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# Teach with the *Times*

Learn from the pros – innovative ways to use the newspaper in the classroom from Tampa Bay Times Newspaper in Education teachers

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Teach with the *Times*

Ideas for high school  
classrooms

## Teach with the *Times* – High

I use the *Tampa Bay Times* in my psychology classes to correlate classroom lessons to real life issues. For example, we used materials related to the newly discovered degenerative brain disease, Chronic Traumatic Encephalopathy (CTE) and Aaron Hernandez. The students were assigned a project on the issue using the *Times* as a source.

- *Nicholas Altimari, Nature Coast Technical High School, Hernando County*

## Teach with the *Times* – High

The AICE General Paper requires students to have a broad knowledge of what's going on in the world around them. The *Tampa Bay Times* is a wonderful resource for my students. I assign an incentive activity where students read nine articles and write two paragraphs: the first is a summary and comprehension, and the second is the connection to the AICE General Paper curriculum. I will also sometimes ask students to read five articles of their choice and then create three "Fact Cards." This is a flash card system they can use to study before the exam in May.

- *Elizabeth Balcombe, Clearwater High School, Pinellas County*

## Teach with the *Times* – High

I teach two different levels of English Language Learners, and I use the *Tampa Bay Times* in my classroom for both levels. One of my classes uses the newspaper to find words with short and long vowel sounds. I instruct them to cut out the words and glue them on cards. Each person shares their words with the class and they keep them for review and practice. I also teach an intermediate level class and we use the *Times* to read the classified section for housing and jobs. I also demonstrate how to use the e-Edition.

- *JaVonda Bryant, Tomlinson Adult Learning Center, Pinellas County*

## Teach with the *Times* – High

My students are between 18-22 years of age and are non readers with severe cognitive disabilities. The *Tampa Bay Times* is a great way to expose my students to current information connecting them to their community. We use the *Times* on a daily basis to locate letters to complete words or sentences related to an activity they can do outside of school. For example, if the activity is going to the movies, they would look up movie reviews, locations, prices and pictures.

- *Elda Cabrera, Riverview High School, Hillsborough County*

## Teach with the *Times* – High

My criminal justice students cut out crime-related articles from the *Tampa Bay Times* and complete an analysis form for each one. The articles are presented in a folder as an end-of-semester project called "Clues in the News." The students then complete a worksheet outlining crime trends in our local area and suggest community programs to help keep the community safer.

- *Melanie Derbes, Pinellas Park High School, Pinellas County*

## Teach with the *Times* – High

Working in pairs, students choose an article to read and make a list of the words used to describe the event, person, etc. They discuss the connotation and denotation of these words and then examine how the author's choice of words conveys his/her meaning, and how words affect the reader's understanding of the incident/event. The pair generates antonyms and synonyms for the words they listed, and discusses how these words could alter the reader's understanding of the person or event. Together, they rewrite the article, replacing the author's descriptive words with their antonyms and/or synonyms to understand how the use of language and connotation construct meaning. Students then share their original article and their rewritten example with the class to show how writers affect/manipulate with vocabulary to inspire certain conclusions, emotions, etc. from their readers.

- *Pamela Eubanks, Osceola Fundamental High School, Pinellas County*



## Teach with the *Times* – High

Each week, I have my students use the *Tampa Bay Times* to search for different positive news. For example: 1) Find an article about people helping others; 2) Find an article where a community was involved in a project; 3) Find an article where a student was recognized for something positive. I want the students to understand that there are a lot of positive things that happen every week even though front page news is often negative. It helps them to understand what others are doing for their communities – and maybe inspire them to do more in their own.

- *Sam Harmon, Hudson High School, Pasco County*

## Teach with the *Times* – High

I teach a career class where my lower level ESE students "work" for the *Tampa Bay Times* delivering newspapers to the teachers that have ordered them. The newspaper delivery allows us the opportunity to work with my class on organization, teamwork and math. The kids work in groups where they organize and count papers for their routes. The kids then deliver the newspapers to the teachers while practicing being customer friendly and professional.

