

# ***Introductory News Literacy***

*Adapted from High Five 2012: The Integrated Language Arts and Journalism Curriculum for Middle School Students*

*An educational resource from the*  
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# INTRODUCTION

The American Press Institute's Introductory News Literacy Units are lightweight general usage lesson plans for introducing middle school students to how to read and understand news media and current events. While the Institute offers more specific and in-depth materials and ideas for promoting news literacy, these new units provide a resource for the time-pressed teacher working with students at an important age. Split into three units of one-to-two weeks each, the curriculum briefly overviews critical elements in news understanding and healthy processes for determining source information and bias. Individual lessons can be adapted and used to fit specific classroom needs.

## ***Where does the curriculum come from?***

The Introductory News Literacy Units were developed in response to requests from classroom teachers who have used the former Newspaper Association of America Foundation's "High Five" curriculum units published in 2012. These teachers valued the lessons but wanted options to cover material within shorter time frames. Following its 2012 merger with the NAA Foundation, the American Press Institute began developing youth news literacy programs of its own and set out to meet the teachers' requests. While the original "High Five" units are each designed for a six-week period, with 30 lessons in each unit, the Introductory News Literacy units can each be taught in one to two weeks. Unit A has five lessons, and Unit B and C each have seven lessons.

Each Introductory News Literacy Unit contains lessons that achieve the same goals as the larger High Five Units. All the Introductory News Literacy lessons are based on, and sometimes the same as, the High Five Units' lessons. All the lessons are correlated to national educational standards and to Common Core State Standards.

What the Introductory News Literacy units offer to teachers is flexibility. Each unit is a complete unit and can be taught as such. But if a teacher wishes to go into more depth in a particular topic, the unit indicates which corresponding High Five lessons will "extend the lesson." For example, Introductory News Literacy Unit A, Lesson 1 *Five Media Principles* directs the teacher

to the High Five Unit A, Lessons 4, 5, 6 and 7 for additional activities. The teacher can decide to use some or all of these related activities, as time permits.

***Can you tell me a little more about the relationship between the High Five project, the NAA Foundation and API's work in youth media literacy?***

The former Newspaper Association of America (NAA) Foundation, with support from the John S. and James L. Knight Foundation, developed *High Five* in 2012 in an effort to address concerns about student achievement. The NAA Foundation had a history of supporting Newspaper in Education (NIE) programs at newspapers across the country and produced research on youth newspaper readership. As part of its late 2012 merger with the foundation, the American Press Institute has the opportunity to build upon what was passed down. It remains committed to an underlying principle of these projects: the importance of equipping youth with the skillsets and healthy consumption habits needed to properly understand and evaluate media for life.

***What is the American Press Institute?***

The American Press Institute was founded in 1946 to help journalists fulfill the mission of the First Amendment – to sustain a free press in the public interest. That mission continues in the digital age. The Press Institute conducts research, training, convenes thought leaders and creates tools to help chart a path ahead for journalism in the 21st century. Part of sustaining a free press requires a critical news audience, however, so the Institute additionally works to build programs and resources to empower news consumers to face a of information *and* misinformation overload.

The Institute initially was located at Columbia University’s Journalism School before moving in 1974 to Reston, Va. In early 2012, the Institute merged with the NAA Foundation of the Newspaper Association of America and is now located in Arlington, Va. The NAA Foundation was established in 1963.

## ***What is the origin of the Introductory News Literacy and High Five projects?***

High Five was designed as a research and instructional program that uses objective, scientifically based evidence to demonstrate effectiveness of using newspapers to teach literacy skills. The NAA Foundation developed, implemented and assessed the effectiveness of a comprehensive, integrated, NIE/student journalism project for middle-school students. The project places special emphasis on schools with students who are majority-minority, low-income and/or primarily conversant in a language other than English. Further, it expands the reach of student newspapers, found most often in high schools, into middle schools.

*High Five* provides an integrated curriculum that includes reading, writing, journalism, grammar, linguistics and visual literacy. All materials are age-appropriate for middle-school students. While the concepts apply to all forms of news media, the curriculum uses the daily print newspaper as the primary textbook and information source.

In its update and shortening of the High Five project, Introductory News Literacy units do the same.

# CURRICULUM

This curriculum is organized around three two-week units. Each unit is designed to be used as a stand-alone piece. However, the power of the curriculum lies in interrelated concepts presented in the individual units.

## ***Understanding media literacy***

Unit A is organized around five media principles cited in past and current information on media literacy. After an introductory overview, each is addressed in detail. The principle is applied to a variety of print and non-print media for analysis and discussion. The last half of the unit demonstrates how media principles apply specifically to print newspapers and their online counterparts. Appropriate media principles will be revisited in subsequent lessons related to “Become a Journalist” in Unit B and “Go to Press” in Unit C. For example, the news media’s unique role in a democracy influences the purpose, or context, of a media message. Production of news media reflects principles about the language, forms and genres of media. Thus, activities in Unit A help students establish knowledge needed for better understanding of elements addressed in Units B and C.

## ***Become a journalist***

Unit B focuses on the ethics of journalism, informed analysis of news sources and writing different news text structures. It begins with the content and role of the news media, followed by discussion of the First Amendment and press ethics. The third section has students analyze different types of writing and text structure found in news, feature and sports stories, editorials, how-to columns and arts/entertainment reviews. The unit ends with important newspaper-related issues, such as tabloid journalism and the separation between editorial and advertising content.

## ***Go to press***

Unit C is organized as a separate unit for creating a news publication (in this instance, a newspaper). However, it incorporates elements of Units A and B in the instruction. In the first lesson of this unit, students look at newspapers and news media careers before creating their own classroom or school newspaper. In the third week, they explore technical aspects of creating their newspaper. During the fourth week, they work on specific news assignments. During the

fifth week, they evaluate and revise their newspaper in preparation for final production. In the last week, they discuss online news media and reflect on their experiences in creating a newspaper.

# **STANDARDS**

The Introductory News Literacy and the original High Five curriculum identify and meet national standards for reading/language arts and information literacy, and both address and identify social studies and media literacy standards. All lessons are correlated to the Common Core State Standards.

# **HOW *INTRODUCTORY NEWS LITERACY* LESSONS ARE ORGANIZED**

Each lesson plan contains:

**Objectives**—These identify instructional goals for the lesson.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**—Each lesson plan specifies the Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language that are integrated into the activities.

**Instructional background box**—Information to help you integrate the lesson into classroom objectives and to make connections with other lessons in *Introductory News Literacy units*.

**Related Lessons**—Lessons in all units related to the current lesson are identified. Some referred lessons may have been completed previously, so they may be revisited and reviewed. Other lessons appear after the current one, so you can see how the lesson prepares students for later work.

**Skills**—Levels of understanding and appropriate verbs from Bloom’s taxonomy are identified.

**Vocabulary**—Words that students may need to know before they begin the lesson are identified. Generally, these are not already in the glossary.

**Looking Ahead**—This section appears in lesson plans for which you will need more than the usual preparation, such as finding specific examples to use in presenting a lesson.

**Background**—This section provides background about the topic.

**Media required**—This section lists different media that will be used in the lesson.

**Instructions**—This section lists step-by-step instructions for doing the lesson with students.

**Extending the lesson**—This section connects the lesson to lessons in the original *High Five* curriculum if a teacher wants to spend more time on a particular lesson or concept.

**Assessment**—This section allows you to determine students' level of understanding of the lesson's objectives.

**Student activity page**—Each lesson has one or more student activity pages that guide students through the activity and provide places for them to record their work.

### ***Same Content Structure—Different Delivery Systems***

How do you want your news? In a full-page paper product? On your computer screen? On a tablet or phone? Today's news publications are often ready to provide news you need in the format you want. Print and online newspapers are the same in some important ways but different in others.

You will find much of the same content in print newspapers and their online counterparts—news stories, features, photos, columns, review, advertising. The content structure or text structure of specific components, such as news stories, editorials, features, etc., is the same whether you read it on paper or online. A news story must answer the *who, what, when, where, why/how* questions. Hard-news stories still contain the most important information at the top. Editorials must state a position, provide supporting information, address counter arguments and make a recommendation. Sports stories still use powerful verbs to describe action.

So when you are helping students learn to *access, analyze, evaluate and create* messages in news media, show them that the writing in online news media sources requires the same high quality as that in print newspapers. Good writing is good writing in the paper and online. You do not have to teach different skills in analyzing the

structure of newspaper writing, used for these units in the classroom, just because it is delivered over the Internet.

How newspaper companies deliver news varies today. Some people appreciate the portability and ease of reading the traditional print newspaper. They like scanning full pages for stories, features and ads. Many like to access news through the Internet, however, so newspapers along with other news media increasingly focus most attention there.

You will find different formats for online news. Some news media publish news content on their websites in a familiar web format—one column of information in the center of the page with navigational links on the left side of the screen and more links, or ads, on the right. Sometimes, navigational links appear across the top. These news sites look like many other informational websites. Occasionally the format is more creative or more interactive. In general, however, common elements remain. Headlines are usually printed in a different font, size or color, and photos are often important.

Another way to get specifically newspaper content on the Web is the “e-edition” of a newspaper. This type of delivery is common across Newspaper in Education (NIE) programs. It shows a replica of a full newspaper page, and the reader may be able to click on a story to enlarge the type on the screen for easier reading. Some e-editions allow perusing the newspaper by clicking on the lower corner of the replica and “turning” the page to the next screen. Some e-editions contain features of traditional Web pages and the new full-page replica design. On these sites, you may see the replica of the print newspaper page, but when you click on a story, it appears in a single-column linear format, much like other informational Web pages.

Online news publications have advantages over print newspapers. They can provide links to other websites or to archived information in previous editions, let you contact any newspaper department by clicking on an email option and provide audio and video coverage of news events.

The following websites provide links to newspapers across the country and around the world and their websites: [www.50states.com/news](http://www.50states.com/news), [www.newspapers.com](http://www.newspapers.com), [www.thepaperboy.com](http://www.thepaperboy.com) and [www.onlinenewspapers.com](http://www.onlinenewspapers.com). You may wish to explore one or more of these sites and identify newspapers you want your class to read and evaluate.

You will want to become familiar with the online format of your local newspaper so you can help students learn to navigate print and electronic news sources.

# EDUCATIONAL STANDARDS - UNITS A, B & C

| Standards cited in the curriculum  | Unit A | Unit B                 | Unit C                 |
|--|--------|------------------------|------------------------|
| <b>Standards for English Language Arts</b><br><i>National Council of Teachers of English<br/>and International Reading Association</i>   |        |                        |                        |
| <b>Reading for perspective</b><br>Students read wide range of print and nonprint texts to build understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.          | 1-5    | 1-7                    | 1-7                    |
| <b>Evaluation strategies</b><br>Students apply wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). | 1-5    | 1-7                    | 1-7                    |
| <b>Communication skills</b><br>Students adjust use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.  |        | 3, 4,<br>5, 6          | 1-7                    |
| <b>Communication strategies</b><br>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  |        | 3, 4,<br>5, 6          | 1-7                    |
| <b>Applying knowledge</b><br>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and nonprint texts.   | 1-5    | 1-7                    | 1-7                    |
| <b>Evaluating data</b><br>Students conduct research on issues and interests by generating ideas and questions and posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate discoveries in ways that suit their purpose and audience.  |        | 2, 3,<br>4, 5,<br>6, 7 | 2, 3,<br>4, 5,<br>6, 7 |
| <b>Developing research skills</b><br>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.  | 5      | 7                      | 2, 3,<br>4, 5,<br>6, 7 |
| <b>Participating in society</b><br>Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.  | 1-5    | 1-7                    | 1-7                    |

|  |   |            |            |
|--|---|------------|------------|
| <b>Applying language skills</b><br>Students use spoken, written and visual language to accomplish their purposes (e.g., for learning, enjoyment, persuasion and exchange of information).  | 5 | 3, 4, 5, 6 | 1-7        |
| <b>National Standards for Civics and Government</b><br><i>Center for Civic Education</i>   |   |            |            |
| <b>Civic Life, Politics and Government</b><br>What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?  |   | 2          |            |
| What are essential characteristics of limited and unlimited government?  |   | 2          |            |
| What is the American idea of constitutional government?  |   | 2, 6       |            |
| What are distinctive characteristics of American society?  | 2 | 6          |            |
| What is American political culture?  |   | 6          | 4, 5, 7    |
| What values and principles are basic to American constitutional democracy?   |   | 2, 6       |            |
| <b>Principles of Democracy</b>   |   |            |            |
| How are power and responsibility distributed, shared and limited in the government established by the Constitution?  |   | 2          |            |
| What does the national government do?  |   |            |            |
| How are state and local governments organized and what do they do?   |   |            |            |
| Who represents you in local, state and national governments?   |   |            |            |
| What is the place of law in the American constitutional system?  |   | 2          |            |
| How does the American political system provide for choice and opportunities for participation?   |   | 2, 3       |            |
| <b>Economics Standards</b><br><i>National Council on Economic Education</i>  |   |            |            |
| <b>Allocation of Goods and Services</b><br>Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use to allocate different kinds of goods and services. |   |            | 3, 4, 5, 7 |
| People in all economies must address three questions: What goods and services will be produced? How will they be produced? Who will consume them?  | 2 |            | 3, 4, 5, 7 |
| As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce different goods and services.   | 2 |            | 3          |
| <b>Role of Incentives</b><br>People respond predictably to positive and negative incentives.   |   |            | 3          |

|   |      |            |                  |
|---|------|------------|------------------|
| <b>Role of Incentives</b><br>Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.   |      |            |                  |
| <b>Technology Standards</b><br><i>International Society for Technology in Education</i>   |      |            |                  |
| Students demonstrate sound understanding of the nature and operation of technology systems.   |      | 7          | 3, 4, 5, 6, 7    |
| Students understand ethical, cultural and societal issues related to technology.  | 2, 5 | 7          | 3, 6, 7          |
| Students practice responsible use of technology systems, information and software.  | 5    |            | 3, 4, 5, 6, 7    |
| Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.   | 1-5  | 7          | 3, 4, 5, 6, 7    |
| Students use technology tools to enhance learning, increase productivity and promote creativity.  | 2, 5 | 7          | 3, 4, 5, 6, 7    |
| Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.   |      |            | 3, 4, 5, 6, 7    |
| Students use technology to locate, evaluate and collect information from a variety of sources.  | 2, 5 | 4, 5, 6, 7 | 3, 4, 5, 6, 7    |
| Students use technology resources for solving problems and making informed decisions.   |      | 4, 5       |                  |
| Students employ technology in development of strategies for solving problems in the real world.   |      | 4, 5       |                  |
| <b>Media Literacy Standards</b><br>Mid-continent Research for Education and Learning  |      |            |                  |
| Knows characteristics of a wide range of media (e.g., television news favors messages that are immediate and visual; news photographs favor messages with an emotional component).  | 1-5  | 1-7        | 2, 3, 4, 5, 6, 7 |
| Understands different purposes of various media (e.g., to provide entertainment or information, to persuade, to transmit culture, to focus attention on an issue).  | 1-5  | 1-7        | 2, 3, 4, 5, 6, 7 |
| Understands how the type of media affects coverage of events or issues (e.g., how radio, television, and newspapers cover the same event; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events). | 1-5  | 1-7        | 2, 3, 4, 5, 6, 7 |
| Understands various elements that recur across media (e.g., common features found in print and broadcast advertising; layout of magazines and newspapers, including headlines, photographs, regular columns, feature articles and editorials).                                      | 1-5  | 1-7        | 2, 3, 4, 5, 6, 7 |

|  |     |            |     |
|--|-----|------------|-----|
| Understands aspects of media production and distribution (e.g., different steps and choices involved in planning and producing various media; various professionals who produce media, such as news writers, photographers, camera operators, film directors, graphic artists, political cartoonists).   | 1-5 | 4, 5, 6, 7 | 1-7 |
| Understands ways in which image-makers carefully construct meaning (e.g., idea and word choice by authors; images created by photographers; television programs created by groups of people; photos or cutlines chosen in newspapers).   | 1-5 | 4, 5, 6, 7 | 1-7 |
| Understands influences on construction of media messages and images (e.g., historical period or place in which they were made; laws that govern mass media, such as truth in advertising; sociocultural background of target audience; financial factors such as sponsorship; cause-and-effect relationships between mass media coverage and public opinion trends). | 1-5 | 4, 5, 6, 7 | 1-7 |

**Introductory News Literacy**

## ***Unit A: Understanding media literacy***

## **TO THE TEACHER ...**

*High Five: Media Literacy* and *Introductory News Literacy Unit A: Media Literacy* are designed to help students develop vocabulary, higher-order thinking skills and critical reasoning. At completion of the unit, students will be prepared to make informed decisions regarding personal and academic experiences. Most of all, they will be engaged in stimulating and involving activities. The lessons students learn in this unit will be valuable when they progress to the next two sections—*The Craft of Journalism* and *News Media Production*.

*Media Literacy* is easily implemented. The content of the activities—movies, television programs, magazines and newspapers—will engage students and not seem like “textbook” learning. They will discuss favorite movies, analyze commercials, explore specific-interest magazines and become very familiar with their local newspaper. Thinking and process skills students will develop will serve them the rest of their lives. Activities in *the Introductory News Literacy Units* are designed to help students become critical thinkers and to apply those skills in other classes and in the wider world.

Media literacy goes far beyond simply reacting to or criticizing media. This unit will prepare students to access information needed to make decisions in their lives; analyze media messages designed to inform, entertain or persuade them; evaluate content, accuracy and purpose of media messages; and create media messages themselves. All these skills are important. In this unit, the emphasis is on accessing, analyzing and evaluating media, culminating in a production project. Students will become more intimately involved with media production in the third unit of the project, *News Media Production*, in which they will create, produce and distribute a newspaper.

Lessons in this unit are organized around five media principles that form the basis of many media literacy projects nationwide. Teaching a literal understanding of the five principles is fairly easy. Your task will be to push students beyond the obvious explicit elements to examine what lies beneath: How are message creators attempting to influence media consumers? What are the implicit values, the sometimes hidden intent

and the unstated purpose of the message? This is not meant to imply that media are evil or negative. Many media messages have a very positive purpose, while others are strictly informational. Some messages are intended just to entertain. Students must be able to discern the differences. Each of the five principles is addressed in several lessons. The principles are as follows.

### ***All messages are constructions.***

An individual or group carefully considered sights, sounds and language employed in each message. The explicit elements are obvious and easy to identify and discuss. The implicit message requires higher-level thinking skills. For example, a television commercial for an SUV shows the vehicle speeding along rugged terrain. The explicit message? This is a powerful car with four-wheel drive that can be driven off-road. The implicit message: Buy this vehicle, and your life will be exciting. If you put a beautiful model in the commercial, the message says you will attract beautiful women as well. Students today are media-savvy to the extent that they know commercials are trying to sell them something. They are less aware that the commercials are appealing to their insecurities.

The newspaper, for example, is a carefully constructed medium. Editors put considerable thought into which stories to place on Page One, which photos to use, which headlines should be most prominent and which tables, charts or diagrams to include. News and feature stories are written with an eye to the importance and interest of each item. Ads are created to attract readers and provide information. At daily newspapers, this construction occurs in a few hours, and at least one edition is published every day. Newspapers may follow up a story, but they never publish exactly the same story twice.

### ***All messages are representations of a reality.***

Each message creates its own world. In one world, everyone is prosperous and happy. In another, drinking a particular soft drink will make you popular. In still another world, there is a government conspiracy to spy on all of us. Students must recognize those worlds as *creations* that may or may not represent the *real* world in which students live. If there is a major discrepancy, students may feel frustrated and inadequate. Different worlds are represented in each commercial, ad, movie or television program.

The news media presents a reality that readers recognize more easily. News stories are about the real world, one the readers encounter every day. International, national, state and local news stories report on actual events, not fictional representations of a possible reality. There are local stories about communities in which readers operate daily. Feature stories address topics of importance to readers, and sports stories recount real competitions.

***Messages are created for different purposes: social, political, economic, historic and aesthetic.***

When many people think about “the media,” they think of a monolithic force trying to sell us things and corrupt our children. But “media” are much more than commercials and television programming. They include all forms of print and non-print communication, and each communication has a purpose. Many have several purposes. If students understand the purpose of a message, they can better evaluate the accuracy of the message. For example, if students see an ad that attacks a political candidate, they should recognize that its language has been crafted to make that candidate look bad and that, although perhaps factually correct, the ad may contain distortions and misrepresentations. Some messages, such as music videos, may have an aesthetic purpose, but they also create an interest in the musician who is featured. That interest translates into financial gain for the artist. Students must be able to identify and understand the many layers of purpose in media messages.

A newspaper includes sections written for different purposes. News stories provide what some editors call “history on the fly.” Information that reporters and editors put together will become a historic reference. Many historians use news reports as primary sources of information about past events. Editors and reporters are very conscious and respectful of their position in the evolving story of their world. The political role of newspapers is found on the editorial and op-ed pages. The publisher and/or editor can take a position on a political or social issue in the editorial column. Citizens can write letters to the editor about issues that concern them. Opinion columnists can opine daily. The newspaper also has less weighty responsibilities. Display and classified ads have a definite economic purpose—to bring buyers and sellers together. News elements, such

as photos, photo illustrations and artistically designed section fronts, serve aesthetic purposes.

***Different people interpret the same message differently.***

Teenagers are trying to determine their identities and their place in the world. Acceptance by their peers is very important, and they often see the world through the prism of that peer group's value system. Deconstructing media messages can help students see different points of view. Students construct meaning based on past experiences, prior knowledge, culture and value system. They need to learn how someone from a different background with different experiences may interpret messages differently. For example, a student from a safe suburban neighborhood may view a public service message about police differently than a student with a relative who has been arrested or treated harshly by police officers. Similarly, a student who has lost a relative to drug abuse may view an anti-drug message differently than a student who believes that recreational drug use is harmless. Help students understand how they can learn from experiences of others.

People interpret news stories through their own lens on the world. A reporter may write an objective news story about a conflict between two groups, with comments and quotes from leaders on both sides. However, members of each group may call the report slanted because the story does not take their side over the other. Many readers do not recognize that a letter to the editor reflects the opinion of one citizen, so they attack the newspaper as if it were advocating the letter writer's position. And, of course, high school students, teachers and parents rarely believe that their sports teams receive enough coverage.

