

FPES

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Using the Newspaper: A Living Textbook

80 ideas for using the newspaper in the classroom and at home



About Newspaper in Education (NIE)

Newspaper in Education, or NIE, is an international program that promotes literacy by using the newspaper as a teaching tool.

Through NIE programs, teachers use newspapers, in both print and digital form, as a “living textbook” to teach subjects such as history, reading, math, economics and government at all grade levels.

The goal of NIE programs is to create **lifelong readers, critical thinkers, engaged citizens and informed consumers.**

About Florida Press Educational Services

[Florida Press Educational Services, Inc.](#) (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes **literacy and critical thinking, particularly for young people.** FPES was founded in 1980 as Florida Newspaper in Education Coordinators (FNIEC).

FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties.

The primary objectives of FPES are to:

- Teach students to read the newspaper critically.
- Nurture the desire to read effectively.
- Stimulate a concern for public issues.
- Communicate an understanding of the free press in our society.
- Encourage involvement in the self-governing process.
- Promote the use of the newspaper as a textbook in education.

For more information about FPES, visit fpesnie.org.

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Newspapers as teaching tools

“The press is the best instrument for enlightening the mind of man, and improving him as a rational, moral and social being.”

- Thomas Jefferson, third President of the United States

“Newspapers are the schoolmasters of the common people. That endless book, the newspaper, is our national glory.”

- Henry Ward Beecher, American clergyman and brother of Harriet Beecher Stowe

Research shows that students using the newspaper as an educational resource score more highly on standardized tests, develop the habit of lifelong reading and are more likely to become engaged citizens and regular voters.

According to the American Academy of Pediatrics, reading regularly with young children is one of the [most effective ways](#) to expose them to enriched language and to encourage literacy skills needed for school readiness.

[This research](#) presents a case study of an intensive, newspaper-based reading program that increased reading comprehension quickly and dramatically.

[This research](#) found that low-income, minority and non-native English-speaking students benefit significantly from NIE programs in their schools.

[This report](#) provided evidence that student journalists earned better high school grades, performed at higher levels on college entrance exams and received higher grades in college writing and grammar courses than students who lacked that experience.

[This research](#) found that the use of newspapers as an educational resource leads to higher levels of interest in news and politics and higher levels of adult newspaper readership.

[This analysis](#) found that students who frequently read news about their country in newspapers had higher average levels of civic knowledge; that students who reported that they read domestic news in newspapers were more likely to indicate that they expected to vote as adults than students who were less frequent consumers of news; and that encouraging the use of newspapers at school may be beneficial, particularly where few homes receive daily newspapers.

[This report](#) found that the use of newspapers in the classroom, the use of newspapers for homework assignments and access to a teen section or teen-focused content in newspapers encourages young people to be more civically engaged as teens and to vote, volunteer and otherwise remain civically engaged as much as 15 years later.

[Read more research.](#)

Newspapers as primary sources

“Working with primary sources builds a wide range of student skills, from reading complex texts to assessing the credibility of sources to conducting research.”

- Library of Congress

The newspaper is both a primary and secondary source. Primary sources are the raw materials of history – original documents and objects that were created at the time under study. Secondary sources are accounts that retell, analyze, or interpret events, usually at a distance of time or place ([Library of Congress](#)).

Newspapers as informational text

The newspaper is an excellent source of informational text. Reading and interpreting informational text is a fundamental component of the Florida’s [B.E.S.T. Standards for English/Language Arts](#).

Informational text is nonfiction text whose primary purpose is to inform the reader about the natural or social world. Informational text employs a variety of structures to assist the reader in finding information quickly and efficiently. These can include a table of contents, an index, bold or italicized text, glossaries for specialized vocabulary, embedded definitions for specialized vocabulary, realistic illustrations of photos, captions and other labels, and graphs and charts.

Newspapers provide real-world context

According to Global Dimensions, the UK's leading global learning platform, “discussing the news with students gives them a 'real world' context to their learning. It also helps students to understand the global context of their local lives and explore similarities and differences.

“The wide range of news topics, including politics, current events and natural disasters, makes it easy to integrate the news into the curriculum, starting with the most basic areas of reading and numeracy. Encouraging students to read and discuss the news builds upon their language, vocabulary and reading skills. It’s also an effective tool for teaching math concepts, particularly fractions, decimals, currency and averages.

“The use of news in education can also significantly enhance broader curriculum areas, such as citizenship, environmental studies or geography. Students become better informed, more reflective and analytical. It helps them understand issues of global importance, and the people and places associated with these issues, by seeing in practice some of the complex problems and challenges in the world today, such as how to resolve conflicts and combat disease. By debating on these issues in class, students develop their critical thinking and problem-solving skills.”

Using the newspaper

Teachers and parents, you should use newspapers because:

- Newspapers are an adult medium. A sixth grader who lacks reading skills does not like to be seen carrying around Dr. Seuss books, but he or she is not afraid to be seen reading the newspaper.
- Newspapers focus on reality, what is happening here and now. This provides the motivation for reading and discussion.
- Newspapers make learning fun.
- Newspapers are extremely flexible and adaptable to all curriculum areas and grade levels.
- Newspapers bridge the gap between classroom and the “real” world.
- Newspapers build good reading habits that will last a lifetime.
- Newspapers give everyone something to read: news, sports, weather, editorials and comics.
- Newspapers are a cost-effective way to educate.
- Newspapers contain practical vocabulary and the best models of clear, concise writing.
- Newspapers build vocabulary.
- Newspapers improve reading skills.
- Newspapers promote critical thinking.
- Newspapers bring ideas and current events to life.
- Newspapers build global awareness.
- Newspapers promote social consciousness.

Newspaper in Education activities

Newspaper article analysis guiding questions

Observe: Identify and note details

Write down your answers on a piece of paper or in your notebook.

