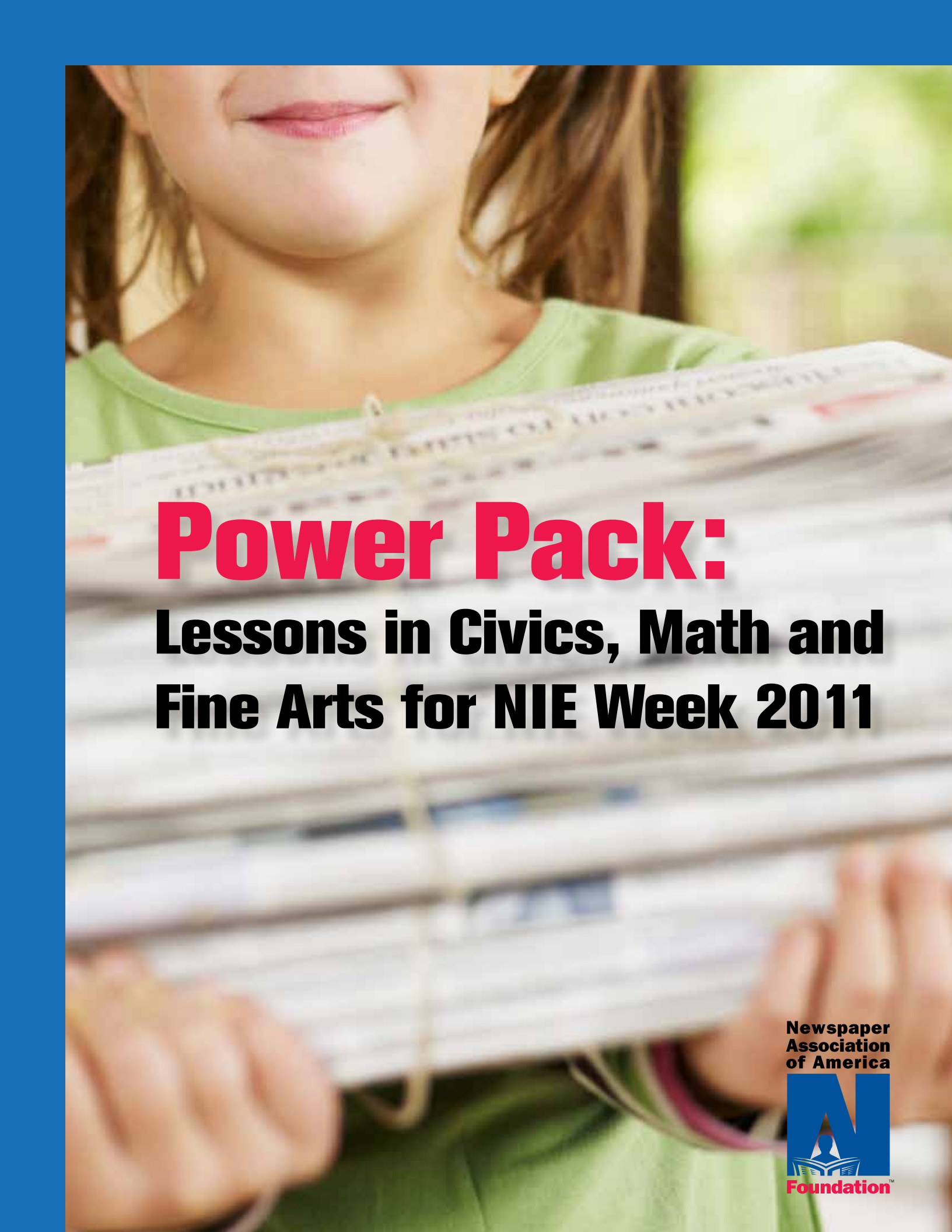
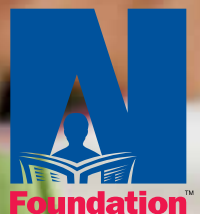




Power Pack:

Lessons in Civics, Math and Fine Arts for NIE Week 2011

Newspaper
Association
of America



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Lessons in Civics, Math and Fine Arts for NIE Week 2011

