying strategies across the curriculum
- Reading specialists who assist individual students having difficulty learning how to read
- Well-trained teachers who clearly understand the complexities of individual adolescent readers, respect their differences and respond to their unique characteristics
- Homes, communities and a nation that will support their efforts to achieve advanced levels of literacy, and provide the support necessary for them to succeed.

The National Council for the Social Studies

The National Council for the Social Studies is the largest association in North America devoted solely to social studies education. The NCSS serves as an umbrella organization for elementary and secondary teachers of history, geography, economics, political science, sociology, psychology, anthropology and law-related education.

The NCSS has more than 26,000 individual and institutional members in all 50 states, the District of Columbia, Canada and 69 other countries. Membership is organized into a network of more than 150 affiliated councils representing professionals such as classroom teachers, curriculum designers, curriculum specialists, university faculty and leaders in the various disciplines that constitute the social studies.

Additional information about NIE Week programs is available from each sponsoring organization:

Newspaper Association of America Foundation

1921 Gallows Road, Suite 600
Vienna, VA 22182
(703) 902-1726
www.naa.org/foundation

International Reading Association

800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302) 731-1600
www.ira.org

National Council for the Social Studies

8555 Sixteenth St., Suite 500
Silver Spring, MD 20910
(301) 588-1800
www.ncss.org

How “Give Them The Keys” Is Organized

This guide is designed to help teachers use the newspaper effectively in their classrooms. There are 10 lessons accompanied by reproducible student activity pages. Each lesson contains a page for the teacher and an activity sheet for the student that can be duplicated.

The six components of each teacher page are:

- Standards – The educational standards, or subject the activity is applicable to
- “Here’s the key” – A brief discussion of the newspaper section used in the activity
- “Unlock the information” – Steps for introducing the lessons to students
- “Use the key in your life” – Suggestions for following up the activity with students
- Assessment – A rubric-like form to assess whether students have completed the activity at a commendable or acceptable level, or whether they should revisit the topic
- Adaptations – Suggestions for adapting each activity for younger and older students.

The components of each student activity sheets are:

- “Here’s the key” – A brief discussion of the newspaper section used in the activity
- “Unlock the information” – Instructions for completing the activity
- “Use the key in your life” – Follow-up activities that require the student to apply what has been learned to real-life situations.

More Keys

Thirty additional activities using the newspaper in content areas are described in this section. The educational standard addressed by the activity is given with each activity.

Professional Resources

This section contains information about the intellectual, psychological, social, moral and ethical characteristics of middle and junior high school students. These characteristics serve as the basis for the activities in “Give Them The Keys.” This section also includes several specific instructional strategies teachers can use with the newspaper in their classroom.

Flowchart

A chart showing the steps involved in publishing a newspaper, from assigning a story to delivering the finished product.

Glossary

A glossary of newspaper terms is provided.

Web Sites

A list of Web sites related to newspapers and education.

Give Them The Keys

ACTIVITY SHEETS

Teacher Activity Sheet: Just the Facts

Standards

Language Arts

- Students apply strategies to comprehend a variety of printed materials.
- Students use structural features of informational texts.

Here's the key

Hard news: When people talk about “the news,” they are usually referring to what journalists call “hard news.” Hard news stories are important stories about local, national or international events that have just happened. The stories have a lot of information. They are often written in long, complex sentences. They are very concept-dense. The most essential elements of the story – who, why, how, what, when, where – are written in the first paragraph, also called the “lead” paragraph. Sometimes local hard news stories open with a teaser sentence, and the second paragraph contains the lead information.

Soft news and features: Much of the newspaper consists of information called “soft news.” Soft news stories are also called “feature stories.” Soft news stories often are designed to help readers understand something related to a hard news story. For example, if a well-known person dies of an unusual disease (hard news), you may find a feature story about that disease (soft news). Feature stories can be on serious topics such as teen pregnancy, violence in schools, racial profiling and police brutality. The feature story relates information to its readers, often giving it a local twist.

Some feature stories are not tied to hard news, but focus on topics that will help readers in their personal or work-related lives. You’ll find topics such as stepfamilies, exercising and fitness, unusual hobbies and avoiding stress on the job. Feature stories may also be tied to seasonal celebrations, special events or special people in the community.

Unlock the information

1. Discuss the different kinds of information students can find in the newspaper.
2. Describe the differences between hard and soft news. Show them examples in the newspaper or have them identify examples.
3. Discuss the student activity sheet with the class. Sports is included as a category because even hard news stories in sports are often written in a more informal style.
4. Have students complete the activity sheet in pairs or small groups.

Teacher Activity Sheet: Just the Facts

Use the key in your life

Ask students to connect the kinds of writing they saw in the newspaper stories with the writing they encounter in other media. For example, textbooks and many nonfiction materials contain a lot of facts in concept-dense writing. Popular culture magazines are written more informally. Notes and letters students send to each other are informal.

Assessment

Task	Commendable	Acceptable	Revisit
Students identified appropriate examples of hard and soft news			
Students correctly identified details in stories			
Students identified at least two additional differences in the writing/language styles of the stories.			

Adaptation for younger students

- Walk through the activity with the whole class.
- Select stories for students. Have students work in pairs.

Adaptation for older students

- Have students evaluate additional examples of writing from different parts of the newspaper, such as business or entertainment news.
- Have students compare the writing style of a national wire service story with a local news story.

Student Activity Sheet: Just the Facts

Here's the key

- Hard news stories are detail-rich and about something that happened very recently.
- They give a lot of information in a compact format.
- They have a much more formal and objective style.
- You have to pay careful attention when reading them.
- Soft news and feature writing are more conversational in the way they present information.
- They have a more informal style.
- They are often easier to read.

Unlock the information

Select three different kinds of stories in your newspaper: a hard news story, a feature story and a sports story. Analyze the first two sentences of each story. Record your findings in the chart below.

Type of story	Number of words in first two paragraphs	Number of specific details in first two paragraphs	Writing style: formal or informal
Hard news			
Feature			
Sports			

What else did you notice about the different writing or language styles in the three stories?

Use the key in your life

Newspaper writing is similar to other writing you encounter in your daily life. What do you read that is detail-rich and presents a lot of information in each paragraph? What do you read that gives you information, but in a format that is easier to read?

Teacher Activity Sheet: Think My Way

Standards

Language Arts

- Students apply strategies to comprehend a variety of printed materials.
- Students use structural features of informational texts.

Here's the key

The newspaper's editorial and op-ed pages are mostly examples of persuasive writing. These articles oftent confuse students and other readers as well. They often believe the newspaper supports all positions printed on their pages. In fact, only the editorials reflect the official position of the newspaper. Remind students that the purpose of all the writers on these pages is to convince the reader to believe what the writer believes and to support the writer's position.

Editorials: The editorial or commentary pages of the newspaper provide different viewpoints on current issues. Editorials are written by the newspaper's editors or designated editorial writers. The views expressed reflect the newspaper's position on an issue. A good editorial introduces and describes a topic, puts forth the arguments given by the opposing side, provides evidence to refute the opposition, then asserts the newspaper's viewpoint and provides supporting evidence for its point of view. The final part of an editorial is a call to government and/or citizens to act on the issue.

Opinion columns: Professional pundits are responsible for writing opinion columns that are distributed to newspapers via wire services. The newspaper decides which of many columns they want to buy and publish. Opinion columnists are professional writers who present evidence supporting their position. Their columns are usually well organized and well written.

Letters to the editor: Newspaper subscribers/readers normally write the letters to the editor. They may agree or disagree with editorial positions taken by the newspaper. Although some letters are well written, many often contain a great deal of emotional lanugage.

Unlock the information

1. Examine the newspaper editorial/commentary page with students. Point out different pieces on the page.
2. Show students how to identify the editorial page in your newspaper and how to differentiate it from opinion columns and letters to the editor.
3. Discuss the activity sheet with students.
4. Have students complete the activity sheet in pairs.

