Press Ahead!

A Teacher's Guide to Creating Student Newspapers

Newspaper Association of America® Foundation

Cover #2

Press Ahead!

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Introduction

About the Organization

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. Newspaper In Education Week is observed the first full week of March; for the year 2000, that means March 6-10. 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.

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 its mission by:

- Promoting operating programs that encourage newspaper use by young people
- Forming strategic alliances
- Making 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.

The IRA is dedicated to service on an international scale. It has more than 1,300 councils functioning at the local, state and national levels. The IRA achieves its outreach through publications, conferences, journals and committees.

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.

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International Reading Association

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National Council for the Social Studies

3501 Newark Street, N.W.
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www.ncss.org

About Press Ahead!

Press Ahead! is both a teaching tool and a planning guide for creating a student newspaper.

As a teaching tool, it provides background on the different sections and elements of a newspaper. It includes an instructional guide that requires students to go beyond a quick overview of newspaper components by analyzing the structure, language and connections of different parts of the newspaper.

Press Ahead! also serves as a planning guide for students who want to produce their own newspapers. Forms are provided to help students gather data and organize their thoughts. Other forms detail the steps to produce a newspaper and guide the process of making assignments to newspaper staff.

Press Ahead! also provides opportunities for students to investigate and discuss issues related to press ethics and responsibilities. A section of this guide includes background information and instructional activities on topics such as press freedom, tabloid journalism and online newspapers.

Creating the Newspaper Component

This section contains modules related to preparing and creating a classroom or school newspaper. There are five components for each module:

- **Background**—A discussion of the nature and role of essential elements in the newspaper.
- **Study the Pros**—Activities that require students to analyze newspaper elements to determine the relevant characteristics of each.
- **Writer's Planning Sheet**—A form that requires students to gather necessary information and organize their thinking in preparation for creating a part of the newspaper.
- **Assessment**—A rubric-like form to assess whether students have met the requirements of the writing/creating task at a commendable or acceptable level or whether they should "revisit" or rework the assignment.
- **Adaptations**—Suggestions for adapting each assignment for younger and older students.

Language Arts Standards

Many individual schools, districts and states have established content standards for their programs. The lessons in this guide address many language arts and social studies standards. The charts below illustrate how specific standards can be taught using the newspaper. The standards are listed in the first column. The individual lesson topics are listed across the top of the chart. The boxes in the column indicate which topics may be used to address each standard.

Standard	News	Feature	Edit.	Sports	Enter.	Bus.	Photo	Ad	D/P	Tips	Free.	Sens.	Far	Other	Web
1. Determine text organization and content	■	■	■	■	■	■		■		■					■
2. Apply word to read new words	■	■	■	■	■	■		■				■	■		
3. Use context clues	■	■	■	■	■	■		■			■	■	■		■
4. Interpret graphics	■	■	■	■	■	■	■	■	■				■		■
5. Form generalization based on evidence from more than one text			■					■							■
6. Find detail from more than one source to refute a generalization			■								■				■
7. Use examples to support a conclusion		■	■								■				■
8. Use facts to inform	■	■	■			■						■		■	■
9. Compare/contrast problems and solutions	■	■	■			■						■		■	■
10. Identify audience and purpose	■	■	■	■	■	■	■	■			■	■		■	■
11. Correct spelling, punctuation, grammar and stylistic errors	■	■	■	■	■	■	■		■	■		■	■	■	■
12. Use relevant graphics such as photos, charts, maps, tables and graphs	■	■		■	■	■	■	■	■	■	■	■	■		■
13. Maintain logical sequence	■	■	■	■	■	■	■	■	■	■	■	■		■	■
14. Make logical transitions between paragraphs	■	■	■	■	■	■					■	■		■	■
15. Use precise language	■	■	■	■	■	■	■				■	■		■	■
16. Make effective word choices	■	■	■	■	■	■	■	■			■	■		■	■
17. Demonstrate knowledge of art elements						■	■		■				■	■	■
18. Combine art elements in effective manner						■	■		■				■	■	■

Lesson Topics: *News, Features, Editorial, Sports, Entertainment, Business, Photojournalism, Advertising, Design and Production, Tips on How to Read a Newspaper, Freedom of Press, Sensationalism, Far Side, Other Newspapers, Internet*

Social Studies Standards

Standard	News	Feature	Edit.	Sports	Enter.	Bus.	Photo	Ad	Tips	Free.	Sens.	Far	Other	Web
1. Compare role of local, state and federal governments	■		■				■			■				
2. Describe the actions of a responsible citizen	■	■	■			■	■			■	■		■	■
3. Demonstrate an understanding of the concept of law	■	■	■			■	■			■	■			■
4. Explain how scarcity and choice govern economic decision-making	■	■	■	■	■	■		■		■	■		■	■
5. Explain how land, labor and capital affect development	■	■	■	■	■	■	■	■		■	■		■	■
6. Locate continents, countries, cities and physical features of places	■	■	■	■	■	■	■	■		■	■	■	■	■
7. Describe physical and human characteristics of places	■	■	■	■	■	■	■	■		■		■	■	■
8. Relate historic events to current situations and decision-making	■	■	■			■	■			■			■	■
9. Show examples of how language, family, beliefs and traditions reflect the elements of culture	■	■	■	■	■	■	■	■		■			■	■
10. Research and defend two or more sides of an issue	■	■	■							■		■	■	■

Lesson Topics: *News, Features, Editorial, Sports, Entertainment, Business, Photojournalism, Advertising, Tips on How to Read a Newspaper, Freedom of Press, Sensationalism, Far Side, Other Newspapers, Internet*

Newspapers and the News

Reading newspapers is one of the best ways to keep up with important news in your town, across the country and around the world. It's also a fun way to find out about topics such as sports, travel, hobbies and entertainment.

People have recorded important events since ancient times, when the Romans posted handwritten news in public places. In the mid-1400s, printing with movable type was invented in Germany. By the 1500s, newspapers began to appear in Europe. The first newspaper in America was printed in 1690. Benjamin Franklin began publishing The Pennsylvania Gazette weekly in 1720, and he was one of the first editors to use illustrations in a newspaper.

Today, about 1,800 daily newspapers exist in the United States. Although there are many other ways to get news, such as TV, radio and the Internet, the advantage of newspapers is that they can cover more stories and present information in greater detail. For example, the script of a half-hour newscast would fill only part of the front page of a standard-sized newspaper.

"News" is a hard word to define. Basically, it is important information that a reader did not know before it was presented. Or it can be defined simply as anything anyone wants to know. News in one place might not be news somewhere else. When it snows three inches in Florida, that's news because it's rare. But it probably would not be news in Minnesota, where deep snows occur often.

Newspaper people always debate what constitutes "news." And they still quote an old saying: "When a dog bites a man, that is not news. But when a man bites a dog, that is news."

Playwright Arthur Miller said, "A good newspaper is a nation talking to itself." Benjamin Bradlee, famed editor of The Washington Post said, "News is the first rough draft of history."

Newspapers Go High-Tech

The effect of modern technology has been felt strongly in the newspaper world. The changes start with news gathering. Instead of using a pay phone or racing back to the newsroom to type copy, reporters now use cell phones or laptop computers to relay their stories from the scene. In the midst of a breaking news story, it's not unusual to see dozens of newspeople typing out their text to meet a rush deadline.

Computers have changed the way departments in the newspaper are organized. Rather than hand-carrying a story from reporter to editor to layout artist, newspapers now shift a story electronically from computer to computer, sometimes without putting it on paper until it's finally printed in the newspaper.

News from around the world is gathered from news services that send stories and photos over telephone lines or via satellite. Information, including press releases, is sent over fax machines and e-mailed to reporters and editors. (A press release is a document used by civic groups, businesses, advertisers and private citizens to get information to newspapers.)