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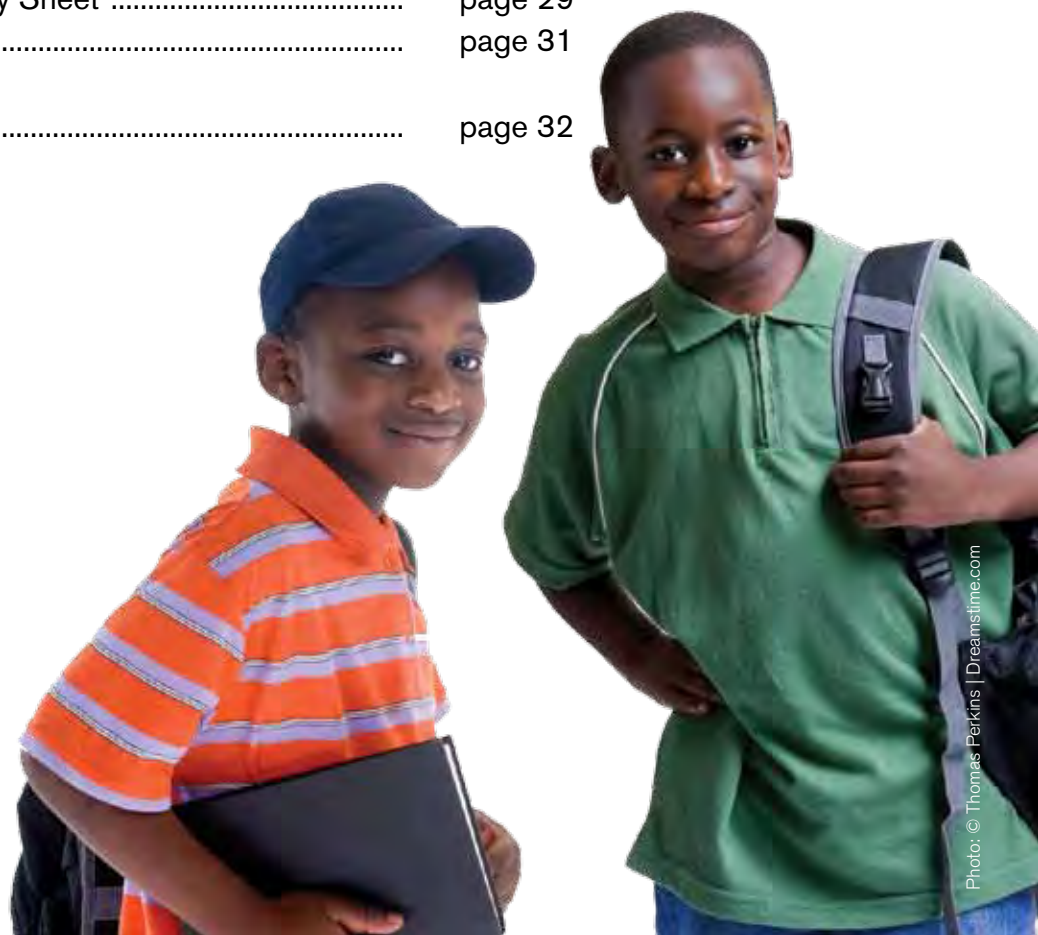


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TO THE TEACHER

Newspapers remain one of the most remarkable, multifaceted and effective educational resources available to teachers. In their print, electronic or Web editions, newspapers expose students to an ever-widening range of subjects and give instructors fresh resources for teaching core and enrichment topics.

With newspapers, teachers can engage students with contemporary informational texts that bring academics to life and deepen learning by grounding it in real-world experiences.

Newspapers are also versatile, enabling teachers to respond quickly when target subject areas need attention or to provide curriculum materials their classes lack for enrichment or strengthening skills.

This year's NAA Foundation curriculum for NIE Week celebrates the power of newspapers to be quick and flexible in addressing topics that require support.

It focuses on three areas vital to developing well-rounded and successful students and citizens – civics, math and fine arts.

Understanding civics is central in helping students grow to understand and participate in government, elections and community life. Math serves as the building block of technology, science and financial literacy. The fine arts inspire creativity that finds expression in a wide range of subjects and new, dynamic forms of communication.

In each field, this year's guide provides standards-based activities to enhance student learning in elementary, middle and high schools. Its goal is to help students achieve more accomplished and richer lives.



CIVICS

Introduction for the Teacher

Civics teaches the value of civic engagement and the importance of civic responsibility, showing students how to become active, contributing citizens in society. In most schools, civics is not taught as a separate subject. But civics lessons can be learned in social studies, history, language arts, environmental science and even the math of business and careers. Students with a strong understanding of civics are more likely to become strong citizens as adults, and strong citizens build strong communities.

With the print, electronic or Web edition of the newspaper, students can learn to:

- ✓ Understand how participation in civic and political life can help citizens attain individual and public goals;
- ✓ Understand sources, purposes and functions of law, and the importance of the rule of law for protection of individual rights and the common good;
- ✓ Understand how rights protected in the U.S. Constitution can be seen in everyday life;
- ✓ Understand how the central ideas of American constitutional government shape the character of American society;
- ✓ Understand how Americans share and support a variety of values, beliefs and principles, despite differences in heritage or ethnicity;
- ✓ Appreciate roles of voluntarism and individual actions in American civic, social and political life.

National Standards/Skills

National civics standards and skills are addressed for each grade level in this unit and are cited from McREL (www.mcrel.org). Use the space provided to note relevant civics or social studies standards for your state.

Grades 3-5 should:

- ✓ Know how various people and groups make, apply and enforce rules and laws for others and manage disputes about rules and laws;
- ✓ Understand the concept of fairness and know that promoting justice is one of the fundamental purposes of law in American society;
- ✓ Know the basic purposes of government in the United States (e.g., to protect the rights of individuals, to promote the common good);
- ✓ Understand the importance of equality of opportunity and equal protection of the law as a characteristic of American society;
- ✓ Know that corrective justice deals with problems arising over how to make things right when a wrong or injury has occurred;
- ✓ Understand the importance of respect for the law as a characteristic of American society (e.g., everyone, including government officials, must obey the law).

Grades 6-8 should:

- ✓ Understand the central ideas of American constitutional government and how this form of government has shaped the character of American society;
- ✓ Know how constitutions have been used to protect individual rights and promote the common good (e.g., First Amendment, 19th Amendment in the United States Constitution);

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- ✓ Know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution and other writings;
- ✓ Understand how specific provisions of the United States Constitution (including the Bill of Rights) limit the powers of government in order to protect the rights of individuals;
- ✓ Understand how certain values (e.g., individual rights, the common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism) are fundamental to American public life.

Grades 9-12 should:

- ✓ Understand how constitutions may limit government's power in order to protect individual rights and promote the common good;

- ✓ Understand how constitutions may be used to preserve core values and principles of a political system or society;
- ✓ Know responsibilities individual citizens and people serving in government should assume to ensure the preservation and improvement of constitutional government;
- ✓ Understand how the purposes served by a government affect relationships between the individual and government and between government and society as a whole;
- ✓ Understand the importance of Americans sharing and supporting certain values, beliefs and principles of American constitutional democracy;
- ✓ Understand how participation in civic and political life can help citizens attain individual and public goals;
- ✓ Understand the roles of voluntarism and organized groups in American social and political life.