Activity 2

Teacher Activity Sheet: Think My Way

5. Have students do “Use the key in your life.”
6. Select a topic or have students suggest a topic about which they and their friends have had heated debates. Have them evaluate their own use of facts and emotion in their discussion.

Assessment

Task	Commendable	Acceptable	Revisit
Students identified appropriate examples of writing			
Students correctly identified details in each writing example			
Students correctly identified emotional language			
Students provided at least two reasons to support their choice of writing			

Adaptation for younger students

- Talk to students about the differences between editorials, opinion columns and letters to the editor.
- Select an editorial on a topic that students will understand. Read the editorial to the whole class.
- Discuss the topics with students.
- Have students work in pairs to identify the facts in the editorial.
- Select a letter to the editor on a topic that students will understand. Have them work in pairs to identify facts.

Adaptation for older students

- Have students compare the newspaper editorial and the positions of two opinion columnists who have opposing viewpoints.
- Have students analyze an editorial cartoon on the same topic.

Student Activity Sheet: Think My Way

Here's the key

Editorials, opinion columns and letters to the editor all aim to get your support.

- Editorials usually include positions taken by opponents, but they show how their positions differ.
- Opinion columns are usually more one-sided and use more emotional words, but their arguments are presented in a logical way.
- Letters to the editor vary. Some are well constructed and logical. Others are highly emotional with less evidence to support their positions.

Unlock the information

Select three examples of persuasive writing on the editorial or commentary page of your newspaper. Analyze the logic and language used by the writers. Record your findings on the table below.

Type of writing	Number of details presented	Number of opposing arguments represented	Examples of emotional language
Editorial (the newspaper's official position)			
Opinion column (opinion of professional columnists not on newspaper staff)			
Letter to the editor (opinion of private citizen)			

Which piece of writing did you like the most? Why?

Use the key in your life

Think of a situation where someone tried to persuade you to agree with them or take part in an activity with them. What was the situation? What kind of emotional language did the person use? What arguments did the person use? Were you convinced? Why or why not?

Teacher Activity Sheet: Make a Choice

Standards

Language Arts

- Students respond to a variety of media, images and text.
- Students use structural features of informational text.

Here's the key

Newspaper advertising provides a vital service to a community. Through ads, newspaper readers can learn what stores and businesses are available in their community, what products and services they offer at what price, and when they are on sale.

Newspaper advertising is different from magazine and television advertising. Newspaper ads provide more detail and less image. Businesses like to put a lot of specific information in their newspaper ads, particularly details about sales and special promotions. As an example, compare a commercial or a magazine ad for a car with the car ads in the classified section of the newspaper.

Although newspaper ads differ greatly from television ads, they are still advertising. They are designed to catch the reader's attention through typefaces and graphic images. They use emotional language to promote their products. They use sales and special events to encourage readers to buy. However, businesses are required by law to be honest in the representation of their products and services. They cannot over-promise.

Unlock the information

1. Have students open their newspapers to any page. Ask them to identify the first ad they notice.
2. Discuss the ad elements with students: What is visually attractive? What information is given? What is used to make the product attractive?
3. Discuss the activity sheet with students. Have them work in pairs or small groups to complete the activity.

Use the key in your life

Have students work in small groups to apply what they've learned to a personal situation.

Teacher Activity Sheet: Make a Choice

Assessment

Task	Commendable	Acceptable	Revisit
Students identified all objective information in ad			
Students identified all examples of persuasive language and images			
Students provided at least two reasons supporting their characterization of the ad			

Adaptation for younger students

- Select three ads that are appropriate for the level and interests of your students.
 - Discuss the elements of the ads with the whole class.
 - Analyze one of the ads with the whole group.
 - Have students work in pairs to analyze one of the other ads.

Adaptation for older students

- Have students work in small groups and compare ads from similar businesses.
- Have students share with the whole class what they've discovered and why they think one ad is superior to others.
- Have students compare a newspaper ad with a magazine ad for the same product.

Student Activity Sheet: Make a Choice

Here's the key

- Newspaper advertising is a type of hybrid—that is, it's made up of two different components.
- Display ads, like those for department stores and other businesses, provide information readers can use, but they also use the look and language of the ad to persuade you to visit their business or buy their products.
- The ads must be honest. Businesses can be prosecuted if they make false claims for their products.

Unlock the information

Select an ad for a product or a service you might purchase. Analyze the ad by separating facts from persuasive language. Record your findings below:

Product/service you might buy: _____

Store/business in the ad: _____

What objective information is given about the product/service? _____

What language or images are used to make the product/service seem especially appealing?

Use the key in your life

- Suppose you wanted to sell something to a friend, such as a CD player, a skateboard or a computer game. What objective facts would you use? How would you try to persuade the friend that this would be a good deal?
- Discuss these issues with friends or family members. Where is the line between being persuasive and being dishonest?

Teacher Activity Sheet: Action is needed

Standards

Language Arts

- Students use structural features of informational texts.

Social Studies

- Students explain actions citizens can take to influence public policy decisions.

Here's the key

The First Amendment to the U.S. Constitution guarantees newspapers the right of freedom of the press. The freedom presumes that the press will be part of the free marketplace of ideas. The press sees itself as the watchdog of government, and challenges government positions and policies in its editorial pages. Citizens exchange viewpoints and urge government action through letters to the editor.

Unlock the information

1. Review the elements of a good editorial with students. (See Activity 2: Think My Way).
2. Explain that everything that happens in our country has a history behind it, and that history has influenced current thinking on issues.
3. Discuss the activity sheet with students.
4. Have students work in small groups to complete the activity.

Use the key in your life

Help students see how the topic of editorials affect them. In some cases, the impact will be personal and direct. In other cases, the issue will impact a family member, friend or classmate. Even seemingly distant topics, such as a military action in another country, may affect someone they know who serves in the military or reserves.

Teacher Activity Sheet: Action is needed

Assessment

Task	Commendable	Acceptable	Revisit
Students provided relevant historical background			
Students provided appropriate and relevant suggestions for government			
Students provided appropriate and relevant suggestions for citizens			

Adaptation for younger students

- Select an editorial on a topic students understand and care about.
- Discuss with the class why the topic is in the news. What led to the current issue?
- Students may work in pairs to make suggestions for the government and citizens.

Adaptation for older students

- Students may work in small groups for this activity.
- If students disagree with an editorial's position, have each group suggest alternate actions the government might take.

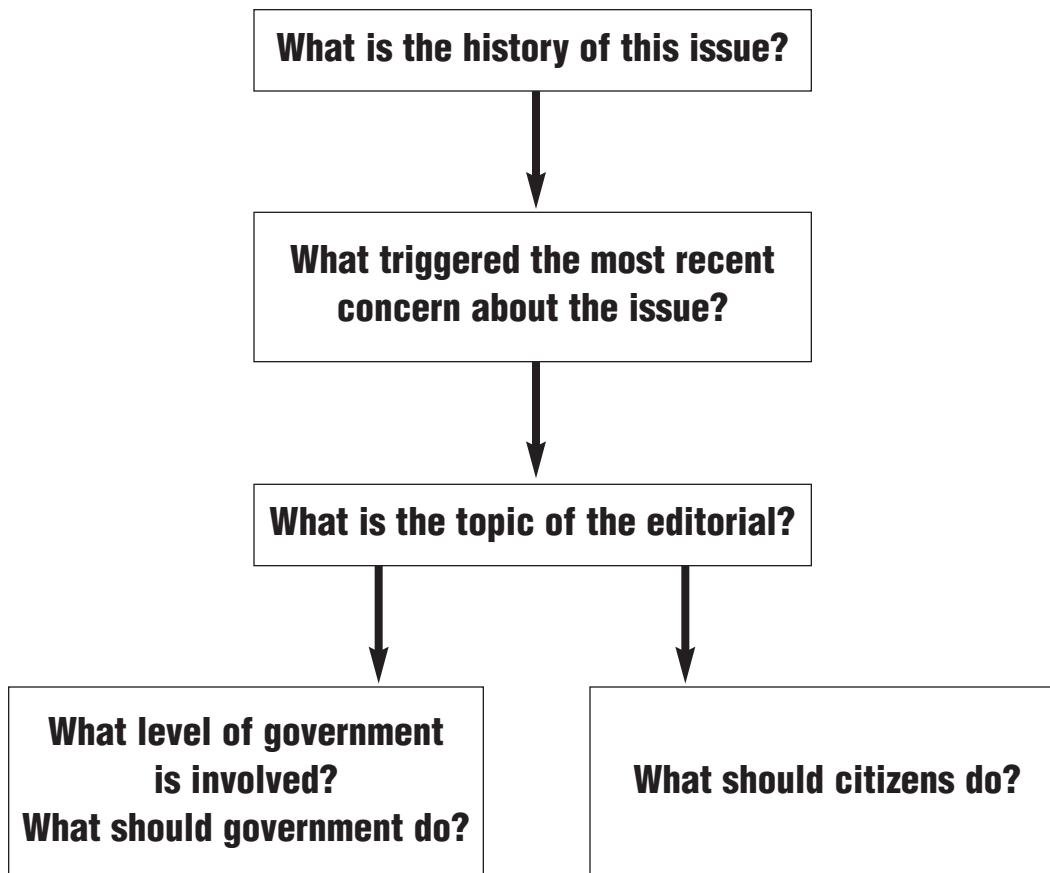
Student Activity Sheet: Action is needed

