

NEWSPAPERS AND THE **'NET**



BY
Dr. Sherrye Dee Garrett
WITH
Dr. Betty L. Sullivan



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We're A Teacher's Best Friend

Dear Teacher:

We hope your class enjoys the activities in the "Newspaper's In The Net" curriculum guide. Newspapers complement traditional textbook learning because they are current, can be used at any grade level, and cover all subjects. Discover how Orlando Sentinel's Newspaper in Education Program (NIE) can enhance your curriculum.

How else can I help my students get ahead?

- Visit our Website at OrlandoSentinel.com/NIE for activities.
- Encourage parents and other adults to donate their newspapers to the Newspapers in Education Program while they are on vacation. To donate newspapers, call 407-420-5353 or go to OrlandoSentinel.com/NIE and click on the "Vacation Donation Form".
- Encourage parents and other adults to "Adopt-A-Class" or have local companies "Adopt-A-School". By adopting a class or school, they will help you provide copies of the Orlando Sentinel for use in your classroom. Go to OrlandoSentinel.com/NIE for more information.

We think of news and information as food for the brain – fuel to help kids develop into strong thinkers. Help feed kids' need for news. Use the newspaper in your classroom today.



For more information contact Charlotte Sanford 407-420-5479

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NEWSPAPERS AND THE 'NET

RATIONALE



WHAT IS NIE AND WHERE DID IT COME FROM?

Lots of folks in our country and around the world are still asking the question: Where did NIE originate? NIE as we know it today began at The New York Times in the 1930s when social studies teachers in the New York City Schools asked the newspaper to arrange for bundles to be delivered at schools to use in current events activities. (Content of textbooks is already 5 years old on the day they are delivered to the schools.)

These insightful teachers received the support of Iphigene Ochs Sulzberger, grandparent of the current publisher, and the first student subscriptions began to appear in schools.

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

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

EARLY USE OF NEWSPAPERS IN THE SCHOOLS

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

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

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



GOALS FOR NIE PROGRAMS

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

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

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

THE NEWSPAPER AS AN EFFECTIVE TEACHING TOOL

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

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

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

There are about 700 newspapers currently providing delivery of newspapers and other services to schools, colleges and universities located within their circulation areas. The NIE program has spread to all 50 states, U.S. territories and some 40 other nations since its inception at The New York Times in the 1930s. No two NIE programs are just alike in educational emphasis or services and materials offered; they often reflect the expressed needs and interests of educators, young people and learners of all ages in the local areas served. Flexibility is a key to NIE success.

The Newspaper Association of America Foundation is a coordinating agency for NIE programs in the U.S. Similarly, the World Association of Newspapers (FIEJ) coordinates Newspaper in Education worldwide. NIE International Day events were held in 1990 in New York City and in 1992 in San Francisco in conjunction with Newspaper Association of America Foundation NIE Conferences. In 1995 the World Association of Newspapers sponsored the first NIE International Conference in Stockholm, Sweden to be followed in 1997 by the second such meeting in Sao Paulo, Brazil.

HOW CAN YOU USE YOUR NEWSPAPER AND SURF THE 'NET?



THINK!

We teachers usually think we have to master a subject or process before we pass it along to our students. Are you an Internet expert? No? Well...

RELAX!

You will never master the Internet. No one will. There are millions of websites on the Internet with thousands added daily. So...

HAVE FUN!

Learn some basic terminology, a few navigating skills and explore with your students.

So what can you do on the Internet?

YOU CAN...

- check out news from around the world
- find information for help with everyday life
- research data for reports
- send someone a letter
- share ideas on an electronic bulletin board
- have a computer-screen conversation with another person

USING NEWSPAPERS AND THE 'NET



This curriculum resource is designed to help students and teachers make connections between the newspaper and Internet resources. The guide is divided into the following sections:

BACKGROUND

This section contains a discussion of the purpose of this resource, some basic Internet vocabulary, suggestions for working with the Internet and instructions on how to bookmark a site.

ACTIVITIES

The teacher pages contain instructions for teaching each activity. Lessons are divided into three parts. The "Newspaper Activity" introduces students to the topic and directs them to the newspaper. The "Internet Link" describes the way students can extend their knowledge and understanding through research on the Internet. "Extension Activity" provides additional activities for synthesizing information from the newspaper and the Internet.

The student pages have three questions. One is answered by newspaper activities, one is answered by Internet research, and the third, called "Thinking ahead," has students extend their thinking beyond today's news.

ADDITIONAL RESOURCES

This section includes a basic glossary of newspaper and Internet terms. It also features useful Internet addresses for newspapers and general references.

FAQ



FREQUENTLY ASKED QUESTIONS

Get used to the acronym FAQ – it is one you'll be using a lot as you become more familiar with the Internet. FAQ stands for a list of Frequently Asked Questions. There are thousands of FAQ pages covering almost every subject available.

Want some great avocado recipes?

There's a FAQ page at the California Avocados Online website at <http://www.avocado.org>.

Want to compare Lake Tahoe with the Panama Canal?

Visit the FAQ page at the Lake Tahoe website at <http://www.virtualtahoe.com>.

Want to take up the bagpipe?

The Universe of Bagpipes at www.hotpipes.com/pipes.html

THIS IS A FAQ ABOUT THE CURRICULUM PIECE NEWSPAPERS AND THE 'NET

1.What is Newspapers and the 'Net?

Newspapers and the 'Net is a curriculum resource to help students and teachers make the connection between the daily newspaper and the Internet. Each lesson begins with a newspaper activity. After students complete the newspaper activity, they are directed to an Internet activity that extends their knowledge in the area they've just explored.

2.What is the Internet anyway?

The Internet is a network of thousands and thousands of computers – university computers, business computers, government computers, personal computers. They are all linked together through telephone lines, direct computer lines, even satellite links. Nobody "owns" the Internet. It is not controlled by the government or any corporation. It is the ultimate in decentralized communication.

3.What is the WorldWide Web?

The WorldWide Web (WWW) is a system on the Internet. It can deliver multi-media files (text, graphics, audio and video). Each location on the Internet is called a **website**. The first page, or screen, of each website is called the **homepage**. The WWW system lets you move from one website on the Internet to another through the use of **hyperlinks**. Hyperlinks are just the names of other Internet websites that are shown on the computer screen of the website you are viewing. You can go directly to another website by clicking on the name. Usually, the linked website is shown in a different color and it's underlined. Sometimes the linked website has a graphic design. Just click on a link and go!

Continued on next page



**THIS IS A FAQ
ABOUT THE
CURRICULUM
PIECE
NEWSPAPERS
AND THE 'NET**
continued

4. What is a URL?

URL stands for Universal Resource Locator – that's a fancy name for the electronic address of the website you visit on the Internet. If the website has more than one page (and most do), the URL will have additional codes for each page on the site. The URL appears in a box at the top of the Internet page you are viewing. You can go to another website by typing its URL in the location box on your screen. Some URLs are brief and understandable. Some of them – the ones that show pages that are part of a large website – can be very long. Usually, it is easier to go to the homepage of the website (the first page) and then click on links to go to the embedded pages.