STATE STANDARDS

Grades 3-5 Civics Activity Sheet

THE IMPORTANCE OF RULES

Everyone must live by rules. Whenever people live, work or play together, rules make sure that everyone is treated fairly, things won't get out of control and everyone has the same chance to learn, succeed or be safe. Families, schools, sports teams and the government have rules.

Instructions

1. As a class, discuss different rules in your life and why they are important.
2. Name a rule your family has and why it is important. _____

3. Name a school rule and why it is important. _____

4. Name a government rule and why it is important. _____

5. As a class, search the print, electronic or Web edition of the newspaper and find an example of a school or government rule, such as rules about crossing the street or driving safely on the highway.
6. Write out what this rule is and why it was made. _____

7. Find an example in the newspaper of someone who did not follow a school or government rule. Write out what happened because the person did not follow the rule and who was affected most.

Grades 3-5 Civics Activity Sheet

FAIR TREATMENT

Many rules are enacted so people will be treated equally and fairly. Equal and fair treatment means that everyone is treated the same and has the same chance to succeed. Nobody receives special favors or can break rules that other people must follow.

Instructions

1. As a class, use the print, electronic or Web edition of the newspaper to find an example of someone being treated fairly.

2. Write out how the person was treated fairly and why that was important. _____

3. Find an example in the newspaper of someone being treated unfairly.

4. Write out what was unfair about the treatment. _____

5. Write out an idea for a rule that would make sure people would be treated fairly in this situation in the future.

Grades 6-8 Civics Activity Sheet

RIGHTS AND FREEDOMS

In the United States, citizens have many rights and freedoms. Some of the most important are spelled out in the first 10 amendments to the U.S. Constitution, which set up the national government. Those 10 amendments contain such important freedoms that they are known as the nation's Bill of Rights. The freedoms found in the First Amendment are among the most familiar in America – freedom of religion, freedom of speech, freedom of the press, freedom to assemble and freedom to petition, or ask, the government to correct problems.

Instructions

1. As a class, discuss the First Amendment freedoms and what they protect.
2. Search the print, electronic or Web edition of the newspaper, its archives or the Internet for an example of each freedom. For each, write a sentence describing how the situation would be different if the freedom did not exist.

3. Freedom of speech is one of the most important freedoms. It covers what people say and write, what they express in art and what they show on TV, in movies and on the Internet. Find an example of freedom of speech in the print, electronic or Web edition of the newspaper. Write a paragraph describing what is being protected and why this free expression or exchange of ideas is important to the nation.

Grades 6-8 Civics Activity Sheet

FREEDOM OF THE PRESS

The entire newspaper is an example of freedom of the press.

Instructions

1. In teams or alone, scan the print, electronic or Web edition of the newspaper and choose what you think is the most important example of freedom of the press there.
2. Write a paragraph explaining why information in your example is important to the community.

3. Write a second paragraph explaining why the community would be less strong or less motivated if the information were not available.

Grades 9-12 Civics Activity Sheet

RIGHTS AND RESPONSIBILITIES

The Constitution and the nation's laws guarantee U.S. citizens many rights and freedoms. But citizens also have responsibilities, one of which is not to abuse their rights. An abuse of the Constitution's freedom of speech guarantee, for example, would be to yell something that would cause people to commit an act that might endanger themselves or others. A group could abuse the freedom to assemble by gathering to act violently or destructively. Citizens' responsibilities also include duties such as obeying traffic laws, respecting the outcome of elections and paying taxes.

Instructions

1. As a class, discuss how rights and responsibilities often go together.
2. Use the print, electronic or Web edition of the newspaper to find three examples of rights people have in the nation or your community. List them here.

3. For each, write a paragraph to explain why the right is important to citizens. Use the back of this sheet if you need more room.

4. Write a paragraph to explain a responsibility citizens have in connection with each right. Use the back of this sheet if you need more room.

5. Finish with a paragraph describing what you think is the most important responsibility people have as citizens. Use the back of this sheet if you need more room. Discuss as a class.

Grades 9-12 Civics Activity Sheet

EVERYONE IS IMPORTANT

In the United States, communities do not become successful just because of government actions. In every community, actions of individual citizens play an important role. Some of those actions are connected to government, such as voting in national, state and local elections. Others are simply the work of people who choose to become involved, be active in their neighborhoods and make things better for their children, neighbors and others.