***Messages have their own language, forms and symbol systems.***

Students will be better able to evaluate media messages if they understand how those messages are created and what elements are unique to each. Movie trailers are used frequently in this unit because they have visual, auditory and emotional impact. When students understand that camera techniques (such as quick cuts or zooming in or out), special effects, intense sounds and evocative music are tools used to create a message, they are better able to evaluate the purpose and intent of the message's creator. In commercials, toys for small children are shown close up to make them look bigger, while camera angles and speed are used to make the toys more dynamic. Children can be fooled into thinking that the toy is more exciting than it really is. That

is why commercials for children's products now must show the toy in relation to another object to indicate its true size. Knowledge of message elements can help students separate the informational content of a message from the emotional content of the message.

Many different genres and text structures are found in news. Most news stories use some variation of an inverted pyramid, in which important details are found at the top of the story and less important ones are toward the end. Feature stories employ more informal writing styles, with emphasis on descriptive language and personal quotes. Editorials are organized to promote one point of view and discredit others. Display ads include elements to attract attention and deliver information. News media provides models for many different styles of writing.

*Introductory News Literacy* lessons in all three units are designed to ensure that students become well-informed, critical consumers of all media, especially the news media Content and activities in the unit will engage students in personal, reflective experiences.

Have fun with these *Introductory News Literacy* lessons!

# Four Media Process Skills

**A**ccess

Locate, identify and comprehend information as needed.

**A**nalalyze

Interpret and understand the components that make up a media message.

**E**valuate

Make judgments about the truth, accuracy and relevance of media messages.

**C**reate

Use appropriate technologies to create and disseminate media messages.

## **Lesson 1, Unit A**

# **FIVE MEDIA PRINCIPLES**

### **Objectives**

Students will:

1. Explain the five principles of media
2. Identify an example of each principle
3. Deconstruct print and electronic media messages based on the principles.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **College and Career Readiness Anchor Standards for Writing**

#### ***Research to Build and Present Knowledge***

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### ***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit B, Lessons 2, 5; INL Unit C, Lessons 2, 6, 7.

**Skills—Comprehension:** explain, interpret; **Analysis:** analyze, distinguish, examine; **Evaluate:** appraise, assess, justify.

**Vocabulary:** *social reality, aesthetic, deconstruct, disseminate.*

## **Looking Ahead**

This unit involves gathering many different media examples. Students will be required to analyze movie trailers, television commercials and radio broadcasts, in addition to print articles and ads. You must identify and collect those examples before class. Video clips from the Internet can also be used. You may need to record television commercials or radio spots on video and audiotape; many can be found on YouTube. Video and audio files you gather on your own can be transferred to computer files. If you do not have skills in this area, ask your audiovisual or media specialist in the school or district for assistance. You will probably be able to find students who can prepare the computer files if you tell them what you need.

## **Background**

Before beginning this unit, students should have an understanding of what media are. These include electronic media (television, radio, internet, movies) and print media (newspapers, magazines, brochures, billboards). Examining different types of advertisements is a way for students to easily understand the in various media forms. If students need an introduction to media, refer to High Five Unit A Lessons 1, 2 and 3 for lessons to introduce this concept

In today's media-engulfed world, students may be exposed to hundreds of media messages each day. Many students are aware that media messages are designed to sell them something or send them a message about appropriate behavior, but they may not be sophisticated enough to see beneath the surface level of the messages. The five media principles introduced in this lesson will give students tools to analyze media messages and look at the deeper levels of each one.

## **Media required**

- Copies of the newspaper for each student

Examples to use as discussion starters as the principles are introduced. Suggestions:

- A front page news story

- A print ad from a niche/target magazine
- A television commercial for a vehicle or fashion item
- A public service radio announcement
- A newspaper editorial.

Examples for student analysis:

- Video clip of a television commercial
- Video clip of a movie trailer
- Print ad from a niche/target magazine
- Print ad from a newspaper
- Photo from a news/feature story in a magazine or newspaper
- Hard copy of an ad on an Internet site.
- Informational brochure from an area historic or tourist site

## **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to think about the way different parts of the newspaper serve different purposes.
2. Review the various types of media that people are exposed to every day. Ask students to give specific examples of print and electronic media.
3. Explain to students that to be critical consumers of media messages, they must understand the *how* and *why* of messages. This will prepare them to make intelligent choices when they encounter media messages.
4. Put a transparency of the *Five Media Principles* handout on an overhead projector. Give students copies.
5. Briefly discuss each principle with the class. Using varied forms of media (suggestions above), provide an example as the class discusses each principle. Ask students to share how they interpret each principle.
  - a. Messages are constructions. Someone thinks long and hard about any print or electronic message that is produced: what it will look like, say, what it will do.

- b. Messages represent social realities. Each presents a picture of “a” world that may or may not match the world in which students live.
  - c. Messages have economic, social, political, historic and aesthetic purposes.  
There is a major reason for the message: to sell a product, persuade someone, establish information or entertain. Many have more than one purpose.
  - d. Different people respond differently. How each person responds to an ad depends on that person’s attitudes, life experiences, needs, knowledge and more.
  - e. Messages have unique forms, language, symbols and other features. The type of message determines the form, language, symbols and images used in it. For example, a history brochure is different from a television commercial for toothpaste.
6. Stress with students that when they understand these principles, they can analyze and evaluate messages directed at them. They also can create effective messages.
  7. Show a video clip of a television commercial. Have them complete the first part of the *Deconstructing Media* activity page. Ask students to share their answers with the class, and tell students to add new ideas to their own papers as they listen to the comments from their peers.
  8. (Optional) If time permits, show a video clip of a movie trailer. Have them complete the second part of the *Deconstructing Media* activity page. Ask students to share their answers with the class, and tell students to add new ideas to their own papers as they listen to the comments from their peers.
  9. Have students work in small groups to complete a specified part of the activity page. Give each group a different media example to deconstruct, completing the appropriate section on the activity page. These different examples are:
    - a. Magazine ad
    - b. Newspaper ad
    - c. Photograph
    - d. Internet ad
    - e. Brochure

10. Have each group show their media example and share their analysis of it with the class. Students can use the *Deconstructing Media* activity page to take notes as the other groups present their ideas.

Note: At this point, students' answers may reflect basic elements of the messages. For example, they may say an ad has a picture, price and slogan. They may say a movie trailer has scenes from the movie, actors' names and the title. Basic responses are appropriate at this point in the unit.

## Extending the lesson

- The teacher may choose to break this lesson into two parts. To do this, refer to the High Five curriculum, Unit A, Lessons 4 and 5.
- Lessons 6 and 7 ask students to deconstruct non-print and print media messages and to evaluate their effectiveness.

## Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | Exceeds Expectations | Meets Expectations | Revisit |
|---|----------------------|--------------------|---------|
| Student applies all five media principles to various media.                 |                      |                    |         |
| Student deconstructs media messages in ways appropriate to different media. |                      |                    |         |
| Student provides thoughtful analysis of media principles.                   |                      |                    |         |

## Lesson 1 Activity, Unit A

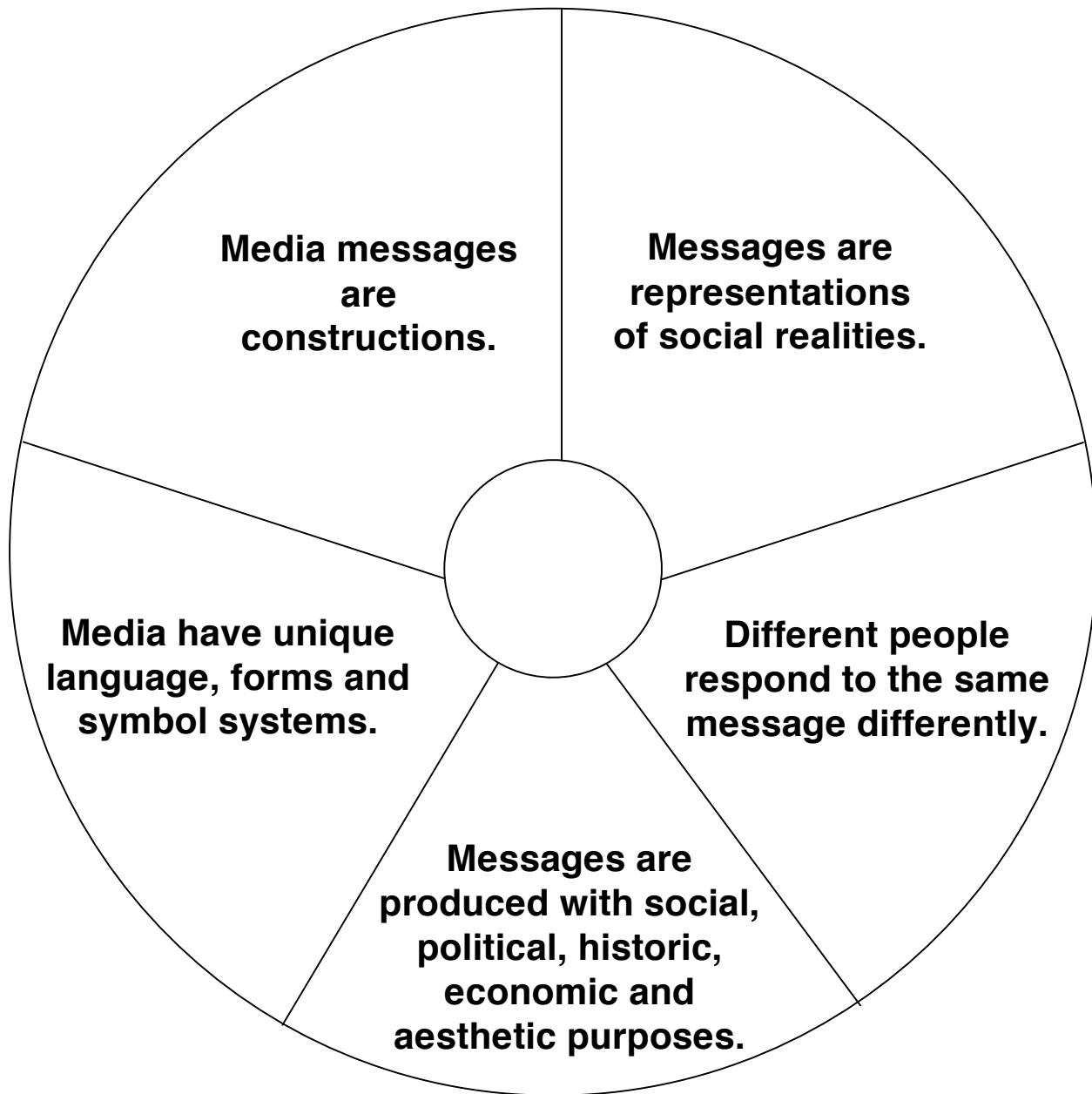
# DECONSTRUCTING MEDIA

Name \_\_\_\_\_

Use the five media principles to analyze several media messages.

| Message   | Who constructed it? | What kind of reality does it show? | What is its purpose? | What is your reaction? | What are its elements? |
|---|---------------------|------------------------------------|----------------------|------------------------|------------------------|
| Whole class:<br>Video clip of a television commercial             |                     |                                    |                      |                        |                        |
| (Optional)<br>Whole class:<br>Video clip of a movie trailer       |                     |                                    |                      |                        |                        |
| Group 1:<br>Magazine ad   |                     |                                    |                      |                        |                        |
| Group 2:<br>Newspaper ad  |                     |                                    |                      |                        |                        |
| Group 3:<br>Photograph from a story in a magazine or newspaper    |                     |                                    |                      |                        |                        |
| Group 4:<br>Hard copy of an Internet ad                           |                     |                                    |                      |                        |                        |
| Group 5:<br>Informational brochure for a tourist or historic site |                     |                                    |                      |                        |                        |

# Five Media Principles



## **Lesson 2, Unit A**

# **MEDIA'S PURPOSES**

### **Objectives**

Students will:

1. Analyze media messages to determine their purposes—explicit and/or implicit
2. Identify reasons behind media messages
3. Evaluate benefits of specific media messages in their own lives.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **College and Career Readiness Anchor Standards for Writing**

#### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### ***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### ***Vocabulary Acquisition and Use***

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit B, Lesson 7; INL Unit C, Lesson 3, 6, 7.

**Skills—Comprehension:** explain, distinguish; **Analysis:** compare, categorize;

**Evaluation:** judge, justify, debate, assess.

**Vocabulary:** *explicit, implicit, deep structure, font, serif*

## Background

In the previous lesson, students looked at ways messages are constructed. In this lesson, students will discuss the surface elements (explicit purposes) and underlying themes and values (implicit purposes) of ads. Then they will examine the deepest structure of all—why were media messages created?

Some media messages have a single purpose. For example, a television commercial’s goal is to make the consumer purchase a product or service. Other messages have multiple purposes. A television program is designed to entertain viewers, but its other purpose is to build an audience so it can sell advertising and make money. Magazines provide information and may engage in advocacy for a subject or group, but they, too, must reach an audience large enough to support sufficient advertising to subsidize the cost of producing the magazine. A movie may be entertaining but also may contain a social or political message.

Print ads lack the motion and sound of television and movies but can be just as dramatic and effective. In print ads, have students pay equal attention to images and language. Images, such as the American flag, suggest a value even though the flag may never be mentioned. Politicians often include patriotic images and colors in ads. The colors can convey subtle messages. Ads supporting the environment might include positive green

and blue images or negative brown and gray scenes. The type font offers subtle messages. A bold serif font may suggest strength; a flowing script font can suggest gentleness or elegance. Help students look at and beyond visual elements of the message.

Critical consumers of media must be able to go beneath surface elements to determine the layers of messages.

## **Media required**

- Copies of the newspaper for each student
- Video clip of a television commercial targeting adolescents—fashion, food, or entertainment
- Video clip of a television commercial that has multiple levels of meaning – perhaps a public service announcement that has social, entertainment and aesthetic purposes, or a commercial that has humorous, economic and social purposes
- Print ad for a vehicle
- Print ad, perhaps a campaign flier or brochure, supporting a candidate.

## **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to examine the way the newspaper represents their community.
2. Discuss with students that they are continuing to look at many different kinds of media. They have been analyzing how messages have been constructed. Remind students that the purpose of these lessons is to make them view media messages carefully.
3. Show the video clip of the television commercial targeting adolescents. Ask for the students' responses to the message of the commercial:
  - a. What images and words make this product or service seem desirable?
  - b. Does this ad reflect the reality of your personal, school or daily life?
  - c. What values are reflected in the ad?

- d. According to the ad, what will people think about you if you use this product or service?
  - e. Do you want to be like the people in the ad? Do the people in the ad reflect your personal values?
- 4. Remind students that the skills they are learning will prepare them for the major task of analyzing why these messages were created. Tell them they will look at different media to analyze purposes behind the messages.
- 5. Show students a video clip of a commercial. Commercials and ads are straightforward in terms of economic purpose. But ask students whether the commercial is trying to induce someone to try something brand-new or to exchange something they are using for another product. Ask students tell why the commercial was produced. Guide the discussion so that students look beyond the obvious meaning.
- 6. Distribute *The “Why” of Media* activity page. Let students work in small groups for the next items.
- 7. Show several minutes of a television program or movie with an obvious social or political purpose. Have students discuss responses in groups and record their answers on the activity page.
- 8. Give each group a print ad for a vehicle. Have students discuss responses in groups and record their answers on the activity page.
- 9. Give each group a print ad, perhaps a campaign flier or brochure, supporting a candidate. Have students discuss responses in groups and record their answers on the activity page.
- 10. Have students share responses with the class. After each item, ask students to extend their thinking to see whether they can identify purposes they did not consider immediately. For example, a television ad that promotes ecology also might be saying that big corporations are bad. A social-issue political ad also might be suggesting that one political party is better than another.

## **Extending the lesson**

- To break down this lesson and provide more examples of both electronic and print media, refer to the High Five Unit A curriculum, Lessons 8, 9, 10 and 11. These lessons encourage students to connect media messages to their own realities.
- To expand this lesson into an examination of political ads and talk shows, refer to the High Five Unit A curriculum, Lessons 12 and 13.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | Exceeds Expectations | Meets Expectations | Revisit |
|---|----------------------|--------------------|---------|
| Student identifies explicit purpose of ad.              |                      |                    |         |
| Student identifies implicit purpose of ad.              |                      |                    |         |
| Student analyzes effect of ad on different individuals. |                      |                    |         |

## Lesson 2 Activity, Unit A

# THE “WHY” OF MEDIA

Name \_\_\_\_\_

Pay close attention to media messages you will view in this lesson. Analyze the purpose of each, looking for more than one reason for each. Record your responses on the chart below. Be prepared to share answers with the class.

|   | Video Clip | Print Ad-Vehicle | Print Ad-Political |
|---|------------|------------------|--------------------|
| What is the subject of the message?                                     |            |                  |                    |
| Who is responsible for creation and transmission of this message?       |            |                  |                    |
| Who benefits from this message?   |            |                  |                    |
| Who could be hurt by this message?                                      |            |                  |                    |
| What economic and/or political interests are reflected in this message? |            |                  |                    |
| What do you see as the explicit purpose of the message?                 |            |                  |                    |
| What do you see as the implicit purpose of the message?                 |            |                  |                    |
| How could this message influence you?                                   |            |                  |                    |
| Will this message influence you? Why?                                   |            |                  |                    |

## **Lesson 3, Unit A**

# **NEWSPAPER CONSTRUCTION**

### **Objectives**

Students will:

1. Identify essential elements of a newspaper front page
2. Analyze essential elements of a newspaper page
3. Analyze structure of the newspaper
4. Evaluate importance of newspaper content as determined by section and page placement
5. Evaluate effectiveness of newspaper page components.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Craft and Structure***

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### ***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit B, Lesson 1; INL Unit C, Lessons 3, 5, 6, 7.

**Skills—Knowledge:** locate, find; **Comprehension:** distinguish, describe; **Analysis:** analyze, outline, characterize; **Evaluation:** appraise, assess, justify.

**Vocabulary:** *above the fold, lay out, anchored, column, deconstruct.*

## **Background**

This lesson familiarizes students with basic structure of the newspaper in terms of format, layout and story placement. Students will analyze the newspaper for structural elements that aid access to information—index on Page One, skyboxes, section heads and cover pages, folio lines and anchored positions. Students will analyze the front and inside pages to determine elements that indicate the importance of newspaper content—size and boldness of headlines; placement of a story in a section and on a page. If time permits, students in small groups will compete to complete a newspaper scavenger hunt, which will further familiarize them with the content of the newspaper.

The newspaper editor makes most decisions about which stories will run and where they will be placed. Hard-news stories—international, national, state and local—are under

direction of the editor and news editors. Other sections such as sports, business, entertainment and lifestyle often have their own editors who determine story coverage and placement. Many newspapers have one or more artists who help to design special sections.

## **Media required**

- Copies of the newspaper for each student
- Several days' editions of your local newspaper or newspapers from other cities and states.

## **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to format and content.
2. Ask students to identify a very important story in the newspaper. They will probably identify a major story on Page One.
3. Ask students to explain how they determined that story was important—major headline, large photo, location “above the fold.”
4. Explain that the most important stories are found on Page One. Those above the (horizontal) fold of the newspaper are considered more important than those below.
5. Ask students who they think decides which stories go on Page One, which have photos and which have large headlines. Allow discussion.
6. Explain that the editor, often in consultation with news editors, decides how Page One should be laid out and where international, national and local news stories should be placed in the newspaper.
7. Ask students to look at the sports section. What is the big story? Who decided where to put stories in the section? Explain that the section editor usually decides where to place stories. Explain that other section editors—business, entertainment, features and special sections such as science, technology, etc.—also decide about stories and placement.
8. Give students a few minutes to find a story they would like to read. Have them share responses. Ask each student:

- a. Where is your story located?
  - b. What does the location tell you about the story? (The section can be local news, national news, sports, etc. Placement of the story in the section and on the page may indicate its importance.)
9. Ask students to explain how they find a particular section. Write responses on the board. Here are possibilities:
  - a. Look in an index on Page One
  - b. Look at section heads for section contents
  - c. Leaf through the newspaper until they find what they want
  - d. Turn directly to a specific part of the paper because the item they want is always in the same location.
10. Discuss with students the efficiency of using the index and section heads to locate information. Explain that a particular part, such as the editorial page or the weather map, may always in the same place, “anchored” there so readers can find it quickly.
11. Hand students the *Putting It Together* activity page. Let them work in pairs or small groups to complete the sheet.
12. Have students share responses with the class.
13. If time permits, divide the class into teams. Distribute copies of the Newspaper Scavenger Hunt activity page. Tell students the first team to complete the hunt *correctly* wins a prize. Call time after the first two teams say they are finished. Have the first team read its answers, including page and column numbers, while the rest of the class checks the answers. If the first team has an incorrect answer, have the second team read its answers. After the winner has been determined, have other teams report on any of their answers that differ from the winning team’s answers. This allows each team to be involved in the activity.

Note: Be sure that your local newspaper contains all the items listed in the scavenger hunt. Some newspapers are moving certain content (such as movie and television show times) online, rather than publishing everything in the daily print newspaper. Make alterations as needed to fit your newspaper.

## **Extending the lesson**

In the High Five Unit A curriculum, Lesson 18 is an introduction to the parts of a newspaper. It includes the scavenger hunt, which is item #13 in this lesson, as well as a deconstruction of the newspaper scavenger hunt activity.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | Exceeds Expectations | Meets Expectations | Revisit |
|---|----------------------|--------------------|---------|
| Student identifies newspaper sections.                |                      |                    |         |
| Student identifies elements on newspaper pages.       |                      |                    |         |
| Student locates information in newspaper efficiently. |                      |                    |         |

## **Lesson 3 Activity 1, Unit A**

# **PUTTING IT TOGETHER**

**Name** \_\_\_\_\_

Take a good look at your copy of the newspaper. Analyze the way it is constructed and answer the questions on this sheet.