Go To:

5. What is a DNS?

Every website has to be stored in a computer's memory somewhere. The computer system that stores the website is called a server. Many institutions, such as colleges and universities, have their own servers. In the example above, the server is "whitehouse." The "gov" extension indicates that the website is a government location. There are also commercial servers where you can create and maintain your own website for a fee.

DNS stand for Domain Name Server. The domain is the name of a computer server on the net. It is only important to know this because you may get a message that says "DNS is not responding" when you try to go to a website. That means that for some reason you cannot connect to that website, usually because the domain server is busy or it is out of operation at the moment.

6. What is a web browser?

A web browser is a program that uses icons and screen tools to make it easy for you to find things on the Internet. When you sign up with a company that provides access to the Internet, a browser is included in your fee. The two most popular browsers are Netscape Navigator and Microsoft Explorer. Some commercial online services have their own web browsers.

7. What is a search engine?

Many times you don't know where to find a website that will give you the information you want. How do you find one? With a search engine. A search engine is a program

Continued on next page

**THIS IS A FAQ
ABOUT THE
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continued

that lets you use one or more keywords to look for websites. For example, if you wanted to find websites with information about jazz musicians, you would type in the word "jazz." The search engine will scan thousands (and sometimes millions) of websites on the Internet for any sites that contain the word jazz. Most search engines already have predefined categories that will help you narrow your search. When you type in a keyword, the search engine scans the Internet and comes back with a list of **hits** – hyperlinked websites. Just click on the one you want to see.

But be forewarned: if your keyword is too general, you may get more than a million hits. It takes some practice to narrow your field. Some common search engines are Alta Vista, Web Crawler, Excite, Lycos, Magellan, Yahoo. Your browser usually contains a selection of search engines.

8. What is e-mail?

E-mail is electronic mail. Your browser will probably have an e-mail function included, or you can purchase your own e-mail program, such as Eudora. You can send a message to anyone else who is on the Internet if you have his/her e-mail address.

The typical e-mail heading looks like a business memo. You type in the e-mail address of the recipient, type in your message and click on a "send" function of your program. The message is sent to the recipient's computer server. The e-mail program usually supplies your return e-mail address automatically. E-mail messages others send to you are stored on your computer server until you retrieve them.

9. What is a BBS?

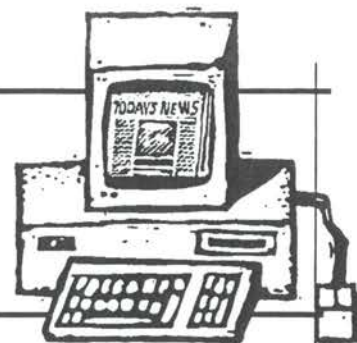
BBS stands for bulletin board system. The Internet has thousands of electronic bulletin boards. Most bulletin boards have a special topic, such as French poodles. You can read messages written by other Internet users and you can write, or "post," a message on the bulletin board yourself. A BBS is an easy way to communicate with lots of other people who are interested in the same things you are.

Many bulletin boards are free-standing. People must subscribe to the board to participate. Some websites on the Internet have a "bulletin board" section of their own where individuals can post and read messages.

10. What is IRC?

IRC stands for Internet relay chat. This is a system that lets you "talk" to other people on your computer screen in real time – you and others type messages back and forth. This is different from e-mail or bulletin board systems where you send or post a message that will be read later.

TIPS FOR TEACHING WITH THE NEWSPAPER AND THE INTERNET



The Internet is a vast, exciting and overwhelming place to visit.

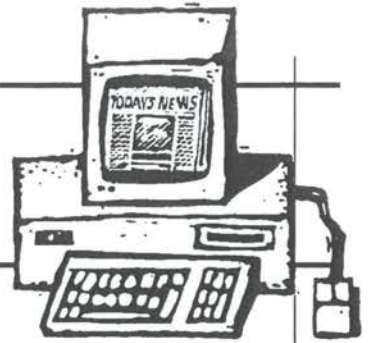
However, sending students to the Internet without direction is like dropping them off at the front door of the Library of Congress and telling them to go find something about turtles. Here are some tips on helping students use the Internet:

TIPS ON HELPING STUDENTS USE THE INTERNET

- If you are working with a specific subject – locate, examine and bookmark several sites you want students to use. You can arrange bookmarks by topic in folders under your bookmark menu. For example, you could have a history folder, an astronomy folder and a poetry folder. Direct students to go to the bookmark folders to select websites. You will not be able to control all the hyperlinks that might appear on the websites you designate, but you will be guiding students' exploration to topics the class is studying.
- You may want to bookmark general study websites you can use in many ways: reference books, newspaper links, or sites that contain links to other countries. Use these as an electronic reference library in your classroom.
- Have students recommend links they find helpful when they are using the Internet. Put these links in a bookmark folder.
- Instruct students to locate and read the "use restrictions" on a site. Much material on the Internet is copyrighted. The site usually has a link to a statement explaining how the material on the site can be used. Teach students to honor copyright laws and to use material in an ethical manner.
- Occasionally students will get a message that a site is busy and they should try later. Have students try that URL or link a few times immediately. Sometimes it is a matter of getting through between connections. Other times a site may not be operating at the moment. Be sure to have back-up sites ready in case a student's first choice is unavailable.

In Newspapers and the 'Net we have provided you with several sites for each lesson. Many of the suggested sites are "review" sites – they are sites that list links to other sites. These sites are generally linked to specific search engines such as Excite, Yahoo and Magellan. The websites listed in this guide were active at the time of publication. It is not unusual for some sites to move from one location to another. The new "forwarding" address is often listed at the old address. Sometimes, however, websites are withdrawn.

CREATE A BOOKMARK



Below are step-by-step instructions on creating bookmarks for your Internet sites. Some Internet browsers use the term "hotlist" or "favorites" instead of "bookmark." You will want to become familiar with bookmarking so that it will be easy to explain and you can demonstrate the use of bookmarks for many activities in this guide.

1. Look through the ads in your newspaper. Find three businesses that list their website addresses in their ads.
2. List the company and their website addresses below. Be sure to copy the address very carefully. Every letter, space and punctuation mark must be correct.

The address you copied is the URL – Universal Resource Locator – for the company's homepage.

3. Go to the homepage of your Internet server. There is a box at the top of the page labeled "Location." Type in the URL for one of the businesses on your list and hit "Return" or "Enter."
4. Look at the homepage that comes up on the screen to see that it is the business you were trying to reach. You will see the name of the business's homepage at the top of the window.
5. Now go to the "Bookmark" item on the menu bar at the top of your screen. Drag your cursor down to select "Add bookmark" from the menu. The business's homepage name, not its URL, will be listed under your Bookmarks.
6. Now close the screen. Open the Bookmark menu item. The name of the business's homepage should appear on your list.
7. Drag your cursor down to select the name of the business you just entered. You should be looking at the business's homepage again.
8. Practice your bookmarking with the two other businesses from your newspaper.
9. Your browser will also let you collect bookmarks in a folder, just as you collect files in a folder on your computer. The files can be sorted alphabetically in the folder.