Here's the key

Newspaper editorials address important topics that are of concern to citizens right now. A good editorial often urges action by both the appropriate level of government and citizens.

Unlock the information

Select an editorial from the newspaper. Analyze the issue addressed by the editorial in relation to its cause and potential resolution. Record your findings on the graphic organizer below:



Use the key in your life

How does this topic affect you or someone you know? Try to think of a connection even if it is a distant one.

Teacher Activity Sheet: It's Alive!

Standards

Science

- Students understand the relationship between science, technology and society.

Social Studies

- Students explain the need for laws and policies to govern scientific and technological applications.

Here's the key

Newspaper stories about science research today are not cut-and-dried celebrations of technological advances. More often than not, they are accompanied by many moral and ethical questions in the opinion columns and letters to the editor section of the newspaper. Research related to medical advances often raises questions such as, “What is human life?” “When does it start?” and “Who has the right to make decisions regarding human life?”

This activity does not require students to make value choices about the research they may investigate. It directs them to identify the issues.

Unlock the information

1. With the whole class, have students identify historical advances in science that have proven to be good for humanity. List these on the board and discuss them.
2. Have students identify current science topics where people disagree (stem cell research, cloning, invitro fertilization). Remind students you are not asking for their opinions, just the areas of research.
3. Discuss the activity sheet with students. Have them work in small groups to complete the activity.

Use the key in your life

Help students identify the scope of the research and its connection to their lives. Have them think about family members or friends whose lives could be affected by the research.

Teacher Activity Sheet: It's Alive!

Assessment

Task	Commendable	Acceptable	Revisit
Students were able to identify the impact of the research			
Students were able to identify at least two ethical/moral issues			
Students were able to identify an appropriate level of government involvement			

Adaptation for younger students

- Select an article appropriate to the interests and abilities of students, one with little controversy.
- Have students work in small groups to identify benefits of the scientific advance.

Adaptation for older students

- Have students work in small groups to investigate a scientific topic. Have them read several newspaper articles and opinion columns and interview people with opposing points of view.
- Have students present their findings in a panel discussion.

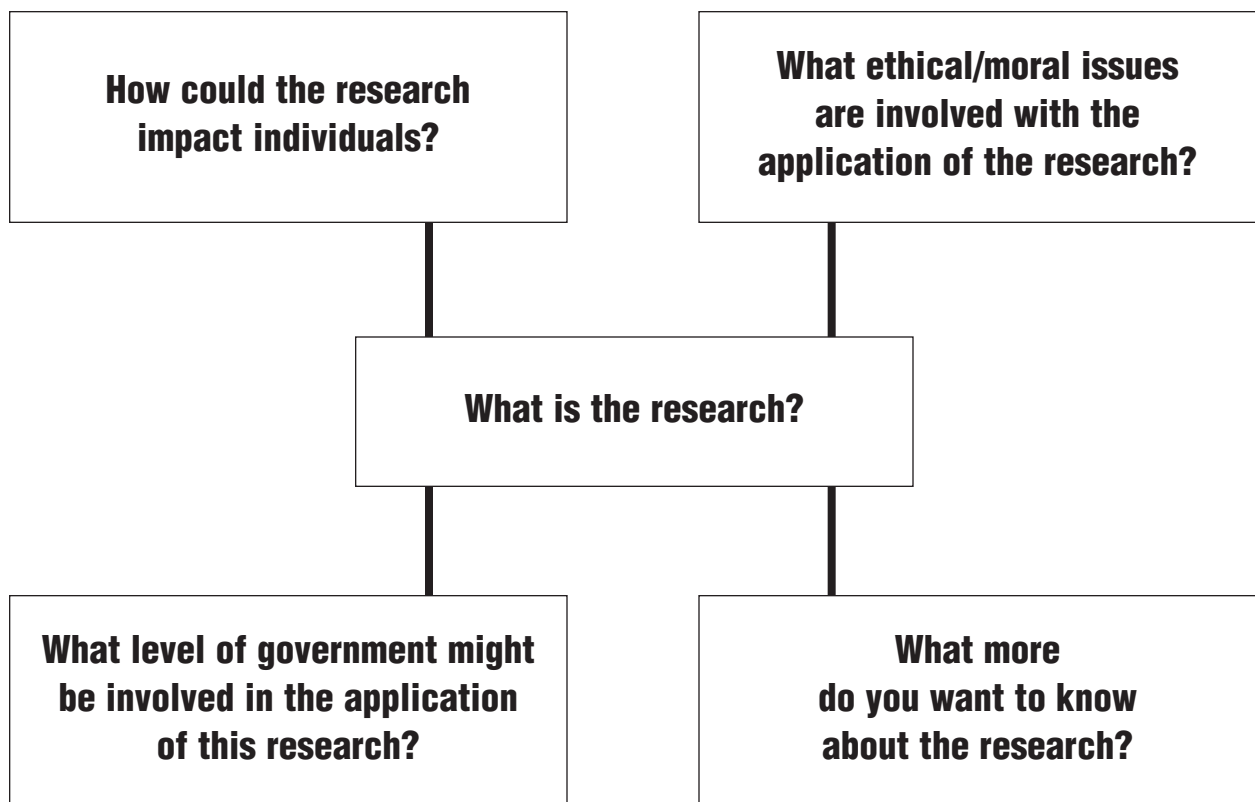
Student Activity Sheet: It's Alive!

Here's the key

"It's alive!" was the phrase shouted by the scientist who created a creature in the old Frankenstein movie. Practical and ethical problems resulted from that experiment. And today, scientific advances still raise issues of practicality, ethics and morality.

Unlock the information

Select a news story about an advance in scientific research that will directly affect humans. Analyze the issues related to the research. Record your findings on the organizer below.



Use the key in your life

Find a connection between the scientific research and your life. Talk to family members and friends to see if anyone they know could be affected by this scientific advance.

Teacher Activity Sheet: Information at a Glance

Standards

Math

- Students use numbers, number systems and equivalent forms to represent theoretical and practical situations.

Here's the key

Newspapers use tables and graphs to communicate information efficiently, thereby reducing the need for a lot of text. While this lesson deals with math concepts, they are presented in a slightly different way for the “math-phobic.” Tables and graphs present detail and illuminate relationships. For example, you might find a line graph that shows the average temperature in your community over a six-week period. While the graph tells you the temperature, it also lets you see how the temperature varied and how one week compared to another. A table might show the population of different school districts, how many students attend each district, as well as a comparison of the sizes of the various districts. The information is presented directly, but the relationships or comparisons are inferred.

