

**Celebrating  
Newspaper  
in  
Education  
Week  
2018**

***Getting to Know  
Your Newspaper***

**FPES**

FLORIDA PRESS  
EDUCATIONAL SERVICES INC.



[FPESNIE.ORG](http://FPESNIE.ORG)

## Celebrating NIE Week

By Jodi Pushkin, President Florida Press Educational Services

Florida Press Educational Services (FPES) is proud to commemorate Newspaper in Education Week 2018 and encourages teachers, parents and students to read the newspaper daily in school and at home to enrich their lives. FPES and its member Newspaper in Education programs join the American Press Institute in commemorating and celebrating Newspaper in Education Week the first full school week in March.

This annual event is a fantastic opportunity for publishers and marketing, news, circulation and advertising directors to learn the importance of Newspaper in Education (NIE) programs, too.

Reading every day is imperative for all people, especially children. Reading increases vocabulary, writing skills and knowledge of the world around us. What better way to increase knowledge about the world than by reading the local newspaper?

Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." The goal of NIE is to engage and develop that resource.

The No. 1 reason to use newspapers in education at school and at home is the newspaper provides readers with a living textbook. The newspaper is an opportunity and a resource for students to practice higher-order comprehension skills. It is the job of NIE programs across the Florida to not only provide that resource, but also to encourage active teacher and student engagement of resource.

Using newspapers as a teaching tool can improve reading skills and student performance on standardized tests. In addition, reading the newspaper at school and home helps young people learn about the world around them.

Teachers utilize newspaper activities to promote learning, support Florida Standard benchmarks and expectations, plus have fun interpreting photos, advertisements, cartoons and headlines. Newspapers add dynamic dimensions to all subjects, from Language Arts to business to science and everything in between.

NIE programs around Florida partner local businesses and government organizations to promote community engagement, awareness and encourage real-world education lessons that combine educational marketing goals of the businesses with the needs of the schools.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at [fpesnie.org](http://fpesnie.org).

**Jodi Pushkin** is the President of Florida Press Educational Services. She is the manager for the Tampa Bay Times Newspaper in Education program. Jodi holds an M.A. in English Education and a B.A. in writing and literature. Jodi has worked in NIE for the past 17 years. Jodi is a former high school teacher. In addition to her work with NIE, Jodi is an adjunct instructor at Saint Leo University and Hillsborough Community College. Contact Jodi via e-mail at [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com).

# Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions:

<http://www.cpalms.org>.

The activities in this packet applies to the following Florida Standards for grades four through twelve.

**Language Arts:** LAFS.K12.RI.1.1; LAFS.K12.RI.1.2; LAFS.K12.RI.1.3; LAFS.K12.RI.2.4; LAFS.K12.RI.2.5; LAFS.K12.RI.2.6; LAFS.K12.RI.3.7; LAFS.K12.L.1.1; LAFS.K12.L.1.2; LAFS.K12.L.2.3; LAFS.K12.L.3.4; LAFS.K12.L.3.5; LAFS.K12.L.3.6; LAFS.K12.R.1.1; LAFS.K12.R.1.2; LAFS.K12.R.1.3; LAFS.K12.R.2.4; LAFS.K12.R.2.5; LAFS.K12.R.2.6; LAFS.K12.R.3.7; LAFS.K12.R.3.8; LAFS.K12.R.3.9; LAFS.K12.R.4.10; LAFS.K12.SL.1.1 LAFS.K12.SL.1.2; LAFS.K12.SL.1.3; LAFS.K12.SL.2.4; LAFS.K12.SL.2.5; LAFS.K12.SL.2.6; LAFS.K12.W.1.1; LAFS.K12.W.1.2; LAFS.K12.W.1.3; LAFS.K12.W.2.4; LAFS.K12.W.2.5; LAFS.K12.W.2.6; LAFS.K12.W.3.7; LAFS.K12.W.3.8; LAFS.K12.W.3.9; LAFS.K12.W.4.10

## Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit [fpesnie.org](http://fpesnie.org), or email [ktower@fpres.com](mailto:ktower@fpres.com) or [jpushman@tampabay.com](mailto:jpushman@tampabay.com). Follow us on Twitter at [Twitter.com/nie\\_fpes](https://twitter.com/nie_fpes).

- Newspaper articles, cartoons, photos and advertisements are a consistent source of informational text. Reading the newspaper at home and at school is a great way to increase critical thinking skills and prepare for the Florida Standards. Are you familiar with the structure of a newspaper? The best way to acquaint yourself with a newspaper is by looking at the index, which is like a table of contents. According to the index, what pages are the following found on: classified ads, sports, editorials, local news, weather and the crossword puzzle? Where would you most likely find articles focused on health or politics? Would these articles be in more than one section of the newspaper? Why?
  