- Who published the article? Who was the audience for this article?
- Who was the audience for this newspaper?
- What type of article is this (eye-witness account, straight news article, feature article, editorial, column, reader contribution)?
- On what page and section does the article appear?
- What are the topics of other articles found on the same page or section?
- Is place relevant to this article? How?
- Are one or more dates listed in the article? Was this article written at or around the same time period that the text relates to?
- What information is highlighted by the headline and other text callouts, if present?
- Are there any photos or illustrations? What additional information or explanation do they provide?
- What does the text describe, explain, or provide an opinion on?

Share what you have learned with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Question: What didn't you learn that you would like to know about?

Write down your answers on a piece of paper or in your notebook.

- What questions does this article raise?
- What do you wonder about . . .
- Who?
- What?
- When?
- Where?
- Why?
- How?
- Examine the words and phrases the author uses. Does the author's language support a particular perspective? Are different viewpoints presented?
- What sources might you consult to learn more?

Share what you have learned with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Reflect: Generate and test hypotheses

Write down your answers on a piece of paper or in your notebook.

- What is the main idea of the article? List several facts or arguments that support the main idea of the article.
- Is this article a news story or an opinion piece? Is the article trying to inform or persuade? How do you know?
- Are there details that reference other people or events of the time period? What was happening during this time period?
- Why do you think this text was made? What might have been the author's or publisher's purpose? What evidence supports your theory?
- Who do you think was the audience for this article? What evidence supports your conclusion?
- If there was information about the author included, does that information suggest certain biases that person might have had? What do you think those biases were?
- Why do you think the author chose to include these specific details of description or explanation? What information or perspectives might have been left out of the article?
- What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?
- Does this article show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- What do you think the author might have wanted the audience to think or feel? Does the arrangement or presentation of words, illustrations, or both affect how the audience might think or feel? How?
- What do you feel after reading this article?
- If someone wrote this text today, what would be different? What would be the same?
- What did you learn from examining this article? Does any new information you learned contradict or support your prior knowledge about the topic of this article?

Share what you have learned with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

The front page

On Page one of a newspaper, you'll find many devices designed to draw in prospective readers. The story that the newspaper's editor considers the most important story of the day is typically located on the upper half of the front page. This space is known as "above the fold."

- Examine the front page of the newspaper.
- Write a short analysis of the differences between the front pages.
- What is located above the fold on each newspaper's front page?
- How are they different?
- How are they similar?
- What choices have been made in selecting the headlines and images?
- Do you think this was an effective use of the front page? Why or why not?

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Examining the newspaper

Learning the alphabet

Using the headlines and advertisements in the newspaper, find all the letters in the alphabet. Write down each letter and the word that begins with that letter.

Florida Standards: ELA.K5.EE.2; ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1

Reality vs. imagination

Look for a cartoon or advertisement in the newspaper that has something make-believe in it. What makes the item imaginary? Write down three reasons the image is imaginary and share the image and reasons with your class.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.K5.EE.2; ELA.K5.EE.3

Examining content

- Find the index for the newspaper. According to the index, what pages are the following found on: classified ads, sports, editorials, local news, weather, and the crossword puzzle?
- Find a newspaper article that is about each of the following: a meeting of a government agency, a press conference, a disaster or unexpected happening, the schools.
- Scan the newspaper and name some of the beats covered by reporters. If you were a reporter, what beat would you like to cover and why?
- Is a photo worth 1,000 words? Select a photo out of the newspaper. Write a new caption and article about the action going on in the photo.
- Write an editorial on a topic of controversy for the period of history you are studying. Study some of the editorials in today's newspaper before doing this activity.
- Locate the statistics from games in the Sports section. Graph the total number of yards rushed, homeruns hit, passes thrown, etc. in a single game.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10; SS.312.A.1.2; SS.912.A.1.4

Identifying good news

The news is often about the troubles in the world. Is there any good news as well? Find a story focused on good news. What makes the news good? Does the story have any impact on your life? Write a summary of the good news and share it with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Characters in comics

Look through the comic strips in today's newspaper for a character that is most like you. Make a list of the things they have in common as well as the differences. Share your discoveries with your class.

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9

Comparing temperatures

Compare the temperature readings in the newspaper for today's weather in Fahrenheit and Celsius. Draw a thermometer and color in today's temperature on the thermometer. Can you play outside today based on the temperature? Look in the newspaper for activities that you can do inside or outside. On a piece of paper, list the indoor and outdoor activities. Share the list with your class.

Florida Standards: SC.212.E.7.5; SS.K12.G.3.3; LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9;

Newspaper advertisements

Find a newspaper advertisement in today's newspaper. Analyze the advertisement. What is the advertiser trying to sell you? Does another store have the same product for less money? Would you buy this item? Tell your classmates why or why not.

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9

Local, state, national, and world

Students can do an interesting analysis of where news is happening as follows: Have them look at the front page of the newspaper and group the news that appears there. How many of the stories are about your state, the nation or the world? Discuss where most of the news is coming from and why. Locate the places on a map. Define some of the characteristics of that place and its people.

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS:312.W.3.10; SS.412.G.4.2

5W's and an H

The best way to understand the facts in a story is to identify the following: Who, what, where, when, why and how. Have your teacher read one of the feature stories from today's newspaper. Break down the story by responding to the who, what, where, when, why and how points.

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4;

Credible sources

Have students find a major front-page news story. Have them identify the sources of information and quotes and answer the questions: Do the sources seem credible? Why? Has the reporter validated or shown evidence that suggests the sources are reliable? What was the cause of the event and what was the outcome? If possible, students should research the sources to conclude whether they believe the sources are reliable or not. Write a summary of the article, including the above information. Share what you have learned with your class.

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS:312.W.3.10

Getting to know your newspaper

To write a good story, a reporter must ask probing questions. Choose an article from the newspaper. Read it carefully. Jot down at least five questions you think the reporter who wrote it may have asked. Is there anything else you would have asked if you had been the reporter? What online sites might you have checked for more information to add to this report?

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS:312.W.3.10

Choosing favorites

Survey your classmates or your family to find out which sections of the newspaper are everyone's favorites. Make a graph of the results. If you were going to add a new section to the newspaper, what would it be? Why? Which section do you think young people read most often? Share your graph and the information with your class.