Telecommunications technology is bringing news from around the world better and faster. Information is transmitted at high speed via satellite, telephone lines, microwave links and fiber-optic cables. Computers exchange data via high-speed modems over phone lines and satellites.

Many newspapers now have voicemail services that allow readers to deliver "talking" letters to the editor; they don't even have to write! At some papers, a reader can hear a selection from a recently reviewed music CD or learn the score of a late game. Computer services even provide file copies of stories that have been published days, months or years ago.

The Internet has become an important resource in the news industry. Reporters use the Internet to research stories and communicate with sources. Many newspapers provide an online edition in addition to the printed product.

Creating the Newspaper

This section provides opportunities for teachers and students to explore issues relevant to the modern news-gathering process. A background section introduces each topic. Instructional activities require students to analyze news products as they relate to each topic.

News Writing

Producing a newspaper requires speed and many skills. Reporters, editors and photographers work under the constant pressure of deadlines.

To gather the news, most newspapers rely on their own reporters and news services.

Reporters go to the scene of news events and use interviews and research to gather information for their stories. They must have good judgment to sort out important details, and they need to be good writers to tell a story in a clear, fair and interesting way.

Most newspapers have several kinds of reporters. Some cover a specialty called a "beat." A beat can be a location, such as city hall or the police department, or it can be a subject, such as science or travel. Investigative reporters search out and expose political corruption or other wrongdoing. General-assignment reporters cover any story to which they are assigned, from fires to county fairs to education.

Not even the biggest newspapers can afford to have reporters everywhere, so they also depend on wire news services such as The Associated Press, which has reporters stationed throughout the world. Many papers also get news from newspaper services, such as The New York Times and The Washington Post.

In writing a news story, reporters usually give the important facts in the first paragraph, called the "lead." They then present details in the rest of the space given to the story by the editor. The completed story then goes to a copy editor, who checks the story for accuracy and writes a headline for it. Everything is written and sent from reporters to editors through computers.

At newspapers every day, editors must decide which stories are most important and where to place them in the paper. It's a big responsibility that can be exciting, interesting and difficult.

When everything is completed on deadline, an old-fashioned phrase is still used: The newspaper has been "put to bed."

Study the Pros

News stories are designed to give readers a maximum amount of information in an efficient manner. For many years, news writers have used an "inverted-pyramid" format. Four of the essential "five W" elements—who, what, when and where—are contained in the first, or lead, paragraph of the news story. Additional details follow, with the least important information at the end of the story. The "why" or "how" of the story often must be inferred by the reader. Today, many writers try to get readers' attention with an unusual opening, such as an intriguing statement, a captivating question or an engaging quotation. In these stories, the "five W" elements usually appear in the second or third paragraph. In many cases, the writers craft a special ending for the story as well.

The traditional inverted-pyramid style still appears in many wire stories, while local stories may open with an attention-getting lead. Newspaper writing styles are changing for several reasons: With older technology, it was more tedious for editors to lay out the stories in the newspaper. A story sometimes had to be "cut" to fit the space allotted for it, so the least important information at the end of the story was eliminated. With faster computers and computerized layout programs, editors have better control over the length and placement of stories in the newspaper.

1. Analyzing News Stories

- Find a news story with the traditional inverted-pyramid structure. Circle the information that tells who, what, when and where. Underline the sentences that tell why or how.
- Find a news story with an attention-getting lead. Then circle the who, what, when and where words and underline the sentences that tell why or how.
- Look at the last piece of information in each story. Is it the least important information in each case?
- Compare the two stories. Which writing style do you like better? Explain why.

2. What's the Source?

There is a lot of information in a news story. Most readers never think about how the writer gathered all the facts and details in a story. In some cases, the writer gathered the information; in some cases, the writer was at the scene of the story and witnessed the events firsthand. In other cases, the writer interviewed someone at the scene or someone connected with the events in the story. Sometimes, the writer has received written information, in the form of a press release, from an individual or organization. In many cases, the writer has to research information from other resources. Writers often cite the sources of their information to give credibility to their stories.

3. Analyzing Sources

Analyze a news story from the newspaper. Number the sentences in the story. For each sentence, identify the possible source of the information. Indicate whether you think this is a reliable source of information and explain why.

Writer's Planning Sheet

A good news writer must collect information about a news event, organize it carefully and present it clearly. Use this planning sheet to prepare your story:

1. List the five Ws for your story.

- Who
- What
- When
- Where
- Why/How

2. List additional details.

3. List any quotes from people involved in the event.

4. Write a five-step plan indicating the way you will sequence the information you've gathered.

5. Write a traditional lead paragraph for a story written in inverted-pyramid style.

6. Write an attention-getting introductory sentence.

7. Select one of the leads you've written and finish your story.

Assessment

- **Commendable**—Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable**—Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit**—Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The story contains all the five Ws information.			
The story contains additional relevant information.			
The story is arranged in a logical way.			

Adaptations

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Structure the planning sheet to a lead appropriate to your students. Have students list the five Ws and two additional facts. Have them practice writing just one lead.

Older Students

Add a background requirement to the planning sheet. Have students research the topic and include additional explanatory information. Students may also design a graphic element, such as a table, chart or graph if appropriate.

Feature Writing

Writing feature stories is one of the most interesting jobs on a newspaper. Features include everything from interviews with celebrities to stories and columns about entertainment, hobbies, leisure, special events and cultural activities.

Features often are called "human-interest stories." They are usually people-oriented and provide a relief from the sometimes disturbing "breaking news."

Features can be written in different styles. Sometimes, they have offbeat "leads" that are meant to draw in readers. Classic leads are an art form of journalism. The first time human beings landed on the moon in 1969, millions watched the spaceship on television for hours, waiting for the astronauts to get into their spacesuits before emerging. The lead on a news service story read: "The whole world waited while they dressed to go out."

Of course, the basic rules of good journalism that apply to news stories also apply to feature stories. They must be fair and accurate. They also need to answer the basic questions of all journalism:

- Who is involved?
- What happened?
- When did it happen?
- Where did it take place?
- Why is this newsworthy? Why is it important or interesting?
- How did it happen? How will it affect a reader?

Like other reporters, good feature reporters tend to be people with a curiosity about life. They are sincerely interested in what other people are doing and what they have to say. They have to be good listeners who can take notes or record interviews so they can quote people correctly. Like other reporters, feature writers often study courses like journalism and liberal arts in college. Almost all journalists advise students to get experience by working on their school or college newspaper and volunteering or interning at a local newspaper office or a radio or TV station.

Study the Pros

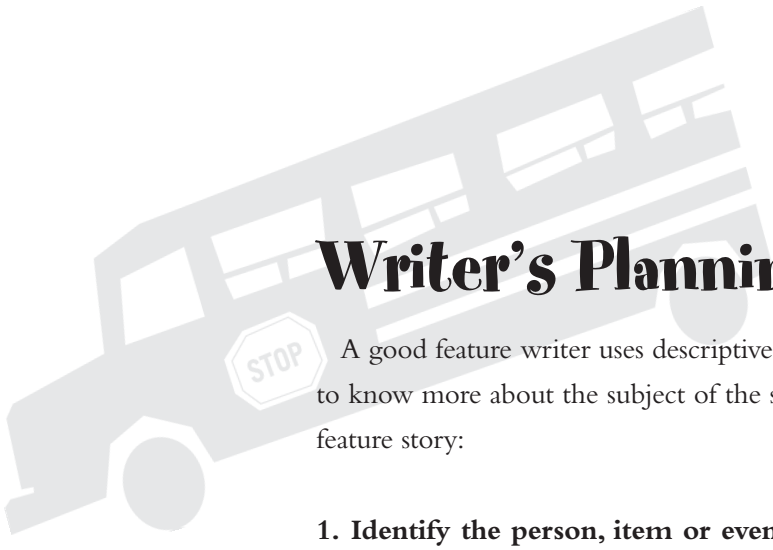
Feature stories are often defined by what they are not. They are not breaking news, they are not editorials and they are not reviews. They are timely and interesting stories that are relevant to readers' lives.