ACTIVITIES

Where Can We Find the News?	12
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Let's Celebrate	24
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Pet Parade	30
Healthy Living	32
Who's in the News?	34
Follow That Team	36
Here and There	38



WHERE CAN WE FIND THE NEWS?



ONLINE SUPPORT

Use this activity to have students compare how news information is presented in print and electronic versions. You may want to start with your own local newspaper if it has an online version. If there is no online service provided in your local newspaper, try to locate one from a newspaper from a city about the same size as yours. After your students compare print and online services of similar size newspapers, you may want to compare your local print newspaper with the online service of newspaper from a larger city.

Be prepared for some of the comparisons that might come up in your discussion:

- Some online newspapers offer a summary of a news story. With many online services of newspapers, the reader can click on a hyperlink and see the entire story.
- Online newspapers often provide hyperlinks to other information sources that provide background or additional information on a story.
- Online services often have hyperlinks to archives where previous stories related to the day's news can be retrieved.
- There will probably be fewer display ads in an online news service than in a print newspaper. Ads that appear on an online page often have hyperlinks to additional information about the business or product.
- Many online newspapers have links to other community resources such as business directories or travel and tourism information.
- Online services often offer audio and video clips which can be accessed if you have the right extensions in your computer.

For this activity, you will use the entire newspaper. You will need to find and bookmark websites for other newspapers. Some suggested sites are:

Infinet's News Partners

www.infi.net/affiliates.htm

Newspaper Association of America

www.naa.org

Yahoo! News and Media: Newspapers: Regional

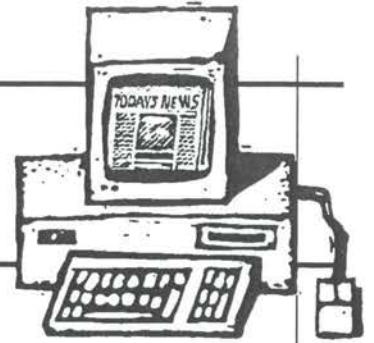
http://d5.dir.dcx.yahoo.com/News_and_Media/Newspapers

CLASSROOM ACTIVITIES

Newspaper Activity

- Review the parts of the newspaper with students. Begin by having them name their favorite parts of the newspaper. Then have them add other parts they know. Some sections are:
 - international, national, state or provincial news and local news
 - feature stories

WHERE CAN WE FIND THE NEWS?

**CLASSROOM
ACTIVITIES
CONTINUED**

- editorials and opinion columns
 - sports
 - business
 - lifestyle
 - comics, games and puzzles
 - weather
 - ads for stores and other businesses
 - classified ads
- Remind students that information in the newspaper is divided into two parts: editorial and advertising. Display ads — ads for stores and businesses — and classified ads make up about two-thirds of the newspaper. Everything else, from news stories to comics, is considered “editorial” content and makes up about a third of the newspaper.
 - Have students collect data about the sections and special features of their local newspaper and record their findings on the activity page. There are blank lines on the activity page so students can enter any special features they want to isolate.

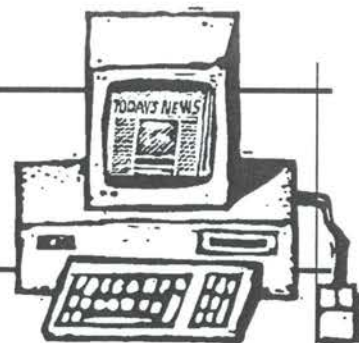
Internet Link

- Have students examine the online service of their local newspaper if one is available. Have them collect data on the same sections and features as the print newspaper and record it on the activity sheet.

Extension Activity

- Lead a discussion about students’ findings:
 - What are the advantages of each version of the newspaper?
 - What did the print version have that the online version did not have?
 - What did the online version have that the print version did not have?
 - When would they want to use the print version of the newspaper?
 - When would they want to use the online version?
- Have students watch a 30-minute news program on television. Have them count and categorize the stories presented. Ask them to compare the television news with the print and online newspapers.
- Have students compare the way one international or national story is covered by newspapers, online services and television. Compare the amount of factual information provided in each medium.
- Have students take a copy of another day’s newspaper and select the news stories they think should go onto the online service of the newspaper. Have them explain why.

WHERE CAN WE FIND THE NEWS?



What is in today's newspaper?

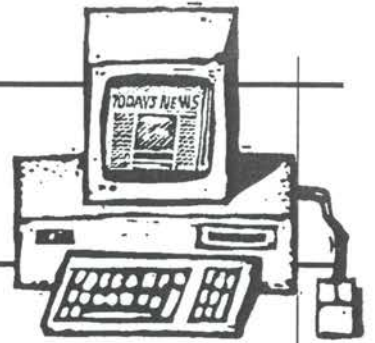
- Examine your newspaper carefully. Count the number of stories, features and ads in the newspaper. Record the numbers on the chart below.

What is available on your newspaper's online service?

- Examine the online service. Count the number of stories, features and ads. Record the numbers on the chart below.

Elements	Print Newspaper		Online Newspaper	
	Stories	Photos	Stories	Photos
Editorial content				
International news				
National news				
State or provincial news				
Local news				
Features				
Sports				
Sports statistics				
Business				
Editorials/opinion columns				
Letters to the editor				
Lifestyle				
Newmakers' feature				
Advice columns				
Weddings/engagements				
Births/deaths				
Weather				
Comics				
Advertising content				
Display ads				
Classified ads				
TOTALS				

WHERE CAN WE FIND THE NEWS?

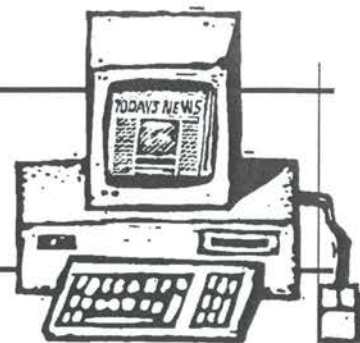


Thinking ahead

- What do you like best about the print newspaper? When would you use it?

- What do you like best about the online service of your newspaper? When would you use it?

WOMEN IN THE NEWS

**ONLINE SUPPORT**

For this activity, you may use news stories and feature stories. You will need to find and bookmark websites about historic women. Some suggested sites are:

Women in History

<http://www.women.com/category/arts1.html>

The National Women's History Project

www.nwhp.org

Women's Biographies: Distinguished Women of Past and Present

www.distinguishedwomen.com

CLASSROOM ACTIVITIES**Newspaper Activity**

- Write the names of three famous historic women on the board (e.g. Marie Curie, Pocahontas, Eleanor Roosevelt). You may want to use names from units the class has already studied. Ask students to identify each woman and name her profession or contributions to society.
- Ask students to name any current famous women they may know about and explain why they are important. Tell students that they are going to look for examples of important women in today's newspaper.
- Have students complete the newspaper section of the activity sheet.

Internet Link

- Direct students to an Internet site that provides information on historic women.
- Have students use information from the Internet site to compare current and historic women.