Florida Standards:LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; MA.312.DP.1.2; MA.312.AR.4.3

Examining cartoons

- Choose one of the cartoons in the newspaper. Think about the point the cartoonist was trying to make with this cartoon. Were you persuaded? Why or why not?
- Select one of the political cartoons from the newspaper. Think about the point of view of the cartoonist. Describe or draw how the cartoon might be different if it had been created by a cartoonist with a different point of view.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10; SS.312.A.1.2; SS.912.A.1.4

Compare and contrast

Compare two political cartoons in the newspaper. Identify the different methods — such as symbols, allusions or exaggeration — that the two cartoons use to persuade their audience.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10; SS.312.A.1.2; SS.912.A.1.4

Newspaper Archeology

What constitutes history? History textbooks often focus on elections, wars and “great men.” However, there is also the history of the ordinary, of the forgotten and of the community. In this activity, you will engage with the “ordinary” through the analysis of just one artifact: a newspaper.

Individually or in small groups, choose one newspaper. Imagine that you are an archeologist who has just discovered this newspaper and that you know nothing about the time and place that it comes from. Read the entire newspaper, including all the ads, classifieds, notices etc.

As you read, make notes. Address questions such as:

- What kind of amusements do people in this society enjoy?
- Can we determine what type of political system is in place and the effectiveness of the system?
- What are the major economic activities of this society?
- What kinds of transportation do this society utilize?
- What do people in this society value?
- What are some of the major issues or challenges facing people in this society?

Write an account of the society that this artifact represents based only on what you have read in the newspaper. Be sure to back up your conclusions with evidence from the text. Make a short oral presentation to your class.

Adapted from: “Newspaper Archeology,” by Donald Falls, Manatee High School

Florida Standards:SS.312.A.1.1; SS.6.W.1.3; SS.6.W.1.4; SS.6.W.1.5; SS.7.C.2.10; SS.7.C.2.11; SS.7.C.2.13; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.8.A.1.6; SS.8.E.2.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4; SS.912.A.1.5; SS.912.A.7.12; SS.912.A.7.17; SS.912.C.2.13; LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Analyzing language

Examining letters

Find different words in the newspaper that begin and end with the letters in the word “newspaper.” Write down as many words as you can find. Share the words with your class.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1

Short and long vowels

With a small group of students, look for words in the newspaper that have short vowel sounds. Make a list of the words you find. Next do the same thing for words with long vowel sounds. See which group comes up with the most words in each category.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1

Prefixes and suffixes

Many words have prefixes and suffixes. In today's newspaper, find as many words as you can that have prefixes and/or suffixes.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3

Displaying emotions

Find three photographs of people in the newspaper. Are the people happy or sad in the photos? Write or draw an image showing different emotions: happy, sad, surprised and angry. Tell your classmates about a time when you felt one of these four emotions.

Florida Standards: WL.K12.IH.3.3; ELA.K12.F.1.1; ELA.K12.V.1.1; ELA.K12.C.1.1; ELA.K12.F.1.3

Identifying types of sentences

Look in the newspaper for a sentence that asks a question. This type of sentence is known as an interrogative sentence. A sentence that makes a statement is known as a declarative sentence. Find five interrogative and five declarative sentences in the newspaper.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3

Examining types of words

- Homonyms are words that sound the same as other words but are spelled differently. They also have different meanings. Words such as two, too and to are homonyms. Find six homonyms in the newspaper and share them with your class.
- Antonyms are words that are opposites. Little is an antonym of big. What antonyms can you find in the newspaper? Make a list to share with your class.
- Synonyms are words that have the same meaning as other words or as each other. The words small and little are synonyms. With a partner, see how many pairs of synonyms you can find in the newspaper. Write the words as neatly as you can. See which group can produce the most words.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3

Dissecting sentences

Choose a paragraph from the newspaper and dissect the words in the sentence. How many syllables are there? How many vowels? How many consonants? What is the longest word in the paragraph? Next dissect the words – how many vowels, nouns, adjectives, adverbs and prepositions are there?

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3

Looking for rhyming words

According to Vocabulary.com, “A rhyme is when the ending sounds of two words sound alike.” Examples would be cat and hat, mouse and house, bat and rat. Look through the pages of the newspaper to find as many rhyming words as you can. Do not forget to check the comic pages and advertisements. List all the rhyming words you find. Create a poem or short story with the words. Share your creation with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4

Finding verbs

A verb is an action word or a state of being. Run and walk are examples of verbs. Find as many verbs as you can in a sports story in the newspaper. See who in the class can find the most verbs.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3; ELA.K12.EE.6.1; ELA.312.C.2.1

Finding a newspaper advertisement

Find an advertisement in the newspaper. Analyze the ad. What is the focus of the ad? What is the advertiser trying to sell you? Do any other stores have the same products for less money? Write a fully developed paragraph analyzing this ad. Discuss what you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4

Finding nouns

Review the definition of a noun with your class. Have students select a story from the front page of the newspaper and find the nouns. You can write down the people in red, the places in blue and the things in green. Then, make a list of nouns you can find looking around the classroom.

Florida Standards: ELA.K3.F.1.1; ELA.K3.V.1.1; ELA.K3.C.1.1; ELA.25.F.1.3; ELA.K12.EE.6.1; ELA.312.C.2.1

Writing an autobiography

The editor of the newspaper has asked you to write a biography about yourself. Using newspaper articles as models, write a story about yourself for Sunday’s edition. Include three things in your story that make you a unique person. After you write your article, read the article to your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4

Finding the elements

All living beings require water, light and food to exist. Look through the newspaper and find a photograph, comic strip, advertisement and article that depict the elements of water, light or food. Write down the elements you see in each item and share what you see with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; SC.512.P.10.1; SC.312.N.1.1

Finding solutions

Find a problem that someone is having, either in a photo or a story, which was reported in the newspaper. What is the problem and how would you solve that problem? Write a blog post or letter to that person letting him or her know how you would solve the problem.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4

Analyzing content

Look at the index for the newspaper. Find each section of the newspaper that is mentioned. Write down the headlines for the articles in each section. Are there any sections you found not listed in the index? What section is your favorite and why?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4