1. Analyzing Feature Stories

- Select a headline from a feature story in the newspaper. Do not read the story.
- Write 10 questions that you would expect to have answered in the story.
- Read the story. Write the answers to your questions.
- If any of your questions were not answered, where could you look to find the answers? Be specific.
- Why do you think this story is running now?
- What readers would find this story important in their lives? Why?

2. Creating Interest

- Select and read a feature story that is interesting to you.
- Examine the opening sentences of the story. How did the writer get your attention?
- Make a list of the words or phrases the writer used to describe the person, item or event featured in the story.
- Look at the ending of the story. What did the writer use to create an effective closing?



Writer's Planning Sheet

A good feature writer uses descriptive words and many details so readers will want to know more about the subject of the story. Use this planning sheet to prepare your feature story:

1. **Identify the person, item or event you will write about.**
2. **List at least seven descriptive words you will use in the story.**
3. **List interesting quotes from the person or people involved in the story.**
4. **List five interesting pieces of information about the subject ranking them from most to least important.**
5. **Write an introduction that will get the reader's attention.**
6. **Finish your story. Be sure your ending makes a connection to your readers.**

Assessment

- **Commendable**—Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable**—Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The subject of the story is presented in a way that makes it interesting to readers.			
Descriptive words are used effectively.			
Quotes are used in a way that enhances the story.			
The story is presented in an organized way.			
The writer makes a connection between the readers and the subject.			

Adaptation

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Suggest topics. Review the number of facts or descriptive words required. Have students write a three-step plan that includes a beginning, middle and end.

Older Students

Add a research component to the assignment. Have students use information from print or reputable Internet sources in the story. Require students to interview at least two experts in the subject.

Editorial Writing

Editorials in newspapers are opinions about all sorts of subjects written in hope of swaying readers to a certain point of view.

Many editorials encourage actions that the newspaper believes will benefit the community or the nation. For example, they may recommend a vote in favor of a school tax or a certain candidate for president. They may praise a firefighter for heroism or discuss issues such as gun control or school dress codes.

Editorials usually are printed on the editorial page to help readers identify them from other stories. The Op-Ed page, for opinions and editorials, is positioned next to the editorial page. It contains opinion pieces that present positions that may be different from those taken by the editor.

Like all journalists, editorial writers need to present facts and reasons for opinions. Often, humor can be an effective tool to persuade a reader.

One of the most popular kinds of editorials is the editorial cartoon, a drawing that pokes fun at someone or something currently in the news. A good political cartoon can say in one drawing what an editorial might take 1,000 words to say—and it can make us laugh in the process.

Many newspapers have columnists who are experts in certain areas or writers whose opinions are respected. Most newspapers try to balance their editorial pages with columnists who have different points of view.

Newspapers also publish letters from readers on the editorial page. This is how citizens get to express their views about current events. Letters to the editor also give readers a chance to praise or criticize the paper's news coverage.

Opinions are not limited to the editorial pages. They can appear in other parts of the paper, such as sports, movie reviews and even the comics.

Study the Pros

Most people know that editorials reflect the viewpoint of the newspaper. But an editorial is more than opinions. The editorial writer must include information—statistics, details, examples—to support their opinion. To make the editorial even more effective, the writer must present arguments and then challenge the arguments of others with different opinions. The writer makes an appeal to the reader to accept the position expressed by the newspaper.

1. Analyzing Editorial Writing

- Select an editorial from a newspaper. By filling in the chart below, show how the writer addresses the components of the editorial:

Component	
Present position	
Facts to support the position	
Opposing position	
Facts to support opposing position	
Challenge opposing position with facts	
Appeal to reader	

2. Be Persuasive

- Select and read an editorial that interests you.
- Examine the individual words and phrases the editorial writer uses to persuade the reader. First, list the persuasive words; then write a more neutral word to replace the persuasive word.

Persuasive Word	Neutral Word

3. Check It Out

- Select and read an editorial that interests you.
- Examine the facts the writer presents in the editorial. How could you check the facts to see if they are accurate? List the facts on the chart below. Next to each fact, write a source or an individual you could consult to verify the information.

Fact	Source

Writer's Planning Sheet

It is easy to have an opinion. It is harder to support that opinion with powerful and verifiable information. Use this planning sheet to prepare your editorial:

1. Identify your issue.
2. What is your position?
3. List at least three details to support your position.
4. What is the opposing position?
5. List details that support the opposing position.
6. Describe your challenge to the opposing argument.
7. What will be your appeal to the reader to support your position?
8. Write your editorial.

Assessment

- **Commendable—**Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable—**Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The writer's position is clear.			
The writer includes facts to support that position.			
The opposing viewpoint is acknowledged.			
Facts supporting the opposing viewpoint are presented.			
Effective challenges are made to opposing facts.			
An appeal for support is made to the reader.			

Adaptations

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Have students list only two supporting facts. Have them acknowledge opposing viewpoints but don't require them to challenge it.

Older Students

Require specific types of supporting information, such as statistics from research by an unbiased source, historic reference or quotes from experts on the subject.

Sports Writing

Interest in sports news, scores and features is at such a high pitch that most newspapers have a section just for sports. Readers want to know about heroes like Michael Jordan, Mark McGwire, Sammy Sosa and Olympic skater Michelle Kwan, as well as less-famous athletes—perhaps a disabled athlete who uses a wheelchair in a marathon or a high school gymnast.

Along with major sports such as football, basketball and baseball, more newspapers are covering nonprofessional sports, fitness and outdoor activities. There is also more reporting about women's sports.

Sportswriters need to have a knowledge and ideally a love of the games they cover. They also need to know about business, drug and health problems and labor and racial issues. The landscape of sports is broader and more varied than ever, and sportswriters need to keep up.

Reporters in sports also need to be fast. A baseball game can end at 11 p.m. or midnight even, and a sportswriter may have only 15 minutes to meet a deadline for the next morning's newspaper. As sports columnist Joan Ryan of The San Francisco Chronicle says: "You have to be very good at organizing your thoughts, knowing what you want to say and how to say it clearly."

Often, readers who have watched a sports event in person or on TV already know the who, what and when of a story. So a sportswriter has to tell how and why. How or why did the team win or lose? Why did the coach make the decisions he or she did? Good interviewing skills are essential.

The writing on the sports pages often contains colorful language and vigorous verbs. But don't think it's all fun and games. As the famous New York sports columnist Red Smith said in 1982: "There is nothing to writing. All you do is sit down at a typewriter and open a vein." Change typewriter to computer and it still applies to most good writing today.

Study the Pros

Sports writers are adept at vocabulary, sequence and explanations. How many different ways can you say "won" and "lost"? How do you help readers visualize the way an event progressed and the reason it ended as it did? Sportswriters must accomplish these tasks on a daily basis.

1. Analyzing Sports Writing

- Select three sports stories, one each about a different sporting event.
- Write down the opening sentences from each.
- Meet with a classmate who has read three different sports stories. Compare the openings from your stories. What words or phrases did the writers use to draw you into their stories? What two openings do you like best? Discuss why.

2. Say What?

- Select and read a sports story about a game or competition.
- Examine the way the writer uses adjectives to describe an athlete, verbs to tell what the athlete did, and adverbs to describe how the athlete performed. For example, the powerful (adj.) quarterback passed (verb) the ball accurately (adverb) to the receiver.

Adjective	Verb	Adverb

3. What Happened When

- Select a sports story about a game or competition.
- Underline the words that indicate the order in which events occurred.

Writer's Planning Sheet

A good sportswriter uses powerful and colorful words to help readers visualize what took place at a sporting event. Use this planning sheet to prepare your sports story.