1. What is the name of the newspaper?
  
  
2. What is the date of the newspaper?
  
  
3. How does the newspaper designate different sections?
  
  
4. How many pages are in each section?
  
  
5. What is the total number of pages in the newspaper?
  
  
6. How many distinct section heads are in the newspaper? List them.
  
  
7. What information on section fronts helps you know what is in that section?

## Lesson 3 Activity 2, Unit A

# NEWSPAPER SCAVENGER HUNT

Name \_\_\_\_\_

Work with your team to locate the following information in the newspaper. Be sure to record the page number and column where you found the information. Newspaper columns are not numbered. Count the columns, starting at the left side of the page.

| Target Item   | Newspaper Item | Page Number | Column Number |
|---|----------------|-------------|---------------|
| Price of a used car                                   |                |             |               |
| A movie playing at a local theater                    |                |             |               |
| A local citizen's opinion on a current issue          |                |             |               |
| Price of an article of clothing                       |                |             |               |
| High temperature today                                |                |             |               |
| Name of a national politician                         |                |             |               |
| A comic-strip mother                                  |                |             |               |
| Elected leader of a country outside the United States |                |             |               |
| Sports score with a point difference larger than 10   |                |             |               |
| A television program that begins at 8:30 p.m.         |                |             |               |

## **Lesson 4, Unit A**

# **TEXT STRUCTURES IN THE NEWSPAPER**

Note: You may want to invite a newspaper reporter or editor to your class to discuss this topic. This lesson also could be taught by a Newspaper In Education professional, appearing as a guest speaker.

## **Objectives**

Students will:

1. Analyze reality as reflected in newspaper news stories and features
2. Identify different types of writing in the newspaper
3. Analyze text elements in different newspaper genres.

## **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### **College and Career Readiness Anchor Standards for Reading**

#### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### ***Craft and Structure***

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### ***Integration of Knowledge and Ideas***

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **College and Career Readiness Anchor Standards for Writing**

### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### ***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## **College and Career Readiness Anchor Standards for Language**

### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit B, Lessons 4, 5, 6; INL Unit C, Lessons 3, 4, 5.

**Skills—Knowledge:** explain, describe, name, locate; **Comprehension:** apply, distinguish, interpret; **Analysis:** analyze, compare; **Evaluation:** assess, judge.

**Vocabulary:** *reality, deep meaning, text structure, feature, editorial.*

## Background

The previous lesson emphasized the physical format and structure of the newspaper. This lesson focuses on the way the newspaper may reflect the reality of their lives, followed by an examination of different text structures in the newspaper. Text structure refers to the way information is organized in a piece of writing and is an important element in construction of a news or feature story. Each element can be analyzed using these questions:

1. What were the creator's motives in this message?
2. Do stories and photos reflect the reality they know?
3. Do they see people like them in the newspaper?
4. Who created the message?
5. What words are specific or important to the message?
6. What images are used?
7. What is the structure of the writing?

Identifying different text structures is a valuable skill for readers. Familiarity with a text structure makes that structure easier to comprehend. You may want to make copies of the *Text Structures in the Newspaper* handout for students. A more detailed look at the structure, style and content of different newspaper genres is addressed in the next unit. At this point, students should be able to recognize differences among news stories, feature stories, columns, comics, weather pages, etc.

## Media required

- Copies of the newspaper for each student

## **INSTRUCTIONS**

1. Allow students several minutes to read newspapers at the beginning of class. Have them find something in the newspaper they would like to read or would find easy to read.
2. Discuss with students how it is easier to read and understand something familiar—a story about something we already understand or a format we have read previously.
3. Explain to students that stories or features in the newspaper have a particular structure, or format. Hard-news stories are different from feature stories. Editorials and opinion columns are different from entertainment news. Newspaper genres can be analyzed using deconstruction skills. Explain that these story structures can also apply to stories published online, as newspapers are putting more and expanded content on their websites.
4. Show the *Newspaper Structures: An Overview* transparency on an overhead projector. Discuss the structures with students to provide support as they examine their item.
5. Have students work in small groups and hand them the *Constructing Content* activity page. Assign each group a specific task and tell groups to check one box atop the handout indicating their assignment. Have them complete the activity page for their part of the newspaper.
6. After students have finished, have them share work with the class. Have students show an example of their newspaper section as they are telling the rest of the class about it.

## **Extending the lesson**

- The same deconstruction process that students use in this lesson can also be applied to newspaper print ads. In the High Five Unit A Lesson 21, Activity Page B asks students to analyze ads, making a further connection between newspaper content and the students' reality.

- There are three valuable lessons in Unit A which guide students into closer examination of different types of articles.
  - Lesson 22. The Newspaper and Social Issues – This lesson asks students to identify a social issue and to analyze how that issue is coverage across various media.
  - Lesson 23. The Public’s Watchdog – This lesson provides students with a broad overview of the role of the press in keeping citizens informed.
  - Lesson 24. Marketplace of Ideas – In this lesson, students analyze editorials, opinion columns and letters to the editor for fact and opinion. The lesson encourages a discussion of how citizens can share opinions through electronic media.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | Exceeds Expectations | Meets Expectations | Revisit |
|--|----------------------|--------------------|---------|
| Student compares representations of reality in newspaper with his/her personal life. |                      |                    |         |
| Student describes how newspaper information may affect his/her life.                 |                      |                    |         |
| Student identifies elements in newspaper example.                                    |                      |                    |         |
| Student describes benefits of elements in newspaper example.                         |                      |                    |         |
| Student describes format or structure of newspaper example.                          |                      |                    |         |

## Lesson 4 Resource, Unit A

# NEWSPAPER STRUCTURES: AN OVERVIEW

Here are basic characteristics of various newspaper stories or features:

### Hard-news story

- Answers the newspaper “five Ws and H”—*who, what, when, where, why, how*—in the first or second paragraph
- Places the most important information in the *lead* paragraphs atop the story. Less important information follows in remaining paragraphs
- Uses a formal style of writing with a lot of information in each sentence
- Often includes direct quotes from relevant people in the story
- Meets several news criteria about the event reported, including importance, timeliness, prominence, proximity, uniqueness, conflict, suspense, emotions and progress.

### Feature story

- Uses an attention-getting lead, or “hook”
- Answers the five Ws and the H in the first part of the story but not necessarily in the first one or two paragraphs, and sometimes emphasizes *why* and *how*
- Uses a more informal style of writing.
- Uses descriptive language
- Often includes direct quotes
- Makes a direct connection between topic and reader.

### Editorial

- Introduces a major topic in the news
- Presents a specific point of view or position
- Uses facts and examples to support the position
- Often presents opposing points of view and challenges them
- Often ends with an appeal to the reader to support the editorial’s position

### Sports story

- Uses an attention-getting lead
- Includes information about important people and events
- Uses expressive words to describe people and actions
- Uses informal language
- Includes sentences that are short and use catchy language
- Presents information in a carefully sequenced way.

# **Lesson 4 Activity, Unit A**

# **CONSTRUCTING CONTENT**

**Name** \_\_\_\_\_

Examine the example of the type of newspaper content your group has been assigned. Analyze your part of the newspaper and explain how elements of the text contribute to information the reader wants to know.

Check which part of the newspaper you have been assigned:

- National or international news story       Editorial or opinion column  
 Local news story       Sports story  
 Feature story

**Part 1. Individual response.** Answer each question, share with your small group.

1. Does the content in this item reflect something that has happened in the real world?
  2. Do you have personal experience with people or events reported in the item?
  3. Do you know anyone else who has had personal experience with people or events reported in the item?
  4. How, if at all, will events reported in the item affect your life?
  5. How does content of the item help you understand your world?

**Part 2. Group analysis.** Record your analysis on the chart below:

Who created this item? What was the creator's possible motive?

| Deconstruction question          | Response | How does this benefit the reader? How is it effective? |
|----------------------------------|----------|--|
| What images are used?            |          |  |
| What language is used?           |          |  |
| What is the format or structure? |          |  |

## **Lesson 5, Unit A**

# **NEWSPAPERS, THE INTERNET AND ME**

### **Objectives**

Students will:

1. Identify parts of the newspaper that connect to their individual lives
2. Identify parts of the newspaper that would connect to another individual
3. Analyze how parts of the newspaper affect and change them.
4. Identify opportunities for additional information in the print newspaper
5. Compare news stories in print newspapers and online editions.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **College and Career Readiness Anchor Standards for Writing**

### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### ***Research to Build and Present Knowledge***

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## **College and Career Readiness Anchor Standards for Language**

### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### ***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit B, Lesson 7.

**Skills—Comprehension:** interpret, distinguish, locate, identify; **Application:** illustrate, use, explain, interpret; **Analysis:** analyze, discriminate compare, contrast; **Evaluation:** judge, assess, rate.

**Vocabulary:** *lifestyle, feature, link, e-edition.*

## **Background**

In this lesson, students find themselves reflected in their newspaper choices. The newspaper provides information students can use in their daily lives, and this activity requires students to see how that knowledge changes them. Students are encouraged to make connections between experiences and knowledge. Encourage students to see how using their knowledge of media can help them make more efficient use of information they find in the newspaper.

Two major advantages of online newspapers over print counterparts is the ability to update news and provide links to additional information. Students will identify stories they think might be updated since the newspaper was printed. They also will identify content in the news stories that they think would be clearer if additional information or previous news could be accessed.

## **Media required**

- Copies of the newspaper for each student
- Access to the online edition of the same newspaper. (A projector could be used to show the online edition to the entire class.)

## **Instructions**

1. Distribute newspapers and give students colored markers. Have them look through the newspaper and, with one colored marker, circle any article, or feature they find interesting. Instruct them to be thoughtful. Encourage them to look at all sections—news, features and sports. Allow as much time as possible, encouraging students to read at least two stories. (Students will also want to read other items such as comics, advice columns and ads; however, there probably won’t be enough time to include these in this lesson.)
2. Ask students to share one thing they read. Allow many to share. Write responses on the board and have other students raise hands to indicate whether they read any of the same items. Discuss why their choices varied.

3. Ask students to identify one major news story about events that may be developing after the newspaper was printed. Have students discuss where they might learn about the developing news. They will probably suggest television or radio newscasts. Encourage them to consider online newspaper stories, too. Ask whether they think the online version of the newspaper on their desks has updated the story and how often stories might be updated on the online site.
4. Project the newspaper's online site on a screen and look at the online version of this major news story as a group. Ask students to discuss differences they find in the story posted on the newspaper's Web site. Suggestions might include different photos or more (or less) information. Ask students to discuss any time they have encountered links to other Web sites in the online story.
5. Give students the *Newspapers Make a Difference* activity page. Have them complete the activities individually and share responses in small groups.

## **Extending the lesson**

High Five Unit A Lesson 26 continues the comparison of print and online stories.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | Exceeds<br>Expectations | Meets<br>Expectations | Revisit |
|--|-------------------------|-----------------------|---------|
| Student identifies a variety of stories in the newspaper.                      |                         |                       |         |
| Student analyzes his/her personal reaction to stories.                         |                         |                       |         |
| Student explains how he/she is different as a result of reading stories.       |                         |                       |         |
| Student can identify a need for additional information in the print newspaper. |                         |                       |         |
| Student can compare and contrast the same stories in each edition.             |                         |                       |         |

## Lesson 5 Activity, Unit A

# NEWSPAPERS MAKE A DIFFERENCE

Name \_\_\_\_\_

Review items you circled and/or read in the newspaper. Explain your choices and how they have affected you. Select at least one item from newspaper sections listed below.

| Newspaper section              | What did you select? | Why? | How are you different now in terms of knowledge or attitude? | Should it be updated? Why? | What kind of links should be provided? |
|--------------------------------|----------------------|------|--|----------------------------|--|
| National or international news |                      |      |  |                            |  |
| State or local news            |                      |      |  |                            |  |
| Editorial pages                |                      |      |  |                            |  |
| Lifestyle or feature section   |                      |      |  |                            |  |
| Sports section                 |                      |      |  |                            |  |
| Business news                  |                      |      |  |                            |  |
| Entertainment section          |                      |      |  |                            |  |
| Other                          |                      |      |  |                            |  |

# GLOSSARY OF NEWSPAPER TERMS

**Advertising**—Activity of attracting public attention to a product or business, i.e., paid announcements in print or on air.

**Advice column**—Advice written for readers on different topics, such as investing, interpersonal issues and so on.

**Banner or flag**—Name of the newspaper, typically placed in large letters atop the page.

**Beat writer**—Writer who covers a “beat,” or a specific topic, place or team.

**Budget meeting**—Daily gathering in which newsroom staff members discuss the story schedule for the next day.

**Byline**—Writer’s name at the beginning of the article.

**Circulation**—Total number of people who subscribe to the newspaper or buy it at a newsstand or other outlet.

**Circulation department**—Responsible for sale and distribution.

**Classified ad** (or “want ad”)—People-to-people advertisements for items that individuals or businesses are seeking or want to buy or sell, i.e., a job, vehicle or house. Called “classified” because ads are classified by category.

**Columnist**—Writer of a column that appears regularly. Columnists frequently offer opinions on current events.

**Copy edit**—Review text for accuracy in grammar, usage, punctuation and facts.

**Crop**—To adjust a photo or image to fit a specific space.

**Cutline**—Caption accompanying a photo.

**Dateline**—Line at the beginning of a story that gives place and date of the story’s origin.

**Death notice**—Paid ad announcing a death, often including funeral arrangements and sometimes biographical information [see Obituary].

**Display ad**—Larger ad that often includes photography or art and text. Display ads can run anywhere.

**Dummy**—Practice layout of a page showing shape, format and general content of text, headlines and art.

**Edit**—To revise, proofread, write a headline or approve a story for publication.

**Edition**—One of a number of versions of a newspaper issued in one day.

**Editorial**—Article located on the editorial pages, stating the opinion of the newspaper, its management, readers or other people.

**Firsthand information**—Information gathered about an event through direct experience.

**Feature story**—One in which the basic purpose is something other than news.

**Flag** (or banner)—Name of the newspaper on Page One, set in a particular style of type for easy recognition.

**Foreign correspondent**—A journalist who gathers news outside the United States.

**Icon**—Small picture on a computer display suggesting purpose of an available function.

**Import**—To bring an item, such as text or an image, from one software application to another.

**Index**—A listing, usually on the first or second page, referring readers to stories and sections throughout the newspaper.

**Infographic**—Graphic representation of information.

**Journalist**—Newsroom staff member engaged in gathering and processing information for publication.

**Kill**—To remove a story or ad.

**Layout**—Plan or sketch of each page indicating where photos, articles, ads and headlines will be placed.

**Lead** [pronounced LEED, sometimes spelled lede]—First paragraph of a story, designed to give readers the most important information and “lead” them to continue reading.

**Leading** [pronounced LEDDing]—Amount of space between lines of type.

**Masthead**—Box of information, usually on the editorial page, containing the name of the newspaper, its ownership and management.

**Modular design**—Rectangular units of text and images.

**News hole**—Amount of space in a newspaper for news after ads have been placed.

**News story**—Article including important details about a newsworthy event.

**Newsworthy**—Events and information that readers want and need to know immediately; information that might have an impact on people’s lives.

**Obituary**—News story about a death, distinguished from a death notice [see listing] because it is produced in the newsroom, not the advertising department.

**Op-ed page**—Page opposite the editorial page containing letters to the editor, editorial cartoons or columns written by staff members and guest writers.

**Pagination**—Process of designing and producing a full page on a computer.

**Photo credit**—Byline crediting the photographer for a photo.

**Photo illustration**—Photograph altered electronically, usually for an artistic effect.

Newspapers use this term to differentiate an altered photograph from one not altered.

**Point**—Unit used to measure sizes of type and rule lines.

**Publisher**—Person responsible for overall operation of a news organization.

**Pull quote**—Quote from a story that is often boxed and printed in type larger than the story text.

**Rack**—Vending machine containing newspapers.

**Refer** [pronounced REEfer]—Lines of type and sometimes art referring readers to stories inside the newspaper.

**Review**—Critic's report of a book, movie, television show, performance or restaurant.

**Rule line**—Line of varied point size or thickness used to separate stories or surround text or images.

**Scoop**—Exclusive story that no other newspaper has.

**Staff writer**—One employed by the newspaper.

**Syndicate**—News service that sells columns, comics and specialty features to newspapers nationwide.

**Teaser**—Short headline and phrase on a front page to lure readers to inside pages.

**Tip**—Information from a source outside the newspaper leading to a news story.

**Typography**—Style, point size and leading of type.

**White space**—Empty space sometimes used on a page as a design element to break up text.

**Wire service**—Company or cooperative that sells stories and photos and sends them via satellite or computer to member newspapers.

# COMMON CORE STATE STANDARDS – UNIT A

|   | Lesson                           | College and Career Readiness Anchor Standards for Reading | College and Career Readiness Anchor Standards for Writing | College and Career Readiness Anchor Standards for Speaking and Listening | College and Career Readiness Anchor Standards for Language |
|---|----------------------------------|---|---|--|--|
| 1 | Five Media Principles            | 1, 4, 6, 7, 8, 10   | 8, 9  | 1, 2, 3  | 1, 6   |
| 2 | Media's Purposes                 | 1, 4, 7, 8, 9, 10   | 7, 8, 9   | 1, 2, 3  | 1, 3, 5, 6   |
| 3 | Newspaper Construction           | 1, 5, 10  |   | 1  | 1, 6   |
| 4 | Text Structures in the Newspaper | 1, 5, 6, 8, 10  | 1   | 1, 2, 4, 5   | 1, 2, 6  |
| 5 | Newspapers, the Internet and Me  | 1, 2, 3, 7, 9, 10   | 1, 9  | 1  | 1, 6   |

**Introductory News Literacy**

## ***Unit B: Become a journalist***

## **TO THE TEACHER ...**

In the *Introductory News Literacy Unit A*, students learned about principles of media literacy.

Many of the media that students explored, such as television commercials, movie trailers and magazine ads, were primarily commercial products with an economic purpose. The news media, too, serves an economic purpose in that it relies on advertising and other revenue sources such as subscriptions to pay for costs of publication. However, the news media has a more important and societal purpose—playing a special role in our democracy. The press is so important that our nation’s founders protected it in the First Amendment to the Constitution.

This unit focuses on the news media, with a special emphasis on the longstanding and familiar news platform: the newspaper. Students will explore newspaper content and become familiar with various text structures specific to that content. Introductory News Literacy Unit B also will address distinct responsibilities taken on by news publishers, editors and reporters.

### ***What is news?***

People have reported and recorded “news” since ancient times when Romans posted handwritten news in public places. In the mid-1400s, printing with movable type was invented in Germany. By the 1500s, newspapers began to appear in Europe. The first newspaper in the United States was printed in 1690. Benjamin Franklin began publishing *The Pennsylvania Gazette* weekly in 1729 (see [www.bartleby.com/225/0605.html](http://www.bartleby.com/225/0605.html)). He was among the first editors to use illustrations in a newspaper.

News is difficult to define. Generally, it is important information relevant to the reader which was likely “new” and not known before it was presented. News is often national, local or tied to some other form of community: what is news in one place might not be

news elsewhere. When snow falls in Florida, that is news because it is rare. But snowfall would not be news in Minnesota where it is so common.

Another way to put it: “News is the first rough draft of history.” Or as the late playwright Arthur Miller said, “A good newspaper is a nation talking to itself.”

### ***What are the news media’s special role and responsibilities?***

Lessons in this unit encourage students to think about the way the press (interpreted to mean all news media) is organized and presented. Likewise, it is intended to encourage thought on the special role news plays in a democracy. The First Amendment states:

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

The press is protected so it can report freely on activities of the government in order to keep citizens informed. Voters then have independent information that allows them to make informed choices in elections. News publishers, editors and reporters take this role very seriously. They are very aware of their status as the “public’s watchdog.”

The second lesson in this mini-unit specifically addresses the news media’s role. Students will become engaged with issues related to the First Amendment. They will learn about the code of ethics that journalists follow. Issues of ethics and objectivity are reflected in the way reporters find sources for and write their stories. These lessons are designed to help students learn to think critically about news messages they encounter in any media.

### ***Students as news writers***

The second part of this unit casts students in the role of reporters. They will analyze structure and content of different types of news—hard news, feature stories, editorials,

and these lessons can be extended to include sports writing and self-help columns and use those structures as models for their own writing. These lessons are especially important because they will prepare students for work in Unit C as they create their own newspaper. They will learn new lessons about technical aspects of newspaper production but also review and use what they learned in Units A and B to plan, organize and develop content for their class or school newspaper.

**Unit B: Become a journalist**

# **The art and craft of journalism**

## **Lessons 1-3**

## **Lesson 1, Unit B**

# **NEWS JARGON**

### **Objectives**

Students will:

1. Analyze format and structure of the newspaper to communicate media messages
2. Recognize graphic and design cues used in the newspaper to help readers locate information
3. Become familiar with proper names for graphics, design elements and navigational devices used in newspapers.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### ***Presentation of Knowledge and Ideas***

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## **College and Career Readiness Anchor Standards for Language**

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit A, Lessons 3, 4; INL Unit C, Lessons 3, 4, 5, 6.

**Skills—Knowledge:** locate, name; **Comprehension:** explain; **Application:** identify; **Analysis:** explain; **Synthesis:** construct; **Evaluate:** choose, discuss.

**Vocabulary:** *byline, column, dateline, editorial, fact, feature story, five Ws and H, flag, font, folio line, graphic, gutter, headline, index, jump line, lead, news, masthead, quotation, pullout quote, sidebar, skybox or teaser, wire story.*

### **Looking ahead**

If possible, locate a front page from the early 20th century so students can compare it to an issue of today's newspaper.

### **Background**

Before beginning the Unit B, be sure the students understand that news messages may provide *information*, be *persuasive* or *entertain*. They should be able to identify the purpose of sample articles. For a complete lesson about this topic, refer to High Five Unit B Lesson1, Newspaper Messages.

Only in the recent past has the design and look of print newspapers become more reader-friendly. Online news and the opportunities for readability and personalization are even more recent. Early print publications were text-heavy, used little white space

and few, if any, images or photographs. Improvements in technology have enabled news media to create elements that make it easier for the reader to locate information and features and that pull the reader into a story or news section. In this lesson, students will first compare an early publication with a current one and recognize and identify strides in designing a more accessible product for readers.

Every profession has jargon or terminology. As students become more familiar with and begin to write news, features and editorials in preparing to create their class or school newspaper, they should know and be able to use news-publishing terminology with ease and accuracy. This lesson looks at news jargon; students will identify examples of these commonly used terms. Encourage students to add to this vocabulary list as they progress through this and Unit C.

## **Media required**

- Copy of a newspaper front page from the early 20th century
- Copies of the newspaper for each student.