Reflecting honesty

The comic strips in the newspaper often reflect real life. Honesty is a quality that can be found among the characters in various comic strips. What is honesty? Why is it good to be honest? Find an example of honesty in a comic strip character's speech or actions. Share what you have discovered with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.2.1; ELA.K12.EE.3.1

Being compassionate

Compassion can be a complicated character trait for some people. What does compassion mean? Discuss this word with your class. Look through the pages of the newspaper to find an article, comic strip or photograph showing a person being compassionate. Explain why you believe this person is compassionate. Look in your school media center to find a real live person or fictional character who is compassionate, too. Share what you have found with your classmates.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.2.1; ELA.K12.EE.3.1

Analyzing cause and effect

Look for a story, a photograph and a comic strip in the newspaper that has a cause-and-effect scenario. Explain what the cause of and effect scenario is in a fully developed paragraph.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.2.1; ELA.K12.EE.3.1

Knowing, wondering, learning

A good way to build reading and learning skills is to Know, Wonder and Learn (KWL). While you are reading or learning new things, ask yourself questions. First, ask what you already Know about the subject. Then, ask what your wonder or want to know about the subject. Then you read and ask what you have learned about the subject. Practice this KWL technique: Find a photograph and article in the newspaper. Write down what you know, what you wonder about and what you have learned. Share this information with your classmates.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1

Reading aloud

Reading aloud is an important skill. Reading helps you build up the number of words you know, and it helps you use words in an effective way. Find any story in the newspaper that shows some action. Read the story and think about which words should be stressed to make a listener feel the action of the story. Practice reading the story you have chosen aloud in a whisper. Then read the stories aloud in groups or a class. Discuss how the stories help listeners feel like they were part of the action.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1

Analyzing articles and photos

The best way to understand the facts in a story is to identify the who, what, where, when, why and how elements of the story. This method works for photographs and cartoons as well. Look for a story, a comic strip and a photograph from the newspaper. Break down the meaning of each by writing down the facts of who the story is about, what happened in the story and how, where does the story take place, when does the story take place, and why did it happen. Share what you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1

Comparing and contrasting

Look through the advertisements in the newspaper. Select two ads to compare and contrast. Identify what the main purpose of the ads are and identify how they are similar and different. You can compare the ads using a chart or a Venn diagram. Share the information you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1

Exploring rhetoric

Rhetoric is everywhere. Aristotle's three rhetorical appeals of ethos, pathos and logos can be found in all types of writing: fiction and nonfiction, prose and poetry. Research the three rhetorical appeals and discuss them with your classmates. Look in the newspaper for an example of each rhetorical appeal. You can use photos, advertisements, headlines or cartoons. Share what you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1

Learning unfamiliar words

When you study new things, you often come up against new and challenging vocabulary words and subject-focused terms. While you read the newspaper, make a list of words and terms you do not know. Try to figure out the meanings by looking for clues in the sentences around them. Write down your best guesses, and then look up the words in a dictionary. As a group activity, make a list of the words your classmates identified and see which ones stumped the class. Next, use these words for a news scavenger hunt. See which words on the list you can find in the newspaper. The group that finds the most words wins the game.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1

Visual Literacy

Examining photos

Select a photograph from the newspaper. Based on the images, try to figure out which objects are the largest, heaviest and longest. Next, find the opposites of these words – smallest, lightest and shortest.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1;

Color photographs

Find a color photograph and a black and white photograph in today's newspaper. Write a description of an object in each photograph. Be sure to include its size, shape and color. Have your classmates guess the object you have described.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1

Describing photos

Choose a picture or photograph in the newspaper. Describe to your teacher or friend what is happening in the photo. What do you think happened before and after the picture was taken. Write down your thoughts and share them with your classmates.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1;

Visual communication

Visual communication is a process of sending and receiving messages using images, and visual literacy is the ability to construct meaning from visual images. Sending messages with graphics, photographs or emojis is visual communication. Billboards, road signs, public art, streaming videos and, of course, photographs communicate a visual message.

Keep a journal of the photographs in the newspaper for a week. Write down the subject matter of the photo, the section of the newspaper and the page number. Also note if the photo belongs with a story or not. Study the context and content of the photos. In your journal, write down if the photo stands on its own to tell a story or if it needs more than a caption for an explanation.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Captions

Look at the photos that accompany stories in the newspaper. Imagine you must cut a story due to space issues, so you need to include all the relevant information in the photo caption. Choose one photo and change the caption to include the essential information in two or three sentences. Share one of the photos and captions with your classmates.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Point of view

Point of view refers to how the photographer was positioned when he or she took a picture. Taking a photograph from a vantage point other than straight on can result in a much more interesting and compelling image. Examine the photos for a week in the newspaper. Keep track of the following information:

- Was the photographer standing, crouching or lying on the ground?
- Did the photographer take the picture from above, below or the side?
- Did the photographer tilt the camera or keep it parallel to the horizon?

Point of view can also reveal how the photographer feels about the subject. In other words, sometimes how the photographer positions himself or herself in relation to the subject expresses their opinion. For example, a picture taken from above may give the impression of superiority, or from below, of inferiority.

- Where was the photographer when he or she took the picture?
- Can you guess what the photographer's attitude is toward the subject?
- How does the vantage point affect the way you look at the resulting photograph?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Interpreting advertisements

Look at the photographs in advertisements in the newspaper. How are the photographs in advertisements different than news photographs? What is the purpose of the photographs in the advertisements? Study one advertisement and focus on the composition of the advertisement and photo. What appeals are being used and why? Are these appeals effective? Write down your thoughts in complete sentences and discuss your ideas with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Exploring art

Art can be a highly effective means of communication. Think about how our culture uses art to communicate ideas. Make a list of all the methods you can think of (cartoons, graphic novels, posters, advertising). Some other cultures have used pictures and symbols as a means of communication: hieroglyphics, pictographs and cave drawings. What impact did this form of communication have on each culture? How do we use pictures and symbols to communicate? Look through the newspaper for examples of symbols that represent communication or make a specific statement. Using the articles and images in the newspaper as a guide, write a news article using only symbols. Share your story with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Leading lines

A leading line is a design element that directs the viewer's eye to the point of interest. A leading line typically begins at the bottom of the composition and extends into the heart of the composition. Examples of leading lines include railroad tracks, a fence, a road, a tree branch, a staircase or a river. Horizontal lines suggest serenity, while vertical lines can express power and diagonal lines often imply action. Find a photograph in the newspaper to analyze.