1. **Watch a sports competition in person or on TV.**
2. **List the important people and what they did in the competition. Then find a more expressive word or phrase for their actions than the word or phrase used in the paper.**

Person	Action	More expressive word

3. **List the sequence of events at the competition.**
4. **List the five most important things that happened at the event.**
5. **Write an opening that will get readers' attention.**

Assessment

- **Commendable—**Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable—**Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The story has an attention-getting opening.			
The story includes important people and events.			
Expressive words are used to describe people and actions.			
Readers can follow the sequence of events easily.			

Adaptations

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Select a short segment of an event instead of an entire game. Have students list three things that happened. Have students work in pairs to develop better vocabulary words for the story.

Older Students

Add a research component to the writing. Have students include information about an athlete's or team's past performance. Have students compare one team's performance to that of other teams in the same league or level.

Entertainment Writing

As the world of entertainment grows, so does its coverage in newspapers. Entire sections often are devoted to news, features and reviews of movies, TV shows, music and theater events, restaurants, museums and even celebrity gossip.

Why is there so much entertainment news? Because readers want to know if a new movie is dull or if a new musical is worth the ticket price. Young readers want to know about new music videos and their favorite TV shows.

Also, entertainment news is interesting to read. Sometimes, a review of a show can be funnier or more entertaining than the actual event!

Entertainment writers—especially critics—usually are experts in the fields they cover. A top movie critic may have seen thousands of movies, may have studied filmmaking in college, and may know the history and craft of the movies. All critics, whether movie, art or music, would soon be seen as phonies if they were not experts with a respectable knowledge of their subjects. However, even knowledgeable movie critics may see a new film several times before writing a review. But they can't take too much time. As Matthew Arnold, 19th century poet and educator, said: "Journalism is literature in a hurry."

Entertainment writing also requires a love of the subject. Imagine a restaurant reviewer who didn't like to eat (actually, many of them are thin!) or a dance critic who was bored by ballet.

Readers also look at entertainment sections for listings of dates, times and locations of many different events. What's on TV today? Where is a particular movie showing in a theater near you? What lectures or garden tours are coming up? Entertainment sections provide this information, which cannot easily be found elsewhere.

Study the Pros

The subjects of entertainment writing—art shows, musical performances, movies and television—may not seem as important as international relations or local news, but they require a knowledgeable and enthusiastic writer. Stories in the entertainment section of the newspaper tell readers what's going on and educate readers about the arts themselves. Reviews of arts events and movies use specialized vocabulary, provide an overview or history of the subject, and relate the subject to readers' lives. There is much more than fluff in the entertainment section of the newspaper.

Analyze Entertainment Writing

1. **Select and read a review or a story about a fine arts show. Find the following information in the review:**
   - vocabulary words related to the subject
   - facts you didn't know about the subject
   - how the subject relates to other art areas
   - words that reflect the writer's reaction to the subject
2. **Select and read a review or a story about a musical performance. Find the following information in the review:**
   - the names of specific musical compositions
   - facts about the composer
   - facts about a featured performer
   - names of musical instruments featured in the performance
   - references to other composers, musicians or compositions
   - words that reflect the reviewer's or writer's reaction to the performance
3. **Select and read a review or story about a movie, play or television program. Find the following information in the review:**
   - the name of the movie, play or program being reviewed
   - names and roles of actors
   - a synopsis, or brief description of the story line
   - any musical elements in the movie, play or program
   - references to other performers or performances
   - words that reflect the writer's reaction to the movie, play or program

Writer's Planning Sheet

A good entertainment writer must know a lot about fine and popular art forms. The writer tells readers what's going on in the entertainment world and educates them about the arts. Use this planning sheet to prepare a review:

1. List the full name, location, date and time of the event.
2. List the names of the people involved.
3. List any technical words that may have to be explained in the review.
4. List phrases to describe an individual's performance.
5. Briefly describe your reaction to the event.
6. Write your review.

Assessment

- **Commendable—**Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable—**Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
All identifying and location information is included.			
Specialized vocabulary is used and defined where necessary.			
Essential individuals are named.			
Key elements of the event are included.			
The writer's recommendation is clear.			

Adaptations

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Provide support for students by showing a short film or video to the whole class and modeling elements of a review through class discussion. Limit the number of specialized vocabulary words and details required.

Older Students

Require students to define specialized vocabulary directly or through context in the review. Require students to include historical references or contemporary connections to the subject of the review. Have students include biographical information about the artist or performer.

Business Writing

Long before 1925, when President Calvin Coolidge told newspaper editors that "the chief business of the American people is business," newspapers were devoting entire sections to business news.

Today, business sections feature the economy, finance, big and small businesses, consumer advice and news about the stock market where Americans have invested trillions of dollars. Sometimes, readers who own stock in a company or mutual fund will pick up a newspaper and go straight to the stock listings to see if their life savings went up or down in value since the day before. Then they read the front page.

Recently, an entire new field of journalism has emerged on the business pages: technology reporting. Major newspapers have teams of reporters covering the fast-changing high-tech world.

Tech writers often specialize. Some report only about what's new on the Internet. Others cover personal technology, reporting "news you can use" about home computers and how they can (or can't) improve your life.

One major newspaper even has a reporter whose specialty is new computer games—that's all she ever writes about!

Investigating wrongdoing is an increasing duty of business journalists. Many newspapers feel a responsibility to protect consumers, so they seek out and expose dishonesty and unfairness. Reporters must then be like detectives finding "insider sources" of secret information. Often an investigative story can take weeks or months to research.

Business journalists also have to be wary of being "used." If a reporter gets a tip from a drug company that claims to have invented a new cure for a disease, it could be a "scoop." Or it could simply be an attempt by a company to get better publicity.

Like all reporters, good business writers have to research and check their sources to make sure their stories are accurate and valid.

Study the Pros

Many people used to believe that the business section of the newspaper was of interest only to wealthy business leaders. Many different types of readers today are concerned about business news. Many have investments in 401K retirement programs. Consumer information is important to readers who want to know about product quality and safety. A great number of readers like to follow the stock market performance of their favorite companies.

1. Analyze Business News

- Select and read a story about a local business. Answer the following questions about the story:
  - What is the company?
  - What product or service does it sell?
  - Why is the story important at this time?
  - What specific groups of readers would be interested in this story? Why?
  - Why is this story important to the average reader in the community?

2. Tracing Technology

- Select and read a story or column about technology.
- Analyze why the editor included the story in the newspaper.
  - What technology is being discussed?
  - What earlier product/service did this technology replace?
  - What new information about the technology did you learn from the story/column?
  - Why should you know this information?
  - What do you think will happen to this product/service in five years? In 10 years?

Writer's Planning Sheet

A good business writer selects topics and stories that relate to the reader's needs. Use this planning sheet to prepare your business story:

1. **Identify the topic of the story.**
2. **List the businesses involved in the story.**
3. **List the five Ws for your story.**
4. **Write a sentence explaining why your readers should care about the story. How will it affect their lives?**
5. **Write your story.**

Assessment

- **Commendable—**Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable—**Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The business aspect of the story is clearly identifiable.			
The specific businesses involved are identified.			
The five Ws are included.			
The topic has relevance to the readers.			

Adaptations

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Have students write about a product or service available in the school.

Older Students

Have students provide background for readers by giving a brief history of the recent performance of the businesses involved.

Photojournalism

Often, you stop to read an article because the photo with it grabs your attention. At newspapers, photo editors are always on the lookout for pictures that will make a story more dynamic.

A proverb says: "A picture is worth a thousand words." Nowhere is this statement more true than in photojournalism.

Great photos can have a big impact on us. In the 1860s, Matthew Brady changed the world's view of war when he photographed Civil War battlefields. The photos were taken and developed right on the field, sometimes even while the battle was going on. No words were needed to convey the human agony.