Instructions

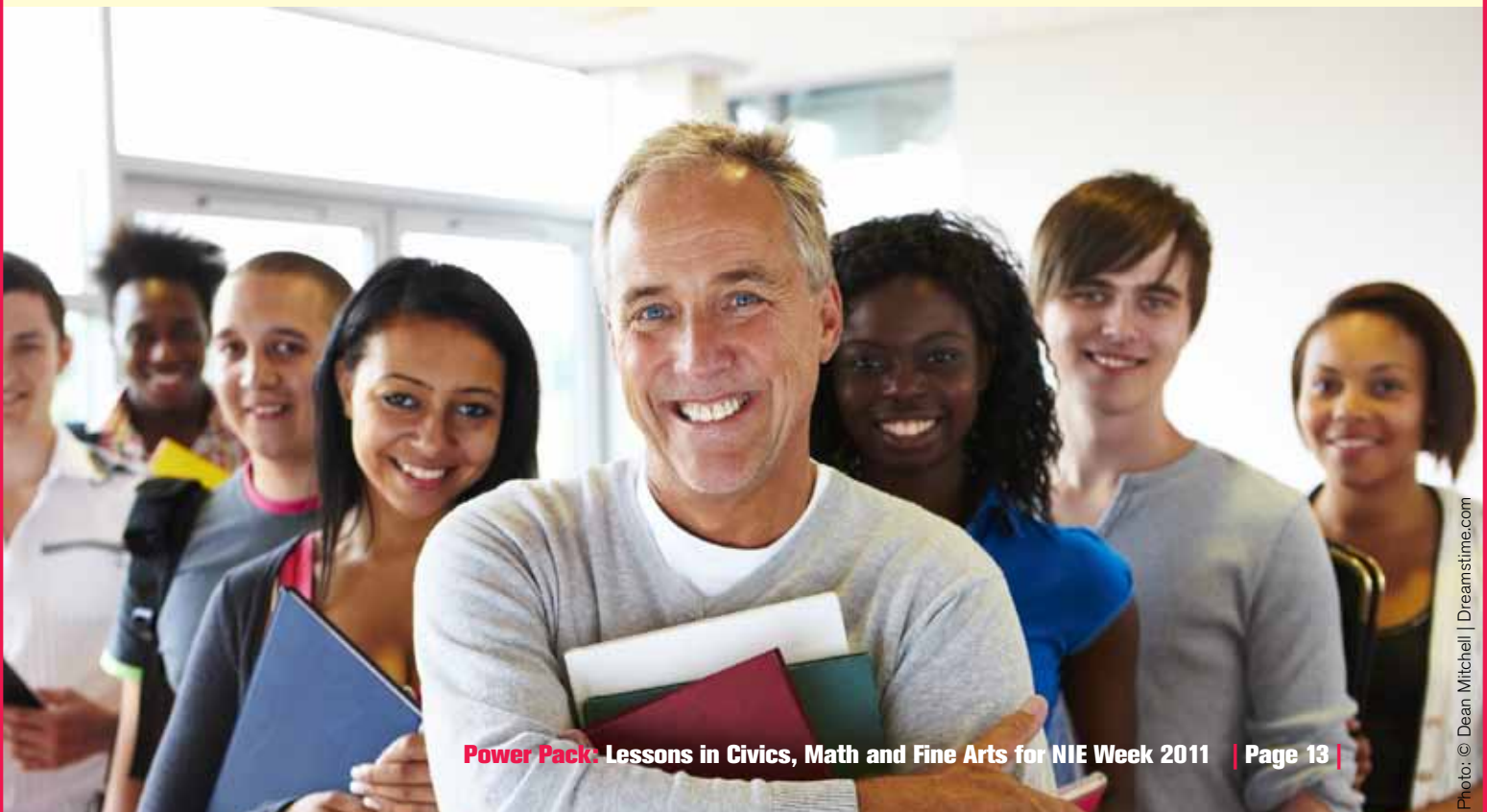
1. In the print, electronic or Web edition of the newspaper, find a person making the news by getting involved to solve a problem, help people in need or improve a neighborhood.
2. Write a summary of what the person is addressing and why.

3. Write a short letter to the editor of the newspaper thanking this person for his/her efforts.

4. Finish with a paragraph describing something that you and your friends could do to make things better in your neighborhood or community. Use the back of this sheet if you need more room.

Civics Resource Links

- ✓ The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to promoting responsible citizenship, civics and citizenship education. <http://new.civiced.org>
- ✓ The First Amendment Center promotes education and understanding of rights granted in the First Amendment to the U.S. Constitution. www.firstamendmentcenter.org
- ✓ The National Constitution Center is a museum devoted to civic involvement, education and constitutional rights. <http://constitutioncenter.org>
- ✓ The Bill of Rights Institute promotes education and understanding of rights granted in the first 10 amendments to the Constitution. www.billofrightsinstitute.org
- ✓ The Constitution Day website offers learning resources for this annual observance on Sept. 17. www.constitutionday.cc
- ✓ United We Serve is a service and volunteer foundation that promotes the nation's recovery and renewal. www.serve.gov
- ✓ The Student Press Law Center is an advocacy group for student First Amendment rights in print and online, as well as a resource for news and court rulings. www.splc.org
- ✓ The C-SPAN Classroom website offers free primary-source teaching materials for social studies, government and civic education. www.c-spanclassroom.org



MATH

Introduction for the Teacher

Every day, math makes news in the world, so understanding math can help students understand the world better. Product prices, sports statistics and entertainment ratings are based on math. So are business profits, salaries, taxes and the digital technology that drives everything from the Internet to DVDs. Almost anything that affects students' lives or shapes their interests has a math connection. Understanding how math affects the world will give students a better understanding of how they can be effective in the world.

With the print, electronic or Web edition of the newspaper, students can learn how math:

- ✓ Affects almost all aspects of modern lifestyles and careers;
- ✓ Enables people to make sound decisions about shopping, jobs, budgeting and lifestyles;
- ✓ Builds problem-solving and strategy skills that can lead to future success;
- ✓ Can enhance understanding and appreciation of data and statistics that inform sports, entertainment, business and other fields.

National Standards/Skills:

National math standards and skills are addressed for each grade level in this unit and are cited are from McREL (www.mcrel.org). Use the space provided to note relevant math standards for your state.

Grades 3-5 should:

- ✓ Understand that numbers and operations performed on them can be used to describe things in the real world and predict what might occur;
- ✓ Use a variety of strategies in the problem-solving process;
- ✓ Use basic and advanced procedures while performing the processes of computation;
- ✓ Understand that some ways of representing a problem are more helpful than others;

- ✓ Add, subtract, multiply and divide whole numbers and decimals;
- ✓ Solve real-world problems involving addition and subtraction of whole numbers;
- ✓ Solve word problems (e.g., problems that require students to put things into groups or combine things that come in groups) and real world problems involving number operations.