## **INSTRUCTIONS**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to graphic and design elements used to help readers locate information and move easily through the newspaper.
2. Display the historic and current newspaper front pages. Ask students which they would rather read. Discuss why and list their reasons on the board.
3. Discuss why it is important to create a visually appealing, easily navigable newspaper today.
4. Assemble students in pairs or small groups and ask them to review page one carefully.
5. Have students find additional features not mentioned earlier about the newspaper's format and structure that capture their attention—headlines, *flag*, skyboxes or *teasers*, bold-face type, photos, graphics, *index*, use of color—and share them with the class. At this point, students may or may not know the correct names of these all

items; what is important now is that they recognize the visual details that create a readable page.

6. Ask students to make inferences about why different type sizes and fonts, photographs and graphics are used in newspapers today. Discuss.
7. Have students fold the newspaper in half horizontally. Discuss differences in text and images above and below the fold. Ask students to hypothesize why the halves differ. (The top half is displayed in newspaper vending machines and when newspapers are piled for sale.)
8. Distribute the activity page *News Jargon* and briefly review the vocabulary list.
9. Assign students to small groups. Distribute sticky notes, using a different color for each group.
10. Have students use sticky notes to find the words from *News Jargon* and place them on pages in their newspaper. You may wish to keep this list as a resource as students prepare to create a class newspaper in Unit C.
11. Have groups exchange newspapers and review the sticky notes to identify errors, correct them and label with sticky notes any missing terms.
12. Return the pages to each group and have students discuss peer review of their work.
13. Cite examples from each group's work that accurately identify and define examples of the vocabulary words.

## **Extending the lesson**

Newsworthiness factors determine the placement and presentation of newspaper stories. In the High Five Unit B Lesson 4, students learn the criteria of newsworthiness and practice applying these criteria to placement of stories.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.

- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | <b>Exceeds<br/>Expectations</b> | <b>Meets<br/>Expectations</b> | <b>Revisit</b> |
|---|---------------------------------|-------------------------------|----------------|
| Student explains reasons for structure and format of the newspaper. |                                 |                               |                |
| Student identifies graphic and design elements in the newspaper.    |                                 |                               |                |
| Student defines and identifies examples of news jargon.             |                                 |                               |                |

## **Lesson 1 Activity, Unit B**

# **NEWS JARGON**

**Directions:** Here are terms you should know as you learn more about and use news media. Find an example of each item in your newspaper. Label each with a sticky note.

**Byline:** tells who wrote the story and may include the writer's title.

**Column:** vertical division of the page that helps to give it structure. Newspaper stories and images are measured in column inches—the number of columns wide by inches long.

**Cutline/caption:** explains what is happening in a photograph or illustration. The term "cut" was first used when images in the newspaper were printed from carved wood and etched metal. This may include a photo credit.

**Dateline:** location where an event took place and sometimes the date, usually at the very start of a story. Date and location were first used when news often took days to reach a reader.

**Editorial:** a column featured on the editorial page that expresses an opinion of the news publication and encourages the reader to take action.

**Fact:** statement that can be proven (not an opinion).

**Feature story:** one in which the basic purpose is something other than news.

**Five Ws and H:** information always included in a news story and answering the questions who, what, when, where, why and how.

**Flag/logo:** name of the newspaper as it appears atop page one.

**Graphic:** use of lines, screens, boxes and large first letters to break up areas of space on the page.

**Gutter:** margin between facing pages in the vertical fold.

**Headline:** large type written and designed to summarize a story and attract the reader's attention.

**Index:** tells the reader where regularly featured pages, such as sports, weather and local news, can be found.

**Jumpline:** line that tells the reader on which page a story is continued.

**Lead:** first paragraph of the story that summarizes it and/or grabs the reader's attention.

**News:** information provided about an event shortly after it occurs.

**Masthead:** formal statement of the newspaper's name, officers, management and place of publication, usually on the editorial page.

**Quotation:** statement made by another person. A direct quotation is exactly what the person said and is placed in quotation marks. An indirect quote paraphrases what the person said and is not in quotation marks.

**Sidebar:** brief story with a special angle that goes with the main story.

**Skybox or teaser:** text and/or visuals above the fold that highlight articles inside the newspaper.

**Wire story:** one written by a reporter working for a news service.

## **Lesson 2, Unit B**

# **THE FIRST AMENDMENT AND SCHOOL-BASED PUBLICATIONS**

### **Objectives**

Students will:

1. Review and discuss the First Amendment to the Constitution
2. Generate reasons for protecting freedom of the press
3. Understand the constitutional and historical significance of the U.S. Supreme Court cases *Tinker v. Des Moines Independent Community School District* (1969) and *Hazelwood School District v. Kuhlmeier* (1988).
4. Analyze ways they can constitutionally express themselves in school.
5. Become knowledgeable about school policies on freedom of expression.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### ***Integration of Knowledge and Ideas***

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **College and Career Readiness Anchor Standards for Writing**

### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### ***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## **College and Career Readiness Anchor Standards for Language**

### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Related Lessons:** INL Unit A, Lesson 1; INL Unit C, Lesson 7.

**Skills—Knowledge:** name; **Comprehension:** explain, interpret; **Application:** solve; **Analysis:** compare, contrast; **Synthesis:** formulate, propose; **Evaluation:** justify, recommend. **Vocabulary:** *First Amendment, landmark case.*

## Looking ahead

If you are unfamiliar with the Student Press Law Center and *Tinker v. Des Moines Independent School District* or *Hazelwood v. Kuhlmeier*, it would be helpful to read resource material for this lesson and do additional online or library research on these landmark cases.

## Background

### First Amendment to the Constitution

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

A free press and public education are often seen as the cornerstones of democracy. News media play an important role in our democratic way of life. The First Amendment guarantees freedom of the press and protects news media from government intervention. Freedom of the press applies widely: to newspapers, books and other news media, such as television, radio and the Internet. The Founding Fathers believed that the press must hold government accountable for its actions. People who can share information freely will be informed and therefore able to make informed decisions about issues that affect their lives.

The First Amendment has never protected an absolute right to free speech. Limits have always been placed on students' expression in dress, assembly and press. This lesson helps students explore local policy and how it applies to school life, and evaluate rights of students, specifically the school press. They will review two landmark U.S. Supreme

Court cases. Finally, they will analyze imaginary scenarios that could challenge the right to free speech.

The Student Press Law Center is an excellent resource about the First Amendment and issues involving school newspapers and other publications. You may wish to explore its Web site ([www.splc.org](http://www.splc.org)) for information and resources.

## **Media required**

- Copies of the newspaper for each student.

## **INSTRUCTIONS**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories or columns that may contain controversial ideas or topics.
2. Explain that after the Constitution was adopted, leaders and citizens of the time threatened to reject it unless there were more guarantees for specific freedoms. This led to the writing of the first 10 amendments, or Bill of Rights.
3. Display or distribute copies of the First Amendment and ask:
  - What basic rights are guaranteed?
  - Why do you think they are important to everyone?
  - What is freedom?
  - What responsibilities go along with freedom?
  - How could freedom of the press be threatened?
  - Who could threaten it?
  - Can you think of events in which freedom of the press is being threatened today?
4. By explaining the case issue and court finding, introduce *Tinker v. Des Moines Independent Community School District* (1969), a landmark U.S. Supreme Court case that upheld the First Amendment rights of students.
5. Discuss reasons the court provided for its decision. Encourage students to explain whether they agree or disagree with the court.

6. Contrast *Tinker* with *Hazelwood School District v. Kuhlmeier* (1988). Explain that this court decision clarified how schools may limit expression in “school-sponsored expressive activities” in which the school lends its name to the activity. Use the *Landmark Cases in Student Expression* resource as a handout or reading assignment.
7. Distribute the activity page. Review directions with students.
8. Allow students time to complete *The First Amendment and Our School*. Bring the class together and discuss its answers.
9. Provide students information about their school publication policies, if available, and review it together. Discuss how policies compare to their answers on the questionnaire. Discuss how policies (or lack of) will affect publication of their class or school newspaper.
10. You may wish to invite a school administrator to speak to the class about policies concerning school-sponsored publications.
11. Assign students to small groups. Distribute the activity page. Review directions with students.
12. Have them read and discuss each scenario in *You Make the Call* and reflect on these questions:
  - a. What are students’ constitutional rights to expression in schools?
  - b. How can those rights be protected?
  - c. Does either of the two Supreme Court cases mentioned relate to any of the scenarios? How?
13. Alternatively, have students review the *Top 10 Questions* from the Student Press Law Center and discuss each question and answer with the class.

### **Extending the lesson**

- An additional activity for this lesson could be a visit from the school principal; another school administrator; a high school editor, reporter or adviser; or a reporter or editor from the local newspaper to speak about their work and how the First Amendment affects what they do.

- To present the First Amendment more fully, refer to the High Five Unit B Lesson 5, which focuses on the six principles of the First Amendment and asks students to consider if these principles.
- High Five Unit B Lesson 6 explores the meanings of bias and objectivity.
- The Society of Professional Journalists has established a code of ethics. Students examine this document in the High Five Unit B Lesson 8 and apply journalistic ethics to problems a student journalist might encounter.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | <b>Exceeds<br/>Expectations</b> | <b>Meets<br/>Expectations</b> | <b>Revisit</b> |
|--|---------------------------------|-------------------------------|----------------|
| Student identifies the five rights guaranteed by the First Amendment.  |                                 |                               |                |
| Student explains why freedom of the press should be protected.   |                                 |                               |                |
| Student understands constitutional and historical significance of <i>Tinker v. Des Moines Independent Community School District</i> (1969) and <i>Hazelwood School District v. Kuhlmeier</i> (1988). |                                 |                               |                |
| Student analyzes potential challenges to freedom of expression for teenagers.  |                                 |                               |                |
| Student is knowledgeable about school policies related to freedom of expression.   |                                 |                               |                |

## **Lesson 2 Resource, Unit B**

# **THE STUDENT PRESS LAW CENTER**

The Student Press Law Center is a nonprofit organization established in 1974. It is the only legal assistance agency in the country educating high school and college journalists about their rights and responsibilities under the First Amendment. It supports student news media in covering important issues without censorship. Approximately 2,500 student journalists and teachers from all states contact the center annually for help or information (see [www.splc.org](http://www.splc.org)).

### **The Student Press Law Center’s High School Top 10 List**

These are the 10 questions high school student journalists most frequently ask about their rights.

**Q:** *Do high school students have First Amendment rights?*

**A:** Yes. As the U.S. Supreme Court said in 1969, “It can hardly be argued that either students or teachers shed their constitutional right to freedom of speech or expression at the schoolhouse gate.” But the First Amendment only prohibits government officials from suppressing speech; it does not prevent school censorship at private schools. A state constitution, statute or school policy could provide private school students with free speech protections.

**Q:** *What about the Hazelwood decision?*

**A:** In *Hazelwood School District v. Kuhlmeier* in 1988, the U.S. Supreme Court gave public high school officials greater authority to censor some school-sponsored student publications. But the ruling does not apply to publications that have been opened as “public forums for student expression.” It also requires school officials to demonstrate a reasonable educational justification before they can censor anything. In addition, Arkansas, California, Colorado, Iowa, Kansas, Massachusetts and Oregon have passed laws giving students much stronger free expression protection than *Hazelwood*. Other states are considering such laws.

**Q:** *What is a “public forum for student expression”?*

**A:** A student publication is a public forum for student expression when school officials have given student editors authority to make content decisions. A school can do that through an official policy or by allowing a publication to operate with editorial independence.

**Q:** *So, if policy or practice indicates the content of my publication is determined by students, the Hazelwood decision does not apply to me?*

**A:** That is correct. If a student publication is a public forum for student expression, students are entitled to stronger First Amendment protection. School officials are allowed to censor forum publications only when they can show that the publication would cause a “material and substantial disruption” of school activities.

**Q:** *Are underground or independent student publications protected from censorship?*

**A:** Absolutely. Although public schools can establish reasonable restrictions as to time, place and manner of distribution of underground publications, they cannot absolutely forbid their distribution on school grounds. As with school-sponsored publications that are forums, a school must show substantial disruption before it can censor an independent publication.

**Q:** *Can student publications be sued for libel, invasion of privacy or copyright infringement?*

**A:** Yes, and occasionally they are. In such cases, the individual reporter and editor could be held legally responsible. Court decisions indicate that a school that does not control content of a student publication may be protected from liability. Students must be aware that with press freedom comes legal responsibility.

**Q:** *Can student reporters protect confidential news sources or information?*

**A:** Some states have “shield laws,” and others have court-created privileges that protect journalists from having to reveal this kind of information. However, most states have never explicitly applied these laws to student journalists. Check your state law before making a promise of confidentiality because once you make such a promise, the law requires you to keep it.

**Q:** *Can I use freedom of information laws?*

**A:** Yes. Freedom of information (or “sunshine”) laws require government agencies such as public schools to open many official records and meetings to the public. These laws vary from state to state. Every newsroom should have a copy of its state’s open-records and open-meetings laws.

**Q:** *Can I use cartoon characters, song lyrics or another publication’s photographs in my publication?*

**A:** In most cases, you must obtain permission of the copyright holder. Each of these works is protected by copyright law, which means others can use them only with permission. Publishing a credit line does not take the place of permission. An exception to copyright law called “fair use” can apply if you are taking only a small amount of a copyrighted work or are using the material along with a news story about it.

**Q:** *Where can I go for more information about my rights and responsibilities as a student journalist?*

**A:** The Student Press Law Center!

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## **Lesson 2 Resource, Unit B**

# **LANDMARK CASES IN STUDENT EXPRESSION**

### **First Amendment to the Constitution**

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

#### **Tinker v. Des Moines Independent Community School District (1969)**

This case is important in First Amendment protection of students. In 1965, John and Mary Beth Tinker, ages 15 and 13, protested the Vietnam War by wearing black armbands to school. School officials suspended them, saying the armbands might disrupt the learning environment and cause violence. The students sued the school district because they thought that its actions violated their First Amendment right to symbolic speech.

The case moved through the court system to the U.S. Supreme Court, which decided in favor of the students. Tinker is best known for the oft-quoted phrase by Justice Abe Fortas that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

The court found that wearing armbands was “closely akin to ‘pure speech’ ” and therefore protected by the First Amendment. Because school officials had allowed students to wear other controversial symbols and had not shown that the armbands would cause violence, suspension of the students was unconstitutional.

The Tinker rule basically says students retain First Amendment rights in school unless school authorities can reasonably show that exercise of free student expression leads to “substantial disruption of or material interference with school activities.”

#### **Hazelwood School District v. Kuhlmeier (1988)**

This case is very different than Tinker and over the years has restricted students’ First Amendment rights at school. In this decision, the Supreme Court gave school officials broad authority to censor all forms of student expression if they can show that the censorship has a “reasonable” educational justification. Hazelwood remains a controversial decision, and some states have since passed a type of anti-Hazelwood legislation.

Kathy Kuhlmeier and two other students wrote articles about pregnancy and divorce for their school newspaper. Their teacher submitted page proofs to the principal for approval. The principal objected to the articles because he believed that students described in the article on pregnancy, although not named, could be identified, and that

the father discussed in the article on divorce was not allowed to respond to the negative tone of the article. The principal also said the language used was not appropriate for younger students. When the newspaper was printed, two pages of the articles in question and four others approved by the principal were deleted.

The Supreme Court decided that the Hazelwood School District did not violate the students' First Amendment right. It ruled that school officials do not have to tolerate speech inconsistent with the school's mission. The court said this case was different from Tinker because Tinker involved a student's personal expression. This was, instead, a school newspaper and could reasonably be seen to have the "imprimatur" (acceptance) of the school.

The Supreme Court justified this position because the newspaper was part of the curriculum. A faculty member taught it during school hours, students received grades and academic credit, the faculty adviser exercised control over the publication and the principal had to review it.

The school's policies were not intended to expand students' rights by changing a newspaper that was part of the curriculum into a public forum. The court also said the principal's concerns were reasonable—that the students' identities would not necessarily be safe, that the privacy interests of boyfriends and parents were not protected well enough and that parents mentioned in the divorce article were not given the chance to defend themselves.

The court decided that when school authorities use editorial control in "school-sponsored" expressive activities, that control is acceptable if "related to legitimate pedagogical (teaching) concerns." The court divided student speech into two categories—speech by students and school-sponsored speech. If speech falls in the first category, the Tinker "substantial disruption" rule applies. If it falls into the second category, the Hazelwood rule applies.

## Lesson 2 Activity Page A

# THE FIRST AMENDMENT AND OUR SCHOOL

Name \_\_\_\_\_

**Directions:** Mark each statement about your school with *Yes, No, or Don't Know*. Be ready to discuss answers with the class.

1. There is a student newspaper.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

2. Students publish a newspaper outside of school and distribute it at school.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

3. There is a student-created yearbook.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

4. There is a school literary magazine created and written by students.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

5. Student speeches for student government elections, assemblies or graduation must be approved by the principal or someone in the office before they are delivered.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

6. The principal (or other school official) reviews the student newspaper before it is published and distributed.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

7. Class officers or the student body can pick festival or dance themes without asking.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

8. Students can decorate their lockers any way they choose.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

9. Students can wear whatever kind of clothes they want.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

10. Students can post fliers or other notices on school bulletin boards without permission from the principal or someone in the office.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    \_\_\_\_\_ Don't know

## **Lesson 2 Activity Page B**

# **YOU MAKE THE CALL**

**Name** \_\_\_\_\_

**Directions:** Pretend you are the school principal as you read each scenario. Write your answers on a separate sheet of paper. Be prepared to discuss what you would do if you were the principal.

1. The student newspaper is planning to run a story exposing student cheating on standardized tests. The newspaper is given to all students at the school. What action (if any) will you take? Explain why.
  
2. An essay in the student literary magazine includes language that you think is offensive and inappropriate. The magazine is published once a year, and students must pay \$5 for a copy. What action (if any) will you take? Explain why.
  
3. A student is wearing a T-shirt with an obscenity on it. What action (if any) will you take? Explain why.
  
4. A student has posted a flier for a meeting to rally support for changing the name of the school mascot. What action (if any) will you take? Explain why.
  
5. A student locker is decorated with stickers bearing racial and ethnic slurs. What action (if any) will you take? Explain why.

## **Lesson 3, Unit B**

# **QUOTATIONS AND INTERVIEWING**

### **Objectives**

Students will:

1. Understand the difference between a direct and indirect quotation
2. Understand skills and steps to develop questions for and conduct an interview.
3. Elicit information and direct quotations from the interviewee.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.

#### ***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Related Lessons:** INL Unit A, Lesson 4; INL Unit B, Lesson 4, 5; INL Unit C, Lesson 4, 5.

**Skills—Knowledge:** list; **Comprehension:** distinguish, explain; **Application:** classify, construct, investigate; **Analysis:** analyze; **Synthesis:** formulate; **Evaluation:** judge.

**Vocabulary:** *direct quotation, indirect quotation, interview.*

### **Background**

Journalistic writing requires research that differs from what students in middle school may have done. Although a reporter may do library and other background research, most information gathering is done by talking to and interviewing people. Reporters must be sure that they are quoting accurately and attributing what is said to the right person.

Reporters must try to interview individuals with different backgrounds and perspectives on an issue to ensure that their articles are balanced. Identifying a source is important because that person may have a bias in that news situation. Sometimes, a source may not want to be identified because he or she may fear retribution.

In this lesson, students will practice writing interview questions and conducting an interview.

### **Media required**

- Copies of the newspaper for each student.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories in which individuals are quoted.
2. Review the difference between direct and indirect quotes. Offer examples of direct quotes and have students paraphrase them into indirect quotes. Discuss whether the meaning of the indirect quotes they offer is the same as the original (direct) quotation.
3. Explain that stories are constructed from information gathered in interviews, and that reporters use both direct and indirect quotes in the stories.
4. Working in pairs, have students scan the newspaper to find a news story with five direct or indirect quotes. Remind students to look for the attribution (who said it).
5. Have students write questions that the reporter might have asked to elicit the response from the interviewee. Share with the class.
6. Distribute the activity page. Review the tips and the directions with students.
7. Assign students an individual to interview. The interviewees could be class members whom you think do not know each other well, school personnel, family members, etc. Do not have students interview people unfamiliar to you or to them.
8. Allow students time to prepare by using *Interview Tips*.

- After students have conducted their interviews (as homework), discuss the process with them. What was the most difficult thing to do? The best part? How did they choose information to include?

## **Extending the lesson**

The High Five Unit B Lesson 10 helps students to understand the impact that quote placement has on a story.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Revisit</b> |
|---|-----------------------------|---------------------------|----------------|
| Student understands the difference between direct and indirect quotation.               |                             |                           |                |
| Student understands skills and steps to develop questions for and conduct an interview. |                             |                           |                |
| Student elicits information and direct quotations from the interviewee.                 |                             |                           |                |

## **Lesson 3 Resource, Unit B**

# **INTERVIEW TIPS**

**Directions:** Use the following tips to plan and do your interview. You may not need to follow each one, but be sure to review all steps before starting.

1. Identify the person(s) you will need to interview.
2. Research background information.
3. Prepare a list of interview questions. Think of questions that answer the Five Ws and H.
4. Avoid questions that can be answered yes or no.
5. Schedule the interview in advance and call to confirm.
6. Dress appropriately.
7. Do the interview in a comfortable setting.
8. Be on time.
9. Have an icebreaker ready to start conversation flowing.
10. Begin with the easiest questions to help warm up the person being interviewed.
11. Take careful and accurate notes.
12. Asking the person to repeat a statement is OK.
13. When the interview is finished, you can ask, “Is there anything else you would like to tell me?”
14. Remember to thank the person you have interviewed.
15. Check your notes and rewrite them as necessary as soon as possible after the interview. Otherwise, you may forget what your shorthand means after a few days.