Unlock the information

1. Have students volunteer to come up to the board to write individual sentences related to one personal characteristic, such as hair color or number of siblings. (Examples: John has two sisters, Jose has four brothers, Maria has a sister and a brother, Midori has two brothers, etc.)
2. Comment on the number of words it takes to convey this information and how confusing it could be to the reader.
3. Ask students to suggest another way to present the information. If no one suggests a graph, draw a column chart on the board to show the information.
4. Point out the two elements shown on the graph: information and relationships.
5. Discuss the activity sheet with students. Have them work in pairs to complete the activity.

Use the key in your life

- Help students understand the three assignments.
- Have some students volunteer to share their findings with the class.

Teacher Activity Sheet: Information at a Glance

Assessment

Task	Commendable	Acceptable	Revisit
Students were able to identify tables, charts or graphs			
Students were able to identify information presented in the visual format			
Students were able to make appropriate comparisons			

Adaptation for younger students

- Select a table, chart or graph that has only a few elements.
- As a whole class, discuss the elements represented on different graphs.
- Have students work in pairs with only one table, chart or graph.

Adaptation for older students

- Have students collect tables, charts and graphs from different sections of the newspaper: news stories, sports, business, weather.
- Have students compare visual information of the same kind: two tables, two line graphs, two circle graphs, etc.
- Have students match information with the best kind of visual to represent that information.

Student Activity Sheet: Information at a Glance

Here's the key

- Tables, charts and graphs use visual formats to present information and to help you see relationships between different elements being reported.
- It would take many words to describe what you can see at a glance in a table, chart or graph.

Unlock the information

Select two different examples of tables, charts or graphs in the newspaper.

Answer the questions below for the items you've selected.

Table

What kind of information is being presented? (Look at the title of the table.)

What elements are being compared in the table?

Write two comparison statements you could make about the information presented.

Line, Bar or Column Graph

What are the two elements being described? Look at the labels along the bottom of the graph (x-axis) and along the side of the graph (y-axis).

How many different elements are shown on the x-axis?

Write two comparison statements about the information presented.

Circle Graph

What is the "whole" element being divided?

How many divisions are there in the circle?

Write two comparison statements about the information presented.

Use the key in your life

- Create a table showing the different kinds of foods you eat in a day and the amount of each food.
- Create a column chart showing your height and the heights of several friends or family members.
- Create a circle graph showing how you spend your allowance.

Teacher Activity Sheet: Music's Charms

Standards

Music

- Students understand music in relation to history and culture.

Here's the key

Most newspapers feature the arts at least one day a week. Many newspapers carry stories about upcoming concerts, plays and other performances in a weekend section that is published on Thursdays or Fridays. Many also have a special entertainment section in their Sunday edition.

News stories about performance events, especially special performances by visiting entertainers, often go beyond the who, what, when, where and why of a news story. The reporter also tries to help the reader understand the nature of the performance. A story about a blues singer, for example, will often include a definition of "the blues." The reporter often will refer to other famous blues singers or compare the performer featured in the story with another performer readers might know.

When a well-known performer is going to appear in the area, a reporter will interview the individual by phone or in person before the appearance date. That way, the newspaper can run an interview days before the event, and include information about time, location and ticket prices so readers can get tickets if they're interested.

Unlock the information

1. Have students suggest the kind of information they'd like to have before someone famous appears in their community or region.
2. Explain that the newspaper can often give them the information they need.
3. Discuss the activity sheet with students. Have them work in pairs to complete the activity.

Use the key in your life

- Have students write down the descriptions they would share with friends.
- Have students volunteer to share their writing with the class.

Teacher Activity Sheet: Music's Charms

Assessment

Task	Commendable	Acceptable	Revisit
Students correctly identified the performers and music in the story			
Students identified appropriate connections between the performer and another similar performer			

Adaptation for younger students

- Select an article about a performance appropriate for the interests and level of students.
- Tell students to listen for the name of the performer and the kind of music involved as you read the article to them.
- Give students copies of the article. Have them underline or circle any information they find that relates to the music or the performer.

Adaptation for older students

- Have students use reference books or the Internet to research the type of music discussed in the news story.

Student Activity Sheet: Music's Charms

Here's the key

Newspaper stories about performing arts and artists often go beyond the basic facts of the event. Reporters make connections between the event being reported and similar past and present performers. That way, people who may not have heard of the performer can have an idea of what to expect.

Unlock the information

Select a newspaper story about a musical performance or event. You can use a story about an upcoming event or a review of an event that has already taken place. Record the different kinds of information you find below.

What is the event reported? _____

What kind of music is involved? _____

Who are the performers featured in the story? _____

What other types of music are mentioned in the story? _____

What other musical artists are mentioned in the story? _____

What connections does the writer make between this music/performer and a similar type of music or performer? _____

Use the key in your life

Think of a musical group or a performer you like. How do you describe the music to a friend who has never heard it? What connections do you make to other groups or performers your friend might know?

Teacher Activity Sheet: A Good Life

Standards

Social Studies

- Students explore factors that contribute to one’s personal identity, such as interests, capabilities and perceptions.

Here’s the key

Most newspapers have a “lifestyle” or “living” section. The section includes a wide variety of articles related to modern living. There are stories on family relationships; suggestions for decorating, landscaping and cooking; and stories about fashion styles, trendy hobbies and pop culture. There are also serious articles about job stress, scheduling time, asking for a promotion and other job-related topics.

Examine your newspaper for several weeks. You’ll find that your newspaper may have a pattern for presenting lifestyle topics. For example, many newspapers feature food and cooking on Wednesday or Thursday, the days the grocery stores run ads in the newspaper.

Unlock the information

1. Have students suggest topics that might appear in a lifestyle section of the newspaper. List the suggestions on the board.
2. Have students indicate the topics that are immediately relevant to them and those they’ll need to consider in the future.
3. Discuss the activity sheet with students. Have students work in pairs to complete the activity.

Use the key in your life

Have students share what they’ve learned from their articles.

Teacher Activity Sheet: A Good Life

Assessment

Task	Commendable	Acceptable	Revisit
Students described the main idea of the article			
Students identified five separate pieces of helpful information			
Students were able to relate something from the article to their lives			

Adaptation for younger students

- Select a lifestyle article appropriate for the interests and levels of your students.
- Read parts of the article to the children. Have them listen for major points.
- Give students copies of the article. Have them work in pairs to underline or circle information about the topic.

Adaptation for older students

- Have students select an article that relates to their present situation. Have them write a description of how that information can impact their lives.
- Have students select an article they will find useful in a few years. Have them describe how they will get from their present situation to the point where the article will be relevant.

Student Activity Sheet: A Good Life

Here's the key

Newspapers have sections that feature information you can use to make decisions about:

- Health/fitness
- Career/work
- Living arrangements
- Personal relationships

Unlock the information

Select a newspaper article that provides information about improving your daily living. Evaluate the information on the chart below.

Headline: _____

Check the area discussed:

- Health/fitness
- Career/work
- Living arrangements
- Personal relationships
- Other _____

Write several sentences that describe the article. _____

List five pieces of information you found helpful. _____

Student Activity Sheet: A Good Life

Use the key in your life

Describe how you can apply what you've learned from this article to your life.

Will you use it immediately or later? Why? _____

Teacher Activity Sheet: Internet Power

Standards

Social Studies

- Students use technology to understand problems and make decisions.

Here's the key

More and more newspapers are including related Internet sites in their news stories. Large newspapers publish an Internet site at the end a lot of news stories. Smaller newspapers may publish an Internet site if it is cited by a source in the story or if it has an obvious connection to the story. Most newspapers today have their own Web sites. You will find references to their electronic version throughout the printed paper.

Many businesses list their Web site addresses in their ads. Movie ads also have addresses that take you to the official film Web site.

Unlock the information

1. Show students a news story about a national or international event. Ask them to name the kinds of sites they would look for on the Internet to get more information about the story.
2. Discuss the activity sheet with students. Have them work in pairs to complete the activity.

Use the key in your life

Have students list the sites printed in the newspaper that they would use to help them make decisions.