Other photos can make us feel good, such as Mark McGwire hitting one more home run or joyful college graduates tossing their caps in the sky.

Did you see the pictures from the surface of Mars? The panoramic scenes of the ancient red rock were taken by a little roving device fitted with a camera. Pictures still move us, day in and day out.

Some photographs, especially those of major news events, come from news services. They can be sent over telephone lines or by satellite. Most newspapers also have a staff of photographers who take pictures of local events.

It takes a special kind of person to be a quality news photographer. Besides all the technical skills—and good timing—a good picture taker has to have a special vision. It's the highest compliment to say a photographer has "a great eye." This means he or she has a special ability to see and show us things we might otherwise never notice. Photojournalists are reporters, too. They must record the five Ws about the subject of their photos so they can give editors accurate information for photo cutlines.

Photojournalists all over the world produce news stories out of their pictures. With a "great eye," they show us newsworthy people, places and things in a way no one else can.

Study the Pros

There are many people who are good technical or artistic photographers. There are people who have a good sense of what makes news and what matters to people. A photojournalist must have both qualities. A sense of news is as important as a camera. Photojournalists must be alert and quick. They don't have time to set up lighting angles and backdrops. They must be able to catch a news opportunity at a moment's notice.

1. Analyze News Photos

- Select several newspaper photos by the same photographer.
- Examine the photos. Compare the photographer's treatment of the three shots with relation to the elements listed below:

Photographic Element	Photo #1	Photo #2	Photo #3
Subject			
Distance of subject from camera			
Facial expressions			
Angle of photo			
Visual impact			

2. Take the Picture

- Examine the photos used to accompany news and feature stories in the newspaper. What did these photos add to the stories?
- Select three news or feature stories that do not have photos. Describe the kind of photo you would like to see with these stories.

Writer's Planning Sheet

A good photographer uses photos to add information and understanding to a newspaper story. Use this planning sheet to prepare a photo for your newspaper.

1. **Identify the topic of the news or feature story.**
2. **Explain why you think a photo will improve the story.**
3. **List four different shots you will consider for the photo. Describe the content, angle, backdrop, etc., for each shot.**
4. **Take the four shots you've planned.**
5. **Select one shot to use in the newspaper. Explain why you selected that shot.**
6. **Write a cutline for your photo.**

Assessment

- **Commendable—**Student composition far exceeds minimal level of performance. Technical elements are superior.
- **Acceptable—**Criterion is met at a minimal level. Student composition contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student composition is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The photo adds information about the story.			
The photo shows good composition and clarity.			
The presentation of the subject of the photo is effective.			
The cutline gives readers complete and accurate information about the photo.			

Adaptations

Adapt the "Writer's Planning Sheet" to a level appropriate for your students.

Younger Students

Have students use disposable cameras to take pictures for the newspaper. Have them make a list of possible shots, considering subject, angle, backdrop, etc., before they begin taking pictures.

Older Students

Have students take a series of four or more shots for each picture. Have them share photos with the editor to discuss selection of the photos to use in the newspaper.

Advertising

Besides publishing the news, U.S. newspapers devote about half of their space to printing advertisements. Ads are both a public service and a way for the paper to make money. About 75 percent of a paper's income comes from advertising. The rest is from what readers pay to subscribe to a newspaper or money they pay for a newsstand copy.

Newspapers offer advertisers several advantages over other media. Most adults read a daily newspaper and many of them specifically check the ads for information on products, services or special sales. Daily newspapers are also timely. An advertiser can create and publish an ad within a day. So if it's the first snow of the season, a store can advertise snow shovels—or on the first hot day of summer, barbecue grills!

Newspapers carry two main kinds of ads: display ads and classified ads. Display ads range in size from less than one column-inch (one column wide by one inch high) to full pages. Most include photos or illustrations. Classified ads, which are sometimes called "want ads," appear in a separate section of a paper. Most consist only of a few lines of print. Classified ads are people-to-people advertisements for houses, cars, furniture and any other items people may want to buy or sell. Car dealers, real estate companies and businesses with job openings also place classified ads.

Advertising departments have teams of salespeople who sell ads. Classified ads usually are taken over the telephone.

Study the Pros

Advertising is very important to newspapers—it pays many of the bills. You will find two kinds of ads in the newspaper. Display ads appear throughout the newspaper. These are ads for many types of businesses, goods and services, such as grocery stores, department stores, pet-care services and movie theaters. Classified ads are in a special section of the newspaper. The ads are placed by individuals and businesses. Car dealers and real estate brokers also advertise in the classified section. Classified ads are grouped together in classifications so that all the houses for sale are together, all the cars for sale are together, etc. This makes it easy for readers to find what they need.

It is important to remember that the news staff of the newspaper has nothing to do with advertising. A retail advertising department is responsible for the selling and often the creation of ads.

Effective display ads are designed to attract the reader's attention and encourage the reader to use the product or service. Advertisers refer to these elements as the AIDA formula: attract attention, arouse interest, create a desire and encourage the reader to act.

1. Analyze Advertising

- Select two display ads for different businesses, such as a grocery store and a bank. Compare the way they use the AIDA formula. Create a chart like the one below:

Advertising Element	Business #1	Business #2
Attract attention		
Arouse interest		
Create a desire		
Stimulate action		

2. Look at That!

- Take a section of the newspaper that you have not yet read. Open the section to any page at random. Look at the page quickly. Which ad first caught your attention? Why did you look at that ad first?
- There are many elements advertisers use to make an ad attractive to readers. Select three ads for different types of businesses. Then use the design elements listed below to compare their attention-grabbing qualities.
- Dominant art element—a huge photo or drawing
- White space—an ad that has a lot of space around elements and type
- Large type
- Unusual typeface

3. Analyze Classified Ads

- Have each member of your class list three things to buy or sell. Then, as a group, set up categories to group the items, such as pets, houses, toys, etc.
- Compare your categories to the categories listed in the index of the classified section of your newspaper. What categories were the same? How many more categories were in the newspaper?

Writer's Planning Sheet

A good ad creator must give readers a lot of information in a condensed and attractive way. Use this planning sheet to prepare your ad:

1. **Identify the product or service.**
2. **List information about the product or service. What does it do? How is it used? What is interesting about it?**
3. **Why should someone want to buy it? How will it benefit someone?**
4. **How will you address the elements in the AIDA formula?**

Assessment

- **Commendable—**Student design far exceeds minimal level of performance. Graphic and typographical elements selected are superior.
- **Acceptable—**Criterion is met at a minimal level. Student design contains required elements but lacks originality.
- **Revisit—**Criterion is not met. Student design is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The product or service is clearly identified.			
There is sufficient information to interest a reader.			
The benefits to the reader are clear.			
The ad has an attention-getting design.			
Information about where and when to purchase the product or service is provided.			

Design and Production Of the Newspaper

This section describes the design, production and circulation elements of the newspaper. A production-planning sheet helps students organize their own staff and establish the procedures for publishing their newspaper.

Design

The "look" of newspapers has changed dramatically over the years. Newspapers used to be mostly "gray" with lots of tiny printing and no photos or artwork.

Today, papers have a more reader-friendly look, with color artwork and more designs that help pull a reader into a story. Designers create a visual identity for a newspaper by working with different fonts and typefaces for headlines and stories.

Sometimes, elements are "pulled out" of a story and enlarged for emphasis—such things as quotes, subheads and cutlines. (Cutlines are the text below a photograph.) The aim is to make the newspaper look inviting, interesting and easy to read.

Production: Putting The Pages Together

Assembling all the news stories, features, photos, illustrations and ads that make up a single newspaper is a huge job. Newspapers may have different types of presses, but the production process is much the same everywhere.

At some newspapers, pages are put together like jigsaw puzzles in the pre-press area. Artists prepare a layout, or sketch, of each newspaper page. The layout shows where the stories, photos and ads should appear. Most newspapers today use computers to create layouts, though some still draw them on paper.