## Lesson 3 Activity Page

# ASKING THE RIGHT QUESTION

Name \_\_\_\_\_

**Directions:** Answer these questions and consider challenges, rewards and lessons learned by doing an interview.

I used these steps to prepare for and do my interview. (Use *Interview Tips* and check the ones you used)

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ |
| 2. _____ | 7. _____  | 12. _____ |
| 3. _____ | 8. _____  | 13. _____ |
| 4. _____ | 9. _____  | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

1. The best thing about the interview was

---

---

2. The hardest thing about the interview was

---

---

3. The most important lesson I learned was -

---

---

4. This is an example of a direct quotation from my interview.

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**Unit B: Become a journalist**

# **Types of newspaper writing**

**Lessons 4-6**

## **Lesson 4, Unit B**

# **NEWS STORIES**

### **Objectives**

Students will:

1. Identify structure of a news story
2. Identify characteristics of good news writing
3. Evaluate effectiveness of a news story by analyzing its structure and language.
4. Understand the difference between a story topic and story idea
5. Write a news story using inverted pyramid style
6. Write an informative or attention-getting lead.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

***Integration of Knowledge and Ideas***

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

**College and Career Readiness Anchor Standards for Writing**

***Text Types and Purposes***

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**College and Career Readiness Anchor Standards for Speaking and Listening**

***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

#### ***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### ***Vocabulary Acquisition and Use***

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit A, Lesson 4; INL Unit C, Lessons 3, 4, 5.

**Skills—Knowledge:** find; **Comprehension:** explain, interpret; **Application:** examine, choose, produce; **Analysis:** compare, examine, outline; **Synthesis:** plan, compose, develop, produce; **Evaluation:** judge, rate.

**Vocabulary:** *body, inverted pyramid, lead, wire story, story idea, story topic.*

## **Looking ahead**

The news contains three main types of writing—news, feature and editorial. Each has a different purpose and structure. Reporters and editors write using a process similar to what middle-school students are taught—prewriting, drafting, revising, editing, proofreading and publishing. The newsroom has constraints of time and space that make it different from the classroom writing process. If necessary, review the steps of the writing process with students before starting these lessons.

In these next three lessons, students will examine the structure of each of the types of writing. They will have the opportunity to practice writing news, feature and editorial writing.

Each lesson has two parts. In Part One, students analyze stories, and in Part Two, students write stories.

## **Background**

News stories are factual and answer the questions who, what, where, when, why and how in the order of importance for that story and usually in the first paragraph or two. This is called the *inverted pyramid* news writing style and is a fast, easy way to tell the story. Editors write a headline that summarizes the story and after reading the first few paragraphs, readers can decide quickly whether to continue. When space is limited, a story can be cut from the bottom without important information being lost.

The elements of a news story are the *lead*, *body* and *end*. The lead is written to hook the reader's interest by using strong verbs and a question, quotation or description. The body offers more facts and details about the person, place or event cited in the first paragraph. It answers the questions of the five Ws and H. The end should answer any question the reader might have or make the reader think about what has been written.

The inverted pyramid is used in many wire stories. Local stories may open with a more attention-getting lead. News writing is changing, in part because of technology as faster

computers and layout programs allow making changes more easily. Audiences are also expecting updated information as it happens, so publishers are determining how to best show the latest information.

A *story topic* is the general subject of a story, such as food in the cafeteria. A *story idea* is more specific and helps the writer identify interesting hooks into the story for the reader.

## **Media required**

- Copies of the newspaper for each student.

## **Part One - Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to the first two or three paragraphs of news stories.
2. Review characteristics of a news story. It is factual, and questions about who, what, where, when, why and how are answered in the first paragraph or two. It is short, concise and easy to read, usually written one day and published the next.
3. Take this opportunity to review media principles as they relate to news writing:
  - a. News stories are constructed by writers who make careful decisions about words they use and how to organize information.
  - b. News stories represent the real world. Reporters strive to be as objective as possible about events they report.
  - c. The purpose of news stories is to inform and educate the reader.
  - d. News stories have elements specific to the genre. They present the most information at the beginning of the story. Who, what, where and when can usually be answered by the first or second sentence. How and why may be explained a little later. Less important information is toward the end of the story.
4. Have students go back through the newspaper and find a news story written in an inverted pyramid style. Have them circle information that tells who, what, when and where and underline sentences that tell why or how.

5. Ask volunteers to read aloud the first paragraph or two of a news story they have read. Tell the class to listen for answers to the five Ws and H. Alternatively, you may use an overhead projector and do the activity as a class, using stories you have selected, and have students do the activity independently.
6. Have students read the body of their article body again and look for more details and background information about the person, event or place from the first paragraphs. Ask whether the writer uses these details well.
7. Have students read the last paragraph and ask whether it could be deleted without depriving the reader of information needed to understand what happened. Help students see that the stories were written in an inverted pyramid style.
8. Remind students that a *lead* is the first sentence in a news story and is written to attract the reader's attention. The reporter must ask, "What does this story mean?" He or she usually picks the most interesting fact in the story and puts it at the beginning.
9. Explain different kinds of leads.
  - a. The **standard lead** has strong, active verbs.
  - b. A **question lead** starts by asking the reader an attention-getting question.
  - c. A **quote lead** introduces one of the most important people in the story. A quote lead usually uses a direct quotation from the person.
  - d. A **descriptive lead** draws the reader in by using descriptive adjectives and adverbs.
10. Ask students to search the newspaper for an example of each of the four types of leads and circle them.
11. Have volunteers read an example of each type of lead. Have the class determine whether the example is a correct one. Ask students to identify strong verbs in the standard lead, the quotation in the quote lead, descriptive words in a descriptive lead and the question in the question lead.
12. Ask students whether the lead they selected was a good choice for the story and explain why.
13. Distribute the activity page. Review directions with students.

14. You may have students complete *What Makes a News Story?* in class or as a homework assignment. If done as a homework assignment, bring students together in pairs at another time to review and discuss answers.

## **Part Two - Instructions**

1. Explain that a story topic, perhaps the school dress code, is different from a story idea such as, “Why is the administration changing the dress code, and what do students think and feel about it?” Explain that the story idea must be specific enough so a reporter can begin work and has ideas for possible sources. Offer examples of story topics for the class to develop into story ideas, such as snack food, staying fit, the school building or campus, etc.
2. Assign students to pairs or small groups and allow time to brainstorm on story topics and ideas. You may wish to distribute copies of other newspapers, teen magazines and general-interest periodicals to help students generate topics.
3. Help students begin to develop story ideas. Explain that the first questions they should ask are, “Who cares, and why should they?” and “Why is this important to my readers now?”
4. At the end of the time allotted, each student should have identified a story idea and one or two possible sources for it.
5. Have volunteers share story ideas with the class. You may need to help students redefine or refocus ideas.
6. Distribute the activity page. Review directions with students.
7. Explain that students should use *Writing a News Story: Plan* to prepare for and write stories. Allow one or more days for students to complete the assignment.
8. Have students complete *Check It Over* before they meet in small groups. Peer readers should look for the inverted pyramid, a strong lead, descriptive details, completeness, background information such as facts, quotes and sources, and an ending paragraph.
9. When students have completed their stories, have them share in small groups. Ask volunteers to read their stories aloud. Discuss whether the story contains a lead, answers the five Ws and H and includes background information. Have the class

create a headline. Remind students that a headline should attract the reader's attention and summarize the story.

10. As a class, discuss the experience. Ask them what part was most challenging. Most interesting? Would other students in school be interested in their story? Why or why not? On what part of the writing process did they spend the most time?
11. Display students' work on the bulletin board. Remind the class that this experience will help them prepare to write news stories for the class newspaper.
12. You may wish to invite a reporter from the local newspaper to speak to the class about how he or she gets story ideas and develops and writes stories.

## **Extending the Lesson**

This unit introduces students to the three basic types of news writing. The complete High Five Unit B has additional lessons about other types of stories.

- Sports Writing – Lessons 16 and 17
- Reviews – Lessons 20 and 21
- How-to Columns – Lessons 22 and 23

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Revisit</b> |
|--|-----------------------------|---------------------------|----------------|
| <b>Part One</b>  |                             |                           |                |
| Student identifies the five Ws and H of a news story.                    |                             |                           |                |
| Student identifies the inverted pyramid structure.                       |                             |                           |                |
| Student identifies the lead and describes what kind it is.               |                             |                           |                |
| <b>Part Two</b>  |                             |                           |                |
| Student understands the difference between a story topic and story idea. |                             |                           |                |
| Student writes a news story using inverted pyramid style.                |                             |                           |                |
| Student writes a story that contains supporting information.             |                             |                           |                |
| Student writes a lead that engages the reader.                           |                             |                           |                |

## **Lesson 4 Part One Activity Page, Unit B**

# **WHAT MAKES A NEWS STORY?**

**Name** \_\_\_\_\_

A reporter must be able to tell what happened clearly, briefly and in way that will attract and keep the reader's attention.

### **Analyze style**

1. Pick a news story. Write the opening sentence or the lead here. What kind of lead is it—standard, question, quote or descriptive?

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2. Meet with a classmate. Compare leads from your stories. How are they alike? Different? Which do you think was the best? Why?

### **Analyze language**

1. Pick another news story to analyze for language.
2. Look at how the writer uses verbs tell what happened, adverbs to describe action and adjectives to describe the event or person. Write words you found in the chart.

| <b>Verbs</b> | <b>Adverbs</b> | <b>Adjectives</b> |
|--------------|----------------|-------------------|
|              |                |                   |
|              |                |                   |
|              |                |                   |
|              |                |                   |

### **Analyze structure**

1. Pick a news story (the same one or a new one) written in an inverted pyramid style.
2. Write the answers to the five Ws and H below.

Who was the story about?

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What happened?

---

Where did it happen?

---

When?

---

Why did it happen?

---

How did it happen?

---

## **Lesson 4 Part Two Activity Page A, Unit B**

# **WRITING A NEWS STORY: *Plan***

**Name** \_\_\_\_\_

**Directions:** Watch an event in person or on television and take notes. Use this guide to help draft your news story.

1. The five Ws and H

a. Who is the subject of the story?

---

b. What happened?

---

---

c. When did it happen?

---

d. Where did it happen?

---

e. Why/How did it happen?

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2. List other details that you want to include in the story.

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3. List quotes you want to include.

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4. Write the body, the sequence in which you will tell your story.

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5. Write an attention-getting first sentence.

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6. Write your lead paragraph. Remember to use the inverted pyramid.

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7. Write a draft of your story on a separate sheet of paper or the back of this sheet.

8. Revise your story. Edit for spelling grammar, punctuation and usage.

9. Proofread for mistakes. Review it by using *Check It Over* with a classmate.

10. Give it to the teacher.

## Lesson 4 Part Two Activity Page B, Unit B

# WRITING A NEWS STORY: *Check It Over*

Name \_\_\_\_\_

**Directions:** After you have finished your draft, see whether you have included each element of a news story. Put a checkmark if you think you have and a zero if not. Give your story to a classmate. Have him or her read it and put checkmarks or zeros for each element of a news story found in your story. Compare answers. Discuss your story with your classmate.

| Element                              | Writer's evaluation | Reader's evaluation |
|--------------------------------------|---------------------|---------------------|
| Story has the <i>who</i> .           |                     |                     |
| Story has the <i>what</i> .          |                     |                     |
| Story has the <i>where</i> .         |                     |                     |
| Story has the <i>when</i> .          |                     |                     |
| Story has the <i>why</i> .           |                     |                     |
| Story has the <i>how</i> .           |                     |                     |
| Story has an attention-getting lead. |                     |                     |
| Story has useful details.            |                     |                     |
| Story uses the inverted pyramid.     |                     |                     |

## **Lesson 5, Unit B**

# **FEATURE STORIES**

### **Objectives**

Students will:

1. Understand characteristics of feature writing
2. Identify different types of feature stories
3. Evaluate a feature story by analyzing its structure, language and style.
4. Write a lead that captures the reader's attention
5. Write a feature story organized effectively
6. Use descriptive words effectively
7. Use quotations and sources to support the story.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

**College and Career Readiness Anchor Standards for Writing**

***Text Types and Purposes***

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**College and Career Readiness Anchor Standards for Speaking and Listening**

***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**College and Career Readiness Anchor Standards for Language**

***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***Vocabulary Acquisition and Use***

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Related Lessons:** INL Unit A, Lesson 4; INL Unit C, Lessons 3, 4, 5.

**Skills—Knowledge:** identify, describe; **Comprehension:** explain; **Application:** show, write; **Analysis:** compare, contrast, identify; **Synthesis:** create; **Evaluation:** discuss.

**Vocabulary:** *anecdote, feature story.*

## **Looking ahead**

The newspaper contains three types of writing—news, feature and editorial. Each has a different purpose and structure. Reporters and editors write using a process similar to what middle-school students are taught—prewriting, drafting, revising, editing, proofreading and publishing. The newsroom has constraints of time and space that make it different from the classroom writing process. . If necessary, review the steps of the writing process with students before starting these lessons.

In Lessons 4-6, students will examine the structure of each of the types of writing. They will have the opportunity to practice writing news, feature and editorial writing.

Each lesson has two parts. In Part One, students analyze stories, and in Part Two, students write stories.

You may wish to invite a feature writer from the local newspaper to speak to the class about how he or she acquires story ideas, develops them and writes stories.

## **Background**

In a news story, the reporter tells the facts. In a feature story, the reporter tells the story in nonfiction, reportorial style. A news story answers the five Ws and H, but a feature usually focuses on *who*; sometimes on *why* and/or *how*. Features entertain, inform and stir emotions. They use less formal and more descriptive language than news stories.

A feature story is not written in inverted pyramid style. But like a news story, it should be well-organized, use quotes, be fair and accurate, and interest the reader. Feature stories include interviews, columns and articles about special events, hobbies and entertainment. They are often called “human interest” stories because they are people-oriented.

There are three types of features. **News features** are based on an interesting angle or aspect of a news event. **Personality profiles** tell about successes, challenges or other

interesting aspects of a person and his or her life. **Human-interest features** tell a story that is unusual or deals with something usual in an unusual way.

Feature stories often require considerable planning and research. Good feature writers are usually interested in life and are curious about people, what they do and what they have to say.

Feature stories can be difficult for a writer because identifying the “nugget” requires a degree of instinct and awareness that might be a challenge for middle-school students. Students may need more assistance with their story ideas than they did in news writing, which is a bit more straightforward. Remind students that good feature writing is much like good storytelling. Encourage them to remember this as they identify a topic, do the research and write their story.

### **Media required**

- Copies of the newspaper for each student.

### **Part One - Instructions**

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage them to look for stories that appeal to them but are not hard news.
2. Explain that feature stories are a natural extension of storytelling and that writers must find the “nuggets” in their story subjects. A nugget makes the subject interesting and worth reading about. The writer must then paint a picture with words that will keep the reader interested.
3. Explain that a feature story focuses on one of the five Ws, usually *who* and sometimes *why* and/or *how*. For example, a battle in Iraq is a news story, but the experiences of a local former student who returns from serving there could be a news feature. Features use less formal but more descriptive language than news stories. They may use anecdotes, direct quotes, dialogue and/or description. They are not written in the inverted pyramid style but, like news stories, should be well-organized, fair and accurate, and contain a variety of sources.

4. You may use a Venn diagram to compare and contrast a news and a feature story with students.
5. Have students offer five obvious or well-known facts about their school (population, daily events, its name). Have them brainstorm two feature stories that could be written based on those facts.
6. Discuss what steps would be needed to gather information to write a news feature (interview people connected to the story, gather background information, etc.) and list them on the board. Tell students that features often take planning, time and research.
7. Distribute the activity page. Review directions with students.
8. Assign students into pairs and have them find three examples of feature stories. They could be news features, personality profiles or human-interest stories. Have them read the stories carefully and use *Feature Stories: What Are the Elements?* to analyze and evaluate each story.
9. Have volunteers share their analyses and discuss their findings. Be sure an example of each type of feature is presented.
10. Take this opportunity to review media principles as they relate to feature writing:
  - a. Feature stories focus on subjects that are timely and related to current issues, but they are not “hard” or “straight” news.
  - b. Feature stories represent aspects of the real world, often addressing the human-interest side of current events.
  - c. Feature stories are written to amuse and entertain readers.
  - d. Feature stories have elements specific to the genre. The subjects are topics of interest to readers, they use quotes and descriptive language, their style is more informal than hard-news stories and they do not follow the inverted pyramid structure.
11. Explain to students that they will be writing a feature story. Encourage them to think of story ideas to bring to class.

## **Part Two - Instructions**

1. Assign students into pairs or small groups. Have them brainstorm and discuss ideas for a feature story. Remind them that they may choose from among the three different types of features—news feature, human-interest story or personality profile.
2. Write characteristics of a feature story on the board for students to use as a reference—informal, descriptive language; attention-getting lead; facts; quotations; focus on one or more of the five Ws and H; a lead, body and end. You may want to review Lesson 12 with students to be sure they understand the five Ws and H and story organization of lead, body and end.
3. Distribute the activity page. Review directions with students.
4. Allow students time to use *Feature Writing Plan* to research and write stories.
5. Distribute *Feature Writing: Check Your Writing*. When students have completed their stories, have them share in small groups. Peer readers should look for characteristics of a feature story and discuss the degree to which the writing fits the feature story structure.
6. Ask volunteers to share stories and read them aloud. Discuss to what degree each is written in the correct style (informal, descriptive language; attention-getting lead; facts; quotations; focus on one or more of the five Ws and the H; organization around a lead, body and end). Have the class create headlines. Remind students that a headline should attract the reader's attention and summarize the story.
7. As a class, discuss the experience. Ask what the most challenging part of the assignment was the most interesting? Would other students be interested in their stories? Why or why not? On which part of the writing process did they spend the most time?
8. Display students' work on the bulletin board. Remind the class that this experience will help them prepare to write feature stories for the class newspaper.
9. You may wish to invite a feature writer from the local newspaper to speak to the class about how he or she gets story ideas, develops them and writes stories.

## **Extending the Lesson**

This unit introduces students to the three basic types of news writing. The complete High Five Unit B has additional lessons about other types of stories.

- Sports Writing – Lessons 16 and 17
- Reviews – Lessons 20 and 21
- How-to Columns – Lessons 22 and 23

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Revisit</b> |
|---|-----------------------------|---------------------------|----------------|
| <b>Part One</b>   |                             |                           |                |
| Student identifies feature story's characteristics.         |                             |                           |                |
| Student identifies different types of feature stories.      |                             |                           |                |
| Student identifies descriptive language in feature story.   |                             |                           |                |
| <b>Part Two</b>   |                             |                           |                |
| Student writes a lead that captures the reader's attention. |                             |                           |                |
| Student writes a well-organized feature story.              |                             |                           |                |
| Student uses descriptive language.                          |                             |                           |                |
| Student uses quotations and other data effectively.         |                             |                           |                |

## Lesson 5 Part One Activity Page, Unit B

# FEATURE STORIES: *What Are the Elements?*

Name \_\_\_\_\_

Feature writers are interested in people and like to find the nugget, the most important or interesting thing about a person or event. They are storytellers and use more informal and descriptive language than news writers.

### Analyze the style

- Pick a feature story to read and analyze. What kind of feature story is it?

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- Write the lead sentence. What made it interesting or attention-getting?

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- Which of the five Ws and H is the focus of the story?

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### Analyze specific language

Read the story again and pay attention to the way the writer uses adjectives to describe the person or event, verbs to tell what happened and adverbs to describe how. Write your answers in the chart.

| Adjectives | Verbs | Adverbs |
|------------|-------|---------|
|            |       |         |
|            |       |         |
|            |       |         |
|            |       |         |

## Analyze structure

Read the story and find an example of one or more of the following feature story elements. Write the example in the space provided.

| Feature story element         | Yes | No |
|-------------------------------|-----|----|
| <b>Attention-getting lead</b> |     |    |
| <b>Facts</b>                  |     |    |
| <b>Quotation</b>              |     |    |
| <b>Descriptive language</b>   |     |    |
| <b>Sources</b>                |     |    |

## **Lesson 5 Part Two Activity Page A, Unit B**

# **WRITING A FEATURE: *Plan***

**Name** \_\_\_\_\_

**Directions:** Use this guide to help write your feature story after you have collected information from observation, interviews and other sources.

1. Name the person, event or item you will write about. What kind of feature will you write?

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2. List sources you will use.

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3. Write one or two interesting quotations you will use.

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4. List the five most interesting pieces of information you gathered about your subject. List them in order from most to least important.

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5. Write at least five descriptive words you will use.

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6. Write a lead sentence or paragraph that will attract the reader's attention.

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7. Write a draft of your story on a separate sheet of paper or the back of this sheet.
8. Revise your story. Edit for spelling grammar, punctuation and usage.
9. Proofread for mistakes. Review it by using *Check Your Writing* with a classmate.
10. Hand your paper to the teacher.

**Lesson 5 Part Two Activity Page B, Unit B**

## **WRITING A FEATURE STORY:**

### ***Check Your Writing***

Name \_\_\_\_\_

**Directions:** After you have finished your draft, see whether you have each element of a feature story in it. Put a checkmark if you think you have included it and a zero if not. Give your story to a classmate. Have him or her read it and put checkmarks or zeros for each element of a feature story. Compare answers. Discuss your writing with your classmate.

| <b>Element</b>                              | <b>Writer's evaluation</b> | <b>Reader's evaluation</b> |
|---|----------------------------|----------------------------|
| Topic is timely and of interest to readers. |                            |                            |
| Story uses interesting details.             |                            |                            |
| Story uses quotes.                          |                            |                            |
| Sources are identified.                     |                            |                            |
| Lead attracts reader.                       |                            |                            |
| Story has logical organization.             |                            |                            |

## **Lesson 6, Unit B**

# **EDITORIALS**

### **Objectives**

Students will:

1. Evaluate effectiveness of an editorial
2. Identify words used to persuade readers
3. Evaluate supporting information used in editorials.
4. Identify a position on a current issue
5. Research information related to that position
6. Write an editorial promoting a specific point of view.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

***Integration of Knowledge and Ideas***

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

**College and Career Readiness Anchor Standards for Writing**

***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**College and Career Readiness Anchor Standards for Speaking and Listening**

***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**College and Career Readiness Anchor Standards for Language**

***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***Vocabulary Acquisition and Use***

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Related Lessons:** INL Unit A, Lesson 4; INL C, Lessons 3, 4, 5.

**Skills—Comprehension:** conclude, identify, review, explain, interpret; **Application:** prepare, show; **Analysis:** analyze, deduce, research, outline; **Syntheses:** compose, construct, organize, rewrite; **Evaluation:** assess, evaluate, justify, rate, judge.

**Vocabulary:** *commentary, op-ed, editorial, opinion column.*

## Media required

- Copies of the newspaper for each student
- An editorial to read aloud to the class.