Assessment

Task	Commendable	Acceptable	Revisit
Students identified appropriate Web site topics to explore			
Students identified at least two items they found on the Web site that they had not anticipated			

Teacher Activity Sheet: Internet Power

Adaptation for younger students

- Select a news story appropriate for the level of your students.
- Have students generate a list of questions they would like to have answered about the topic.
- Have students research their questions on the Internet and share their findings with the class.

Adaptation for older students

- Have students work in small groups to find at least three Web sites related to the topic of a news story.
- Have students compile conflicting information they may find on the Web sites.
- Have students analyze the Web sites they've found to determine which is most reliable.

Student Activity Sheet: Internet Power

Here's the key

- Many newspapers include references to Internet sites in their stories and in their advertising.
- Newspapers have a limited amount of space to print each day. They can send readers to Internet sites to learn more about the history or context of a news story.
- Stores can't put everything they want you to know in a newspaper ad. They include their Web sites in ads so you can find more information about their products and services.

Unlock the information

Find a news story or a feature story that includes a reference to an Internet site. Analyze the effectiveness of including the Web site. Record your findings below.

Headline: _____

Summary of the story: _____

URL listed in the story: _____

What do you think you'll find on the Web site that isn't reported in the story? _____

Check out the Web site. What was there that you didn't expect to find? _____

Use the key in your life

Find a newspaper ad for a store you'd like to visit or a movie you'd like to see. Look at the Web site listed in the ad. How will the information on the Web site help you make a decision about going to the store or seeing the movie?

Teacher Activity Sheet: Tough Issues

Standards

Social Studies

- Students identify and describe the influence of perception, attitudes, values and beliefs in personal identity.

Here's the key

Controversial issues receive a lot of attention in the newspaper because they are unsettling and under debate. Issues such as cloning, voter fraud and school dress codes may be controversial in your community. It is easy for students to become emotional and develop tunnel vision about a topic. It takes time and thought for them to consider the viewpoints of others.

You will find many sections in the newspaper that address controversial issues: editorials, opinion columns, letters to the editor, editorial cartoons and even comic strips. The purpose of this activity is to have students explore different and opposing viewpoints related to a controversial issue.

You will have to select a topic that is appropriate for your students, school and community.

Unlock the information

1. Discuss the activity sheet with students.
2. Help students develop interview questions related to the topic to use when they talk with others.
3. Go over criteria for identifying a Web site that will provide objective and factual information (well-established organizations, government agencies and third-party organizations such as the League of Women Voters, who do not take specific sides on issues).
4. Have students work in pairs to complete the activities. Have them report their findings on a separate piece of paper.

Use the key in your life

Have students share the development of their own thinking. Ask them to identify any information source that affected their attitudes.

Teacher Activity Sheet: Tough Issues

Assessment

Task	Commendable	Acceptable	Revisit
Students made an accurate list of facts, arguments and people			
Students identified key positions of opinion writers			
Students identified key points made by interviewees			
Students located appropriate Web sites			

Adaptation for younger students

- Select a topic that is appropriate for the level of your students.
- Provide two examples of opposing viewpoints to students. Have them underline or circle key points made by individuals.
- Have students generate questions for a family interview.

Adaptation for older students

- Have students compile their findings into two categories: facts and opinions.
- Have them analyze the opinion pieces for slanted or emotional writing.
- Have students explore Web sites dedicated to specific positions in addition to the objective Web sites. Have them share the techniques used by the dedicated Web sites to affect people's thinking.
- Have students identify the specific information or arguments that have shaped their attitudes on the topic.

Student Activity Sheet: Tough Issues

Here's the key

- Controversial issues are in the news because they have not been settled and they raise serious questions of values.
- People take sides and have deep-felt emotions.
- There is no objective or obvious solution to the situation.

Unlock the information

Select a controversial issue that's in the news right now. Collect information that will help you develop and understand your own position on the subject.

Use these information sources:

- Read at least two news stories about the issues. Make a list of the facts, people and arguments involved.
- Read two opinion columns or letters to the editor about the subject. Make a list of the key positions presented. Remember, these are opinions.
- Interview classmates, family members or friends who have different points of view on the subject. Make a list of the main points made by each person.
- Explore Web sites that provide factual and objective information about the subject.

Use the key in your life

Examine all the information you have collected. What information or specific comment challenged your own thinking? How has your opinion been reinforced, extended or changed as a result of your research?

MORE KEYS

Newspaper Keys

Newspaper Treasures

Standard: Language Arts – Students apply strategies to comprehend a variety of printed materials.

Look through the newspaper to find the following items in stories or ads.

Find something:

- You could do with your friends
- That would improve your physical appearance
- That would help you earn money
- You would like to eat
- You could attend outdoors
- You could attend indoors
- You could use for exercise
- You could use to become smarter
- Your parents might give you as a present
- You would like to have as a pet.

Visual Cues

Standard: Language Arts – Students comprehend and respond to a variety of media, images and texts.

The newspaper is designed to help you find information quickly. Graphic elements, text and visual cues can help you navigate the newspaper. Scan your newspaper to find the following elements:

- Headlines
- Index on page one
- Skyboxes on page one (pictures and text above the newspaper name on page one)
- Section fronts
- “Inside this section” elements on section fronts
- Page headings.

MORE KEYS

Which cues would you use to help you find the following kinds of information?

- Sports scores
- The weather
- Ads for a used car
- The comics
- Stock market figures
- Local news
- A puzzle.

Story Count

Standard: Language Arts – Students comprehend and respond to a variety of media, images and texts.

Newspapers can provide many more stories than radio or television news programs. Make a tally of all the international, national, state and local news stories in one day's newspaper. Then watch or videotape a local news program. Tally the international, national, state and local news stories presented on the telecast. Compare the number of different stories presented in each type of news. What can you conclude from your findings?

More Than the Stock Market

Standard: Economics – Students describe the roles that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system.

The business section of the newspaper provides stories about the important decisions made by companies. Read a story about a decision made by a business. Analyze the decision by answering these questions:

- What is the company?
- What is the product?
- How will this decision affect users of the product?
- Would you use this product? Why or why not?

Sports Replay

Standard: Language Arts – Students comprehend and respond to a variety of media, images and texts.

Newspaper sports sections include stories about games that have already been played. People who went to the game like to relive the experience. People who missed the game want to be able to

MORE KEYS

picture the event in their minds. Read a sports story about a sporting event or game that took place the day before. Make a list containing:

- Phrases that help create a mental picture of the events in the game
- Exciting words, especially verbs, that describe the game.

Weather Information

Standard: Science – Students develop an understanding of the structure of the earth’s weather system.

The weather map in the newspaper gives you a picture of the weather in your region, the country at large, and weather trends.

Look at the weather map in your newspaper. Answer the following questions:

- What is the weather in your region of the country?
- Look at the weather systems west of your location. What kind of weather can you expect in the near future? What weather is heading your way?
- If you could be anywhere in the country based on the weather, where would you be? Why?

That’s Entertainment

Standard: Language Arts – Language Arts: Students comprehend and respond to a variety of media, images and texts.

The newspaper has stories about performing arts events that take place in your community. These stories can help you improve your knowledge of cultural events. Read a news story about a musical or dramatic performance. Show how your understanding has increased by answering the following questions:

- What was the performance?
- What phrases did the writer use to describe the performance?
- What words specific to the type of performance did the writer use?
- Would you like to have attended this event? Why or why not?

MORE KEYS

More Than Temperatures

Standard: Science – Students develop an understanding of the structure of the earth’s weather system.

The weather page in your newspaper contains more than just your local weather.

- Make a list of the different kinds of information you find on the weather page, such as high and low tide charts, temperatures in countries around the world, times for sunrise and sunset, etc.
- Put a check by any information on the page that is relevant to you.
- List three reasons why information you don’t consider important might be important to someone else.

Public Record

Standard: Math – Students use numbers, number systems and equivalent forms to represent theoretical and practical situations.

Newspapers print birth and death notices as a matter of public record. How many people are represented in the public records of your newspaper?