Extension Activity

- Have students work in small groups to select one woman, either historic or current, from their Internet search to study further. Have them explore other links about that person. Then have them demonstrate how the contributions of the woman have affected her society. Allow students to present the findings of their research in a variety of ways, such as written reports, poems, mini-plays, paintings or songs.

WOMEN IN THE NEWS



Who are some important women today?

- Look through the newspaper for stories about women each of whom has made a contribution to her community, state or province, country or the world.
- Write the names of the women and their professions in the space below.

What other women had the same professions?

- Use the Internet to find information about women who had the same profession in earlier times. Write their names and their contributions below. An example is provided.
- Explain how the work of one of the earlier women compares with the work of a current newsmaker. How are they the same? How are they different?

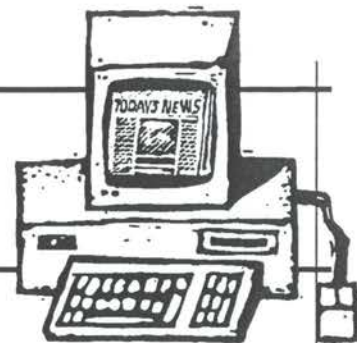
Current Newsmaker	Contribution	Historic Woman	Contribution
Hillary Clinton	Children's issues	Eleanor Roosevelt	Civil rights

- Compare the work of one current newsmaker with her historic counterpart:

Thinking ahead

- Think about professions that have very few women in them today. Select two professions that you think will have more women in the next 50 years. Explain why you selected these professions.

NEWSPAPERS AND MUSIC

**ONLINE
SUPPORT**

For this activity, you may use news stories and feature stories. You will need to find and bookmark websites about classical music and composers. Some suggested sites are:

The Classical Music Pages

<http://w3.rz-berlin.mpg.de/cmp/classmus.html>

Worldwide Internet Music Resources

www.music.indiana.edu/music_resources

Composers Page

www.composers.net

**CLASSROOM
ACTIVITIES****Newspaper Activity**

- Have students look at the weekend, arts or entertainment section of the newspaper. Have them put a star on every headline that refers to a story about a live musical performance. Then have them circle the name of each musical piece listed in the article. Discuss with students the different kinds of music available in their community.
- Introduce students to the newspaper section of the activity page. You may want to limit their selections to classical music or music by a well-known composer.

Internet Link

- Direct students to an Internet site about music and composers. Have them use the information to complete the activity page.

Extension Activity

- Have students prepare reports for the class about one of the composers they've studied. Ask the music teacher or librarian to help students find cassettes or CDs of the composer's work. Have students share part of a musical composition with the class.
- Alternative activity: Begin the lesson with a specific performer who is appearing in your area. Have students locate information about the performer and prepare a report on the musician's life and musical artistry.
- Have students locate the homepage of a favorite current performer — a jazz singer, rock musician, country music artist. Have them send an e-mail message to the performer asking how classical or other music affected his or her development as a musician. Have them ask for that performer's opinions about classical or modern music.

NEWSPAPERS AND MUSIC



What live performance music can I hear in my community?

- Look in the newspaper for a story about a concert. Find the titles of the musical pieces that will be performed at the concert. Write the name of one piece and its composer below.

Who is the composer?

- Locate information about the composer on the Internet.
- List the date the musical piece was composed. Then list five interesting facts about the composer. List two other works of music by the same composer.

Musical piece _____

Composer _____

Date of composition _____

Facts about the composer

Other compositions

Thinking ahead

- Use the arts section of your newspaper to plan a musical adventure. List three events you would like to attend. Explain why.

INTERNATIONAL RELATIONS



ONLINE SUPPORT

For this activity, you will use news stories. You will need to find and bookmark websites about other countries. Some suggested sites are:

Country Studies: Area Handbook Series (Library of Congress)

<http://memory.loc.gov/frd/cs/cshome.html>

Yahoo! Regional-Countries

<http://dir.yahoo.com/Regional/Countries>

The World Factbook: 2000

www.odci.gov/cia/publications/factbook/indexgeo.html

CLASSROOM ACTIVITIES

Newspaper Activity

- List sentences on the board that describe different ways your country interacts with other countries. You might include:
 - Your country trades with this country.
 - Your country has military forces in this country.
 - Your country has always been a friend to this country.
- Have students suggest countries that fit the sentences. Explain that there are many different ways countries interact. The relationships between countries can be based on many factors: historical, political, economic, military, humanitarian or others.
- Tell students that they can learn about what countries are doing today by reading the newspaper. Have them complete the newspaper sections of the activity page.

Internet Link

- Direct students to an Internet site with information about other countries.
- Have students use the site to research the countries in their newspaper articles and complete the Internet section of the activity page.

Extension Activity

- Create an International Relations bulletin board. Have students post newspaper stories about their country and other countries around the edge of a world map. Students then connect the newspaper story to the appropriate country with a piece of yarn. Students can also list relevant facts about the country on a 3"x5" card and post it near the newspaper article.
- There are many free-standing bulletin boards on the Internet where people who share common interests communicate. The content and focus of the discussion are not predictable. However, many news-related websites, such as CNN/All Politics or PoliticsNow, have bulletin boards where current news topics are discussed. Have students check these bulletin boards to see if the issue they are studying is under discussion. Remind students that bulletin boards are like letters-to-the-editor. Anyone can post an opinion and there is no way to check the writer's credentials.

INTERNATIONAL RELATIONS



What's happening between your country and other countries?

- Find a newspaper story about your country and its relationship with another country.
- Write the headline and a description of what's going on in the space below.

Headline _____

What's happening? _____

How will the other country react to your country?

- Find information about the other country on the Internet. List facts about the country that you think will have an effect on what happens between your country and the other country.

Facts about the other country _____

Explain why you think these factors will affect future developments in the story.

Thinking ahead

- Write a headline expressing what you think will happen between the two countries in two months. Write a headline showing what might happen in one year.

Headline in two months: _____

Headline in one year: _____

NEWS AT HOME

**ONLINE
SUPPORT**

For this activity, you will use news stories. You will need to find and bookmark websites about your country's history. Some suggested sites are:

Open Directory — Society: Issues: Regional

<http://dmoz.org/Society/Issues/Regional>

The World Factbook: 2000

www.odci.gov/cia/publications/factbook/geos/us.html

Research Institute for the Humanities – History

www.arts.cuhk.edu.hk/His.html

**CLASSROOM
ACTIVITIES****Newspaper Activity**

- Select a newspaper story about a domestic issue in your country. Share the article with the class. Have them identify the groups of people who are affected by that issue. Then have students suggest other issues or “problems” that affect groups of people. Explain that each of these issues has a long history.
- Have students complete the newspaper section of the activity page.

Internet Link

- Tell students that the newspaper story deals with a current situation. To understand that situation more fully, students need to know the history that led to today's news. There are many websites that provide summaries and timelines that will help them discover the development of the issues being reported today.
- Have students use a timeline or a reference site on the Internet site to research the current issue they have selected and complete the activity page.

Extension Activity

- Have small groups of students share one newspaper article along with the Internet research. Have students discuss their opinions of the situation; they must provide support for their positions from information they've learned from the newspaper and the Internet.
- Have students monitor the issue over time. Have them post questions they hope to have answered on a chart in the classroom. Students can write additional information on the chart as they obtain more information. The class can discuss each addition.