Designing and printing the entire contents of the paper on computers is a process called "pagination." A pagination editor gathers stories, headlines, photos and graphics from computer files and designs the page on a computer screen. The finished page is sent to the imager, which creates a full-page negative. The pages are then photographed and the film is used to make metal plates for the printing press. This method will be used by more papers in the future.

In the pre-press department, workers place ads on newspaper pages either electronically or by pasting them up. Most ads are produced on computers in the advertising or art department and sent electronically to the pre-press department.

Running The Presses

After the pages are made into photo negatives, a press plate made of either aluminum or steel is created from each negative. The plates are put on cylinders on the press. Ink is applied to the plates. Newsprint paper is fed along the cylinders through the press and the newspaper is printed.

An average roll of newsprint weighs about 1,700 to 2,200 pounds. If you unrolled it, it would cover 7 $^{1}/_{2}$ miles. The newsprint travels through the press at speeds close to 35 miles per hour. Thousands of newspapers can be printed in an hour.

Most newspapers use recycled newsprint. Some use 100 percent recycled, others use a combination of recycled paper and "virgin" newsprint.

A newspaper of about 80 pages with a circulation of 550,000:

- uses 267 rolls of newsprint a day, which weigh about 228 tons,
- uses about 5,800 pounds of black ink a day,
- costs 50 cents on the newsstand and . . .
- of this 50 cents, 22 cents goes to pay for newsprint.

Circulation

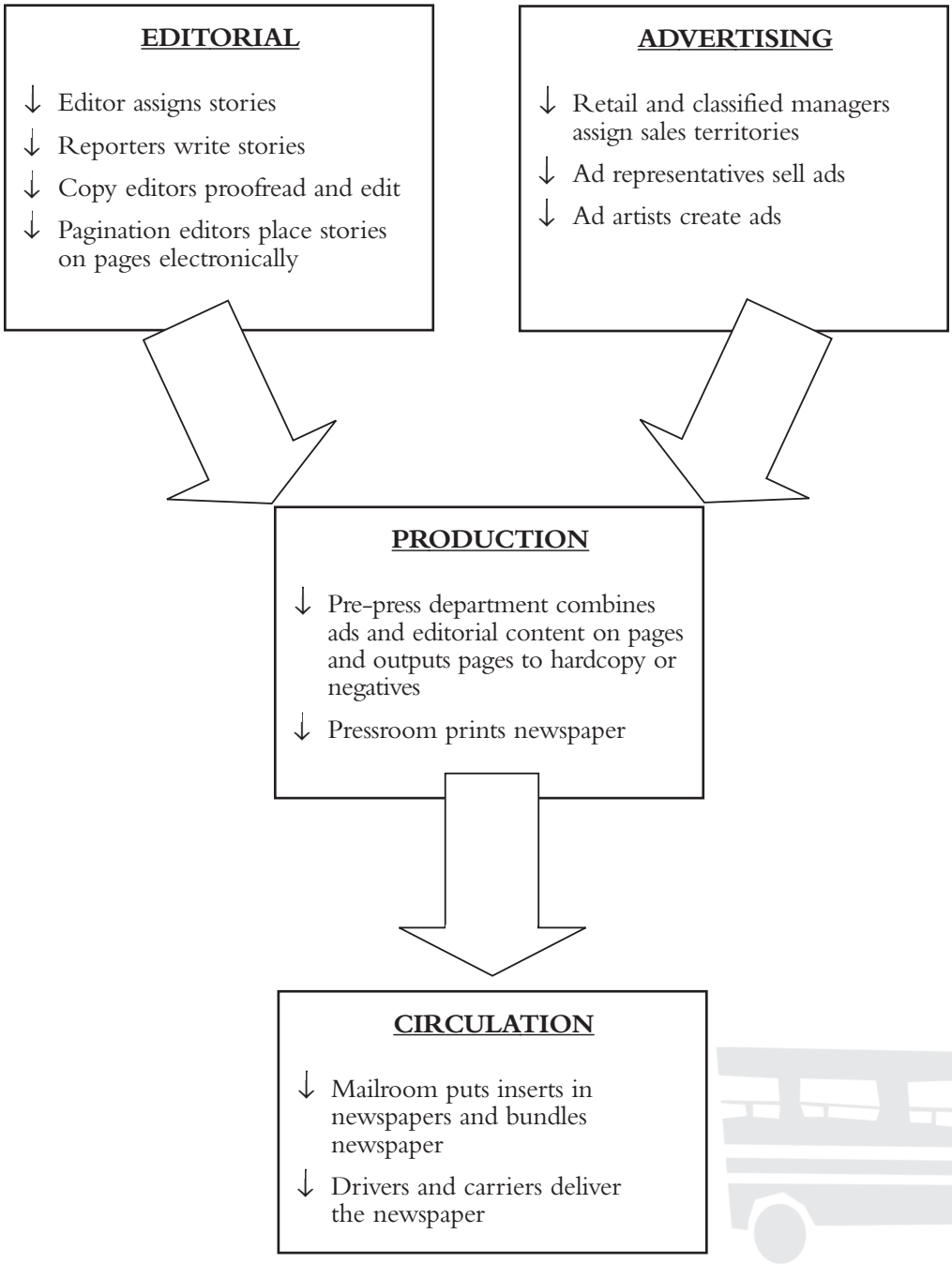
After the newspapers are printed, they are bundled up and loaded onto trucks at the loading docks. At this point the circulation department takes over to distribute the paper.

The circulation department handles the complicated process of distributing the newspaper. After the papers are printed, they come off a conveyor belt in bundles, and trucks haul them to distribution centers and newsstands. People with paper routes deliver the newspapers one by one to homes of subscribers—sometimes with a toss to rival anything in major-league baseball.

Stop The Presses!

When someone has big news, they may use the old-fashioned saying, "Stop the presses!" This used to mean that a reporter had such a great scoop that the front page would have to be remade and the presses would have to start over. You may still hear people use the term "stop the presses" when they have a good story.

Production Flow Chart



Production Planning Sheet

Elements

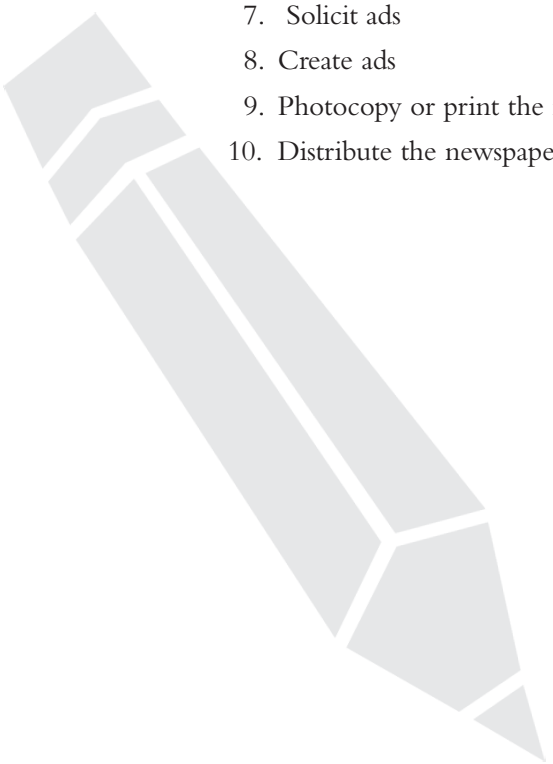
1. Size of finished page (8 1/2 x 11, 8 1/2 x 14, 11 x 17, etc.)
2. Number of pages
3. Number of columns per page
4. Type of production
   - Typewritten
   - Handwritten
   - Word processing
   - Desktop publishing
5. Art/graphic elements
   - Types of elements (photos, drawings, charts, etc.)
   - Method of creation:
     - computer-generated
     - scanned
     - hand-drawn
6. Prepared deadlines
   - Art elements created and ready to input
   - Written elements edited and ready to input
   - Elements assembled and output
   - Pages copied and collated
   - Newspapers distributed

Before You Start

Determine your market—who will read the newspaper: Your class? The school? Parents? Choose a name for your newspaper.