- Make a graph. The horizontal line, or x-axis, will show the days of the week. The vertical line, or y-axis, will show the number of items.
- Plot the numbers of births and deaths each day for a week.
- Make a line showing the births over a week by connecting the number plots of births with a green line. Connect the number plots showing deaths with a blue line.
- Write two sentences about the information shown on your graph.

Classified Helpers

Standard: Language Arts – Students apply strategies to comprehend a variety of printed materials.

The classified ads section of your newspaper contains many different kinds of information. People run ads for items they want to buy or sell. Employers run ads for employees. Businesses run ads for cars and real estate and other products.

Use your classified ads section to find:

- A pet you would like to own
- A job you could do outside

MORE KEYS

- A car you would need if there were seven people in your family
- A used toy or game you would like
- A house that has a special feature you would like.

Social Studies Keys

Family Trip

Standard: Geography – Students create, interpret, use and distinguish various representations of the earth, such as maps, globes and photographs.

Use the weather map in the newspaper to plan a family trip.

- Make a list of seven family members or friends who live in states different from your state.
- Mark the location of each person on the weather map in the newspaper.
- Estimate the distance each person lives from you.
- Design the shortest route possible that would start at your location and travel to each relative.
- If you averaged 50 mph, how long would it take you to complete your trip?

Travel Value

Standard: Economics – Students differ in their perspectives on the use of money and exchange rates.

Locate the currency exchange rates in the financial section of your newspaper. Find two countries where the exchange rate favors the U.S. dollar and you would get a lot for your money. Find two countries where you would not get a favorable exchange rate. Calculate the exchange rate for each country's currency. If you could take a trip, which country would give you the best exchange for your dollars?

Expand Your Cultural Awareness

Standard: Social Studies – Students compare similarities and differences in the ways groups, societies and cultures meet human needs and concerns.

The news stories, features and ads for local businesses reflect the cultural diversity in your community. Select the culture of a country or ethnic group that you would like to understand better. Look through the newspaper to find resources that would help you become more familiar with that culture. Consider restaurants, stores, the community calendar and cultural/entertainment events. List three things you would do to expand your awareness. Explain why you selected those three.

MORE KEYS

Servants of the People

Standard: Civics – Students analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens.

Elected and appointed government representatives at all levels are responsible for serving all citizens. Find government officials in the newspaper that could help you in each of the following situations. Explain why you think each person could help you.

- Your school doesn't offer a course in a language you'd like to study.
- Your community does not have an area where students can skateboard safely.
- Someone stole your motocross bike.

Math Keys

Sales and Savings

Standard: Math – Students use numbers, number systems and equivalent forms to represent theoretical and practical situations.

- Look through newspaper ads to find seven sale items that you would like to buy.
- Make a table showing the regular price and the sale price for each item.
- Use a calculator to compute the percent of savings you will realize for each item.
- What is the largest savings you will make on one item? What is the smallest savings?

Car Calculations

Standard: Math – Students formulate and solve problems and communicate the mathematical processes used and the reasons for using them.

Cars depreciate or lose value over time. The classified ad section of the newspaper can help you identify the monetary value of cars.

- Locate the automobile ads in the classified section of the newspaper. Select five different car models.
- Then find earlier models of the same cars in the "Used Auto" section of the classifieds.
- Make a chart showing the price of the new car in one column and the price of the used car in the second column.
- In a third column, show the depreciation of the car.

MORE KEYS

- Compare the depreciation of the cars. Which car depreciated the most? Which depreciated the least?
- Which car would you buy? Why?

Sunrise, Sunset

Standard: Math – Students compute, measure and estimate to solve theoretical and practical problems using appropriate tools, including modern technology such as calculators and computers.

Look at the weather page of the newspaper. Find the times for sunrise and sunset. Graph the times for sunrise and sunset over one week. What can you say about the graph? Is daylight or nighttime increasing?

Stocks ‘R’ You

Standard: Math – Students formulate and solve problems and communicate the mathematical processes used and the reasons for using them.

- Locate the stock listings in the newspaper. Pretend you are going to purchase 50 shares of a stock.
- Select the stock.
- Write down the cost of 50 shares.
- Calculate a 2% charge for the stockbroker who handles your purchase.
- Follow your stock for two weeks. Graph the value of your stock each day.
- What is your situation at the end of two weeks? Has your stock appreciated or depreciated? By how much?

Science Keys

Solving Problems with Science

Standard: Science – Students develop the abilities necessary to do scientific inquiry.

- Find a news story about a problem in your community. How can science help solve the problem?
- Identify the problem.
- List the information people need to make a decision about the problem.
- Describe the data you need to collect to provide useful information about the problem.
- How can your findings provide information for solving the problem?

MORE KEYS

Technology Times

Standard: Science – Students develop understanding about science and technology.

- Find a news story about an advance in technology, such as computers, microchips, cellular communication, etc. How will this advance affect society?
- What is the advance?
- What ethical issues, such as privacy or security, are raised by this technology?

Safety First

Standard: Science – Students develop an understanding of risks and benefits.

Locate a newspaper ad for a piece of sports equipment you might use, such as a skateboard or rollerblades. What personal safety issues must you consider when you use this equipment?

- Why do you want to own this piece of sports equipment?
- What safety devices must you use with the sports equipment?
- What could happen if you did not use the safety devices?

Scientists Are People First

Standard: Science– Students develop an understanding of science as a human endeavor.

Find a news story about a scientific advance.

- Who are the scientists involved with the advance?
- What intellectual abilities do they need to do the science?
- What character traits do they need to do the science?
- What do you admire about the scientists who made this discovery or advance?

MORE KEYS

Language Arts Keys

Vocabulary Chase

Standard: Vocabulary – Students apply strategies to develop and expand vocabulary.

- Select three sections of the newspaper to search for new vocabulary words.
- Go to each section and list at least 10 vocabulary words specific to that newspaper section.
- Look at your three lists. Circle any word that could be used in another newspaper section. For example, the word “batter” means one thing in the sports section and another in lifestyle/cooking section.

Language Works

Standard: Comprehension – Students comprehend and respond to a variety of media, images and text.

Find a newspaper feature story about a special individual. Read the story carefully. Show how the writer uses language to communicate a sense of the individual.

- What phrases does the writer use to attract your attention?
- What words or phrases describe the individual’s physical characteristics?
- What words or phrases describe the individual’s character?
- How does the writer end the article?

Getting to Know You

Standard: Writing – Students communicate information, ideas, opinions, messages and research through writing.

Find a feature story about an interesting person in your community, or someone you would like to meet. Write a letter to the person explaining that you would like to meet him/her. Include:

- Something about yourself
- Why you would like to meet the person
- What you would like to talk about
- Share your letter with a teacher or family member.

MORE KEYS

Communication Visuals

Standard: Comprehension – Students comprehend and respond to a variety of media, images and text.

Look at the comics in the newspaper. Make a list of the examples of the visual cues the cartoonists use to communicate a character’s message. Look for:

- Facial expressions
- Body language
- “Sound effects” words
- Symbols that represent angry nonverbal expressions
- Unusual typeface or size of type.

Daily Living Keys

Food and Thought

Standard: Math – Students use numbers, number systems and equivalent forms to represent theoretical and practical situations.

Your newspaper can help you make plans for everyday life. Pretend you and three friends are going on a camping trip for a week. Your job is to buy the food for the trip. The food must not require refrigeration, not spoil easily, and must be food that can be cooked over a campfire. Your budget is \$140. Make your grocery list using items in the grocery store ads in the newspaper. List the amount of each food and its cost.

Fashion and Convenience

Standard: Language Arts – Students comprehend and respond to a variety of media, images and texts.

Newspaper ads can give you the information you need to be a good consumer. Pretend you have permission to purchase your school wardrobe for the next semester. You may buy anything you like, but you are limited to 20 items (not including underwear, socks and shoes). No more than three items can be dry-clean-only. Use newspaper ads to select your wardrobe. Describe your choices and explain why you would make those purchases. Estimate the cost of your new wardrobe.

MORE KEYS

Perfect Host

Standard: Language Arts – Students comprehend and respond to a variety of media, images and texts.