- The newspaper is broken up into sections. Write down each section of the newspaper on a piece of paper. Select a photo from each section of the newspaper that you think is interesting. Study the photo carefully and create sensory images that describe some of the ideas you are reminded of by looking at the photo. It may help you to imagine being on the scene when the photo was taken. Describe the images you see. If you were on the scene what would you hear? What would you smell? Describe as many points as you can. Compare what you wrote to what your classmates described. Did everyone see, hear and smell the same things?
  
- Stories about sports or entertainment events in newspapers usually recap the most important events that occurred during the game, or at the concert, play or festival. For the reader who wants a good review, the newspaper relates the main idea in a descriptive manner. A reader can usually find the main idea of the story in the lead sentence or paragraph. The remaining paragraphs usually provide other details or highlights of the event. Choose a story about an event recap from your newspaper and identify the main elements of the story. These elements should be answers to the 5 W's (who, what, when, where, why).
  
- A headline in the newspaper often gives a general idea of what the news story that accompanies it will be about. Headlines usually provide factual information. Select two headlines from your newspaper. On the top of one side of a piece of paper, write down the first headline. On the top of the other side of the paper, write down the second headline. Below each headline, write details that you find in the accompanying story that support the idea communicated by the headline.

- Look up the words “hero” and “celebrity” in a dictionary. Once you know the dictionary definition (denotation), discuss with your class what the connotations of these words are. Look through the newspaper to identify people who you would consider to be heroes and others who you would define as celebrities. List the names of these people and the newspaper section in which you found their names or pictures. Be sure to note why you categorized each person the way you did.
  
- Conflict is something that is inevitable in real life. It happens every day: at home, at school, in the neighborhood, in the world. Conflict is represented in all sections of the newspapers, as well. Look through the newspaper to find examples of conflict. Determine the types of conflicts and possible solutions for each incident that you find. For each conflict, determine what techniques could have been done to avoid the conflict.
  
- The comic strips in the newspaper often reflect real life. We can be pleased with this because there is much honesty that can be found among the characters in various comic strips. Read through the comic strips in the newspaper. As you read, look for examples of honesty or truthfulness in each character’s speech and actions. Write a brief paragraph about the comic strip and the qualities you have discovered in the character or characters. Share your thoughts with your classmates.
  
- Knowing the difference between fact and opinion is very important, especially when it comes to information about your community and world. Oftentimes, leaders try to influence young people by providing propaganda or false information to persuade the young people to join their side in an argument, cause or for an event. Look through the news sections of the newspaper. Select a few articles of interest and evaluate those articles for facts and opinions. Draw a line down the center of a piece of paper. Label one side Fact and the other Opinion. List statements in each category and discuss with your family and class why these statements fall into that category. Think about the content of the articles and the information on your chart. Thinking about the idea that facts can be persuasive, write an essay or blog post discussing the ideas you have read about and learned.

- Evaluating advertisements is an important skill. One of the biggest advertisers is the diet industry. The diet industry is big business in the United States. Why does the diet industry tend to make big promises about quick results? Television commercials, radio spots, newspaper ads ... the focus is always on losing weight quickly without any effort. The Purdue Online Writing Lab defines fallacies as “common errors in reasoning that will undermine the logic of your argument. Fallacies can be either illegitimate arguments or irrelevant points, and are often identified because they lack evidence that supports their claim.” Research the types of logical fallacies. Then find an ad or article in the newspaper that focuses on a diet or diet product. Apply your new knowledge to the information in the ad and analyze the points presented. Create a chart or infographic with the information you have read and learned about. Share your information with your class.
  
- Science plays an increasingly important role in our lives. Science stories today involve more than news of the latest invention or medical advance. Every science issue has implications on many levels: personal, social, economic, political, religious and ethical. There are multiple sides to every science story. Technological advances, for example, may increase communication but may also raise questions of privacy rights. Stem cell research may hold the answers to many devastating medical conditions, but it raises religious questions as well. Science stories are found on national news pages as well as in special science news pages. Many newspapers dedicate a weekly section to science.
  - Find an article about a recent science breakthrough or advance.
  - List the benefits of the advance.
  - List any negative consequences of that breakthrough.
  - Putting these ideas together, write a fully-developed paragraph discuss the fact that every new scientific advance has consequences people may not have considered. Share what you have learned with your class.
  
- Your local newspaper’s mission is to serve your community. When there is a situation that requires community action, the newspaper reports on the problem and all the different individuals and groups that have an interest in the problem. People who are affected by a situation are often called “stakeholders.”
  - Read news stories about a problem or concern in your community.