## Background

In this lesson, students will study structure and language of editorials and use that knowledge to construct an editorial on a topic of their choice. Editorials are the only place in the newspaper where the newspaper publisher and/or editorial staff are allowed to express the *opinions of the newspaper*. Many editorials encourage actions the newspaper believes will benefit the community or nation.

Editorials are printed in a special section to help readers separate them from other, strictly informational stories. The section may be identified as *Editorial, Opinions* or *Commentary*. Most editorial sections also include an op-ed (opposite editorial) page containing columns providing opinions opposite those of the editorial staff. Letters to the editor from readers also are included in the editorial section. These letters may agree or disagree with a position taken by the newspaper.

## Part One - Instructions

1. Allow students several minutes to read newspapers at the beginning of the class. Encourage them to read editorials, columns and letters to the editor on the editorial and op-ed pages.
2. Ask students their opinions about a current topic of interest. You may want to use the topic you have selected for the editorial you will read in class.

3. Assign students to small groups based on their opinions of the topic. Have each group identify specific information or data to support its position on the topic. Remind students that they are focusing not on *how* they feel but *why* they feel that way.
4. Have groups share responses. List specific data on the board. You may find that students have many opinions but little data to support them. Discuss how specific information can make a position more powerful and persuasive.
5. Take this opportunity to review media principles as they relate to editorials:
  - a. Editorials are constructed by a major editor or the publisher about a carefully selected topic. Persuasive words are used to promote a particular point of view. Editorials are *not* designed to be neutral but to represent a particular point of view on a topic.
  - b. Editorials address a particular aspect of readers' reality. Editorial writers usually try to make their points apply directly to readers' lives and well-being.
  - c. Editorials are designed to persuade readers to take a particular position, vote a particular way or view a situation in a specific way.
  - d. Editorials have characteristics specific to the genre. They present a position, provide supporting details, address and refute opposing points of view and urge readers to act.
6. Have students listen for these characteristics as you read an editorial aloud.
7. Have students identify specific information they heard in the editorial.
8. Distribute the *Editorial Writing: What Are the Elements?* activity page. Review directions with students.
9. Have students work in pairs to analyze an editorial in the newspaper.
10. Have students compare findings.

## **Part Two - Instructions**

1. Review student work from Part One. Remind them of the structure and language elements used in editorial writing.

2. Distribute the *Writing an Editorial—Planning Your Story* activity page. Review directions with students.
3. Allow students time in class to write a draft editorial. Provide research materials in class or allow students to research topics in the library or on the Internet.
4. Have students complete the *Writing an Editorial—Check Your Writing* activity page. Review directions with students. Have students identify additional characteristics they want to see in their editorial writing.
5. Have students work in pairs to read and react to each other's editorials.
6. Have students discuss the way they approached their writing task, what they found easy to do and what was challenging.

## **Extending the Lesson**

This unit introduces students to the three basic types of newspaper writing. The complete High Five Unit B has additional lessons about other types of stories.

- Sports Writing – Lessons 16 and 17
- Reviews – Lessons 20 and 21
- How-to Columns – Lessons 22 and 23

## Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | Exceeds Expectations | Meets Expectations | Revisit |
|--|----------------------|--------------------|---------|
| <b>Part One</b>  |                      |                    |         |
| Students identify the editorial writer's position.           |                      |                    |         |
| Students identify relevant facts and data in the editorial.  |                      |                    |         |
| Students identify persuasive language used in the editorial. |                      |                    |         |
| Students identify sources to be used to verify information.  |                      |                    |         |
| <b>Part Two</b>  |                      |                    |         |
| Writer's position is clear.                                  |                      |                    |         |
| Facts are used to support the position.                      |                      |                    |         |
| Opposing viewpoint is presented.                             |                      |                    |         |
| Facts about the opposing viewpoint are presented.            |                      |                    |         |
| Opposing viewpoint is challenged effectively.                |                      |                    |         |
| Appeal is made to the reader.                                |                      |                    |         |

## **Lesson 6 Part One Activity Page, Unit B**

# **EDITORIALS: *What Are the Elements?***

**Name** \_\_\_\_\_

Most people know that editorials reflect the viewpoint of the newspaper. But an editorial is more than opinion. Editorial writers must include statistics, details and examples to support their opinions. To make the editorial even more effective, the writer must present and challenge arguments of others who have a different opinion. The writer then appeals to the reader to side with the newspaper on the issue.

### **Analyze the style**

Select an editorial from the newspaper. Show how the writer addresses components of the editorial by completing this chart.

| Component                                  | How does the writer address this? |
|--|-----------------------------------|
| Newspaper's position                       |                                   |
| Facts to support position                  |                                   |
| Opposing position                          |                                   |
| Facts to support opposing position         |                                   |
| Challenge opposing position with new facts |                                   |
| Appeal to reader                           |                                   |

## Analyze the language

1. Reread the editorial, focusing on language the writer uses.
2. Examine words and phrases the writer uses to persuade you. List some of the words used, and then list a word that would be more neutral for each.

| Persuasive word | Neutral word |
|-----------------|--------------|
|                 |              |
|                 |              |
|                 |              |
|                 |              |
|                 |              |

## Analyze the content

1. Read your editorial, focusing on facts, statistics and examples.
2. Examine facts the writer presents in the editorial. How could you check whether the facts are accurate? List the facts on the chart below. Identify a source or individual you could consult to verify the information.

| Fact | Source for verification |
|------|-------------------------|
|      |                         |
|      |                         |
|      |                         |
|      |                         |
|      |                         |

## **Lesson 6 Part Two Activity Page A, Unit B**

# **WRITING AN EDITORIAL: *Planning Your Story***

**Name** \_\_\_\_\_

**Directions:** Having an opinion is easy. Supporting that opinion with powerful and verifiable information is harder. Use this planning sheet to prepare your editorial.

1. Identify your issue.
  
  
  
2. What is your position?
  
  
  
3. Write at least three facts to support your position.
  
  
  
4. What is the opposing position?
  
  
  
5. List facts that support the opposing position.
  
  
  
6. Describe your challenge to the opposing argument.
  
  
  
7. How will you appeal to the reader to support your position?
  
  
  
8. Write your editorial on a separate piece of paper.

## Lesson 6 Part Two Activity Page B, Unit B

# WRITING AN EDITORIAL: *Check Your Writing*

Name \_\_\_\_\_

**Directions:** After you have finished your editorial, see whether you have included elements listed below. Put a checkmark if you think you have included the element and a zero if not. Give your writing to a classmate and have him or her do the same. Compare answers. Discuss your writing with your classmate.

| Element  | Writer's evaluation | Reader's evaluation |
|--|---------------------|---------------------|
| Writer's position is clear.                            |                     |                     |
| Writer includes facts to support that position.        |                     |                     |
| Opposing viewpoint is acknowledged.                    |                     |                     |
| Facts supporting the opposing viewpoint are presented. |                     |                     |
| Effective challenges are made to opposing facts.       |                     |                     |
| Appeal for support is made to the reader.              |                     |                     |
| Additional comments?                                   |                     |                     |

**Unit B: Become a journalist**

# **Newspaper content issues**

## **Lesson 7**

## **Lesson 7, Unit B**

# **NEWS ON THE INTERNET**

### **Objectives**

Students will:

1. Compare news content in their local newspaper and on a local newspaper's Web site
2. Identify stories to post on the Internet when space is limited or if they work better there.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Related Lessons:** INL Unit A, Lesson 5.

**Skills—Comprehension:** interpret, identify; **Analysis:** contrast, differentiate;

**Evaluation:** evaluate, rank, assess.

**Vocabulary:** *online, archived.*

## **Background**

Today more and more news is “published” electronically. The Newspaper Association of America reported that more than 139 million adults visited traditional newspaper Web sites (not including mobile) in August 2013. Earlier 2013 numbers showed that half of all digital readers now access newspaper content using mobile devices, either smartphones or tablets, at least some of the time. Moreover, one in five newspaper users access newspaper media exclusively on mobile devices.

Online news can be updated 24 hours a day so Internet users can find up-to-the-minute news reports. Online readers can find stories, photos, advertisements and archived information in online newspapers. More and more sites cover events live, sometimes streaming video.

This activity has students compare print newspapers and their online counterparts. See whether your local newspaper has an online version through a Google search.

Use the Internet to review professional and student online news. The Journalism Education Association’s Digital Media Committee’s Web site ([www.jeadigitalmedia.org](http://www.jeadigitalmedia.org)) provides resources for online, broadcast and video, law and

ethics, and classroom management. Use the interactive map to locate student online news ([www.jeadigitalmedia.org/high-school-media-online](http://www.jeadigitalmedia.org/high-school-media-online)).

On [www.hsj.org](http://www.hsj.org), visit “News Organizations With Teen Sections,” “Balancing Web Concerns, Journalism” and resources for teachers. Student newspapers may be read at [www.my.hsj.org](http://www.my.hsj.org).

Newspapers also are making great strides with products developed especially for use on mobile phones and tablets such as iPads. If these devices are available, show students apps for local and national newspapers.

## **Media required**

- Copies of the newspaper for each student
- Computer with Internet access or handouts of online newspaper pages.

## **Instructions**

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage students to think about stories they consider to be most important to readers of the local newspaper.
2. Ask students whether they look at online newspapers. Have them identify the online newspapers and tell why they use this version. Allow discussion.
3. Have students generate a list of benefits they see in print and online versions of the newspaper.
4. Show students the online version of your local newspaper on the Internet or with handouts. Ask them to identify the difference they see between page one of the print newspaper and the first news page of the online version.
5. Have students tell what they expect to find in both versions of the newspaper. Allow discussion.
6. Distribute the *Print or Online?* activity page. Have students work in small groups to compile data on the sheet.
7. Have students share findings.

## **Extending the Lesson**

- High Five Unit B Lesson 29 continues the comparison between print and online newspapers. This lesson focuses on e-editions of newspapers.
- High Five Unit B Lesson 26 compares newspapers and television news.
- High Five Unit B also addresses the importance of advertising in Lessons 24 and 25.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | Exceeds Expectations | Meets Expectations | Revisit |
|--|----------------------|--------------------|---------|
| Student provided appropriate benefits and limitations of print and online news.        |                      |                    |         |
| Student compiled necessary data to compare both versions of the newspaper.             |                      |                    |         |
| Student selected appropriate stories to include in an online version of the newspaper. |                      |                    |         |

## **Lesson 7 Activity Page, Unit B**

# **PRINT OR ONLINE?**

**Directions:** Most newspapers have print and online versions. Some people like to read the print edition while others like to find updated news stories on the newspaper Web site. Both types of news presentations have advantages. Look at the print and online versions. Compare contents of the two and record your findings on the chart below.

| Elements  | Print paper | Online paper |
|---|-------------|--------------|
| 1. How many local news stories do you find?                     |             |              |
| 2. How many sports stories do you find?                         |             |              |
| 3. How many editorials and columns do you find?                 |             |              |
| 4. How many comic strips do you find?                           |             |              |
| 5. How many community calendars do you find?                    |             |              |
| 6. What is the major news story on the front page or home page? |             |              |

7. How easy is it to find a particular section or feature in each version?
8. What differences do you find in the way photos are used in each version? What difference do you find in the number of photos in each version?
9. How are ads presented differently? What difference do you find in the number of ads presented?
10. What do you like best about using each version?

## Common Core State Standards – Unit B

|   | <b>Lesson</b>                                     | <b>College and Career Readiness Anchor Standards for Reading</b> | <b>College and Career Readiness Anchor Standards for Writing</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|---|---|--|--|---|---|
|   | Art and Craft of Journalism                       |  |  |   |   |
| 1 | Newspaper Jargon                                  | 1, 7   |  | 1, 5  | 4, 6  |
| 2 | The First Amendment and School-Based Publications | 1, 2, 8, 10  | 1, 2, 7, 10  | 1, 3, 4   | 1   |
| 3 | Quotations and Interviewing                       | 1, 7   | 7, 9, 10   | 1, 2, 3   | 1, 2, 3   |
|   | Journalism and Writing                            |  |  |   |   |
| 4 | News Stories                                      | 1, 2, 3, 4, 5, 6, 8, 10  | 2, 4, 5, 7, 10   | 1, 2, 3   | 1, 2, 3, 4, 5, 6  |
| 5 | Feature Stories                                   | 1, 2, 3, 4, 5, 6, 7, 10  | 3, 4, 5, 7, 8, 10  | 1, 2, 3, 4  | 1, 2, 3, 5  |
| 6 | Editorials  | 1, 2, 3, 4, 5, 6, 8, 9, 10                                       | 1, 4, 6, 7, 8, 9, 10   | 1, 3, 4, 5  | 1, 2, 3, 4, 5   |
|   | Newspaper Content Issues                          |  |  |   |   |
| 7 | Newspapers on the Internet                        | 1, 7, 9  | 7, 8   | 1   |   |

**Introductory News Literacy**

***Unit C: Go to press***

# TO THE TEACHER...

*Go to Press* will be a project-based, hands-on unit for your class. In Units A and B, students learned about the five principles of media literacy and how they apply to creation of the daily newspaper. They examined journalism issues and news writing types in detail. They were engaged in three of the four process skills related to media—*accessing, analyzing and evaluating*. The fourth, *creating media*, was addressed in writing activities in the second mini-unit.

Now students will have an opportunity to create media themselves. They will write and produce a classroom or school newspaper. They will gather information, write stories and columns, design it, create images and graphics, and produce copies to distribute to their target audience. Students must identify and assign jobs, develop production procedures and set deadlines. This project will provide opportunities and experiences for students to integrate and apply everything they have learned about newspapers and media literacy.

## ***Before You Begin***

Creating a classroom or school newspaper requires equipment and software not needed in earlier units. You must explore technology and equipment you will need. Much will depend on resources in your school or district. Possible options range from low-tech to high-tech. If your school has limited or no access to computers or word-processing software, students can type or print articles by hand, draw or paste art on pages and use different size markers to create headlines. The school or a community copier can be used to enlarge or reduce student drawings or other images.

Your school or community computer probably has Microsoft Word, the most common word-processing program. With it, students can create newspaper-like pages by using the column and table functions, and create headlines of different fonts and sizes. Stories can be printed, cut and pasted onto a master page for photocopying.

Word-processing programs typically contain clip-art libraries that your students could can use for basic images in their classroom newspaper. Some students may wish to use a simple illustration program like MS Paint to create images. If a scanner is available, photos can be scanned and imported into documents.

Desktop-publishing programs are designed to ease typing a story directly on a page template or to import stories created in a word-processing program. They also allow options and support with art and photographs. Students can crop photographs and resize columns and text blocks on screen. If budgets allow, popular desktop-publishing programs to consider include Adobe InDesign or QuarkXPress.

Whether working with a low-tech or high-tech production system, you may want to recruit other teachers to join in and develop this as an interdisciplinary unit.

### ***Let Students Shine***

Creating a classroom newspaper will involve many steps, challenges and opportunities for you and students. One assignment in this unit is to create a record of students' work. This could take a variety of forms, such as regular student journal entries and photographs of students as they work. They can be captured on a bulletin board in the hallway or in a PowerPoint presentation to share with students, teachers, school staff members and parents.

If your school has the equipment, you may want to create a video of students' progress. Assign several students to be project "historians" and assume responsibility to record class activities.

### ***Have Fun!***

Unit C is designed to help students develop reading, writing and thinking skills. It also will be an engaging project that will challenge and excite them. Motivate the students to use knowledge and skills they have learned so they will take pride in their final product. Be sure to allow students time to share their experience with others and celebrate their achievement.

**Unit C: Go to press**

# **Building background**

## **Lesson 1**

## **Lesson 1, Unit C**

# **THE RIGHT STUFF: INTEREST AND SKILLS**

### **Objectives**

Students will:

1. Identify the skills needed to publish a newspaper
2. Identify personal skills and interests
3. Identify newspaper jobs in which personal skills and interests apply.
4. Write a paragraph of application for a job on the class newspaper staff.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Craft and Structure***

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### ***Research to Build and Present Knowledge***

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career Readiness Anchor Standards for Language**

***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lesson:** INL Unit C, Lesson 3.

**Skills—Knowledge:** list; **Comprehension:** compare; **Application:** classify;

**Analysis:** investigate; **Synthesis:** identify, propose; **Evaluation:** select.

**Vocabulary:** skill inventory, page dummy.

## **Background**

Creating a class or school newspaper requires enthusiasm, commitment, teamwork and a variety of research, writing, organizational and production skills. At this point, students should understand the role of news in a democratic society; a newspaper's essential design elements, structure and organization; the variety of news stories and non-news features; and the different types of writing found in news. This knowledge and

understanding should prepare students to identify areas of interest and skill they could contribute to write, edit, design, publish and distribute their own newspaper.

In this lesson, students will take an interest and skill inventory and then identify an area of newspaper production in which they would like to work.

### **Media required**

- Copies of the newspaper for each student.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Have students use what they know about structure, design and content of newspapers to generate a list of skills a newspaper staff would need. Write them on the board and discuss.
3. Distribute Activity Page A *Flow Chart*, or project the *Flow Chart* on an overhead projector. Write on the board the different departments of a newspaper (editorial, production, advertising and circulation). Help students identify departments and jobs for which each skill could apply. Explain that different skills are necessary and applicable to more than one department. Fill in the flow chart.
4. Tell students they are about to take the first step in creating their own classroom or school newspaper by taking an interest and skills inventory. Explain that their answers help the teacher to assign jobs for the class newspaper.
5. Distribute Activity Page B *The Right Stuff*. Review directions with students.
6. Allow students time to complete *The Right Stuff*.
7. Bring the class together and have students compare responses to skills required of different departments in the newspaper. Have them note on their activity page one or more job or department that most interests them.
8. Use student responses to *The Right Stuff* as a basis for assigning jobs on the class newspaper project.

## **Extending the lesson**

- The High Five Unit C Lesson 8 can be used to have students apply for specific jobs. After learning about specific jobs, students do another self-assessment and then write a letter of application.
- Unit C Lessons 4 and 5 center around a tour of a newspaper plant. Contact your local newspaper and ask for the Newspapers in Education (NIE) office to arrange a tour.
- If you cannot arrange a tour, an online newspaper tour is available at <http://www.howstuffworks.com/newspaper.htm>.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

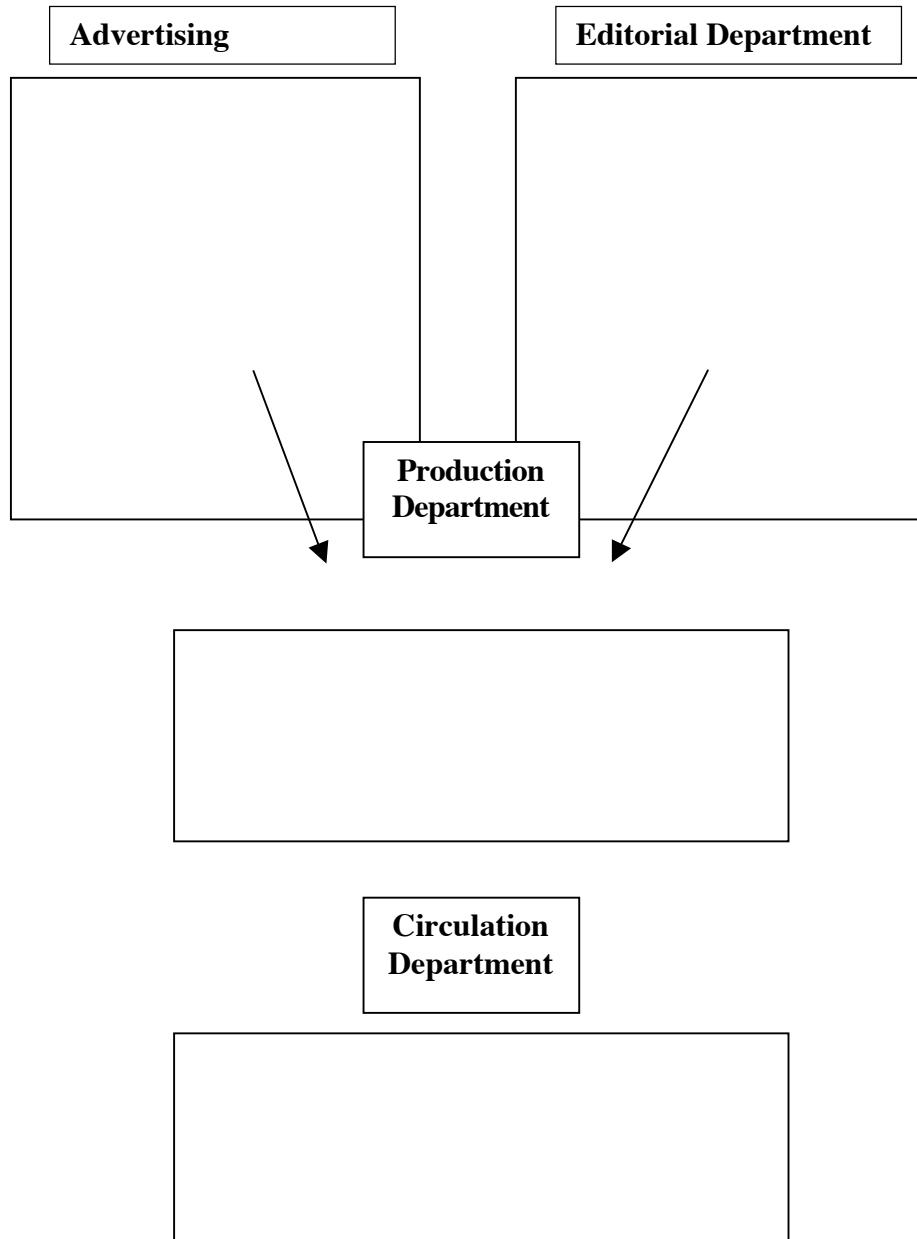
|  | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Revisit</b> |
|--|-----------------------------|---------------------------|----------------|
| Student understands variety of skills needed to publish a newspaper.                     |                             |                           |                |
| Student identifies skills and interests in applying for a newspaper job.                 |                             |                           |                |
| Student identifies possible newspaper jobs to which personal skills and interests apply. |                             |                           |                |