Pretend you have family friends coming to visit. The mother in the family likes music and art. The father likes history. The two children like outdoor sports and scary movies. They will be with you for a week. Use the newspaper to plan daily schedules that will please your guests.

Nutrition Counts

Standard: Science – Students develop an understanding of personal health.

The grocery store ads in the newspaper can help you shop for the food recommended in the food pyramid. Use the newspaper to find foods that you would use to meet one day's nutrition requirements:

- 9-12 servings of bread, cereal, rice and pasta
- 3-5 servings of vegetables
- 2-3 servings of fruit
- 2-3 servings of meat, poultry, fish, dry beans, eggs and nuts
- 2-3 servings of milk, yogurt and cheese
- Small serving of fats, oils and sweets
- In which food category are you least likely to meet your daily requirement? Why?

PROFESSIONAL RESOURCES

Developmental Characteristics of Middle School and Junior High School Students

Adolescents are going through a difficult phase during their middle and junior high school years. The following characteristics provide a better understanding of the development levels at which adolescents operate. While this is not a comprehensive list, teachers can use the knowledge of these characteristics to design classroom instruction, select teaching strategies and choose appropriate materials for students. The newspaper, with its emphasis on real people, real situations and real problems in the world, is an especially relevant teaching tool in the middle school.

Intellectual Development

- Egocentric; argue to convince; show independent and critical thought
- Extremely curious about people and the world
- Put personal and social concerns ahead of academic interests
- Move from concrete to abstract ways of thinking, able to question attitudes, behaviors and values
- Prefer active over passive learning experiences and cooperative learning activities
- Prefer learning strategies and skills that apply to real-life problems and situations.

Psychological Development

- Take offense easily; very sensitive to criticism
- Show erratic shifts in moods and behavior
- Are often self-conscious, lack self-esteem and feel alienated
- Can often be optimistic and hopeful
- Want to develop a sense of individual uniqueness
- Easily swayed by one-sided arguments
- Are developing a sense of humor
- Revert to childish behavior patterns when they are overwhelmed by confused feelings due to hormonal shifts.

PROFESSIONAL RESOURCES

Social Development

- Act out in bizarre ways; can be aggressive, boisterous and argumentative
- Confused and frightened by new school settings that are large and impersonal
- Extremely loyal to peers; can be cruel to those outside peer group
- Rebel against parents at the same time they are dependent on parental values
- Establish independence by challenging authority figures and testing limits of accepted behavior
- Can exhibit feelings of awe and wonder as intellectual abilities expand and emotional awareness increases
- Distrust adults who are insensitive to their needs
- Model behavior on peers and media role models
- Recognize the negative impact their behavior has on adults
- Continue to see love and acceptance from significant adults.

Moral and Ethical Development

- Interested in questions about the meaning of life
- Dependent on home and church for moral and ethical values, even as they are challenging them
- Interested in moral and ethical issues in the curriculum, the media, and daily interactions with their families and peer groups
- Can be idealistic
- Exhibit a strong sense of fairness in human relationships
- Can be reflective, introspective and analytical about their own thoughts and feelings
- Unprepared to cope with some of the hard moral and ethical challenges they face.

PROFESSIONAL RESOURCES

Bad News ⇒ Good Teaching

Middle school students are at a point in their development where they are ready to interact with controversial issues and the real world. However, they need the careful direction of a sensitive adult as they begin to explore serious topics.

The following suggestions tell students how to deal with “bad” news. They were developed by the Pennsylvania Newspaper Association Foundation Newspaper In Education Committee and are reprinted with permission.

- Separate the news from the messenger. Remember that newspapers deliver the news; they don’t create it.
- Turn negatives into positives: Use “bad news” stories, such as those about fires and other disasters, into instructional opportunities. They provide a teachable moment to review safety procedures and problem-solving techniques. Talk about prevention, safety issues and consequences.
- Encourage students to write letters to the editor about controversial issues. If they disagree with the way a story was handled, have them outline a better alternative and write a justification for their reasoning.
- Have students discuss ways to make something good come out of a bad event.
- Discuss different ways to handle “bad” events. Help students build self-esteem and self-confidence by teaching them how to deal with life’s dangers and problems. As a result, students see that they can have some degree of control over what happens to them.
- When students want to discuss a story you don’t want to deal with, give a reason. Even “I’m not comfortable talking about that issue” can be a valid reason.
- Use another section of the newspaper. For example if you are uncomfortable dealing with a story on page one, use a different section of the newspaper — local news, lifestyle, sports, etc.
- Remember that you can’t deal with fear by ignoring it.

PROFESSIONAL RESOURCES

Instructional Strategies

Newspaper Modeling for Writing Activities

The newspaper offers excellent examples of professional writing. Newspaper writers must research stories, write effectively and do it on an extremely tight schedule. Use the wire service and local stories as models for students. Remind students that different sections of the newspapers reflect different writing styles. Hard news stories are tightly written with many details. They register at 10th-grade to professional readability levels. Feature stories are more informal and easier to read. Writing sports articles often requires shorter, punchier sentences.

There are some differences in usage and style that can confuse students. Newspaper stories follow the AP (Associated Press) Stylebook. Here are some common differences in presentation and usage.

Element	English class conventions	Newspaper style
Sentence structure	Sentences express complete thoughts. Compound and complex sentences are used carefully.	News writing has long and complex sentences with many pieces of information.
Paragraphs	Paragraphs contain several sentences that address the same topic.	Paragraphs are often one sentence long because newspaper columns are narrow and paragraphs consisting of several sentences are difficult to read. Journalists refer to paragraphs as “grafs.”
Titles	Titles are usually written with all major words capitalized.	Headlines: Capitalize the first word and all proper nouns. Other words are lowercased. This style makes headlines easier to process visually on the newspaper page. Students get confused because newspaper “titles” don’t follow school rules. A headline is not a title. It is a headline, with its own rules.
Punctuation	Standard usage	Standard usage except in the case of quotation marks in headlines. If a direct quote is used in a headline, it is set off by single quotes, not double quotes. The single quotes in headline type are easier to process visually and create less clutter on the page.
Grammar	Standard usage	Standard usage. Some minor situations may vary, such as hyphenation, abbreviations, etc.

PROFESSIONAL RESOURCES

K•W•L

KWL, or Know-Want-Learn, was developed by Donna Ogle, current president of IRA. Students are asked what they already Know about a topic, what they Want to learn, and what they have Learned as a result of their reading.

- The teacher prepares a KWL chart.
- Before students read the newspaper story, they list what they already know about the subject.
- Then they list questions they would like to know from the story.
- After they read the story, they fill in the last column. If a question has not been answered, they are directed to research resources to find the answers.

Know	Want	Learn

ReQuest

ReQuest is designed to improve students' comprehension by developing questioning behavior. These steps can be used with a long newspaper story.

- The teacher and students read the first sentence silently. The students ask the teacher questions about the sentence. The teacher answers as clearly and completely as possible.
- Next, the teacher asks students questions about the same sentence. Students answer the questions.
- As students become more proficient with the strategy, longer passages can be used. At that point, they can do the ReQuest process with each other.