Assign staff. Indicate the persons who will:

1. Design the layout and "look" of the paper
2. Create art elements
3. Edit and proofread
4. Give writing assignments
5. Write news and feature stories
6. Create puzzles and games
7. Solicit ads
8. Create ads
9. Photocopy or print the newspaper pages
10. Distribute the newspaper



About the Newspaper

This section encourages students to explore and discuss issues related to the preparation of news. There is background information about each issue followed by student activities to examine the issues.

Tips on How to Read a Newspaper

This is the most important tip about reading a newspaper: Be a responsible reader. Form your own opinions about whether a story is fair and objective. Think for yourself.

Second, you don't have to read everything. It's possible to skim a newspaper in 10 minutes or less to see what's happening in your world. Here are some tips:

- Look at everything on the front page. Scan the headlines and photos. The most important stories run on page one, or they are promoted in "skyboxes," which are blocks of information put over the flag, or name, of a newspaper.
- Open the paper and pull out any ad supplements. Glance quickly at them to see if there's anything you might want to buy, or set them aside.
- Skim over the front and back of each section, noting news you may want to come back to. An index on page one tells you where to find special sections, such as weather forecasts, vital statistics (births and deaths) and listings of events.
- Return to the front page for a quick read of stories you are interested in.
- Scan stories and the news digest on the first couple of pages.
- Scan the editorial page, marking or cutting out any article you may want to read later—like when you're waiting in line.
- Go to your favorite section—sports, entertainment or business, perhaps—for a minute or so. Again, mark or clip what you don't have time to read on the spot.
- Page through the whole paper, noting the stories and ads you had not seen before.
- If you have time, go to a story or feature that interests you. Before you're finished, check your favorite comic or political cartoon—or the weather to see what tomorrow will be like!

Freedom and Responsibility Of the Press

Freedom of the press is the right to publish facts, ideas and opinions without interference from the government or from private groups. This right is guaranteed by the First Amendment to the U. S. Constitution and it applies to newspapers, books and all other news media such as TV, radio and computer networks.

There have been debates about freedom of the press since printing began in the 1400s, because words have great power to influence people. In some foreign countries, dictators try to control and censor the press so it will not oppose them. Newspaper editors and writers, on the other hand, fight for as much freedom as possible.

Our Constitution grants freedom of the press to encourage the exchange of ideas and to check the power of government. People in democracies need information to keep them aware of what the government is doing and why. To vote responsibly, citizens must rely on honest journalists to provide accurate and timely news of public issues.

The privileges of freedom come with responsibilities. In the United States, newspapers regulate themselves to a great extent.

Respectable publishers do not print stories they know are false or that could lead to crime, riot or revolution. They also don't print libelous material, obscenities or other information that might offend a large number of readers. (Libel is a printed or written statement that is false and harms a person's reputation.)

Most newspapers strive to be fair and objective, presenting all the facts of a story in a truthful way.

Study the Pros

1. **Select three stories from the newspaper that provide information about the government. Explore why citizens need to know this information.**

Headline	Why should citizens know about this?

2. **Select a news story about a controversial issue. Describe what the newspaper reports about different sides of the issue.**

Issue	Position #1	Position #2

Sensational and Tabloid Journalism

We've probably all seen some kind of sensational newspaper, maybe at the super-market. They run big headlines—"Elvis Sightings!," "Two-Headed Lizards!," "Monsters from Outer Space"— with racy stories about Hollywood scandals and celebrity gossip.

This is called "tabloid" or sensational journalism.

The word "tabloid" was first used about 1900 to describe a certain kind of newspaper, about half the size of a standard paper. Because many of the tabloids featured shocking stories of crime, violence and scandal, the word also came to be associated with sensationalism.

Tabloid news is popular because it relates to basic human drives, needs and desires. It provides entertainment, humor and excitement in an easily accessible format. Many readers have fun reading tabloid newspapers, but others argue that their popularity has influenced major newspapers and other news media to run more sensational stories.

Today, the so-called "supermarket tabloids," such as The Star and The National Enquirer (with a circulation of 3.8 million) are as popular as ever. They've even spawned "tabloid TV" shows that specialize in shocking news. A major difference between the serious paper and the supermarket tabloid newspaper is that respectable news media cite known and reliable sources in the former's stories. Tabloid papers often use sources that are biased or unreliable.

It is important to note, however, that tabloid size does not equal sensationalism. Many reputable mainstream newspapers use the tabloid-size format.

Sensational "tabloid" reporting has been popular for a long time and will probably remain so. A London journal wrote: "These newspapers marry couples that never was, bury those that never die, bankrupt those that never break, and rob those that never met with a thief."

This may sound like a recent statement, but it was written 275 years ago in 1725!

Study the Pros

1. **Compare the way a mainstream newspaper and a tabloid newspaper cover the same story. How do they handle the different elements of a news story?**

	Mainstream	Tabloid
Headline		
Lead		
Descriptive language		

2. **Tabloid newspapers often use provocative headlines to catch a reader's attention. The actual story may not live up to the headline. Select three stories in a tabloid newspaper. Write down the headlines. Then read the stories and record the actual verifiable facts contained in the story.**

Headlines	Facts

The Far Side of the Newspaper

Sometimes readers prefer the "far side" of a newspaper, features that often have nothing to do with news. When well done, they can become habit-forming and help increase newspaper circulation. They include:

- Comics, especially the color comic sections on Sunday
- Crossword puzzles
- Advice columns (how to take care of pets or children, how to manage your finances, even advice on teenage dating)
- Fashion stories and photos
- Food sections with recipes and restaurant features
- Home and garden sections with tips on decorating and hobbies
- Horoscopes
- Even bridge lessons!

Of all these, comic strips are the most popular. It is estimated that comic strips are read by more than 200 million people every day, making them the world's most popular art form.

Comic strips began just before 1900 when publisher Joseph Pulitzer asked a cartoonist to create an ongoing character dressed in yellow so the paper could experiment with yellow color printing.

Then, William Randolph Hearst, publisher of The New York Journal, sensed a real circulation builder in these "funny papers." He hired a staff of cartoonists to create the first color comic section. Soon, daily comic strips in black and white were added.

Comic strips became a mainstay of American culture, building up a great following. Among the best known have been Peanuts, Dick Tracy, Buck Rogers, Tarzan, Popeye, Li'l Abner and Doonesbury.

Study the Pros

Today's comic strips find humor in everyday life. Look at the comics page in the newspaper. Find a comic strip for each of the following situations:

- Students or teachers in a school
- Friends doing something together
- Family members
- A parent and a child

Advice columns in the newspaper can teach us about health, cars, computers, getting along with others and much more. Locate three different advice columns in the newspaper. Write down something you learned from each one.

Name of Column	Type of Column	What I Learned

Other Kinds of Newspapers

Newspapers are just what they say they are: papers that print news. If you want to get more specific, a newspaper is any unbound publication issued at regular intervals that seeks to inform, explain, influence and entertain.

Below are listed the many kinds of newspapers in American culture besides the standard dailies.