- Identify the different stakeholders who are proposing different solutions to the problem.
  - Collect the information and write it down on a piece of paper.
  - Then develop a solution of your own. What solution would you propose that is different from any of those proposed by the stakeholders?
  - Interview family members and friends. Ask their opinions about the problem. Ask them for their solutions.
  - Write a letter to the editor or a blog post discussing how the other solutions are different from yours.
- The editorial page of the newspaper provides readers with differing opinions about news events. Editorials present the views of the newspaper. Opinion columns present the views of individuals who comment regularly on news topics. Letters to the editor present the views of the newspaper's readers. Read your newspaper's editorial on a national topic that interests you. Identify the standard editorial elements in the editorial you read and note the following points. Then explain your reaction to the editorial.
    - Presenting opposing points of view
    - Refuting opposing points
    - Presenting details supporting the newspaper's position
    - Urging readers to make a decision

What do you consider to be the most persuasive points made in the editorial?  
 Did the editorial change your mind or strengthen your original position?  
 Why or why not?

- Your newspaper keeps you informed about events and changes in the world of business. Events that affect national companies can influence the country's economy. Decisions made by local businesses can affect the financial health of your community. Read a news story about a change in a business product or service. Think about the causes and effects of the change. Write down your responses to the following questions:
  - What is your reaction to the change?
  - What is the headline?
  - What product or service is being changed?
  - Why did the company make the decision to change the product/service?
  - What is the headline?
  - What product or service is being changed?
  - Why did the company make the decision to change the product/service?
  - Why wasn't this change made before?
  - Do you believe this is a change for the better or the worse? Why?

Visit the website of the company involved in the news story. Read what the company says about the change. Does the site discuss potential negative effects of the change or does it present only a positive picture? Where would you go to get a different point of view? Collect business opinion columns that address this news. How do the commentators evaluate the decision made by the company?

▪ **Newspaper Scavenger Hunt**

Go through the newspaper and find each of the following items.

1. Color photograph
2. Black and white photograph
3. Full page advertisement
4. Advertorial
5. Capital letter
6. Number with double digits
7. Symbol
8. Hyphenated word
9. Common noun
10. Verb
11. Adjective
12. Adverb
13. Cartoon
14. Map
15. Index
16. Page number
17. Date line
18. Classified advertisement
19. Continued article
20. Obituary
21. Name of a county
22. Sports team
23. Punctuation mark
24. Name of a business
25. Statistic



# Application

**Students use previously learned information in new situations.**

SECTION	ACTIVITY
<b>National, international news</b>	Read a news story about a proposed new federal law or Supreme Court decision. Discuss the different ways the new law or court decision will affect individuals, groups and current laws.
<b>Local news</b>	Read a news story about a citizens' group that is proposing some change in your community. Describe how the proposed change would affect the social, economic and political situation in your community.
<b>Feature story</b>	Read a feature story about an individual who has achieved a major accomplishment. What lessons could you learn from this individual?
<b>Editorials</b>	Identify a problem discussed in an editorial. What existing law or ethical principle would you use to address the problem? What recommendations would you make?
<b>Sports</b>	Look at the past statistics of several teams in a professional sports league or conference. Which two teams do you think will be the league/conference leaders at the end of the season? Why?
<b>Entertainment</b>	Look at the television section of the newspaper. Develop a viewing schedule that would give you information about one of the three branches of government. Use at least two different newspapers.
<b>Science/technology</b>	Read a story about a scientific/technological advance. Write a story explaining how the advance will benefit individuals and/or businesses.
<b>Comics</b>	Find a personal problem illustrated in a comic strip. Write a letter advising the character on how to solve the problem. Base the solution on your personal experience.
<b>Display ads</b>	Locate an ad for an existing service. Suggest ways to expand the service and provide new uses for it.
<b>Classified ads</b>	Identify a problem presented in a news story. Find someone in the classified section of the newspaper who could help solve the problem.