- Can you find different shapes in the image? Look for circles, squares, rectangles, triangles and organic forms.
- How do the shapes in the image create balance and structure?
- What qualities do the lines in the photograph have (strong and bold; light and thin; curvy or straight; diagonal or circular)?
- What effect do the lines have on your visual experience of the image (exciting; calming; unifying)?
- What do the angles in the image lead your eyes toward? Do they draw your attention in or out of the frame?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Light and shadows

Photographs have remarkable power to communicate information, sometimes in startling ways. You can learn to use questions to decode, evaluate and respond to photographic images. Find a photograph in the newspaper and determine what information is being conveyed through that image.

On a piece of paper, write down answers to the following questions: Who or what do you see? When was this photograph taken? What is happening in the photograph? Where was this photograph taken? Why was this photograph taken? Why did the photographer choose these elements to include in the photograph? What don't you see? Did the photographer focus on certain elements and not others? Why do you think that is?

Based on what is happening in the photo, can you infer what happens next or perhaps what happened before time stopped? How do light and shadows play a role in the photo and the viewer's interpretation? Write a short essay based on your responses to these questions. Be sure to use specific examples from the image to support your ideas. Share your photo and report with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Patterns

Patterns create balance and structure in a composition and can emphasize the main ideas of the photograph. Patterns can be composed of color, light and shadow, a repeating design or an interesting texture. They can be a part of a larger composition or fill the entire frame. Analyze the pattern in a photograph from the newspaper.

- What types of patterns can you find in the image?
- Can you find any repeated shapes or colors?
- Does this pattern create rhythm and emphasis? (Think of pattern in music.)
- Describe the quality of the pattern (loud, quiet, busy, delicate, heavy?).
- What does the pattern draw your attention to?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; VA.412.C.3.1; VA.312.H.2.2

Dissecting photographs

Look for a photograph in the newspaper that includes people. This photo can be from any section of the newspaper, including an advertisement. Write a paragraph responding to the following:

- Describe the person in the photograph.
- What do you imagine happened just before the photo was taken? Why?
- What do you imagine the person in the photo is thinking about and feeling?
- What do you think will happen next?
- What feelings do you have when you look at the photo?

Florida Standards: SS.912.P.10.1; SS.912.P.10.3; SS.912.P.10.6; SS.912.P.10.12; SS.912.P.16.11; SS.912.S.4.1; LAFS.912.L.1.1; LAFS.912.L.1.2; LAFS.912.L.2.3; LAFS.912.L.3.4; LAFS.912.L.3.6; LAFS.912.RI.1.1; LAFS.912.RI.1.2; LAFS.912.RI.1.3; LAFS.912.RI.2.4; LAFS.912.RI.2.5; LAFS.912.RI.2.6; LAFS.912.RI.3.7; VA.912.C.1.2; VA.912.C.1.3; VA.912.C.1.5; VA.912.C.1.6

In the news

Journaling your life

If you could talk about the most significant moment in your life to only one person, who would it be? Where would you begin? Start with a significant event or moment that changed your view of the world. Describe your experience through images or word pictures. Write a journal excerpt about this moment. What events have influenced your life? Look in the newspaper for examples. Choose headlines, photos, captions, articles and advertisements and write about the effect in your journal.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AL.5.7

Keeping a reading journal

Keeping a reading journal is a great way to keep track of what you have read and learn more about yourself. While you are reading newspaper articles, write down questions, thoughts and opinions about what you have read. Through your reading, you can explore new concepts and ideas. While you are keeping your journal, read the newspaper at least twice a week. You can read news, sports, comic strips or even advertisements.

What are your thoughts about the things you read in the newspaper? To begin your journal, write about something that you have read in the news that directly affects your life. Share some of your journal entries and thoughts with your peers.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AL.5.7; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Connecting the past to the present

Author George Santayana says, “Those who cannot remember the past are condemned to repeat it.” What does this phrase mean? Discuss this idea with your class. Using articles, political cartoons and pictures from the newspaper, make a connection between “then” and “now.” Images and metaphors should express feelings and attitudes as well as behaviors and events. The overall effect should reflect your viewpoint on whether the present world has learned the lessons of history. You may focus on only one theme or on several issues that you find particularly relevant to your own life. Share what you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AL.5.7

Citizens as stakeholders

When there is a situation that requires community action, the newspaper reports on the problem and all the different individuals and groups that have an interest in the problem. People affected by a situation often are called “stakeholders.”

- Read news stories about a problem or concern in your community.
- Identify the different stakeholders who are proposing different solutions to the problem.
- Collect the information and write it down on a piece of paper.
- Develop a solution of your own. What solution would you propose that is different from any of those proposed by the stakeholders?
- Interview family members and friends. Ask their opinions about the problem. Ask them for their solutions.
- Write a letter to the editor or a blog post discussing how the other solutions are different from yours.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AL.5.7; HE.412.R.4.2; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Speaking out

Letters to the editor reach a wide audience in your community. Submit a letter about an issue that you care about to the editor of your local newspaper. Find examples of letters to the editor in the opinion section of the newspaper.