NEWS AT HOME



What do people care about in this country?

- Find a story about an issue facing your country today. Write a sentence describing the issue in the space below.

Headline _____

Situation _____

- List the groups of people who are affected by this issue. What about the issue is important to each group?

Group affected

What's important to the group?

How did we get here?

- Use the Internet to find a timeline or historical discussion of this issue.
- List historical events or decisions that help you understand today's situation.

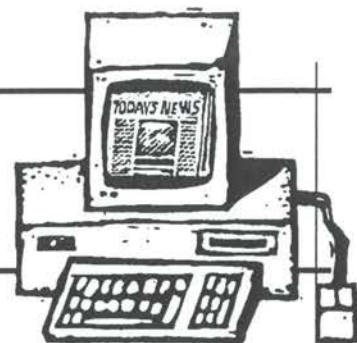
Related historical events:

Thinking ahead

- What questions about the issue would you like to have answered in future newspaper stories?

- Send an e-mail message to one of the sites asking for information that might give you answers to your questions.

LET'S CELEBRATE

**ONLINE
SUPPORT**

For this activity you may use news stories and feature stories. You will need to find and bookmark websites about holidays and celebrations in other cultures. Some suggested sites are:

Yahoo! Society and Culture>Holidays and Observances

http://dir.yahoo.com/Society_and_Culture/Holidays_and_Observances/

The Wilstar Holiday Page — History, Traditions, and Customs

<http://www.wilstar.com/holidays/>

Kid's Domain Holidays

<http://www.kidsdomain.com/holiday>

**CLASSROOM
ACTIVITIES****Newspaper Activity**

- Write the word "Celebration" on the board. Have students name occasions or events when their families celebrate something. Some of these will be personal, such as birthdays. Others will be events celebrated by groups. Some holidays are observed by almost everyone in a country, such as Independence Day in the U.S. or Canada Day in Canada. Other holidays, such as Kwanzaa or the Cinco de Mayo, are celebrated by a particular group in the community.
- Have students explain the special customs and folkways that go with celebrations, such as food, clothing, and activities.
- Have students complete the newspaper section of the activity page.

Internet Link

- Have students use the Internet to research other holidays. Encourage them to find holidays that are celebrated only in special regions of their country, such as Mardi Gras in the southern U.S. or the Calgary Music Festival in Alberta.

Extension Activity

- Have students design a classroom holiday. Have them give the holiday a name and develop special events and food to go with the celebration. Have them hold a celebration and invite other students to their special event.

LET'S CELEBRATE



Why is everyone celebrating?

- Find a newspaper story about a special holiday or celebration in your community. What can you learn about the holiday from the newspaper story? Write your answers below.

What are other reasons people celebrate?

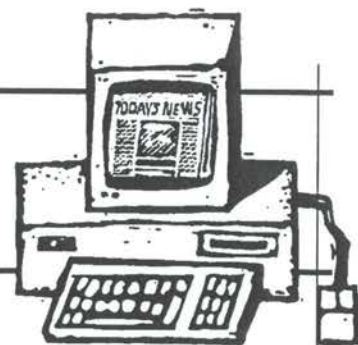
- Look on the Internet to find examples of other holidays celebrated in your country or in other countries. Try to find some celebrations that are new to you. Describe two other celebrations below.

Celebration Details	Newspaper Story	Internet Source #1	Internet Source #2
What is the event?			
Date celebrated?			
Why is it celebrated?			
What groups celebrate?			
Special activities?			
Special foods?			

Thinking ahead

- Select one of the celebrations you have written about. Explain why you would like to participate in that celebration.

A BETTER YOU

**ONLINE
SUPPORT**

For this activity, you may use feature stories or advice columns from the newspaper. You will need to find and bookmark websites about developing interpersonal skills. Some suggested sites are:

Open Directory — Society: Issues: Regional

<http://dmoz.org/Society/Issues/Regional>

Self-Improvement Online

www.selfgrowth.com

Yahoo! Health

<http://health.yahoo.com>

**CLASSROOM
ACTIVITIES****Newspaper Activities**

- Have students locate a news story or an advice column that gives suggestions for dealing with other people. Topics might include meeting new people, controlling anger, how to behave in a job interview or how to develop good work habits.
- Have students discuss the way they handle situations now. Then have them predict what they might expect to find in the story.
- Have students complete the first part of the activity sheet.

Internet Link

- Have students explore an Internet site that provides information about the topic in the newspaper.
- Have students record the name of the organization that has the site and additional information.

Extension Activity

- Have students write a letter to an individual or organization listed in the newspaper or e-mail the organization at the website for more information about the topic.



- ## What more can you do?

- ## Thinking ahead

- Topic _____

A BETTER YOU | ACTIVITY PAGE

CLASSIFIED CAREERS

**ONLINE SUPPORT**

For this activity, you may use news stories, feature stories and the classified ads. You will need to find and bookmark websites about careers and employment. Some suggested sites are:

Yahoo! Business and Economy: Classified

www.yahoo.com/Business_and_Economy/Classifieds

AltaVista Careers: Career Center

<http://careers.altavista.com>

Yahoo! Careers

<http://careers.yahoo.com>

CLASSROOM ACTIVITIES**Newspaper Activity**

- Have students look through the newspaper for people who have interesting careers.
- List students' findings on the board.
- Ask students to identify the jobs that might be available in your local area. Put a check by these jobs.
- Have students work individually or in groups to complete the newspaper part of the activity. Have them research five jobs in the classified section of the newspaper and record their findings on the activity page.

Internet Link

- Have students look at career and employment sites on the Internet. Have them record the additional information on the activity page.

Extension Activity

- Have students discuss their findings as a class. List the careers they have selected on the board. Have students suggest classifications for the careers:
 - Which would require college?
 - Which would require other special training?
 - Which would require private lessons or classes?
 - How many could they do in their local community?
 - How many would require them to travel?
- Have each student select one career they would like to have. Have them make a list of the personal traits or abilities they would need for the career in addition to the education or training. Have each student write a letter to a prospective employer explaining why he or she should be considered for a job.

CLASSIFIED CAREERS



What would you like to do?

- Find newspaper stories about five people who have interesting jobs — jobs you might like to have. Write down what you think you would have to do in that job on the chart below.
- Look for these jobs in the classified ads in your newspaper. List the information you find in the ads; for example, what qualifications are required? what salary and benefits are offered? who is advertising the job?

Are there more jobs available?

- Go to the Internet to find more information about these jobs. What additional qualifications and benefits can you find? In what other parts of the country or the world are jobs like these available?

Job/career	Classified details	Internet Classified details

Thinking ahead

- Make a career plan. What would you have to do, starting today, to prepare yourself for the job you would like to have.