# Analysis

**Students break down information into component parts and use the information to solve problems and make decisions.**

SECTION	ACTIVITY
<b>National, international news</b>	Read several news stories about a major national or international issue. Discuss the historical, economic and social elements that have created the situation that exists today.
<b>Local news</b>	Read news stories about a community concern and identify elements that contribute to it. Determine where you might look for ideas that address that concern – like other communities that have a similar geography, social structure or history. What can you learn from those communities?
<b>Feature story</b>	Read a feature story and identify the way it addresses these elements: (1) is timely, (2) has human interest, and (3) has a special interest for at least one group of newspaper readers.
<b>Editorials</b>	Read an editorial on a topic that interests you. Discuss how the editorial employs these elements: (1) statement of the problem, (2) opposing arguments, (3) refuting opposing arguments, (4) recommendations for solution, (5) call to action.
<b>Sports</b>	Read newspaper stories about two major teams in a sport. Compare and contrast the strengths and weaknesses of the two teams. What strengths would give one team the advantage over the other?
<b>Entertainment</b>	Look at the movie ads in the newspaper. Based on the ads and ratings, select an appropriate movie for each of these age groups: 7 and under, 8 –13, 14–17, and adult.
<b>Science/ technology</b>	Collect several stories about scientific advances or breakthroughs. In which area is the progress being made - biology, chemistry, physics or technology? Which advances represent contributions from more than one branch of science?
<b>Comics</b>	Examine the comics page of the newspaper. Classify the strips by these types: jokes, relationships, family/home, workplace, school, politics and other. Which type of strip do you like the best? Why?
<b>Display ads</b>	Examine a large display ad for a product in the newspaper. Determine how the ad: (1) attracts attention, (2) provides information, (3) develops interest, and (4) encourages the reader to make the purchase.
<b>Classified ads</b>	Make a column or bar chart showing the numbers of different positions advertised in the classified ads. Which types of skills are in greatest demand? Which types are in least demand? What do the advertised positions tell you about your community?

# Synthesis

Students use prior learning and skills to create something original.

SECTION	ACTIVITY
<b>National, international news</b>	Select a news story about an important problem facing the international community. Select people you read about in the newspaper to create a commission that could find a solution to the problem.
<b>Local news</b>	Select a news story about a concern facing your community. Identify different individuals or groups who have ideas for addressing the concern. Write three possible scenarios for the outcome of the situation.
<b>Feature story</b>	Select a feature story about an unusual individual. Write a letter to that individual commenting on his/her achievements and asking questions you have that were not answered in the story.
<b>Editorials</b>	Collect opinion columns and letters to the editor about a particular topic. List the points made in the columns and letters. Add your own points and write your own editorial.
<b>Sports</b>	Read stories about two or three different sports. Create a new sport that borrows elements from each one. Be sure the rules for your new sport encourage participation from all team members.
<b>Entertainment</b>	Look at the movie ads in the newspapers. Combine elements from two movie titles to create a new title. Write a story to go with the new title.
<b>Science/technology</b>	Locate a news story about a problem in your community. List different ways science could contribute to a solution. Write your own solution to the problem using these scientific ideas.
<b>Comics</b>	Select a comic strip that reflects something in your life. Use the strip as a model to create your own comic strip about your family, friends or school.
<b>Display ads</b>	Select three related products and/or services advertised in the newspaper. Create a new ad that puts the products/services together in a package deal.
<b>Classified ads</b>	Read a national or local news story about a current problem. Write a classified ad, offering work to someone who has the skills to solve the problem.

# *Evaluation*

**Students judge situations based on their personal knowledge, values and opinions.**

<b>SECTION</b>	<b>ACTIVITY</b>
<b>National, international news</b>	Select a news story about a national or international issue about which people take different sides. Discuss the consequences of each side's position. Take a stand on the issue and explain why you support that position.
<b>Local news</b>	Use newspaper stories to identify the three most important issues facing your community. Rank them from most important to least important. Explain how each issue impacts individual citizens, businesses and government institutions.
<b>Feature story</b>	Select a news story about an individual or community group that supports a particular cause. Write a letter to the editor expressing your opinion about the actions of that individual or group.
<b>Editorials</b>	Select an editorial with which you disagree. Write a rebuttal to the editorial responding to the editorial writer's ideas point by point.
<b>Sports</b>	Select newspaper sports stories profiling two athletes in the same sport. Which athlete do you find most admirable? What professional and personal qualities stand out in that individual?
<b>Entertainment</b>	Read the weekly entertainment section of your newspaper. Look at the fine arts and performing arts events taking place in your area. What type of entertainment do you think is underrepresented? What recommendations would you make to a local arts council to improve the cultural climate in your community?
<b>Science/technology</b>	Select a news story about a medical breakthrough or advance. Evaluate the benefits of the new medicine, product or procedure in terms of cost, ease of use, and side effects.
<b>Comics</b>	Examine comic strips about school or family life. Select the one you think is most realistic. Explain how that strip portrays real life.
<b>Display ads</b>	Compare and contrast ads for two brands of a product or service. Select the product/service you think is best. Explain your selection.
<b>Classified ads</b>	Read all of the classified ads related to a particular job. Which of the ads would you choose? Why? What makes that ad the most attractive?