Florida Standards: SS.912.P.9.5; SS.912.P.9.6; SS.912.P.9.7; SS.912.P.9.8; SS.912.P.10.3; SS.912.P.10.4; SS.912.P.10.12; SS.912.S.1.4; SS.912.S.1.6; SS.912.S.1.7; SS.912.S.1.8; SS.912.S.7.5; LAFS.912.L.1.1; LAFS.912.L.1.2; LAFS.912.L.2.3; LAFS.912.L.3.4; LAFS.912.RH.1.1; LAFS.912.RH.1.2; LAFS.912.RH.1.3; LAFS.912.RH.2.4; LAFS.912.RI.1.1; LAFS.912.RI.1.2; LAFS.912.RI.1.3; LAFS.912.RI.2.4; LAFS.912.RI.2.5; LAFS.912.RI.2.6; LAFS.912.RI.3.7; LAFS.912.RI.3.8; LAFS.912.SL.1.1; LAFS.912.SL.1.2; LAFS.912.SL.1.3; LAFS.912.SL.2.4; LAFS.912.SL.2.5; LAFS.912.SL.2.6; LAFS.912.W.1.1; LAFS.912.W.1.2; LAFS.912.W.1.3; LAFS.912.W.2.4; LAFS.912.W.2.5; LAFS.912.W.2.6; LAFS.912.W.3.7; LAFS.912.W.3.8; LAFS.912.W.3.9; LAFS.912.W.4.10

Analyzing conflicts

Skillful writing, whether prose, poetry or song lyrics, is often based on personal experience and conflict. Discuss conflicts you face in your community or at home — with your class. Write in your notebook about a conflict that you have faced. Next, look for an article in the newspaper that focuses on an issue or concern that affects people in your community. Read the article carefully. Think about the author’s purpose and the main idea of the writing. Explain what the main points of the article are in a summary.

Be sure to include the following information: the main points, the author’s intent, the details that support the author’s intent and key words that indicate that intent. Share what you have written and learned about the conflict in the poem and the person in the newspaper article with your class. Discuss what the conflicts are and whether there are alternate ways the conflicts could be resolved or avoided.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AL.5.7; HE.412.R.4.2

Blackout poetry

When asked about his process for sculpting, artist Michelangelo Buonarroti once said, “The sculpture is already complete within the marble block before I start my work. It is already there. I just have to chisel away the superfluous material.” In other words, once you remove the extra marble, you will see the art. This is the concept for black-out poetry. “Instead of starting with a blank page, poet Austin Kleon grabs the New York Times and a permanent marker and eliminates the words he doesn’t need,” according to NPR’s Morning Edition. Go to NewspaperBlackout.com to learn about the process of creating blackout poetry. Next, create your own poetry with your newspaper. You can use the print paper or edit a PDF of the newspaper. Share your creation with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1

Citizen rights

Look through your local newspaper for examples of people celebrating the following statement in the Declaration of Independence: “All men...are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Find an article, photograph or cartoon for each of these rights. Write a few sentences about each article or photograph you find. Share what you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1

Leadership in the news

The goal of an activist is to bring about political or social change. Rosa Parks and Perry Harvey, Sr. are notable examples of citizens, ordinary people, who stood up for their beliefs. Who are some current activists in our society? Look through the newspaper for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1

Creating a story

Author Tim O’Brien says writing a fiction story involves taking something that happened in the real world and then moving it into a “world of what if.” Choose one of these ideas to write a short story. Be sure to use proper short story structure, including a beginning, middle and end.

1. Using the newspaper, find the plot for a story in one of the news articles. Use the basic idea in the news article and then create a “what if” scenario based on the basic facts you have read.
2. Using the cartoons in the newspaper, take any character and put that character in a “what if” situation in an experience in your everyday life. How would this character act, react, fit in and behave in your world?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Exercising free speech

Find examples of people exercising free speech in different ways in the local newspaper, in your school newspaper and online. Then write an opinion column, discussing the ways you and your peers exercise freedom of speech in your daily lives. Use the opinion columns in the newspaper as models. A free press provides a platform to report important issues from many points of view. As a class, discuss your thoughts and opinions about potential censorship of student journalists. Discuss the difference between free speech and disruptive speech. For more information about this issue, go to aclu.org/other/students-know-your-rights-presentation.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Contributing to Democracy

When the forefathers of the United States of America decided to form a new government, it was a bold, radical and dangerous idea. It was feared that a country could not survive without a king. A democratic society could not work. In his Gettysburg Address, President Abraham Lincoln defined democracy as being “of the people, by the people, and for the people.” What does that phrase mean? How have the people changed the United States throughout the decades? Citizen involvement is essential for a democracy to work properly. From Thomas Jefferson and George Washington to Martin Luther King, Jr. and Elizabeth Cady Stanton, political ideals, principles and people’s rights have evolved.

In small groups, make a list of all the different ways citizens can be involved in society, their communities and government. Look through the newspaper to find more ways citizens can participate in society. Find examples of people who contribute to democracy in your community. Who are these people? What makes them good citizens? Where are they participating? How are they contributing to society and the community? What can you do to contribute to your community? Choose one of the activities you have read about to participate in with your friends and family. Go to the following websites for more ideas: volunteerflorida.org and americorps.gov. Share what you have learned with your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Working for a change

1. As a class, read the national, local, business and editorial sections of the newspaper to find a group working for change on a specific issue.
2. In groups or as a class, research this issue further using the newspaper, its online archives, the Internet, encyclopedias or other resources.
3. What issues are important to the group working for this change? What are other views in the discussion or debate? How has technology made an impact on this issue? Are there underlying reasons why this group wants to bring about this change?
4. On a separate sheet of paper, write a short letter to the editor expressing your opinion on this issue. Be sure to include facts and information from the newspaper articles and Web sites in your letter.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Financial literacy

Spending wisely

Read the local, business and feature sections of the newspaper to find an article involving someone who paid money for something. It can be for music, games, electronics, toys, hobbies, groceries, utilities, cars, houses, a restaurant meal, clothes, movie tickets, rent for an apartment or something else. What decisions do you think this person made before spending money? What questions should you ask yourself before buying something? How can a person or a family develop a plan that allows buying what is needed and what is wanted?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; SS.412.FL.2.6; SS.412.FL.2.7

Business leaders

Look for articles about business leaders in the newspaper. Write the name of the leader and the reasons why you consider this person a business leader. Share your lists with your class. George Jenkins and Dr. Robert Cade are two examples of Florida entrepreneurs who saw a need in their communities and filled that need. With a partner, find other Florida entrepreneurs who became very successful and changed the landscape around them. Choose one of those men or women to research and present a report about him or her to your class.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1