Grades 6-8 should:

- ✓ Use a variety of strategies to understand problem-solving situations and processes (e.g., consider different strategies and approaches to a problem, restate a problem from various perspectives);
- ✓ Understand that mathematical ideas and concepts can be presented concretely, graphically and symbolically;
- ✓ Understand equivalent forms of basic percents, fractions and decimals (e.g., $\frac{1}{2}$ is equivalent to 50% is equivalent to .5) and when one form of a number might be more useful than another;
- ✓ Understand the role of written symbols in representing mathematical ideas and the use of precise language in conjunction with the special symbols of mathematics;
- ✓ Use a variety of reasoning processes to model and to solve problems;
- ✓ Select and use appropriate computational methods (e.g., mental, paper and pencil, calculator, computer) for a given situation.

Grades 9-12 should:

- ✓ Understand that mathematics provides a precise system to describe objects, events and relationships and to construct logical arguments;
- ✓ Understand that in mathematics, as in other sciences, simplicity is one of the highest values; some mathematicians try to identify the smallest set of rules from which many other propositions can be logically derived;
- ✓ Use a variety of strategies (e.g., identify a pattern, use equivalent representations) to understand new mathematical content and to develop more efficient solution methods or problem extensions;
- ✓ Understand the concept of a mathematical proof;
- ✓ Know that a variable is a letter or symbol that stands for one or more numbers;
- ✓ Understand that a variable can be used

in many ways (e.g., as a placeholder for a specific unknown, such as $x + 8 = 13$; as a representative of a range of values, such as $4t + 7$);

- ✓ Use formal mathematical language and notation to represent ideas, to demonstrate relationships within and among representation systems, and to formulate generalizations;
- ✓ Understand and apply basic and advanced properties of functions and algebra.

STATE STANDARDS

Grades 3-5 Math Activity Sheet

MATH IS EVERYWHERE

Math is all around you. Examples include ticket prices, sports statistics and the cost of music or lunch. Math learned in school will help you be successful in life, not just in jobs you may have as adults. You need math skills to shop for food and not spend more money than you have. You need them to compare prices and get the best deals. You need them to understand sports statistics, read schedules or plan outings with friends or family.

The print, electronic or Web edition of the newspaper is a great resource for building math skills. As a class or with a partner, use the newspaper to solve the following problem based on just some of the ways math is in the news. You may use a calculator.

Instructions

1. Count the number of times the president of the United States is mentioned on the front page of the newspaper (or home page, if you are using the newspaper's website). Add that number to the expected high temperature in your community today.
2. Divide that number by the number of photos on the first sports page.
3. Add to that amount the number of women pictured in the entertainment or features section.
4. Multiply that number by the number of game shows on TV between 7 and 9 p.m.
5. Subtract the number of points scored yesterday by the professional sports team closest to your community.
6. Add that to the closing total of the stock market yesterday to obtain your final answer.

Grades 3-5 Math Activity Sheet

COMPARING PRICES

When spending money, it is important to compare and understand prices.

Instructions

1. In the print, electronic or Web edition of the newspaper, search ads for prices of five examples of a toy you like.
2. List the items in order from cheapest to most expensive.

3. Create a graph that compares prices and features for the toys you found.

4. Write a paragraph explaining which toy you think is the best value for its price. Use the back of this sheet if you need more room.

5. As a class, use the board to create a graph for all of the toys students found in the newspaper.

Grades 6-8 Math Activity Sheet

MEAN, MODE, MEDIAN

Numbers make news in many ways. Numbers that appear in different sections of the print, electronic or Web edition of the newspaper can help you learn important things about numbers that appear in a series. Three key words about numbers in a series are mean, mode and median.

MEAN is the average of all numbers in a series.

MODE is the number that appears most often in a series.

MEDIAN is the number that appears in the middle of a series.

Instructions:

1. In the print, electronic or Web edition of the newspaper, study standings for the National Basketball Association, the National Hockey League or a college league.
2. What is the MEAN number of wins for teams listed in the standings, or in a division of a standings list?

3. What is the MODE number of losses by the teams? _____

4. What is the MEDIAN number of wins for the teams? _____

5. Find an ad in the newspaper for food or electronic products.

6. What is the MEAN price for food or electronic products listed in the ad? _____

7. What is the MODE of prices listed? _____

8. Write a paragraph explaining how knowing the mean, mode or median in a series of numbers can add to your understanding of the numbers in the series.

9. Finish by finding another series of numbers in the print, electronic or Web edition of the newspaper. List the MEAN, MODE and MEDIAN for the series.

Grades 6-8 Math Activity Sheet

FRACTIONS, DECIMALS, PERCENTAGES

The newspaper is a great place to practice with fractions, decimals and percentages. Sports records are expressed as decimals. Store sales feature percentage discounts. The stock market lists prices using fractions or decimals.

Instructions

1. Find the statistics page in the newspaper sports section.

2. Find a statistic that shows the number of times an athlete was successful and the number of attempts at success. A baseball player, for example, could have one hit in four at-bats.

3. Write the statistic of success as a fraction, reduced to its lowest form.

4. Write the statistic of success as a decimal.

5. Write the statistic of success as a percentage.

6. Find a newspaper ad promoting a sale in which a percentage will be deducted from listed prices.

7. Pick two items from the ad and calculate the price that would be paid with the percentage savings offered during the sale.

8. Create pie charts for answers to sports and shopping questions above and write how visual representations can help people understand fractions, decimals or percentages.