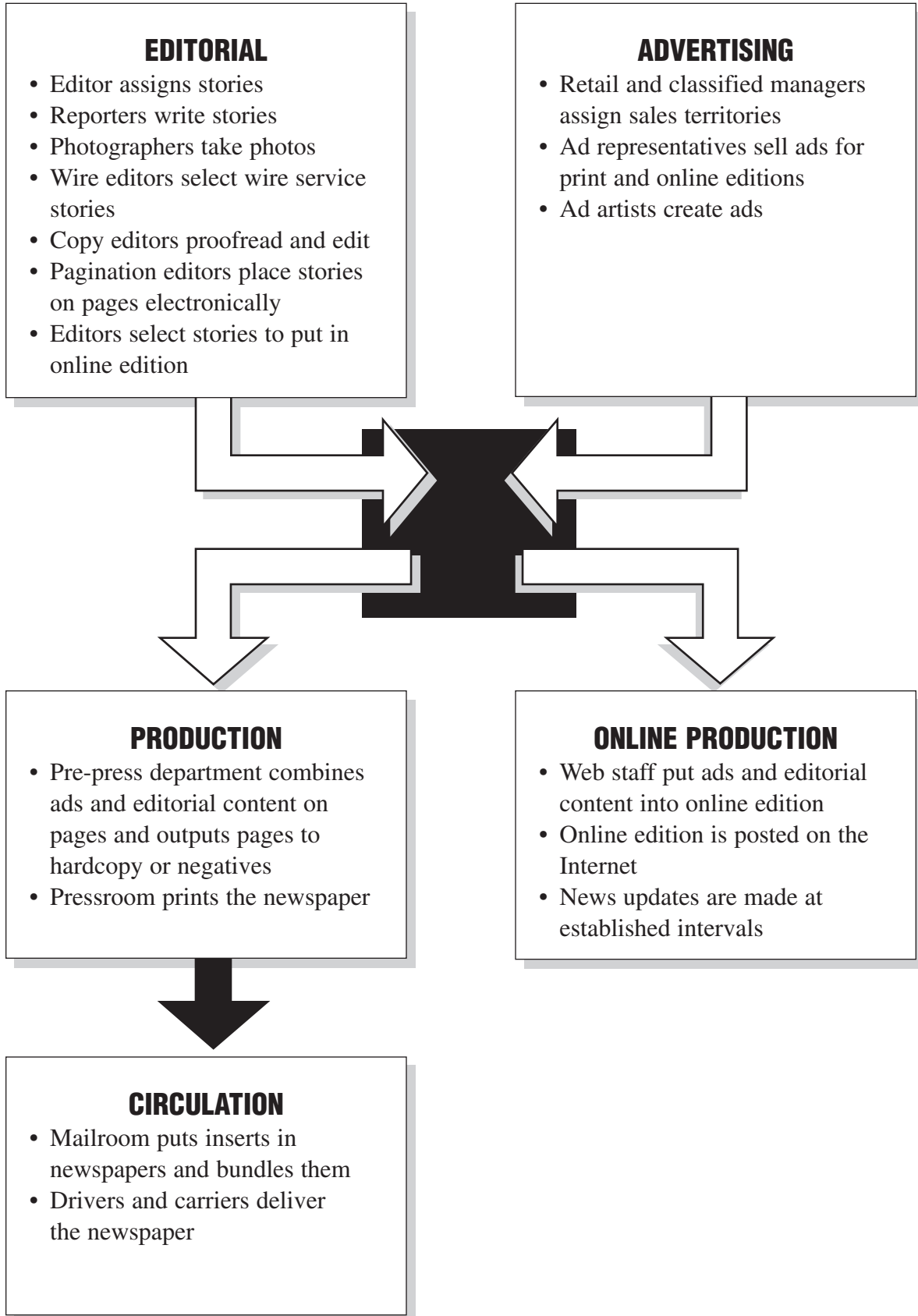
PROFESSIONAL RESOURCES

Reciprocal Teaching

With reciprocal teaching, teachers model comprehension processes in a systematic way. It is particularly useful with text that has new facts and information. Reciprocal teaching uses the following method:

- Everyone reads a portion of the news story silently
- The teacher models the steps in the procedure
- The students summarize the selection in one or two sentences
- The teacher questions the group with open-ended and not detailed questions
- The teacher clarifies any difficult part of the passage by explaining, giving examples or drawing analogies
- The students predict what the next section might be about
- After the teacher demonstration, students take turns following the same process
- When students become proficient with the strategy, they can do it together without the teacher's assistance.

NEWSPAPER PRODUCTION FLOWCHART



GLOSSARY

Advertising—The activity of attracting public attention to a product or business, i.e., paid announcements in print or on the air.

Beat writer—A writer who covers a “beat,” or specific topic, place or team.

Budget meeting—A daily meeting where the editorial staff talks about the schedule of stories for the next day.

Byline—The writer’s name at the beginning of the article.

Circulation—The total number of people who subscribe to the newspaper and buy it at a newsstand.

Classified ad (or “want ad”)—People-to-people advertisements for items that individuals or businesses are looking for or want to buy or sell, i.e., a job, car or house. Called “classified” because ads are classified by category.

Columnist—A writer of a column that appears regularly in the newspaper. Columnists frequently offer their opinions on current events.

Cutline—The caption accompanying a photo.

Dateline—The line at the beginning of a news story that gives the date and place of the story’s origin.

Display ad—A larger ad that often includes photography or art as well as text. Display ads can run anywhere in the newspaper.

Edit—To revise, proofread, write a headline or approve a story for publication.

Edition—One of a number of versions of a newspaper issued in one day.

Editorial—An article located on the editorial pages of a newspaper stating the opinion of the newspaper.

Firsthand information—Information gathered about an event through direct experience.

Feature story—A story in which the basic purpose is something other than news.

Flag (or banner)—The name of the newspaper on the front page, set in a particular style of type so it is easily recognized.

Foreign correspondent—A journalist who gathers news outside the United States.

Index—A listing, usually on the first or second page of a newspaper, that refers readers to stories and sections throughout the paper.

GLOSSARY

Internet edition—Several stories selected by editors from the day’s newspaper that appear on a newspaper’s Web site.

Journalist—A newspaper editor or a reporter who gathers information and writes articles.

Kill—To remove a story or ad from the newspaper.

Layout—A plan or sketch of each page of the newspaper indicating where photos, articles, ads and headlines will be placed.

Lead—The first paragraph of a story, designed to give readers the most important information and “lead” them to continue reading.

Masthead—A box of information, usually found on the editorial page, containing the name of the newspaper, its ownership and management.

News story—An article that includes the important details of a newsworthy event.

Newsworthy—Events and information that readers want and need to know immediately; information that might have an impact on people’s lives.

Obituary—A published notice of a death, sometimes with a brief biography of the deceased.

Online newspaper—The Web version of a newspaper edition.

Pagination—The process of designing and producing a full page of the newspaper on a computer.

Photo credit—A byline for the photographer, crediting him or her for a photo.

Publisher—The person responsible for the total operation of the newspaper.

Refer [pronounced “reefer”]—Lines of type and sometimes art that refer readers to stories inside the newspaper.

Review—A critical report of a new book, movie, television show, performance or restaurant.

Scoop—An exclusive story.

Staff writer—A writer employed by the newspaper.

Syndicate—A news service that sells columns, comics and specialty features to newspapers throughout the country.

Tip—Information from a source outside the newspaper leading to an interesting news story.

Wire service—A company or cooperative that sells stories and photos, and sends them via satellite or computer to newspapers for them to publish.

WORLD WIDE WEB SITES

Newspaper Association of America Foundation

www.naa.org/foundation

International Reading Association

www.ira.org

National Council for the Social Studies

www.ncss.org

The American School in Japan

www.asij.ac.jp/

The Junior Seahawk Newsletter

www.halcyon.com/arborhts/jrseahaw.html

KidNews Home Page

www.kidnews.com/

National Middle School Association

www.nmsa.org

NESPA - National Elementary Schools Press Association

www.nespa.org/

New York Times Student Connections, Grades 6-12

www.nytimes.com/learning/students

NIE Learning Links for Students – Journalism

www.nieworld.com/students/links/

Patriot Press

www.chesapeake.net/patpress/

Royal Oaks Roadrunner Express

www.sowashco.k12.mn.us/ro/newspaper/dec98.htm

School Newspaper

www.whyy.org/smc/allen/newspaper.html

Student Press Law Center

www.splc.org/

Surfing the Net with Kids

www.surfnetkids.com

WORLD WIDE WEB SITES

The Official Site for U.S. Government Information

www.firstgov.gov

The Write Site

www.writesite.org/

Washington (Elementary) Times

www2.localaccess.com/jhensley/washingt.htm

What's Up? on the Web

www.traknet.com/phoenix/

Whitehousekids.gov

www.whitehousekids.gov

The Writing Company

www.writingco.com/