PET PARADE

**ONLINE
SUPPORT**

For this activity, you may use the classified ads. You will need to find and bookmark websites about pets. Some suggested sites are:

Yahoo! Pets

<http://pets.yahoo.com>

Family

<http://family.go.com/pets>

Electronic Zoo

<http://netvet.wustl.edu/e-zoo.htm>

**CLASSROOM
ACTIVITIES****Newspaper Activity**

- Ask students to name the pets they or other members of their family have. Then ask them to think of other pets they might like to have. Have students share ideas with the class.
- Direct students to the classified section of the newspaper. Introduce them to the section index. Have them find and turn to the pets section.
- Have students complete the newspaper section of the activity page.

Internet Link

- Have students use an Internet site about animals to research additional information about the pets they've selected from the classified ads.

Extension Activity

- Survey the class to see how many different kinds of pets were selected: dogs, cats, birds, hamsters, fish, etc. Have students create a column graph showing the distribution of the animals.
- Create a "Classroom Pets" class book. Have each student create a page for the pet he or she selected on the activity page. Each student draws a picture of the pet on a piece of paper and then writes a "Pets FAQ Sheet" under the picture. Collect the pages and put in a binder or notebook that all students can share.

PET PARADE



What pet would you choose?

- Find the pets section in the classified ads.
- Write the names of three different pets you might like in the spaces below. Then write information about each animal listed in an ad.

What else should you know about your favorite pets?

- Go to an Internet site that tells you more about the animals you have selected.
- Write three to five facts about each of the pets you've selected.

Pet	Classified Information	Internet Facts
Pet	Classified Information	Internet Facts
Pet	Classified Information	Internet Facts

Thinking ahead

- Select a favorite pet from your list. Then tell why it is your favorite.
- Make a list of how you would have to change your home or your daily routine if you owned the pet.

HEALTHY LIVING

**ONLINE
SUPPORT**

For this activity, you may use news stories and feature stories. You will need to find and bookmark websites about health and fitness. Some suggested sites are:

The Internet Fitness Resource

www.sickbay.com/netsweat

WebMD Health

<http://mywebmd.com>

Fitness Fundamentals

www.hoptechno.com/book11.htm

**CLASSROOM
ACTIVITIES****Newspaper Activity**

- Ask students to brainstorm practices for staying fit and healthy, such as eating properly, exercising, or getting enough sleep. List suggestions on the board.
- Have students read a newspaper article related to staying fit and discuss their opinions of the subject of the story. These stories usually appear in the lifestyle or modern living section of the newspaper. Some newspapers have a special day each week when health stories are featured.
- Confirm the subject of the newspaper story to the class. Ask them to discuss what they already know about the subject.
- Have students complete the newspaper section of the activity sheet.

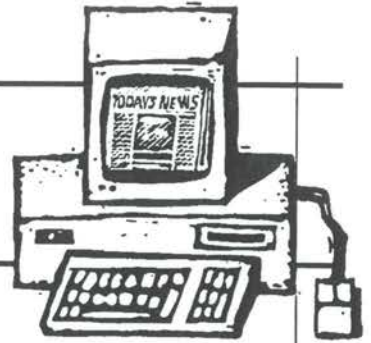
Internet Link

- Send students to an Internet site that has information about the subject. Have them record additional information on the activity page.
- Have students use information from the newspaper and the Internet to create a classroom chart of recommendations for staying fit. Post the chart on the wall.

Extension Activity

- Have each student design a fitness poster with one recommendation. Put the posters in school hallways.

HEALTHY LIVING



How can you stay fit and healthy?

- Find a newspaper story that gives you information about how to stay healthy or fit.
- Write the headline of the story below. Describe the steps recommended in the news story.

Where can you get more advice?

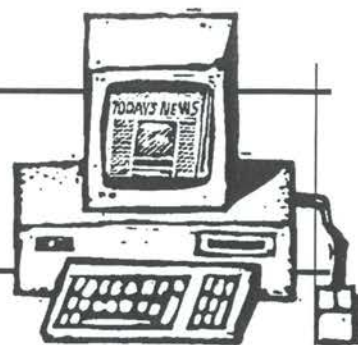
- Find an Internet site that gives you information about the health or fitness topic in your newspaper article.
- Add information about the topic to your list.

Newspaper Recommendations	Internet Recommendations

Thinking ahead

- How will you use the information from the newspaper and the Internet to make decisions to improve your health or fitness? List five steps you could take.

WHO'S IN THE NEWS?

**ONLINE SUPPORT**

For this activity, you may use news stories and feature stories. You will need to find and bookmark websites about people in the news. Some suggested sites are:

Yahoo! Recreation: Athletes

<http://dir.yahoo.com/Recreation/Sports/Athletes>

Yahoo! government

<http://dir.yahoo.com/Government>

Excite Entertainment

www.excite.com/entertainment/celebrities

CLASSROOM ACTIVITIES**Newspaper Activity**

- Put the names of six famous people on the board: two from movies, television or music; two from sports; and two from public life (the president or prime minister and another prominent politician). Ask for a student volunteer to identify each person. Then have students see if they can put them into three categories.
- Ask students how they know about these people. Why are they in the news? Why do we want to know about famous people?
- Tell students that they are going to find out about three people who are in the news today. Explain the newspaper section of the activity page to them. Have students work individually or in groups to complete the activity.

Internet Link

- Direct students to Internet sites that provide biographical information about famous people. Have students research their three choices, focusing on information that relates to the news today.

Extension Activity

- Create a "Newsmakers Corner" on a bulletin board. Divide the board into categories selected by the students. Categories might include local, state or international affairs, politics, sports, entertainment or business. Have students collect and post newspaper articles about people in the categories over several weeks. A 3"x5" card explaining why the person is in the news should be posted with each article.
- This activity can be a project for a committee of students in the class or for the entire class. Each week students could nominate several newsmakers to include on their bulletin board.

WHO'S IN THE NEWS?



Who's making news today?

- Find newspaper stories about three well-known people in the news. Choose someone from the political world, someone from sports and someone in entertainment.
- Explain why each person is in the news today in the space below.

What happened to these people before?

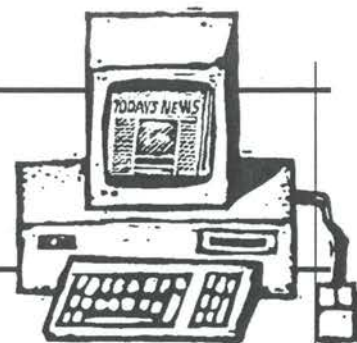
- Look up each person on an Internet site.
- Record any information that helps explain who each person is. How does this information help you understand the news today?

Thinking ahead

- What will happen in the coming months or year? Write a future headline for each person.

<u>Politics</u>	<u>Sports</u>	<u>Entertainment</u>
Who is it?	Who is it?	Who is it?
Why is he/she in the news?	Why is he/she in the news?	Why is he/she in the news?
Additional background:	Additional background:	Additional background:
Future Headline:	Future Headline:	Future Headline:

FOLLOW THAT TEAM

**ONLINE SUPPORT**

For this activity, you may use news stories and feature stories. You will need to find and bookmark websites about airlines and trains. Some suggested sites are:

Yahoo! Recreation: Sports

<http://dir.yahoo.com/Recreation/Sports>

USA Today Sports

www.usatoday.com/sports/sfront.htm

AP Sports

<http://newsday.com/sports/nationworld/wire>

CLASSROOM ACTIVITIES**Newspaper Activity**

- Have students look at the sports section of the newspaper and locate the schedules of professional sports teams in your state, province or region.
- Have students mark the cities for the team's away games on a large classroom map of North America. Ask questions such as:
 - Which cities are north of the team's city? South? East? West?
 - Which city is the farthest away?
 - How many states would you have to cross to get to one of the away games?
 - What city would be warmer than the team's city?
 - What city would be colder?
 - Which away game would you like to go to? Why?
- Have students complete the newspaper section of the activity page.