- *Kevin Harris, Dixie Hollins High School, Pinellas County*

## Teach with the *Times* – High

I use the *Tampa Bay Times* in all of my subjects. For example, in U.S. history, my students use the *Times* to learn about trending global events, relate them to learned past events, and connect the two to have a greater understanding of the culture of the lesson. Law studies classes explore crime and community issues that face them daily. My students in economics use the *Times* to learn about national policy and financial news. They also follow stocks throughout the semester and then submit this information in a final Stock Portfolio Project. My students really dig reading about companies and how the terms in the book are really applied in the diction and text of the articles.

- *Billy Helms, Robinson High School, Hillsborough County*

## Teach with the *Times* – High

My AP Environmental students have to keep an “In the News Journal.” They find relevant articles in the *Tampa Bay Times*, write summaries on them and describe how the articles are related to the environmental topics we are currently learning. Reading about science concepts locally really allows the students to comprehend and relate to them personally, in their community and globally. For example, AP exam topics that the *Times* has covered include GMOs, water pollution, runoff, sinkholes, exotic species/native species, Hurricane Irma, El Nino, pollinator bees and Zika. Although I take my kids on field trips, this is another way to bring in these topics to my students to make it relatable and help them prepare for their exam.

- *Lauren Iovino, Boca Ciega High School, Pinellas County*

## Teach with the *Times* – High

In my Veterinary Assisting classroom, I use articles from the *Tampa Bay Times* relevant to the animal science industry for bell-work and class discussions. I have my students read the article, answer questions associated with the article and then participate in a group discussion. Using the newspaper helps the students understand how real-world the topics we are covering are. For example, we used a *Times* article about mounted police officers in Seminole Heights in our working animals unit, and we used a *Times* article about America's top 10 dog breeds in our canine breeds section.

- *Kelsey Karp, Pinellas Technical High School at Seminole, Pinellas County*

## Teach with the *Times* – High

We use the *Tampa Bay Times* for problem solving. Specifically, we provide cause and effect answers to compelling news stories. Violence in schools: Why, then what, now what? #Metoo: Why, then, now, later? For example, coverage of the Seminole Heights murders provided great investigations and forward thinking: Who could he/she be? Why? Before the suspect was arrested, we read articles and used them to discuss what could have happened, why he/she wasn't caught, who he/she was (physically, behaviorally, vocationally) and other scenarios. After the arrest, my students wrote a persuasive five paragraph essay about the death penalty with the *Times* materials serving as one of their sources.

- Tracey Keim, St. Petersburg High School, Pinellas County

## Teach with the *Times* – High

As part of our heroes/villains unit for characterization, students worked in small teams to choose a story from the *Tampa Bay Times* and identify the hero and villain plus their foils. From there, they devised interview questions and chose a classmate to answer as the hero or villain. Ideally, they were asked how to solve a problem they encounter. This unit addresses writing standards 3 and 4 and reading standard 3 and provides opportunities for collaboration and public speaking.

- Tracey Keim, St. Petersburg High School, Pinellas County

## Teach with the *Times* – High

At the year's end, I list all the literature taught that year and ask students to make a list of those works' themes. Then I ask students to find an article in the *Tampa Bay Times* that matches up to one of those themes. For example, if your class read "Phaethon and Apollo," themes might be "Listen to those more experienced than yourself" or "Know your limits." Students might find an article about a car accident caused by a reckless teen driver, which is similar to Phaethon's plot. After students share out, we discuss how writers modernize classic stories while still preserving their themes.

- *Thomasine Kennedy, Crystal River High School, Citrus County*



## Teach with the *Times* – High

A fun way to take a break from the typical reading comprehension lesson is to choose an article from the Tampa Bay Times, have your students all read it and then summarize it by only using emojis. You can project all the answers at once so students can see what others came up with by using [spiral.ac](https://spiral.ac).

- *Thomasine Kennedy, Crystal River High School, Citrus County*

## Teach with the *Times* – High

Using the editorials in the *Tampa Bay Times* is a great way to teach effective use of rhetorical devices. After teaching students rhetorical devices, read an editorial together in class. Determine the writer's point of view and identify evidence to support your answer. Then identify the rhetorical devices employed by the writer and evaluate their effectiveness. If no rhetorical devices were used, write one that could be added to the editorial to strengthen it.