Thrift week

Thrift is a long-time American tradition that promotes financial literacy which leads to responsible consumerism and smart saving practices. Florida Thrift Week takes place annually in January. Look for articles in the newspaper that focus on people, businesses or the government spending money. See if you can find one article showing each type of spending. Next, research the concept of “thrift.” Do you think these articles display the concept of thrift or do they show the opposite? Explain your perspective, using examples from the article to support your points.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1

Avoiding financial hardships

Read the national, local and business sections of the newspaper to find an article about someone facing a financial challenge or hardship. Write down the who, what, when, where, why and how of the article. Using facts in the article or your previous knowledge, what factor or factors do you think led to the financial hardship? Write down the steps that the person is taking to resolve the situation. Search the newspaper’s online archives and financial Internet sites for information on how best to overcome the situation. Develop short-term and long-term goals for this person.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1; SS.412.FL.2.6; SS.412.FL.2.7

Consumer search

Learning to be a smart consumer is a skill that will help you throughout life, especially when shopping for electronics or communications devices. Discuss with classmates what type of device you would most like to buy for yourself or your family (pick a general type, not a specific brand). Search the ads the newspaper for companies that make such devices and different models that are available. List the devices shown in the ads and the different prices offered by various stores.

Now use the Internet and the online archives of the newspaper to find consumer ratings or consumer stories discussing the brands and models advertised. List the ratings for each and the best and worst things said about each. Search the Internet for information about product recalls or complaints about the devices. Review information you have gathered and choose which brand and model to purchase. Write a paragraph summarizing reasons for your choice.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; WL.K12.AH.5.5; WL.K12.AH.5.7; WL.K12.AL.5.7; WL.K12.IH.5.1; WL.K12.IM.5.1; SS.412.FL.2.6; SS.412.FL.2.3

Budgeting

Creating and sticking to a budget is demanding work. The first step in any budget is having a job. Look in the newspaper for a job that you would be qualified to fill once you graduate from high school. Calculate how much you would earn doing this job each month, and what you would have to pay in taxes. Next, create a hypothetical budget based on your net (after-tax) earnings. Be sure to include the cost of housing, transportation, food, and other expenses.

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; SS.412.FL.2.7; SS.412.FL.3.1

Creating a plan

1. Read the national, local, business, sports and feature sections in the newspaper to find information about a career that interests you. Make inferences from the article, such as education and skills needed, demand for this occupation, etc.
2. Search the Internet to learn the type of degree needed. How many years would you expect to be in college? What are the average first-year earnings?
3. Next, choose a college and look on the school's Web site for annual tuition costs. Estimate your total tuition costs for this degree.
4. Search the print, electronic or Web edition of the newspaper to find three ads for banks. Using the banks' Web sites, compare their student loan interest rates. Are they different? Are they fixed or variable rates? What are the payoff terms? Is the loan part of a federal program?
5. Find your chosen career in the employment ads in the classified section of the print, electronic or Web edition of the newspaper. Is there a demand for this occupation? Are the ads a fair representation of the need for this career? Why or why not? Would the employment ads in another part of the country illustrate a higher demand for this occupation? Why or why not?

Florida Standards: ELA.K12.EE.6.1; ELA.312.V.1.1; ELA.312.C.1.3; ELA.312.C.1.4; ELA.312.C.2.1; ELA.312.C.3.1; ELA.312.F.1.3; ELA.312.F.1.4; ELA.312.R.2.4; ELA.K12.EE.4.1; ELA.K12.EE.6.1; SS.312.A.1.1; SS.412.FL.2.7; SS.412.FL.3.1

Character education

You Make Me Smile

1. In teams or as a class, use a print or online dictionary to find and write down the definitions of the following character traits – respect, responsibility, caring, integrity, kindness, perseverance and cooperation.
2. Read the comics in the newspaper and choose one that reminds you of a personal experience that involved at least one of these character traits.
3. Share the comic strip with your class and tell a story about your personal experience. Give examples of at least one character trait and how the actions made you feel.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Sorting problems

Find a problem someone is having either in a photograph, comic strip or a story in today's newspaper. What is the problem and how would you solve that problem. Write a blog post or letter letting the person or character know how you would solve the problem.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Letter writing

Read the sports, business and feature sections of the newspaper to find a story about a person or a group of people who exhibit at least one of the following character traits – respect, responsibility, caring, integrity, kindness, perseverance and cooperation. What did the person or group do to show this trait? How did this affect someone else? Write a letter to this person stating ways he or she shows the character traits, how that makes you feel and ways you will try to exhibit the same traits. Be sure your letter includes the date, address, greeting, body text, closing and signature.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Conflicts

Look through the newspaper for an article that shows individuals, groups or nations involved in a conflict. Write down the different sides and the reason or reasons for the conflict. Think of as many ways as you can that they might resolve this conflict. Write a letter to the editor that explains how the groups or nations might resolve their conflict. Use the letters to the editor in your local newspaper as models. Would these groups need courage, kindness, forgiveness, and patience? What other character traits would they need to exhibit to solve their conflict?

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10

Everybody can be great

What does it mean to be charitable? Do charity and charitable mean the same thing? Dr. Martin Luther King Jr. said, “Everybody can be great... because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love.” Most religions encourage some form of charity or service; it is one of the things they have in common. Look through the newspaper for examples of ways to serve your community. Write a blog post encouraging others to participate in service or charity projects in the community.

Florida Standards: SS.912.P.9.5; SS.912.P.9.6; SS.912.P.9.7; SS.912.P.9.8; SS.912.P.10.3; SS.912.P.10.4; SS.912.P.10.12; SS.912.S.1.4; SS.912.S.1.6; SS.912.S.1.7; SS.912.S.1.8; SS.912.S.7.5; LAFS.912.L.1.1; LAFS.912.L.1.2; LAFS.912.L.2.3; LAFS.912.L.3.4; LAFS.912.L.3.6; LAFS.912.RI.1.1; LAFS.912.RI.1.2; LAFS.912.RI.1.3; LAFS.912.RI.2.4; LAFS.912.RI.2.5; LAFS.912.RI.2.6; LAFS.912.RI.3.7

Florida Standards and the newspaper

The Florida Standards provide clear expectations for the knowledge and skills students need to master in each grade and subject. For more information on Florida Standards, visit CPALMS, the State of Florida’s official source for standards information and course descriptions: cpalms.org.