Grades 9-12 Math Activity Sheet

MILLION, BILLION, TRILLION

Very large numbers are often in the news. Sports salaries, prices paid when large companies are sold and government budgets can involve millions, billions or even trillions of dollars. Newspapers and other media usually don't spell out very large numbers in stories, shortening them with a combination of numbers and words such as \$12 million, \$5.2 billion or \$2 trillion. While this saves space and makes them easier to read, it can reduce understanding of how big the numbers really are. For instance, \$12 million is \$12,000,000, \$5.2 billion is \$5,200,000,000 and \$2 trillion is \$2,000,000,000,000.

Instructions

1. In the print, electronic or Web edition of the newspaper, find a money number in the billions or trillions.
2. Write it out, using all the zeroes.

3. To help you understand the size of the number, calculate how long it would take if you counted one dollar per second for 24 hours a day until finished. How many seconds would it take?

4. With a calculator, divide that number by 60 to determine how many minutes it would take (60 seconds = 1 minute).

5. Divide that number by 60 to determine how many hours it would take (60 minutes = one hour).

6. Divide that number by 24 to determine how many days it would take (24 hours = one day).

7. Divide that number by 365 to determine how many years it would take (365 days = one year).

8. On the back of this sheet, write a paragraph explaining how this exercise can help people better understand very large numbers. Then write another paragraph discussing how government leaders and citizens might benefit from better understanding very large numbers.

Grades 9-12 Math Activity Sheet

ALGEBRA SHOPPING

The print, electronic or Web edition of the newspaper is a great way to build higher math skills. Use the newspaper and your algebra skills to solve this problem:

1. In newspaper ads, find a product costing less than \$15 that you want to give to four friends or relatives.
2. While shopping, you want to find something nicer for a parent. If you have \$90 to spend, how much can you spend on your parent, based on the price of the gift for your four friends?

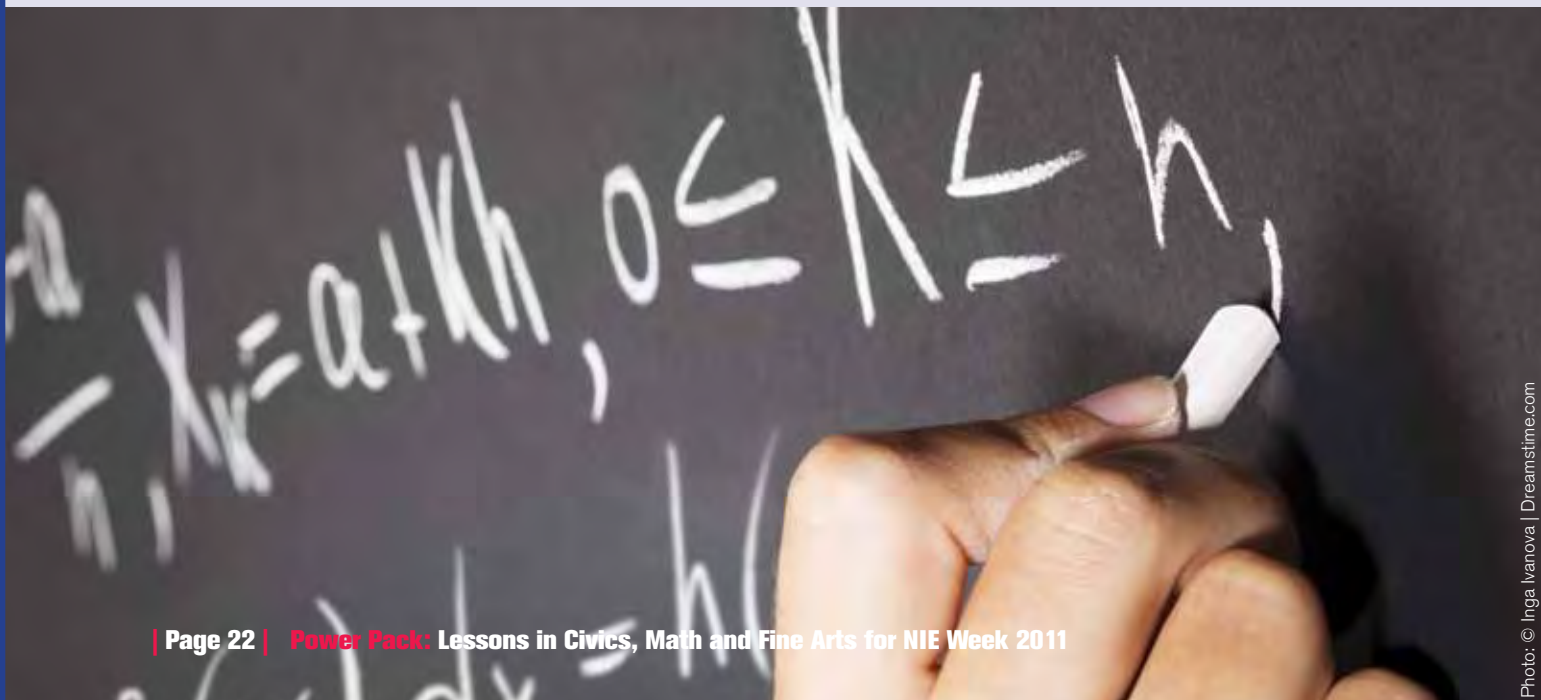
-
3. Set up your problem using one variable.

-
4. Find another mathematical situation or relationship in ads, sports statistics or another feature of the newspaper and express it as an algebra equation.