- *Thomasine Kennedy, Crystal River High School, Citrus County*

## Teach with the *Times* – High

Have students read an article in the *Tampa Bay Times*. After reading the article, ask students to “write” blackout poems that sum up the article or that express the student’s feeling about what they read. First, ask students to skim articles looking for words or phrases that strike a chord with them. They should circle those words and phrases. Then, have students black out all the other words until all that is left behind are the circled words which sum up the story or express how the student felt.

- *Thomasine Kennedy, Crystal River High School, Citrus County*

## Teach with the *Times* – High

I have the students read the *Tampa Bay Times* (print or e-Edition) looking for one international, national, state and local news story. They are required to write down the headline of each article, its location and a brief summary of what is happening in the story. After completing the articles, the students are then required to locate each story on one of the three maps given to them. One is a world map, the second is a U.S. map and the third is a map of Florida. They are required to place an "X" in the exact spot where each story takes place.

*-Mark Longo, Pinellas Secondary School, Pinellas County*

## Teach with the *Times* – High

I use the Taste section of the *Tampa Bay Times* in my Culinary Arts classes. Each week I choose one article from the Taste section. After reading the article, the students do a one-page reflection on it, which they then share as a class. After school, students who are interested in that week's section may take it home with them to read further or try out some of the recipes. Using Taste familiarizes my students with local food-related events and happenings, and encourages them to read by providing them with up-to-the-minute content that is relevant and interesting to them.

- *Rene Marquis, Bloomingdale High School, Hillsborough County*

## Teach with the *Times* – High

I use the *Tampa Bay Times* weather section when teaching the weather unit in my Earth space science class. We collect the weather data with the students for a week, and then we evaluate it and predict the future weather. Students are engaged and find it meaningful because they apply real time data, learn the symbols used in meteorology and make their own weather predictions. It's a fun activity!

- *Lina Salem, Lakewood High School, Pinellas County*

## Teach with the *Times* – High

My digital design students use the *Tampa Bay Times* to find and analyze advertisements. They use this exercise to build their background knowledge and understanding of advertisements. After analyzing the ads and completing a short worksheet on their findings, they design their own ads as part of a larger unit on business publications.

- *C. David Schneider, Lakewood High School, Pinellas County*

## Teach with the *Times* – High

I use the data and graphs in the *Tampa Bay Times* to demonstrate and include in lessons how evidence supports main ideas. I also use the *Times'* Weekend section to identify the many activities available for lifelong learning in our community. My students are adults with children and it is important for them to know how these activities and their discussions about them impact their child's learning in a very positive way.

- *Cheryl Shaver, Clearwater Adult Family Literacy GED Program, Pinellas County*



## Teach with the *Times* – High

I use the *Tampa Bay Times* (print and e-Edition) to find articles that pertain to constitutional rights. I may ask the kids to read the article independently and identify words that may be new to them. We then discuss and define the terms together. Sometimes, I assign "GIMME 5" (find 5 facts and 5 opinions in the article). For group work, the students read the article, identify the constitutional right(s) in question, summarize the article and create a different headline. I also use the letters to the editor and the political cartoons in the editorial section when I teach about how congress works. Eventually, my students write a letter to congress and create their own unique political cartoon.

- *Helen Tait, Countryside High School, Pinellas County*

## Teach with the *Times* – High

I teach in the Center for Wellness and Medical Professions program. I find pertinent health articles in the *Tampa Bay Times* almost daily to share with my students. The students select an article related to the units we have been studying (for example, healthcare trends, nutrition, vital signs, CPR, etc.) and present it to their classmates. We then discuss the topic together. We discuss pros/cons, possible ramifications for future generations, and how new health trends can affect our lives, our community and our nation. I have developed current event rubrics to go with the various topics I teach.

- *Sharon Ungs, Palm Harbor University High School, Pinellas County*

## Teach with the *Times* – High

One way I have used the *Tampa Bay Times* is in a unit about Author's Purpose. I had students create posters for the different purposes (Persuade, Entertain and Inform). Then, students chose articles from the paper, read them, determined the author's purpose, cut them out and pasted them on the corresponding poster.