Internet Link

- Have students locate travel sites on the Internet to plan a trip to an away game.

Extension

- Create a "Follow That Team" bulletin board. Each week the class can add to the board as they follow the team in the newspaper. They can:
 - Calculate the accumulated mileage the team covers.
 - Calculate the costs of travel to each away game. Add the costs each week.
 - Track and graph the wins and losses of the team, or the total points the team scores in each game.
 - Do Internet research on the historical and cultural heritage of an opposing team's home city or region.

FOLLOW THAT TEAM



Where is your favorite team playing?

- Write the name of your favorite professional sports team below.
- Use the newspaper to find the city in which the team's next away game will be played. Record that information below. What direction would you have to travel to go to the game?
- Look at the weather map in the newspaper. What will the weather be like for the game?

Name of the team _____

Next away game _____

Direction you would travel _____

Weather at the game _____

How could you get to the game?

- Look on the Internet for websites that give airline and train schedules.
- List several ways you could get to the game. Put down departure and arrival times. How much would it cost?

Name of Airline or Train	Departure Time	Arrival Time	Cost

Thinking ahead

- What form of travel would save you the most time? What form would save you the most money?

Fastest way to travel _____

Least expensive way
to travel _____

HERE AND THERE

**ONLINE SUPPORT**

For this activity, you may use news stories and feature stories. You will need to find and bookmark websites about cities. Some suggested sites are:

Yahoo! Local-Regional: U.S. States

<http://local.yahoo.com>

USA CityLink Home Page

www.usacitylink.com

Webcrawler select:Travel

<http://webcrawler.com/local/?action=browse>

CLASSROOM ACTIVITIES**Newspaper Activity**

- Ask students how they would describe the place where they live. Do they live in a town or a city? A community or a neighborhood? What is the difference between these terms commonly used in referring to one's local area?
- Have students talk about what makes their home area special. What other cities have they visited? How were those places different from where they live?
- Have students complete the newspaper section of the activity page.

Internet Link

- Direct students to Internet sites that provide information about cities. Help students locate information to compare another locale with their own.

Extension

- Have students generate a list of cities they've heard about and would like to visit. These may be major cities like New York, Chicago, Toronto, etc., or they may be smaller cities where some students' relatives live.
- Tell the class they are going to become city experts. Each student will select one city to research. Students write to newspapers in their cities and ask for a copy of the newspaper. Then they research their cities on the Internet. Each student creates a poster for his or her city. The poster must have a drawing or collage of places in that city. The poster must also include interesting facts about the city. Students can take turns telling the rest of the class about their cities. The reports can take place over several days. Several students can tell about their cities after each recess or lunch break, at the beginning of the school day or at the end of the day. Finished posters can be placed around the classroom or in the halls of the schools.

HERE AND THERE



What can you do in your local area?

- Use the newspaper to find information about the place where you live. Then look at the stories and ads to locate different things to do. Look for:
 - the most important story in your town today
 - the weather in your town
 - where you could go to shop
 - where you could go to eat
 - where you could go to have fun

What's it like in some other town or city?

- Find a story in the newspaper that takes place in another town in your country.
- Use the Internet to find out about that town.
- Look for the same information you found about your own town.

Your town: Use the newspaper

Name of your town or local area:

Important story:

Weather today:

Someplace to shop:

Someplace to have fun:

Someplace to eat:

Another town: Use the Internet

Name of your town or local area:

Important story:

Weather today:

Someplace to shop:

Someplace to have fun:

Someplace to eat:

Thinking ahead

- Why would someone from the other town like to visit your town?

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INTERNET VOCABULARY



ARPANET: This "packet-switched network" developed in the early 1970s is the "grandfather" of the Internet. ARPANET was decommissioned in June 1990 and replaced with DARPA (Defense Advanced Research Projects Agency), the U.S. government agency that funded the ARPANET.

ASCII: American Standard Code for Information Interchange. A standard character-to-number system commonly used by computers to exchange information.

Bandwidth: The speed and efficiency of a connection to the Internet. The higher the bandwidth, the higher the number of units of data that can be transmitted simultaneously. T-1 lines, cable modems, and ISDN lines all provide high bandwidth Internet connections; 14.4 modems provide lower bandwidth connections.

Bit: A single, binary piece of digital information. The bit is the fundamental building block of all digital information.

Broadcast: A packet delivery system where a copy of a particular packet is given to all hosts attached to the network.

Bulletin Board System (BBS): A computer (and accompanying software) that provides electronic messaging services, archives of files, and other services coordinated by the bulletin board's operator. A growing number of BBSs are now connected directly to the Internet; many are operated by government, educational, and research institutions.

Byte: A group of eight bits.

DARPA: Defense Advanced Research Projects Agency. The U.S. agency that funded the ARPANET.

Domain Name: The root of a site's address on the World Wide Web. The domain name is the primary component of a website's URL, or Universal Resource Locator. For example, the domain name of the White House website is whitehouse.gov.

DOS (Disk Operating System): The set of commands that allows hardware and software to work together. Its principal function is file management.

E-mail: Electronic mail, a means of sending correspondence from one computer to another instantly and at a low cost. E-mail can be used in place of faxes, telephone calls, and paper mail. An e-mail address is the address used to send electronic mail to a specific destination, such as "president@whitehouse.gov".

Encryption: A method for safeguarding sensitive information (like credit-card numbers) transmitted via the Internet. Current technology allows highly secure, but not fail-safe, encryption.

FTP (File Transfer Protocol): A method for transferring files across the Internet. FTP software allows you to log on to a remote computer to transfer data from one computer to another. Many FTP sites allow "anonymous"

FTP, which gives you access to a limited number of public directories from which you can upload and download files.

Gateway: The original Internet term for what is now called router or more precisely, IP router. In modern usage, the terms "gateway" and "application gateway" refer to systems which do translation from some native format to another. E-mail uses an application gateway.

HTML (HyperText Markup Language): The programming language used to create World Wide Web pages and define the functions performed when you interact with these pages.

HTTP (HyperText Transport Protocol): The means by which the World Wide Web provides hypertext links among Web pages.

Hyperlink: The hyper prefix, in the language of the Internet, indicates that the words or images in question will connect you to another part of the World Wide Web. Hyperlinks are usually highlighted in some way (often via a blue outline or text color) to distinguish them from ordinary text or images.

ISDN (Integrated Services Digital Network): A service now offered by some telephone companies that gives customers both a high-speed Internet connection and a voice telephone line through a single "wire."