- **Foreign-language newspapers—**About 1,000 foreign-language papers in nearly 40 languages are published in the United States, with a combined circulation of about 9 million. The largest number are in Spanish, German, Norwegian, Chinese, Italian, Armenian, Greek, Japanese and French.
- **Business and financial journals**, such as The Wall Street Journal.
- **Special trade dailies**, such as, Variety (show business) and Women's Wear Daily (fashion).
- **Hometown newspapers**, which publish only local news and serve a specific community.
- **Special interest newspapers—**There are many group-oriented daily papers such as The Jewish Daily Forward and weekly newspapers such as The Village Voice and The New Times. There also are hundreds of different newspapers aimed at readers with specific interests, ethnic groups, people who enjoy music, travelers and many other interest groups.
- **Student newspapers—**About 2,000 college newspapers are published in the United States, with a total circulation of about 7 million. Elementary and secondary schools also publish newspapers.
- **Others—**There are military newspapers, political papers, prison newspapers and a wide variety of newsletters and publications for corporations, clubs and institutions.

Study the Pros

Collect several different kinds of newspapers. Ask family members or friends for newsletters from companies or organizations. Compare the elements in the different publications. Record your findings on a table like the one below. If a publication has an element listed, put an "X" in the column. If it doesn't, put an "O" in the column.

Publication	News	Headlines	Photos	Opinion Columns	Comics or Jokes	Charts or Graphs	Ads

What elements were found in all or almost all of the publications? Why are these elements so important?

Newspapers on the Internet And Into the Future

Newspapers will always play a key role in journalism because they are so portable and inexpensive. Today, however, more and more news is received electronically.

In 1980, The Columbus (Ohio) Dispatch offered the first electronic newspaper in the United States. Besides printing its regular edition, the paper began transmitting some of its content on computers to subscribers.

Today, many newspapers offer electronic services called "online newspapers." They are updated 24 hours a day, so computer users can get up-to-the-minute news developments. Online readers can find stories, photos, advertisements, even archived information on the Internet newspaper services.

Newspapers also are experimenting with electronic distribution through CD-ROMs (compact discs that can be read by computers) and computerized information networks.

The many "multimedia" technologies combining written text, sound and images are likely to play a big role in the future of journalism.

No matter how the information appears—on paper or computer screen—it will always be the duty of newspapers to tell what is happening in the world as quickly and truthfully as possible.

Study the Pros

Compare your newspaper with the online version of the newspaper. Use the following questions:

Question	Print	Online
Which has more news stories?		
Which has more advertising?		
Which has more comics?		
Which has more sports information?		
Which has more classified ads?		
Which has the most current news?		
Which can you scan more quickly?		
Which can you take with you more easily?		

A few newspapers put all of their stories on their online version. Many have to limit the number they can put online. Look at your print newspaper. Select eight stories you would put on an online version. Explain why you selected these stories.

Resources

This section contains a glossary of media terms as well as Web sites and print materials related to news gathering and publishing.

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 talk 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 or 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, its management, its readers or other people.

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.

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

Journalist—A reporter who gathers information and writes articles about important events.

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 about 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.

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 the photo that has run.

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 member newspapers.

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

Patriot Press
www.chesapeake.net/patpress/

KidNews Home Page
www.kidnews.com/

Classroom Newspaper Workshop
www.kidnews.com/cnwframes.html

NESPA - National Elementary Schools Press Association
www.nespa.org/

Welcome (Children's Express)
www.ce.org/

The Write Site Homepage
www.writesite.org/

Journalism Forum - The Online Press Club
www.jforum.org/

Writing Company Home Page
writingco.com/

Writing Company Product Information (VIDEO)
writingco.com/c/@KLQ0djG8Yb8DY/Pages/product.html?record@TF20629

Writing Company Journalism
writingco.com/c/@gEigN25vdulUw/Pages/journalism.html

Student Press Law Center
www.splc.org/

NIE Learning Links for Kids - Journalism
www.nieworld.com/students/links/

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

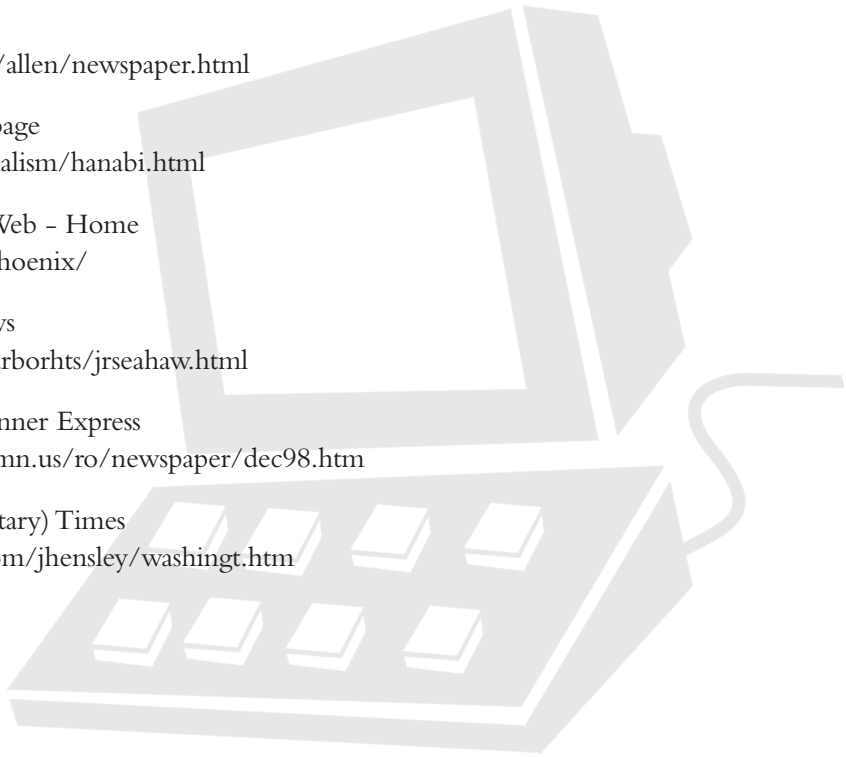
ASIJ Hanabi Homepage
www.asij.ac.jp/journalism/hanabi.html

What's Up? on the Web - Home
www.traknet.com/phoenix/

Junior Seahawk News
www.halcyon.com/arborhts/jrseahaw.html

Royal Oaks Roadrunner Express
www.sowashco.k12.mn.us/ro/newspaper/dec98.htm

Washington (elementary) Times
www2.localaccess.com/jhensley/washingt.htm



Books

Create Your Own Class Newspaper: A Complete Guide for Planning, Writing, and Publishing a Newspaper by Diane Crosby: Incentive Publishing, 1994: ISBN# 0865302898

Kids in Print - Publishing a School Newspaper/#G1571 by Mark Levin: Good Apple, 1997: ISBN# 1564176614

School Newspaper Adviser's Survival Guide by Patricia Osborn: Center for Applied Research in Education, 1998: ISBN# 0876288913

The Newspaper Designer's Handbook by Tim Harrower: McGraw Hill College Division, 1997: ISBN# 0697327205

The Associated Press Guide to News Writing by Rene J. Word Cappon: The Associated Press, Macmillan General Reference, 1991: ISBN# 0130536792

The Html Web Classroom by Paul Meyers: Prentice Hall College Division, 1998: ISBN# 0137961111

Newswriting Guide: A Handbook for Student Reporters by Rachel Bard: World Hap Ki Do, 1992: ISBN# 0929838092

How to Write a News Article (Speak Out, Write On) by Michael Kronenwetter: Franklin Watts, Incorporated, 1996: ISBN# 0531157865

The Young Journalist's Book: How to Write and Produce Your Own Newspaper by Nancy Bentley, Donna Guthrie, Katy Keck Arnsteen (Illustrator): Millbrook Press, 1998: ISBN# 076130360X

Newspaper Reporters by Marzella Brown, Sharon Coan (Editor), Blanca Apodaca (Illustrator): Teacher Created Materials, Incorporated, 1990: ISBN# 1557341370

Journalism Matters, Student Text, by James Schaffer: Southwestern Educational Publishing, 1997: ISBN# 0314205705

How to Run a Student Newspaper by Stephen J. Humes, Jeanine Carolan (Illustrator): Humes Communications: ISBN# 0962201006

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