-
5. Share equations with the class.
-

Math Resource Links

- ✓ The nonprofit American Institute of Mathematics offers news updates, teacher outreach and classroom resources. <http://www.aimath.org>
- ✓ The National Council of Teachers of Mathematics, an umbrella group for math teachers, offers online lessons and resources for teachers and families, plus teaching tips and news about math instruction. www.nctm.org/resources
- ✓ The Math Education Web Resources site offers wide-ranging links to math resources. www.khake.com/page47.html
- ✓ The Mathematics WWW Virtual Library, a site hosted by Florida State University, offers classroom resources and games for all ages. www.math.fsu.edu/Science/index.php?f=4
- ✓ The Math Forum @ Drexel, a site run by Drexel University, offers a problem of the week for students in grades 3-12, math resources grouped by subject and grade level and ask-an-expert services. <http://mathforum.org>
- ✓ The Awesome Library website offers math resources and lesson plans for elementary, middle- and high-school students. www.awesomelibrary.org/Classroom/Mathematics/Mathematics.html
- ✓ MoneyInstructor.com teaches basic money skills and personal finance. www.moneyinstructor.com
- ✓ Jump\$tart Coalition for Personal Financial Literacy is a site working to ensure that basic financial management skills are learned during the K-12 years. www.jumpstart.org
- ✓ Fraud Scene Investigator features hands-on lessons to help students learn how to detect and avoid investment fraud. <http://www.naafoundation.org/Curriculum/NIE/FSI-main.aspx>



Fine Arts

Introduction for the Teacher

Art connects with students in ways that other subjects do not. It engages their senses and emotions and challenges them to think in new ways. Yet art also connects with core academic subjects – social studies, language arts, math and even science – and encourages and strengthens critical thinking. Art can be used in any class to help students develop a broader awareness of the world and a deeper understanding of the way different academic subjects inform and enhance each other.

With the print, electronic or Web edition of the newspaper, students can learn:

- ✓ How much art is a part of community life;
- ✓ How it can encourage reflection and cultural awareness;
- ✓ How it can connect with academic subjects and animate interest in those subjects;
- ✓ How it can enhance critical and creative thinking in arts and communication settings;
- ✓ How it relates to past and present cultures.

NATIONAL STANDARDS/SKILLS

National fine arts and visual arts skills are addressed for each grade level in this unit and are cited from McREL (<http://www.mcrel.org>). Use the space provided to note relevant fine arts or visual arts standards for your state.

Grades 3-5 should:

- ✓ Know how ideas and emotions are expressed in the various art forms;
- ✓ Understand that specific artworks can elicit different responses;
- ✓ Know how different materials, techniques and processes cause different responses by the viewer;
- ✓ Use visual structures and functions of art to communicate ideas;
- ✓ Discuss and evaluate intentions and meanings of his or her own artwork and that of others;

- ✓ Know how people's experiences (e.g., cultural background, human needs) can influence development of specific artworks.

Grades 6-8 should:

- ✓ Understand what makes different art media, techniques, processes and organizational structures effective or ineffective in communicating ideas;
- ✓ Know how qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas;
- ✓ Distinguish among multiple purposes for creating works of art;
- ✓ Know some effects of various visual structures (e.g., design elements such as line, color, shape and principles such as repetition, rhythm, balance) and functions of art;
- ✓ Understand how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial or temporal characteristics that give meaning or function to a work of art;
- ✓ Understand how one's own artworks, as well as those from various eras and cultures, may elicit a variety of responses.

Grades 9-12 should:

- ✓ Critique artworks in terms of the historical and cultural context in which they were created;
- ✓ Understand the relationship between a given culture and its artistic forms;

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- ✓ Understand how communication of ideas relates to the media, techniques and processes one uses;
- ✓ Use personal experiences to create original artistic works or products;
- ✓ Understand how culture and history temper visual, spatial, temporal and functional values of artworks;
- ✓ Understand the characteristics and merits of one's own artwork and the artwork of others.

STATE STANDARDS

Grades 3-5 Fine Arts Activity Sheet

LOOK AROUND YOU

Art is everywhere in the world. Paintings, sculptures, statues, buildings, parks or specially designed public spaces are kinds of art. Artists who created them use shapes, colors, textures and special materials to get people to look at these works and respond to them as art. They design their art to get people to take a fresh look at their surroundings, think in new ways or feel certain emotions.

Instructions

1. As a class, discuss kinds of art you have seen in your community, your city, on TV, in newspapers or on the Internet. Don't forget your school building. Many have special designs or features that are a kind of art.
2. Discuss which was the most unusual or the one you liked most.
3. In groups or as a class, go through the print, electronic or Web edition of the newspaper to find a photo of an interesting building or public space, such as a park.
4. Write down three adjectives to describe the building or space.

5. Write down three emotions you might feel if you were standing near the building or in the space.

6. Write a sentence describing what you think is the most interesting thing about the building or space. Is it the size, shape, colors or something else?

Grades 3-5 Fine Arts Activity Sheet

FOUND ART

Many things we see in the community were created to be enjoyed as art. But art also can be found in things not intended as art. Toys, tools, labels and even graffiti can be considered art if you study their shapes, colors, textures and other features closely. Many artists use the term “found art” to describe art discovered among everyday things. This type of art has even been displayed in museums and art galleries.

Instructions

1. With your teacher or a partner, go through the print, electronic or Web edition of the newspaper and find an object that interests you.
2. Study it closely to observe shape, colors, texture and other features.
3. Write a sentence or short paragraph describing what makes this object interesting as a piece of “found art.”

4. Finish by drawing a picture of something you own and like as if it were a piece of art. Give it an “artistic” title.

Grades 6-8 Fine Arts Activity Sheet

THE ART OF “SWOOSH”

Art can be found all around you and not just as statues, paintings or interesting buildings. Businesses, schools, colleges and other organizations use art every day. In fact, art is the way people recognize some businesses or the products they make. Consider the Nike “swoosh” logo, the Ralph Lauren polo player or the MTV emblem. These logos were created as art to give products or companies an identity and to make people feel positively about them.