- *Maria White, Middleton High School, Hillsborough County*

## Teach with the *Times* – High

Besides vocabulary, my favorite way to use the *Tampa Bay Times* is to analyze headlines. The headline, subtitle and even the captions assist with understanding the text. Students search through the newspaper to find attention grabbing beginnings. Then, we will rewrite the attention grabber ourselves. If I am able to find another article written about the same topic, I will share the two headlines and it will be a Who Said It Best? discussion. It's great to further compare the articles, too.

- *Marci Williams, Wiregrass Ranch High School, Pasco County*

## Teach with the *Times* – High

I use the *Tampa Bay Times* for my Child Development and Early Childhood Education classes. The three articles that I use the most bring to the forefront issues facing children and families today: "The girl in the window," "A young mother tries to save two sons and loses everything" and "The long fall of Phoebe Jonchuck." Reading the articles are the bell ringer for the day. The students all have graphic organizers and as we read one section each day for approximately 10 minutes, they respond and write the main idea of that section. Then the floor is open to discussion about what was just read. The students usually have many comments and questions that lead to further research. This is ongoing throughout the semester.

- *Jamy Hoch, Countryside High School, Pinellas County*

## Teach with the *Times* – High

I use the *Tampa Bay Times*' coverage of current events of interest to teens to teach close reading, researched writing and critical thinking skills. For each topic, students analyze a *Tampa Bay Times* article through text-marking and annotations. They then find an additional resource that offers a different perspective. Finally, they hold a Socratic Seminar using the source materials as evidence. The real skills I want the students to walk away with center around the prevalence of misinformation circulating and the limiting of the press. I work to have the students practice verifying sources and detecting bias continually, not just for our class, but in their lives.

- Heather Wiseman, East Lake High School, Pinellas County

## Teach with the *Times* – High

I integrate the *Tampa Bay Times* into lessons for students of every skill level. Students learn to analyze, compare and contrast articles, advertisements and images. Examples include making collages based around newspaper articles, newspaper compare-contrast projects, vocabulary exercises and scavenger hunts. They learn to answer the 6 W's (Who, What, When, Where, Why, and HoW); to find the topic sentence and main idea of an article; to identify the writer's intent or message; to distinguish fact from opinion; to analyze the persuasive techniques of advertisements; and to make connections between the news and their lives.

- *Elizabeth Crawley, Seminole High School, Pinellas County*

## Teach with the *Times* – High

As a world history teacher, I am always looking for engaging ways to connect the past to the present. When my students complained that some politicians seem to have never taken a history class because they are repeating the mistakes of the past, I challenged them to find examples in the *Tampa Bay Times* of problems that may have been avoided with a better knowledge of history. Students had to submit a *Times* article about a current event and an explanation of how it connects to a part of history they have been learning about. I also post historical newspaper stories on my classroom walls (such as when women won the right to vote, Pearl Harbor, etc.) and my students suggest what current ones I should keep for the future, which shows me that they understand that they are living through history.

- *Sarah Hastings, Alonzo High School, Hillsborough County*



## Teach with the *Times* – High

My favorite way to use the *Tampa Bay Times* in all my classes is a unit I call "Every Picture Tells a Story." This unit encourages creativity and thinking. Over a period of several weeks, I cut out about 25 photos from the newspaper and remove the captions. Each student chooses a photo and writes about what he or she thinks is happening in it. I encourage the use of dialogue and imagery. Later, I hang up the pictures with the corresponding captions and they have a chance to see what the real story was!

- Tracey Keim, St. Petersburg High School, Pinellas County

## Teach with the *Times* – High

In one lesson, I use a week's worth of the *Tampa Bay Times* to introduce the word "community" for a problem solving paper. The students work in groups to identify problems in a community in order to understand the many meanings of the word community: it can be your school, church, family, country or even a group which you are a member of. I introduce this unit by going through the newspaper and showing different problems here and around the world. Then we talk about who is affected: children, adults, a neighborhood, a group, etc. We use the newspaper to identify types of communities, then each student identifies a problem within the community of their choice that is a current event. They then work on cause and effect papers, ultimately offering a solution. They are assessed by participation and thoughtful writing to a rubric.

- Tracey Keim, St. Petersburg High School, Pinellas County