## Lesson 1 Activity Page A, Unit C

# FLOW CHART

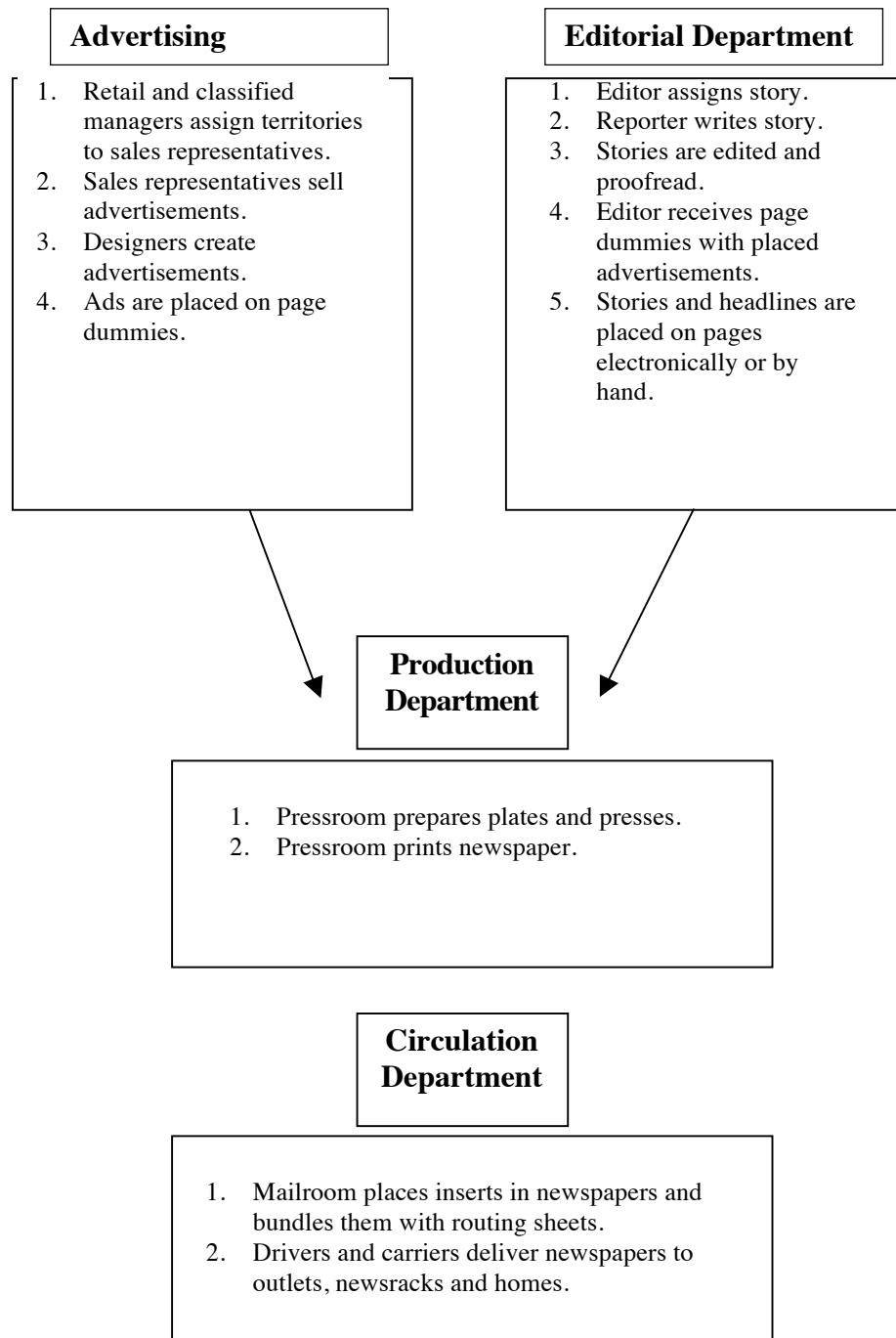
Name \_\_\_\_\_

**Directions:** Use the flow chart to complete steps to produce and distribute a newspaper. Keep this chart as a reference when you begin work on your class or school newspaper.



## Lesson 1 Activity Page A, Unit C

# ANSWERS



## Lesson 1 Activity Page B, Unit C

# THE RIGHT STUFF

Name \_\_\_\_\_

**Directions:** Creating a newspaper requires teamwork and a staff with many different interests and skills. Use this list to check things you do well and things about which you want to learn more or do for your class or school newspaper. You and your teacher will use your answers to decide which job on the newspaper staff is best for you.

| Interests and skills                                      | Very interested | Interested | Not very interested | Very good | Good | Need help |
|---|-----------------|------------|---------------------|-----------|------|-----------|
| Working on a team   |                 |            |                     |           |      |           |
| Working alone   |                 |            |                     |           |      |           |
| Creating or doing puzzles                                 |                 |            |                     |           |      |           |
| Organizing projects                                       |                 |            |                     |           |      |           |
| Word processing, typing                                   |                 |            |                     |           |      |           |
| Doing research  |                 |            |                     |           |      |           |
| Making sure grammar, spelling and punctuation are correct |                 |            |                     |           |      |           |
| Talking to people and asking questions                    |                 |            |                     |           |      |           |
| Convincing others of my point of view                     |                 |            |                     |           |      |           |
| Selling products and meeting people                       |                 |            |                     |           |      |           |
| What is happening at school                               |                 |            |                     |           |      |           |
| What is happening in my community                         |                 |            |                     |           |      |           |
| Sports  |                 |            |                     |           |      |           |
| TV, movies, video games, DVDs (circle)                    |                 |            |                     |           |      |           |
| Music   |                 |            |                     |           |      |           |
| Fashion, food (circle)                                    |                 |            |                     |           |      |           |
| Taking pictures   |                 |            |                     |           |      |           |
| Drawing cartoons, pictures                                |                 |            |                     |           |      |           |
| Creating graphics, charts                                 |                 |            |                     |           |      |           |

Other  
interests: \_\_\_\_\_.

Other skills:  
\_\_\_\_\_.

I think I would like to work in the  
\_\_\_\_\_ department.

Write a paragraph in which you explain why this department is the right area for you.

**Unit C Go to press**

# **Planning for publication**

**Lessons 2-6**

## **Lesson 2, Unit C**

# **WHO ARE THE READERS?**

### **Objectives**

Students will:

1. Identify the audience for the class or school newspaper
2. Identify and explain why potential news and newspaper features meet needs and interests of their audience.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### ***Comprehension and Collaboration***

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

##### ***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Related Lessons:** INL Unit A, Lessons 1, 2; INL Unit B, Lesson 7; INL Unit C, Lesson 7.

**Skills—Knowledge:** name; **Comprehension:** distinguish, describe; **Application:** show; classify; **Analysis:** compare, categorize; **Synthesis:** propose; **Evaluation:** justify.

**Vocabulary:** *audience, principles of media literacy.*

### **Background**

Newspapers are a carefully constructed media form. Students must understand that the project they are about to begin will reflect interaction among the text and its forms, the reader and the culture of your class and school.

Students should understand and be responsive to their audience or readers. They must take time to identify their audience carefully and think about what that group may want and need to know, and to decide how they will create an attractive, informative and interesting product that will serve the audience.

At this point, you may wish to review one or more of the principles of media literacy and how they apply to the task ahead.

1. *All media are constructions.* (They will decide which words or images to use and how to organize them.)
2. *All media are representations of social realities.* (Readers must be able to judge the accuracy of the message.)
3. *Individuals construct meaning from messages.* (Readers bring their own knowledge, experience and preconceptions to the news.)

4. *Messages have political, economic, social and aesthetic purposes.* (Newspapers contain messages that serve many purposes.)
5. *Each form of communication has unique characteristics.* (News publications present information in carefully structured ways so readers can find items suiting their needs and interests.)

## **Media required**

- Copies of the newspaper for each student.

## **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to think about how different features of the newspaper appeal to different audiences.
2. Remind students that all messages are constructions and can be created for different audiences.
3. Have students think of something happening at your school, such as an athletic event, assembly, academic competition, etc. Have them identify different audiences that might be interested in it, such as parents, students, members of the community, etc. Discuss ways the message could be presented in the newspaper—for example, as a news story, feature story, editorial or advertisement.
4. Tell students that their job is to determine the best audience for the class or school newspaper. Explain that this decision will affect what they include in the newspaper, how they present it and how readers may evaluate or respond to their messages.
5. Assign students into small groups. Have them create a list of potential audiences—for instance, all students in the school, grade-level students, teachers, parents, school staff, etc. Encourage them to be specific or creative.
6. Bring the groups together and have them share lists. If necessary, narrow the list to groups you believe would have the best access to the newspaper.
7. Lead the class in assigning the groups into categories, such as largest, most important to the school, most diverse, most accessible, etc. Tell students that a group can be in more than one category.

8. Review the groups and identify those that fall into the most categories. Explain that this group or groups will most likely be their audience.
9. Assign students into groups again to brainstorm potential features for their newspaper based on the audience(s) they have identified.
10. Distribute the activity page. Review directions with students.
11. Have them use *Who is Our Audience?* and ideas from their review of the newspaper to guide them.
12. Bring the class together and have each group share its ideas and list them on the board. Using one or more principles of media literacy, have students vote on and prioritize features they want to include in their newspaper.
13. Have students submit possible names for the newspaper and take a class vote.

## **Extending the lesson**

The High Five Unit C Lesson 3 uses out-of-town newspapers so students can see what details get the readers' attention.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Revisit</b> |
|---|-----------------------------|---------------------------|----------------|
| Student identifies appropriate audience for a newspaper.                          |                             |                           |                |
| Student explains relationship of audience to content and features in a newspaper. |                             |                           |                |

## Lesson 2 Activity Page, Unit C

# WHO IS OUR AUDIENCE?

Name \_\_\_\_\_

**Directions:** Discuss these questions with your group. Your answers will help to decide who would be interested in reading your school or class newspaper and what this audience would want to read.

1. The audience for our newspaper is:

\_\_\_\_\_.

2. This is what I know about it:

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

3. These are some things I need to find out about the audience:

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

4. These are some things the audience would be interested in having in our newspaper:

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_  
h. \_\_\_\_\_  
i. \_\_\_\_\_  
j. \_\_\_\_\_

5. These things could be included in our newspaper to meet the audience's needs and interests:

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_  
h. \_\_\_\_\_  
i. \_\_\_\_\_  
j. \_\_\_\_\_

## **Lesson 3, Unit C**

# **PLANNING THE NEWSPAPER**

## **Objectives**

Students will:

1. Understand responsibilities of each job on the newspaper staff
2. Understand importance of teamwork and meeting deadlines
3. Be familiar with and have access to materials and tools necessary to complete assigned tasks.

## **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### **College and Career Readiness Anchor Standards for Reading**

#### ***Craft and Structure***

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **College and Career Readiness Anchor Standards for Writing**

#### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**College and Career Readiness Anchor Standards for Language**

***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Related Lessons:** INL Unit A, Lesson 3; INL Unit C, Lessons 4, 5.

**Skills—Knowledge:** describe **Comprehension:** explain; **Application:** construct, complete; **Analysis:** separate; **Synthesis:** create; formulate; **Evaluation:** argue; select.

**Vocabulary:** *deadline*.

## **Looking ahead**

In the next lessons, students will create a class newspaper. The teacher, as the “publisher” of the paper, will assign students different jobs based on their interest inventories and self-assessment paragraphs from Lesson 2. Students will plan and complete their assigned jobs. These jobs/assignments are:

- Editorials
- News stories
- How-to or advice columns
- Sports stories
- Comics and puzzles
- Feature stories
- Copy editing
- Advertising

- Production
- Circulation

Depending on the available time and resources, the teacher can choose to assign all or some of these jobs to students.

Before assigning jobs, the teacher should consider:

- What is the school's policy on fundraising?
- Does the school allow students to sell ads? Or should the students create mock ads for products in which their audience might be interested?
- What technology is available? Do students have access to computers, a word processing program, or a desktop publishing program? If not, then the teacher or a volunteer could type the stories and format them with a word processing program.
- How will the newspaper be printed? On a copier? Or will it be printed outside of school? What are the costs involved, and how will they be funded?
- Where and to whom will the newspaper be circulated? Are students allowed to sell the paper?

This class newspaper can be a simple or as elaborate as the teacher and students want it to be. Following the instructions, specific references that extend the lesson to High Five Unit C lessons will help the teacher adapt the project to his/her specific classroom situation.

## **Background**

The newspaper, like most commercial news publications, is a product of many departments working together. At this point in the unit, you should have reviewed students' applications and conducted interviews for staff positions and made assignments. It should be possible for students to have more than one assignment. Refer to the list of jobs and responsibilities developed in Lesson 2.

Before beginning the real work of creating the newspaper, review steps in newspaper production independently or with input from students. Students may need to work at their jobs in class, as homework and outside of class time, especially in newsgathering and ad sales.

## **Media required**

- Copies of the newspaper for each student.

## **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to focus on tasks of their real-life counterparts.
2. Give job assignments to students.
3. As a class, establish assignments, responsibilities, schedules and deadlines for each department.
4. You may want to set up areas in the classroom where each department will work and assemble necessary materials.
5. Distribute the Activity Page *On Track*. Review directions with students.
6. Allow students time to meet in their departments to develop and review plans for stories, features, photos, graphics, ads, etc. Determine who is responsible and set deadlines using Activity Page *On Track* as a guide.
7. Review tasks and deadlines for each department and answer questions students may have.
8. Bring the class together to review plans, schedules and deadlines. Write them on the board. Be sure students have an understanding of what is expected of them, how they will meet their responsibilities and deadlines, and have fun, too.
9. Allow class time for students' work on assignments. You may wish to move among groups and help students to stay on track.

## **Extending the lesson**

- To teach page design, refer to High Five Unit C Lesson 10 and Lesson 20.
- To teach the technology components of publishing, refer to High Five Unit C Lessons 11 and 12. Skills in these lessons include using desktop publishing software, digital cameras, scanners and photo editing programs.
- To teach advertising, refer to High Five Unit C Lesson 13.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Revisit</b> |
|--|-----------------------------|---------------------------|----------------|
| Student completes work plan.                 |                             |                           |                |
| Student understands and works on assignment. |                             |                           |                |
| Student sets deadlines.                      |                             |                           |                |

## **Lesson 3 Activity Page, Unit C**

# **ON TRACK**

**Name** \_\_\_\_\_

**Directions:** Use this checklist to help keep you and your department staff organized.

| To Do  | Who | By When |
|--|-----|---------|
| Decide what is newsworthy                                |     |         |
| Gather facts, do interviews and take photos, if possible |     |         |
| Draft news, editorial, sports, column or feature         |     |         |
| Revise news, editorial, sports column or feature         |     |         |
| Proofread news, editorial, sports, column or feature     |     |         |
| Sell advertisements and/or subscriptions                 |     |         |
| Design ads, create cartoons, puzzles, etc.               |     |         |
| Proofread ads, news, sports or feature stories, features |     |         |
| Lay out pages  |     |         |
| Print newspaper  |     |         |
| Distribute newspaper                                     |     |         |

## **Lesson 4, Unit C**

# **ON ASSIGNMENT I: WORKING**

### **Objectives**

Students will:

1. Complete the work plan
2. Understand scope and work on assignments
3. Understand the importance of meeting deadlines.
4. Complete assigned tasks in accordance with procedures and deadlines
5. Seek help when necessary.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Craft and Structure***

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

##### ***Integration of Knowledge and Ideas***

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Production and Distribution of Writing***

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### ***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### ***Presentation of Knowledge and Ideas***

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Related Lessons:** INL Unit A, Lesson 4; INL Unit B, Lessons 3, 4, 5, 6; INL Unit C, Lesson 3, 5.

**Skills—Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose, propose, plan; **Evaluation:** judge, select, assess.

**Vocabulary:** *deadline, draft, revise.*

### **Background**

This lesson prepares students for work in the coming week. They will spend several days drafting, writing, revising, organizing and laying out the newspaper. Most of that time will involve researching and writing stories, and conferring with you and their peers. The timetable will be determined by the teacher, as discussed in Lesson 3.

The production days will be busy for everyone. Students must feel prepared and motivated as they move through what may be exciting but also challenging. As

“publisher,” you must see that each department makes daily progress, can solve problems that may arise and meet deadlines.

## **Media required**

- Copies of the newspaper for each student.

## **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to focus on tasks of their real-life counterparts.
2. Review tasks and deadlines for each department and answer questions students may have.
3. Distribute the activity pages. Review directions with students.
4. Allow class time for students’ work on assignments. You may wish to move among groups and help as necessary by referring to appropriate lessons and activities from Unit B.
5. By the end of class time on Day 1, students should have finalized their plan, made assignments and started on them.

## **Extending the lesson**

- To teach page design, refer to High Five Unit C Lesson 10 and Lesson 20.
- To teach the technology components of publishing, refer to High Five Unit C Lessons 11 and 12. Skills in these lessons include using desktop publishing software, digital cameras, scanners and photo editing programs.
- To teach advertising, refer to High Five Unit C Lesson 13.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | <b>Exceeds<br/>Expectations</b> | <b>Meets<br/>Expectations</b> | <b>Revisit</b> |
|--|---------------------------------|-------------------------------|----------------|
| Student completes work plan.                 |                                 |                               |                |
| Student understands and works on assignment. |                                 |                               |                |
| Student sets deadlines.                      |                                 |                               |                |

## **Lesson 4 Activity Page A, Unit C**

# **ON ASSIGNMENT: *Editorial***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write an editorial about \_\_\_\_\_.

2. It will be interesting and important to readers because \_\_\_\_\_.

3. If I have any questions or need help, I will \_\_\_\_\_.

4. My opinion on the topic is \_\_\_\_\_.

5. The opposing opinion on the topic is \_\_\_\_\_.

6. I will need to gather facts and information from these sources to support my position: \_\_\_\_\_.

7. I will need to gather facts and information from these sources to discuss the opposing position: \_\_\_\_\_.

8. I have checked my facts and know that they are accurate.

9. This is my challenge to the opposing position I will include in my editorial: \_\_\_\_\_.

10. I will appeal to the reader by \_\_\_\_\_.

11. I have told the editor that I have all the information I need to write my editorial and will have it ready by the deadline. \_\_\_\_\_.

12. I have written a draft that:

- a. includes a lead paragraph \_\_\_\_\_
- b. states the problem \_\_\_\_\_
- c. offers my opinion \_\_\_\_\_
- d. contains facts that support my opinion \_\_\_\_\_
- e. presents the opposing argument \_\_\_\_\_
- f. criticizes it fairly \_\_\_\_\_
- g. repeats my argument \_\_\_\_\_
- h. draws a conclusion \_\_\_\_\_
- i. proposes a solution \_\_\_\_\_

13. I have reread my story and checked spelling, grammar and structure.\_\_\_\_\_

14. I have revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from writing an editorial is

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## **Lesson 4 Activity Page B, Unit C**

# **ON ASSIGNMENT: News Reporting**

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a news story about \_\_\_\_\_.

2. It will be interesting and important to readers because \_\_\_\_\_.

3. If I have any questions or need help, I will \_\_\_\_\_.

4. I will need to interview \_\_\_\_\_ for this story.

5. I know how to contact this person and have made an appointment to meet. \_\_\_\_\_  
I have directions and know where to go. \_\_\_\_\_

6. I need a photo to go with this story and have arranged for the photographer to take one. \_\_\_\_\_

7. The meeting or event I will attend is at \_\_\_\_\_ on \_\_\_\_\_.  
(time) (date)

8. I know how to get there and where to go. \_\_\_\_\_

9. Here are five questions I want to ask:

- a) Who is the subject of the story?
- b) What happened?
- c) When did it happen?
- d) Where did it happen?
- e) Why/how did it happen?

10. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_

11. Here are answers to the five Ws and H:

Who \_\_\_\_\_

What

---

Where

---

When

---

Why

---

How

---

12. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

13. My lead uses

---

\_\_\_\_\_ to get the reader's attention.

14. Here is a quote I want to use in my story:

---

15. I have written a draft of my story. I have used the inverted pyramid. \_\_\_\_\_

16. I have reread my story and checked the spelling, grammar and structure (a lead, middle and an end). \_\_\_\_\_

17. I have revised my draft \_\_\_\_\_ and given it the editor \_\_\_\_\_.  
The most important lesson I learned from writing a news story is

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## **Lesson 4 Activity Page C, Unit C**

# **ON ASSIGNMENT: How-to or Advice Column**

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a column about

\_\_\_\_\_.

2. I would like to write this column because

\_\_\_\_\_.

3. It will interest readers because

\_\_\_\_\_.

4. If I have questions or need help, I will

\_\_\_\_\_.

### **ADVICE COLUMN**

1. I will research and prepare for writing my column by:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. These are the main points I want to cover in my column:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

### **HOW-TO COLUMN**

1. I will research and prepare for writing my column \_\_\_\_\_ by doing the following things:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. This is the special or technical vocabulary:

---

---

4. These are the steps required to

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_

Add more steps as needed.

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5. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_

6. I have checked my facts and know that they are accurate. \_\_\_\_\_

7. I have written a draft of my column. \_\_\_\_\_

8. My lead uses

\_\_\_\_\_ to get the reader's attention.

9. I have reread my column and checked spelling, grammar and structure.

\_\_\_\_\_.

10. I have revised my draft \_\_\_\_\_ and given it to the editor

\_\_\_\_\_.  
The most important lesson I learned from writing a column is

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## **Lesson 4 Activity Page D**

# **ON ASSIGNMENT: *Sports Story***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a sports story about

\_\_\_\_\_.

2. It will interest readers because

\_\_\_\_\_.

3. If I have questions or need help, I will

\_\_\_\_\_.

4. The meeting or event I will attend is at \_\_\_\_\_ on

\_\_\_\_\_.

(time)

(date)

5. I know how to get there and where to go. \_\_\_\_\_

6. I will need to interview

\_\_\_\_\_.

7. I know how to contact this person and have made an appointment.

I have directions and know where to go. \_\_\_\_\_

8. I need a photo to go with this story and have arranged for the photographer to take one. \_\_\_\_\_

9. Here are five questions I want to ask:

- a) Who is the subject of the story?
- b) What happened?
- c) When did it happen?
- d) Where did it happen?
- e) Why/how did it happen?

10. Here are answers to the five Ws and H:

Who

What

\_\_\_\_\_

Where

---

When

---

Why

---

How

---

.

11. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_

12. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

13. I have written a draft of my story. \_\_\_\_\_. It includes the name of the game, where and when it took place, who played, the sequence of events, quotes, descriptive language, the final score, game highlights and information about the rest of the season (cross out each item).

14. My lead uses

---

\_\_\_\_\_ to get the reader's attention.

15. I have reread my story and checked spelling, grammar and structure (a lead, middle and an end) \_\_\_\_\_.

16. I have revised my draft \_\_\_\_\_ and given it to the editor \_\_\_\_\_.

The most important lesson I learned from writing a sports story is

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## **Lesson 4 Activity Page E, Unit C**

# **ON ASSIGNMENT: *Comics and Puzzles***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to create a \_\_\_\_\_.

2. It will be interesting and fun for readers because  
\_\_\_\_\_  
\_\_\_\_\_.

3. If I have questions or need help, I will  
\_\_\_\_\_  
\_\_\_\_\_.

4. I will need the following materials to create my feature:  
\_\_\_\_\_  
\_\_\_\_\_.

5. The topic of this feature is  
\_\_\_\_\_.

6. I will need to research \_\_\_\_\_ to create this feature.

7. I need hand-drawn or clip art to go with this feature and have arranged with the design or production department to find it. \_\_\_\_\_

8. I have talked to the design or production department on what it must do to produce this feature. \_\_\_\_\_. The department can do it. \_\_\_\_\_

9. I have told the editor that I have all the information and materials I need and will have my feature ready by the deadline. \_\_\_\_\_

10. I have created a draft of my feature. \_\_\_\_\_

11. I have reviewed and revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from creating this feature is:

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## **Lesson 4 Activity F, Unit C**

# **ON ASSIGNMENT: *Reviews (movie/video game/book/CD/restaurant)***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a review about  
\_\_\_\_\_.

2. It will interest readers because  
\_\_\_\_\_  
\_\_\_\_\_.

3. If I have questions or need help, I will  
\_\_\_\_\_  
\_\_\_\_\_.

4. I will need to read  
\_\_\_\_\_ or

I will need to  
watch \_\_\_\_\_ or

I will have to listen to  
\_\_\_\_\_ or

I will need to play  
\_\_\_\_\_ or

I will have to eat  
at \_\_\_\_\_.

5. I know how to get a copy of the book, DVD, CD or video game. \_\_\_\_\_ Or, I know  
which restaurant or movie to see, where it is and when it is open. \_\_\_\_\_

6. I need a photo taken or art scanned for this review and have made arrangements with  
the photographer or production department. \_\_\_\_\_

7. This is my opinion about what I have reviewed:

---

---

8. The focus of my review is

---

9. Here are five things I need to tell my reader about the book, CD, movie, game or restaurant:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

10. I have told the editor that I have all the information for my review and will have it ready by the deadline. \_\_\_\_\_

11. My lead uses

---

to get the  
reader's attention.

12. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

13. I have written a draft of my review. \_\_\_\_\_

14. I have reread my story and checked spelling, grammar and structure. \_\_\_\_\_

15. I have revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from writing a review is

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## **Lesson 4 Activity Page G, Unit C**

# **ON ASSIGNMENT: *Feature Story***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a feature story about

\_\_\_\_\_.

2. It will interest readers because

\_\_\_\_\_.

3. If I have questions or need help, I will

\_\_\_\_\_.

4. These are the sources I will use to write the feature story:

\_\_\_\_\_.

5. I need a photo to go with this story and have arranged with the photographer to take one. \_\_\_\_\_

6. Here are five questions I want to ask:

- f) Who is the subject of the story?
- g) What happened?
- h) When did it happen?
- i) Where did it happen?
- j) Why/how did it happen?

10. Here are answers to the five Ws and H.

Who

\_\_\_\_\_

What

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Where

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When

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Why

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How

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8. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

9. The focus of my story is  
\_\_\_\_\_.

10. My lead uses  
\_\_\_\_\_

\_\_\_\_\_ to get the reader's  
attention.

11. Here is a quote I want to use in my story:  
\_\_\_\_\_.

12. I have told the editor that I have all the information for my story and will have it  
ready by the deadline. \_\_\_\_\_

13. I have written a draft of my story. \_\_\_\_\_

14. I have reread my story and checked spelling, grammar and structure. \_\_\_\_\_  
I have given my story to the editor. \_\_\_\_\_

15. I have revised my draft. \_\_\_\_\_

The most important lesson I learned from writing a feature story is

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## **Lesson 4 Activity Page H, Unit C**

# **ON ASSIGNMENT: *Copy Editing***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to

\_\_\_\_\_.

2. I will need these materials to do my job:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If I have questions or need help, I will

\_\_\_\_\_  
\_\_\_\_\_.

4. The editorial staff has set and agreed on deadlines for all stories, photos, features and advertisements. \_\_\_\_\_

5. A chart of deadlines for each department and person has been created. \_\_\_\_\_

The first items due are

\_\_\_\_\_.

The last items due are

\_\_\_\_\_.

6. These are steps I will use to review all of the copy

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The most important lesson I learned about being a copy editor is

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## **Lesson 4 Activity Page I, Unit C**

# **ON ASSIGNMENT: Advertising**

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to  
\_\_\_\_\_.
2. If I have questions or need help, I will  
\_\_\_\_\_.
3. I understand what a column inch is and what a rate card means. \_\_\_\_\_
4. A rate card, showing how much we will charge for ads, has been made. \_\_\_\_\_

### **SELLING ADS**

1. This is a list of businesses, people or organizations that might be interested in buying an ad:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. I have their names, addresses and telephone numbers and know to whom I must talk. \_\_\_\_\_
3. I have written a draft of what I will say. It includes my name, school, what I am selling, why it would be a good idea to buy an ad, what I need from the advertiser to create the ad and when I need it. \_\_\_\_\_
4. I will call or visit possible advertisers on (day/date)  
\_\_\_\_\_.
5. I have sold an ad and have all the information I need to create it or have a camera-ready ad (one designed in advance and ready for production) to give the production department. \_\_\_\_\_
6. I have collected the correct amount of money for the ad and given it to the teacher or business manager. \_\_\_\_\_

7. I have received the ad from the production department and am sure the information in it is complete and correct. \_\_\_\_\_

The most important lesson I learned from selling an ad is \_\_\_\_\_.

## **CREATING AN AD**

1. The advertiser is \_\_\_\_\_.
2. The size of this ad is \_\_\_\_\_ by \_\_\_\_\_.
3. The audience for this product or service is \_\_\_\_\_.
4. I will use these elements to attract the reader's attention. (check one or more)
  - Bold type
  - Photographs
  - Art
  - Borders
  - White space
5. This is what I want the reader to do or think and how I will say it:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Here are one or more benefit(s) of this product or service and how I will tell the reader:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. This is information the reader must have to take action.

Location \_\_\_\_\_

Phone number \_\_\_\_\_

Web address or e-mail \_\_\_\_\_

Hours and days of operation \_\_\_\_\_

Price \_\_\_\_\_

Other \_\_\_\_\_

8. I have told the editor that I have all the information for my ad and will have it ready by the deadline. \_\_\_\_\_

10. I have checked my facts and know that they are accurate.  
\_\_\_\_\_

11. I have created a draft of my ad. \_\_\_\_\_

12. My ad uses  
\_\_\_\_\_

\_\_\_\_\_ to get the reader's attention.

13. I have checked my draft for appearance, interest, accuracy, spelling and grammar.  
\_\_\_\_\_

14. I have revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from creating an ad is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Lesson 4 Activity Page J, Unit C**

# **ON ASSIGNMENT: *Production***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to \_\_\_\_\_.
2. If I have questions or need help, I will \_\_\_\_\_.
3. I have the name and contact information of who will print/copy our newspaper. \_\_\_\_\_.
4. I have confirmed the day and time the pages will be delivered to the printer. \_\_\_\_\_.
5. I have confirmed the day and time the newspaper will be ready to distribute. \_\_\_\_\_.
6. I have checked to see that we have all necessary materials and equipment. \_\_\_\_\_.
7. I have the staff necessary to do the job. \_\_\_\_\_.  
The people on the staff are:  
\_\_\_\_\_
8. I know, or someone on the staff knows, how to use materials and equipment that we need. \_\_\_\_\_.
9. I have a copy of and understand the production schedule and deadlines for every department and person. \_\_\_\_\_.
10. The first deadline is \_\_\_\_\_. I should get copies of \_\_\_\_\_ from \_\_\_\_\_ on that day.

11. I have steps in place to review the dummies and materials as they are ready to put in the newspaper. \_\_\_\_\_.

12. The people who will help to do that are:  
\_\_\_\_\_

13. \_\_\_\_\_ will review the newspaper for the final time before it goes to the printer. He or she will have final pages to review on \_\_\_\_\_.

The most important lesson I learned from producing the newspaper is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Lesson 4 Activity Page K, Unit C**

# **ON ASSIGNMENT: *Circulation***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to

\_\_\_\_\_.

2. The newspaper will be ready to distribute on

\_\_\_\_\_.

3. I know where and what time the newspapers must be picked up. \_\_\_\_\_

4. If I have questions or need help, I will

\_\_\_\_\_

\_\_\_\_\_.

5. I have to create my advertising plan by \_\_\_\_\_.

6. I need to have the flier or posters finished by \_\_\_\_\_.

7. I have created fliers and posters and have had them reviewed by the teacher or

publisher. \_\_\_\_\_ I will need \_\_\_\_\_ fliers.

8. All the fliers and posters have been distributed. \_\_\_\_\_

9. I have created an order form \_\_\_\_\_ and have enough copies of the order  
form \_\_\_\_\_.

10. This is a list of businesses, people, teachers, schools or clubs that might be interested  
in buying or receiving copies of the newspaper or helping to sell or distribute it:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. I have their names, addresses and telephone numbers and know to whom I must  
talk. \_\_\_\_\_

12. I have written a draft of what I will say. It includes my name, school, why it would be a good idea to buy or distribute our newspaper and how much it will cost. \_\_\_\_\_

13. I will call or visit possible buyers and sellers or distributors on \_\_\_\_\_  
\_\_\_\_\_.

14. I have been in touch with everyone who could help us sell or distribute or would buy or want the newspaper. \_\_\_\_\_

15. I have determined how many helpers I will need to sell and distribute the newspaper, based on the number of places and people who said they would buy or obtain the newspaper. \_\_\_\_\_

16. I have a list of everyone who will distribute the newspaper, including when and where they will do it. \_\_\_\_\_

17. The newspaper has been sold and distributed. \_\_\_\_\_

18. We sold \_\_\_\_\_ newspapers and collected \$\_\_\_\_\_.  
(optional)

19. We have counted and checked the amount of money collected. It is the correct amount. \_\_\_\_\_

20. We have given the money to the business manager or teacher. \_\_\_\_\_

The most important lesson I learned from selling and distributing the newspaper is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Lesson 5, Unit C**

# **ON ASSIGNMENT II: WORKING**

### **Objectives**

Students will:

1. Complete assigned tasks in accordance with procedures and deadlines
2. Seek help when necessary.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Craft and Structure***

3. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

##### ***Research to Build and Present Knowledge***

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**College and Career Readiness Anchor Standards for Speaking and Listening**

***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

***Presentation of Knowledge and Ideas***

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career Readiness Anchor Standards for Language**

***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** Mini-Unit A, Lesson 4; Mini-Unit B, Lessons 3, 4, 5, 6; Mini-Unit C Lesson 3, 4.

**Skills—Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose propose, plan; **Evaluation:** judge, select, assess.

**Vocabulary:** Unit B, Lesson 3.

## Background

As “publisher,” you must monitor progress in each department, help students solve problems and ensure that workflow is timely so deadlines will be met. Encourage and support students as they continue their work.

## Media required

- Copies of the newspaper for each student.

## Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
2. Review tasks, steps and deadlines for each department. Answer students’ questions.
3. Remind students to review their progress using planning guides from the previous day.
4. Allow class time for students to work on assignments. You may wish to move among groups and offer help as necessary.
5. Suggested goals for work days:

Day 1 - By the end of class, students should be collecting information, graphics and photos for news and feature stories. They should have identified and made contact with potential advertisers and created a sales/marketing plan. Students also should have identified and drafted non-news features, contacted the printer/copier and confirmed the publication date.

Day 2 - By the end of class, students should have collected information for news and feature stories, graphics and photos and started to process them. They should be drafting news and feature stories, selling ads and beginning to design them, readying sales and marketing materials for distribution and firming non-news features.

Day 3 - By the end of class, graphics and photos should have been collected and processed. News and feature stories should be revised, ads sold and their design in progress. Sales and marketing materials should be distributed and non-news features should be near final forms.

Day 4 - By the end of class, all news, editorials, columns, features, graphics, photos and advertisements should be completed and edited. Posters and fliers should be posted. Subscription orders should be placed, outlets identified and distribution materials ready (cash envelopes, checkoff sheets, etc.). Publication day and time should be confirmed with the printer/copier.

## **Extending the lesson**

- To teach page design, refer to High Five Unit C Lesson 10 and Lesson 20.
- To teach the technology components of publishing, refer to High Five Unit C Lessons 11 and 12. Skills in these lessons include using desktop publishing software, digital cameras, scanners and photo editing programs.
- To teach advertising, refer to High Five Unit C Lesson 13.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | <b>Exceeds expectations</b> | <b>Meets expectations</b> | <b>Revisit</b> |
|--|-----------------------------|---------------------------|----------------|
| Student makes progress on assigned task. |                             |                           |                |
| Student seeks help as necessary.         |                             |                           |                |

## **Lesson 6, Unit C**

# **CHECK IT OVER**

### **Objectives**

Students will:

1. Identify changes and corrections to be made to content, page layout and design using one or more media process skills
2. Implement changes and corrections to page content, page layout and design using one or more media process skills.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Text Types and Purposes***

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**College and Career Readiness Anchor Standards for Speaking and Listening**

***Comprehension and Collaboration***

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

***Presentation of Knowledge and Ideas***

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career Readiness Anchor Standards for Language**

***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Related Lessons:** INL Unit A, Lesson 2; INL Unit C, Lesson 7.

**Skills—Knowledge:** find; **Comprehension:** distinguish, interpret; **Application:** write, solve, complete; **Analysis:** identify; **Synthesis:** propose; **Evaluation:** select, justify.

**Vocabulary:** *layout*.

## Background

In this lesson, students can step back and objectively assess their work using four media process skills as a framework (*access, analyze, evaluate, create*). They will make revisions as necessary and appropriate. Model how to make suggestions or identify errors. Students will have worked hard on their pages and may be sensitive to what they believe are inappropriate or unnecessary comments.

## Media required

- Copies of the newspaper for each student.

## Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to make comparisons with their newspaper.
2. Hang all layout pages on the board with sticky-note comments.
3. Review the four media process skills with the class. Explain that they will use one or more of the skills as they assess design and content.
4. Assign students sections or pages to evaluate. Allow time to review sticky notes on pages.
5. Distribute the activity page. Review directions with students.
6. Have students use *Checking It Twice* as a guide.
7. They should reach consensus on evaluations, using comments on sticky notes and their own observations. Students should be prepared to present evaluations to the class.

8. Assign a staff member to record feedback on a specific page and explain that it will be used to make necessary or appropriate changes. Allow time for each group to present evaluations.
9. Discuss evaluations as a class and determine what, if any, changes must be made to content or page design.
10. Allow students time to make editorial or design changes .
11. You may want to move among departments, providing help and support as necessary.
12. You and student editors should make a final review of pages for accuracy and completion.
13. Review status of newspaper orders and distribution plans with the circulation department to ensure it has a method to track sales and/or the number, location and schedule of distribution.
14. Review with the advertising department how it will provide copies of the newspaper to advertisers and its accounting of income.
15. Deliver pages to the printer/copier.
16. Confirm delivery day and time.

## **Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|   | <b>Exceeds<br/>Expectations</b> | <b>Meets<br/>Expectations</b> | <b>Revisit</b> |
|---|---------------------------------|-------------------------------|----------------|
| Student identifies changes or corrections to be made to page content, layout and design using one or more media process skills. |                                 |                               |                |
| Student contributes changes or corrections to content, layout and design using one or more media process skills.                |                                 |                               |                |

## Lesson 6 Activity Page

# CHECKING IT TWICE

Name \_\_\_\_\_

**Directions:** Use this framework to review pages of draft paste-up pages to suggest changes or make corrections.

### 1. ACCESS

| Page number or item               | Easily | With some effort | With great effort |
|-----------------------------------|--------|------------------|-------------------|
| I can find information.           |        |                  |                   |
| I know what kind of information.  |        |                  |                   |
| I can understand the information. |        |                  |                   |

This is what I think should be changed

\_\_\_\_\_

because

\_\_\_\_\_.

### 2. ANALYZE

| Page # or item   | Easily | With some effort | With great effort |
|--|--------|------------------|-------------------|
| I understand why this item was included.               |        |                  |                   |
| I understand its different elements.                   |        |                  |                   |
| I understand why the different elements were included. |        |                  |                   |

This is what I think should be changed

---

---

because

---

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.

### 3. EVALUATE

| Page # or item |  | Without question | With some question | With doubt |
|----------------|--|------------------|--------------------|------------|
|                | I believe the statements and facts are true.                 |                  |                    |            |
|                | I believe the statements and facts are accurate.             |                  |                    |            |
|                | I believe the statements and facts are important to readers. |                  |                    |            |

This is what I think should be changed

---

---

because

---

---

.

### 4. CREATE

| Page # |  | Very | Somewhat | Not at all |
|--------|--|------|----------|------------|
|        | The page used technology effectively.                  |      |          |            |
|        | The page attracts the reader's interest and attention. |      |          |            |
|        | The page used text effectively.                        |      |          |            |
|        | The page used images and graphics effectively.         |      |          |            |
|        | The page used type face and size effectively.          |      |          |            |

This is what I think should be changed

---

because

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**Unit C: Go to press**

# **Reflecting on publishing**

## **Lesson 7**

## **Lesson 7, Unit C**

# **HOW DID IT GO?**

### **Objectives**

Students will:

1. Evaluate organization of their newspaper
2. Evaluate design of their newspaper
3. Evaluate content of their newspaper
4. Evaluate procedures and use of technology in their newspaper
5. Evaluate strategies used to market and distribute their newspaper.

### **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

##### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Writing**

##### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### ***Comprehension and Collaboration***

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### ***Presentation of Knowledge and Ideas***

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### ***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### ***Vocabulary Acquisition and Use***

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Lessons:** INL Unit C, Lessons 3, 6.

**Skills—Knowledge:** locate, name; **Comprehension:** distinguish, interpret; **Application:** construct, solve, complete; **Analysis:** identify; **Synthesis:** propose; **Evaluation:** recommend, debate. **Vocabulary:** *self-assessment.*

## Background

In this lesson, students will assess how they did on organizational structure, design, content, procedures, marketing, distribution and technology in comparison with the local newspaper.

## Media required

- Copies of the newspaper for each student.

## Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
2. Explain to students that they will assess their work on the newspaper.
3. Review the *Production Flow Chart* from Lesson 1 and ask students whether it was appropriate and useful for their classroom newspaper.
4. Discuss what, if anything, they would change in a second newspaper. How does their organization compare to that of the local newspaper?
5. Discuss news, features and editorials of the newspaper. Elicit students' opinions about whether this content met their audience's needs and, if so, how effectively. Discuss how class-produced content compared to that of the local newspaper.
6. Review and discuss the layout and design process, including use of technology. How does their work compare with that of the local newspaper?
7. Discuss how they sold or distributed their newspaper was similar to or different from strategies used by the local newspaper.
8. Help students identify lessons they learned—responsibility, accountability, teamwork, deadlines, meeting audience needs.
9. Take a poll to determine the most important lesson(s) learned. Discuss.
10. Take a poll about whether students are interested in newspaper careers and identify which department(s). Discuss.

## **Extending the lesson**

- The High Five Unit C Lessons 26 and 27 guide students as they conduct a survey about their newspaper and then interpret the feedback they get from the survey.
- High Five Unit C Lesson 28 encourages students to apply their knowledge of the First Amendment to their own journalism experiences as they produced the class newspaper.
- High Five Unit C Lessons 23 and 24 have students examine online newspapers and then consider how they could take their own newspaper online.
- High Five Unit C Lessons 29 and 30 let the students celebrate their success with the rest of the school. Students create presentations that explain the production process.

### Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

|  | <b>Exceeds expectations</b> | <b>Meets expectations</b> | <b>Revisit</b> |
|--|-----------------------------|---------------------------|----------------|
| Student participates in evaluation of newspaper organization.                          |                             |                           |                |
| Student participates in evaluation of newspaper design.                                |                             |                           |                |
| Student participates in evaluation of newspaper content.                               |                             |                           |                |
| Student participates in evaluation of newspaper procedures and use of technology.      |                             |                           |                |
| Student participates in evaluation of newspaper marketing and distribution strategies. |                             |                           |                |

# COMMON CORE STATE STANDARDS – UNIT C

|                          | <b>Lesson</b>                        | <b>College and Career Anchor Standards for Reading</b> | <b>College and Career Anchor Standards for Writing</b> | <b>College and Career Anchor Standards for Speaking and Listening</b> | <b>College and Career Anchor Standards for Language</b> |
|--------------------------|--------------------------------------|--|--|---|---|
| Building Background      |                                      |  |  |   |   |
| 1                        | The Right Stuff: Interest and Skills | 5, 10  | 4, 9   | 1, 4, 6   | 1, 6  |
| Planning for Publication |                                      |  |  |   |   |
| 2                        | Who Are the Readers?                 | 2, 10  | 1, 2   | 2, 4  | 1   |
| 3                        | Planning the Newspaper               | 5, 6, 10   | 1, 2   | 1, 4  | 3   |
| 4                        | On Assignment I: Working             | 5, 6, 9, 10  | 5, 6   | 1   | 1   |
| 5                        | On Assignment II: Working            | 3, 5, 7, 9   | 4, 6, 8, 10  | 1, 2, 6   | 1, 2, 3, 6  |
| 6                        | Check It Over                        | 1, 4, 6, 7, 10   | 2, 4, 5  | 2, 5, 6   | 1, 2, 3   |
| Reflecting on Publishing |                                      |  |  |   |   |
| 7                        | How Did It Go?                       | 1, 7, 10   | 1, 2, 7, 8   | 2, 5  | 1, 3, 6   |