Instructions

1. As a class, discuss logos most popular or familiar to you.
2. Make a class list and discuss what makes a logo successful or memorable.
3. Go through ads in the print, electronic or Web edition of the newspaper and find three logos that interest you.
4. For each, think like an art critic and write notes on what appeals to you about the logo. Is it the shape? The color? Something else?

5. For each, write a sentence or short paragraph explaining what the logo “says” about the product or company and how it makes consumers respond.

6. Think artistically and draw a logo to represent yourself. Present it to the class and explain what it “says” about you. Use the back of this sheet if you need more room.

Grades 6-8 Fine Arts Activity Sheet

THE ART OF PHOTOGRAPHY

Photos are an important part of the print, electronic or Web edition of the newspaper. They are also a kind of art. Photographers tell stories with their work, record the world's beauty and historical events, and capture emotions of people or situations. The best photographs often use the natural light of situations to show people or events dramatically or beautifully.

Instructions

1. Find a photo in the print, electronic or Web edition of the newspaper that catches your attention for the way it captures the beauty of the world, people's emotions or the importance of an event people will remember.

2. Study the photo as if it were a work of art.

3. How does the way the photo is composed draw your eye to a figure or place?

4. Where does your eye go after you look at that part of the photo?

5. How does lighting in the photo affect the way you see people or a scene?

6. What emotion do you feel looking at the people or place in the photo?

7. What feature of the photo – people, place, light, emotion – will you remember most?

Grades 9-12 Fine Arts Activity Sheet

THE ART OF CARS

Art makes communities more beautiful and interesting. It also plays a part in the way people work and live. Artists help to design a wide range of products people use, and they design logos and advertising to promote these products. Understanding how art can engage people's feelings and emotions can help you understand how products are designed and marketed to appeal to buyers.

Instructions

1. As a class, discuss products you use that you would consider beautiful, interesting or unusual in appearance.
2. Pick one and describe to the class what you find makes it beautiful or interesting.
3. Go through the print, electronic or Web edition of the newspaper to find automobile ads. Scan the ads to find a photo of a car you would like to have.
4. Look closely at the car's shape, size and outside features.
5. Describe the shape and what appeals to you about it.

6. Describe the outside features or details and what you like about them.

7. Think like an art critic and write a paragraph describing how the overall look appeals to viewers and what emotions it may make them feel as owners of the car.

8. Design a newspaper ad showcasing the car's top features and showing the type of person who would like the car most. Use the back of this sheet if you need more room.

Grades 9-12 Fine Arts Activity Sheet

THE ART OF REMEMBERING

Public art is an important part of most communities, and much of it is created to help citizens remember people or events.

Instructions

1. As a class, discuss public art you have seen that commemorates people or events.
2. Discuss what a public artwork must do to be effective at this.
3. Find an example of commemorative art in the print, electronic or Web edition of the newspaper.
4. Use the print, electronic or Web edition of the newspaper to find a person or event important to the community.
5. Think like an artist and sketch a piece of public art to commemorate this person or event. Will your art be realistic or abstract? Why?

6. Write a paragraph or short essay describing why you chose this person or event to commemorate, how your art will make people remember your subject and how you hope your art will make people feel when they see it.

Fine Arts Resource Links

- ✓ The National Gallery of Art in Washington, D.C., houses American and European art and offers a wide range of online teaching resources. <http://www.nga.gov/>
- ✓ The National Portrait Gallery, part of the Smithsonian Institution, features portraits of people important to American history and offers a wide range of teaching resources. www.npg.si.edu
- ✓ Federal Resources for Educational Excellence (FREE), a federal government website, offers a wide range of free resources from federal agencies. http://free.ed.gov/subjects.cfm?subject_id=1
- ✓ The J. Paul Getty Museum in Los Angeles and Malibu, Calif., offers a grade-by-grade guide for building lessons on the visual arts. www.getty.edu/education/teachers/building_lessons/index.html
- ✓ Blueprint for Teaching and Learning in the Arts, an online guide from the New York City Department of Education, offers K-12 guidelines for teaching visual and performing arts. <http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>
- ✓ The Museum of Modern Art in New York offers “Modern Teachers,” a collection of arts education guides based on its artworks. <http://moma.org/modernteachers/guides.html>
- ✓ The Art Institute of Chicago offers a wide range of downloadable lesson plans for teachers. www.artic.edu/aic/education/teachers.html



Photo: © Lovelystreams | Dreamstime.com

Special Flip-Book Lessons

The 2011 NIE Week curriculum has something never before offered by the NAA Foundation.

In addition to standards-based activities that enable students of all ages to use print, electronic or Web editions of newspapers, this year's guide includes two flip-book lessons that teachers can use with computers, interactive whiteboards or similar technology. These lessons have been created to extend lessons of this year's NIE Week Teacher's Guide.

These offer interactive inquiry activities students can do in the classroom as they and their teachers "flip" through lesson pages. They also demonstrate how students can use primary sources available through the Internet, museums and other historic and archival centers.

Each lesson page explores an aspect of fine arts or civics study through various resources. Each page also includes hyperlinks that take students and teachers to Internet sources through computers, interactive whiteboards or similar technology for added learning.

For further engagement of students, companion guides titled "For the Teacher" offer additional activities, writing prompts and Internet resources.

The flip-book lessons and companion guides may be downloaded from the NAA Foundation website for posting on local NIE websites for teachers. Each NIE program may also e-mail them to participating teachers.

The lessons are PDFs that may be used with computers, interactive whiteboards or other interactive technology. Teachers who do not have interactive whiteboards or classroom computer capabilities may print them for classroom distribution.