The following standards apply to using the newspaper in your classroom:

Benchmark#	Description
ELA.1.R.2.3	Explain similarities and differences between information provided in visuals and words in an informational text.
ELA.2.R.2.3	Explain an author’s purpose in an informational text.
ELA.3.R.2.3	Explain the development of an author's purpose in an informational text.
ELA.4.R.2.3	Explain an author’s perspective toward a topic in an informational text.
ELA.5.R.2.3	Analyze an author’s purpose and/or perspective in an informational text.
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension.
	a. Use main story elements at the beginning, middle, and end for a literary text.
	b. Use topic and important details for an informational text.
ELA.2.R.3.2	Retell a text to enhance comprehension.
	a. Use main story elements in a logical sequence for a literary text.
	b. Use the central idea and relevant details for an informational text.
ELA.4.R.3.2	Summarize a text to enhance comprehension.
	a. Include plot and theme for a literary text.
	b. Include the central idea and relevant details for an informational text.
ELA.5.R.3.2	Summarize a text to enhance comprehension.
	a. Include plot and theme for a literary text.
	b. Include the central idea and relevant details for an informational text.

ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.
ELA.6.R.2.1	Explain how individual text sections and/or features convey meaning in texts.
ELA.7.R.2.1	Explain how individual text sections and/or features convey a purpose in texts.
ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
ELA.9.R.2.1	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.
ELA.10.R.2.1	Analyze the impact of multiple text structures and the use of features in text(s).
ELA.K.R.3.2	Retell a text orally to enhance comprehension:
	a. Use main character(s), setting, and important events for a story.
	b. Use topic and details for an informational text.
ELA.3.R.2.1	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
ELA.1.R.2.1	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.2.R.2.1	Explain how text features - including titles, headings, captions, graphs, maps, glossaries, and/or illustrations - contribute to the meaning of texts.
ELA.12.R.2.1	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.R.2.1	Use titles, headings, and illustrations to predict and confirm the topic of texts.
ELA.K.R.2.2	Identify the topic of and multiple details in a text.
ELA.K.R.3.1	Identify and explain descriptive words in text(s).
ELA.1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.
ELA.1.R.2.2	Identify the topic of and relevant details in a text.
ELA.1.R.3.1	Identify and explain descriptive words and phrases in text(s).
ELA.1.R.3.3	Compare and contrast two texts on the same topic.

ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.2.R.2.2	Identify the central idea and relevant details in a text.
ELA.2.R.3.1	Identify and explain similes, idioms, and alliteration in text(s).
ELA.2.R.3.3	Compare and contrast important details presented by two texts on the same topic or theme.
ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.3.1	Identify and explain metaphors, personification, and hyperbole in text(s).
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.
ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s).
ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.5.R.3.1	Analyze how figurative language contributes to meaning in text(s).
ELA.6.R.2.2	Analyze the central idea(s), implied or explicit, and its development throughout a text.
ELA.6.R.3.1	Explain how figurative language contributes to tone and meaning in text(s).
ELA.6.R.3.2	Paraphrase content from grade-level texts.
ELA.6.R.3.4	Identify rhetorical appeals in a text.
ELA.7.R.2.2	Compare two or more central ideas and their development throughout a text.
ELA.7.R.3.2	Paraphrase content from grade-level texts.
ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.
ELA.8.R.2.2	Analyze two or more central ideas and their development throughout a text.
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
ELA.8.R.3.2	Paraphrase content from grade-level texts.
ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.
ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.

ELA.9.R.3.1	Explain how figurative language creates mood in text(s).
ELA.9.R.3.2	Paraphrase content from grade-level texts.
ELA.9.R.3.3	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.
ELA.9.R.3.4	Explain an author's use of rhetoric in a text.
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
ELA.10.R.3.2	Paraphrase content from grade-level texts.
ELA.10.R.3.3	Analyze how mythical, classical, or religious texts have been adapted.
ELA.10.R.3.4	Analyze an author's use of rhetoric in a text.
ELA.11.R.2.1	Evaluate the structure(s) and features in texts.
ELA.11.R.3.2	Paraphrase content from grade-level texts.
ELA.11.R.3.4	Evaluate an author's use of rhetoric in text.
ELA.12.C.5.2	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.12.R.3.2	Paraphrase content from grade-level texts.
ELA.12.R.3.3	Analyze the influence of classic literature on contemporary world texts.
ELA.12.R.3.4	Evaluate rhetorical choices across multiple texts.
ELA.K.C.1.3	Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	a. Recognize and read with automaticity the grade-level sight words.
ELA.2.C.1.3	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.
ELA.2.C.1.4	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
ELA.3.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.
ELA.6.12.F.2.4	Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.
ELA.6.C.1.4	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.
ELA.7.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).
ELA.8.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.
ELA.9.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.
ELA.10.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
ELA.11.C.1.4	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.
ELA.11.C.4.1	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.
ELA.11.R.3.3	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.
ELA.12.C.1.3	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
ELA.12.C.1.4	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

ELA.12.R.2.4	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
ELA.3.R.3.2	Summarize a text to enhance comprehension.
	a. Include plot and theme for a literary text.
	b. Use the central idea and relevant details for an informational text.
SS.1.A.1.1	Develop an awareness of a primary source.
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.
SS.2.A.1.1	Examine primary and secondary sources. Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
SS.3.A.1.1	Examine primary and secondary sources. Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
SS.5.A.1.1	Use primary and secondary sources to understand history. Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.
SS.6.W.1.3	Interpret primary and secondary sources.
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.S.5.10	Identify both rights and responsibilities the individual has to primary and secondary groups.
SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
SS.K.A.1.2	Develop an awareness of a primary source.

Credits

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