Internet: The Internet is a vast, decentralized network of thousands of computers interconnected by data lines spanning the globe. No entity owns the Internet, and therefore no particular nation or company has much control over it. An efficient, low cost, and powerful means of communication, the Internet, like the telephone and the printing press before it, has fostered a revolution in the way we communicate.

JPEG (Joint Photographic Experts Group): A standard for compressing digital photographic images on the Internet.

K (Kilobyte): 1024 bytes. Often rounded off to 1,000 bytes.

Kbps (Kilo Bits Per Second): A measure of data transmission speed indicating that 1024 bits are being transmitted in one second.

LAN (Local Area Network): A way to connect PC's so that they can share software, information and peripherals (printers, etc.).

Mb (Megabyte): 1024 kilobytes or 1,048,576 bytes. Often rounded off to one million bytes.

MPEG (Motion Picture Experts Group): A standard for compressing digital video images on the Internet.

Modem (MOdulator, DEModulator): A device that connects a computer to a standard phone line, allowing it to exchange data with other computers. For example, you can use a modem to "dial in" to an Internet service provider in order to access the World Wide Web or send e-mail.

Network: A group or system of electric components and connecting circuitry designed to function in a specific manner

Newsgroups: Collections of e-mail messages arranged hierarchically and distributed to various computers on the Internet. There are currently over 12,000 USENET newsgroups available; they serve as an electronic forum for a broad spectrum of groups.

NIC (Network Information Center): Originally there was only one, located as SRI International and tasked to serve the ARPANET community. Today, there are many NIC's operated by local, regional and national networks all over the world. Such centers provide user assistance, document service, training and much more.

NSFNET: A collection of local, regional and midlevel networks in the U.S. tied together by a high speed backbone. NSFNET provides scientists access to a number of super computers across the country.

Search Engine: A program, often accessed through a website, that helps you locate specific data on the Internet by searching for names, keywords, etc.

Server: A computer used to store large amounts of files. A web server stores large numbers of html files.

Shareware: Computer software that users are encouraged to copy and evaluate for a period of time. The shareware author often requires voluntary payment of a specific sum of money if the user continues to use it.

UNIX: An operating system used by many computers on the Internet. UNIX allows many people to use the same computer at once.

URL (Universal Resource Locator): The address for a website. A URL often contains the actual name of a company or organization. Just as each phone line must have a unique number, each website must also have a unique URL.

Virus: A destructive computer program that can destroy files on a computer and even cause a computer to fail. Computer viruses can be transmitted when any two computers are connected.

WWW (World Wide Web): The portion of the Internet capable of delivering rich multimedia files. The common way of navigating the WWW is the use of hypertext links.

Website: A website is a person's or organization's catalog, brochure, biography page, information source, etc., accessible via the World Wide Web. A website can contain a single page or thousands of them.

NEWSPAPER VOCABULARY



AP: abbreviation for the Associated Press

AP Leaf Photo: photograph transmitted almost instantaneously via satellite

Assignment: an event that a reporter has been delegated to cover

Balloon: a device borrowed from a comic strip which makes the words of a person in the picture appear to be coming directly from his mouth

Banner: a headline running across the top of a page; also called a streamer or ribbon

Beat: the area assigned to a reporter for his or her regular coverage

Blow Up: to enlarge printed matter or pictures

Body: the story itself

Bold Face: a heavy or dark type used by printers

Break: initial news coverage of an event

Bullet: a large black dot used at the left edge of a column to mark each item in a series

Bulletin: important and often unexpected news

Byline: name of the writer appearing at the head of a news or picture story

Caps: abbreviation for capital letters

Cold Type: photographically produced print

Column Inch: one inch of type (measured vertically) one column wide

Compose: to set type

Copy: all printed matter prepared for printing

Copyright: an author's exclusive right of property for his work

Cover: to get all the facts of a news event and write it up as a story

Crop: to cut away part of a picture to eliminate unwanted material or make it a particular size

Cut: any piece of art in the newspaper; also, to trim a story's length

Cutline: explanatory information under a picture or piece of art

Dateline: words that give a story's place of origin at the beginning of a story

Deadline: a time at which all copy for an edition must be in

Dingbat: any typographical device used for decoration

Dummy: a diagram of a newspaper page used to show printers where stories, pictures and ads are to be placed

Ear: either upper corner of the front page (sometimes used for weather news or to call attention to a special feature)

Editorial: an article expressing the opinion of the newspaper or a person regarding a certain subject

Extra: an edition of the newspaper which is not regularly scheduled

Feature: an article that may not have news value but is of interest to readers

Filler: a story with little news value, but is used to fill space

Flag: the newspaper's nameplate on the front page

Gutter: the margin between facing pages where the fold lies

Headline: the title of a newspaper story, also called HEAD

Inverted Pyramid: form for a news story in which facts are arranged in descending order of importance

Jump: to continue a story from another page

Justify: to space out a line of type so that each line fits flush to the margin

Kill: to eliminate all or part of a story

Lead: the first paragraph or two of a news story

Make-up: to arrange type and pictures

Masthead: the detailed information printed in the newspaper stating the title, ownership and subscription rates

Morgue: a newspaper's library of stories, pictures, biographies, and other references

Obit: short for obituary, a death notice

Plagiarism: to take another's ideas and words and pass them off as one's own

Play: the emphasis given a story on a page

Proof: a page on which newly set copy is reproduced to make possible the correction of errors

Proofreader: one who reads proof pages and marks errors for correction

Publicity: advertising disguised as news

Release: to specify the publication of a story on or after a specific date

Scoop: a story obtained before other newspapers receive the information

Stringer: a part-time reporter, a correspondent

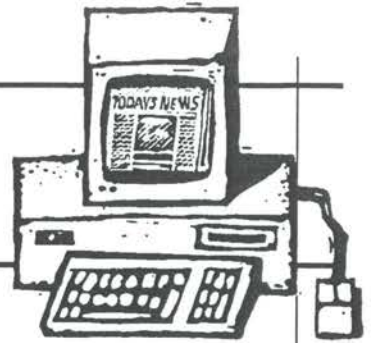
Thirty: the end of a story, written -30-

Typo: short for typographical error

UPI: abbreviation for United Press International

Yellow Journalism: sensational and often deliberately inaccurate reporting

INTERNET SITES OF INTEREST



Classroom Connect

www.classroom.net

CNN Interactive

www.cnn.com

Computer Curriculum Corp.

www.ccclearn.com

C-Span

www.c-span.org

CyberKids

www.cyberkids.com

The Discovery Channel

www.discovery.com

Federal Resources for Educational Excellence

www.ed.gov/free

The Gateway to Educational Materials

www.thegateway.org

GlobalSchool Net

www.gsn.org

The Library in the Sky

www.nwrel.org/sky/teacher.html

Official Website for Searching the U.S. Government

www.firstgov.gov

Smithsonian Institution

www.si.edu

Teacher Resources (Science)

<http://earthsky.com/Teachers/Resources>

The Franklin Institute Online: Educational Hotlists

<http://sln.fi.edu/tfi/hotlists/hotlists.html>

The Weather Channel

www.weather.com

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