

Newswriting

A Newspaper in Education Guide





About Your Guide

This guide, *Newswriting*, presents 13 lessons in outline form and, at the end, includes a glossary and labeled front and editorial pages. Students explore the newspaper section by section. The headings indicate the section studied in each lesson. For example, “The Personal Touch” is a lesson about “human interest” or feature stories, and “Let’s Laugh” offers activities to conduct with the comics.

To complete the first activity in each lesson, students must read on their own and respond to simple questions or prompts. Most of the remaining questions can be answered in the guide but when extra space is needed, students should write on separate paper and attach the paper to the guide. Students should not expect to complete all the activities. Many activities are best done in teams and small groups, allowing students to discuss their viewpoints and choices and feeding their interest in newspaper reading.

Each lesson ends with writing assignments; teachers and their students choose which ones to complete. So that students can revise and edit their work, all writing assignments must be done on separate paper. To help students locate the writing assignments, they are set off by a smaller version of the graphic found at the top of this page.

The writing assignments given at the end of Lesson I and II are long-term, lasting throughout the student’s study of the newspaper. The assignment in Lesson I requires students to collect stories about a problem that they want to study in-depth. They must use the collected stories to analyze the problem, and then write a research paper. The assignment in Lesson II has students saving stories that they write and then using them to create their own newspapers. The collected stories may also be used to create a group or classroom newspaper.

Newswriting serves as a companion to the N.C. NIE Teacher’s Guide. The 200+—page teacher’s guide contains additional activities and is available through workshops offered by the N.C. Press Foundation.

Newspapers in Education serves educational goals: To cultivate the reading habit, stimulate writing and critical thinking, involve young readers in community life, and develop an understanding of the newspaper industry and the forces that shape it.

Newswriting was written by Dr. Sandra Cook in collaboration with teachers and *Newspaper in Education* professionals.

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Guide Notes

The activities in this guide meet the goals and objectives outlined in North Carolina's Standard Course of Study. In the communications skills section of the Standard Course of Study, there are four major goals with objectives under each goal. The objectives are not listed, following are the broad goals:

Goal 1: The learner will use strategies and processes that enhance control of communication skills development.

Goal 2: The learner will use language for the acquisition, interpretation, and application of information.

Goal 3: The learner will use language for critical analysis and evaluation.

Goal 4: The learner will use language for aesthetic and personal response.

Under the objectives, foci offer some of the ways that the goals and objectives can be met. Several foci are listed under each goal. Here is a breakdown of activities from this guide under different foci. Activities may be listed under more than one focus. The list is not exhaustive.

- 1.1 Generate key words and concepts likely to be used in task. IIC, VIIC, VIIIH
- 1.1 Relate prior knowledge and personal experiences to topics. IA, IIA, IIIA, IVA, VA, VIA VIIA, VIIIA, IXA, XA, XIA, XIII A, XIII A, VIC, VIIIJ, XIB2, XIC2, XIID6
- 1.1 Consider status and intent of source or creator. IIIE, IVB8, IVB9, VC-G, VIB-G, XE
- 1.2 Skim, scan and note ideas. IA, IIB, IIIB, IVA, VA, VIA, VIIA, VIIIA, IXA, XA, XIA, XIIA, XIIB-D, XIII A, XIII B
- 1.3 Search for sense or a "lead." IIIC, IIID, IVB
- 1.3 Discuss, outline, or summarize new facts, information or ideas. VA, VIID-E, VIIIG, IXC, XIB-D
- 1.3 Interpret the meaning of, or draw conclusions from the selection or activity. IVB-E, XIB2, XIC2, XIE
- 1.3 Reflect upon experiences and information. IA, IIA, IVA, VA, VIA, VIIA, VIIIA, IXA, XA, XIA, XIIA, XIII A, VB, VIC-D, VIG, VIIF, XB, XIIC5-6, XIID6
- 1.3 Note agreement or disagreement with ideas presented on the selection or activity. V-writing assignments, VIG3-4
- 1.3 Interpret the meaning of or draw conclusions from the section or activity. IA, IC, IE, IF, IIB3-4, IID1-2, IIE, IIIC, IIID2-3, IIIE-G, IVB, IVC-D, VC-G, VIG, VIID3, VIIIJ, IXB-D, ICF, XB-F, XIB-E, XIIC4-6, XIID6, XIIC-D
- 2.1 Identify the story structure or organizational patterns of the text, speech or visual. IIB, IIF, IIIC-D, IVB-F, VB, VC, VG, VIB-C, VIIB-C, IXB, XIB1
- 2.2 Compare information and ideas. ID, VIIIB-C, IXB, XC-D, XF
- 2.2 Classify information and ideas on the basis of attributes. IB, VB, VIIIB, VIIIF, XIE
- 2.2 Form generalizations based on new information. IC, VIIIC, IXC-D, XE
- 2.3 Solve problems, make decisions and inferences , or draw conclusions based on interpretation of information. IE-F, IIE-G, VIII I-J, IXF, XIID
- 3.1 Distinguish between representations of fact and opinion. VC-G, XIE2
- 3.1 Analyze the use of text aids such as headings, captions, titles and illustrative material. IIB, IID-E, IIIC-D, IVB, IVF, VC, VG, VIB-C, VIIB, IXB, XIII B
- 4.1 Express emotional reactions and personal opinions and relate personal values to a selection or experience. IF, IVD3, VIC3, VIIIJ, XIB2, XIC2, XIID2
- 4.3 Create a product that effectively demonstrates a personal response to a selection or experience. IF, all writing assignments.

Newspapers cover all subjects and offer limitless opportunities for integrating the curriculum. The lessons in this guide that deal with news, features, and editorials may be applied to the content most interesting to students or to the social studies and science content required at a particular grade level.

All of the newspaper is content for social studies whether it is community life, social and political issues, international affairs, or economics. Several lessons in this guide hit squarely on objectives required in social studies: IB-F, IIIA-B, IIID-E, IIIG, VA, VC-G, VIA-C, VIG, XIII A-E. Lesson IX examines weather, a subject that integrates math and science. Math is required in other lessons: IA, VIIID, VIIIG, VIII I3, IXF, XB, XIB1, XIIC-D, XIIB-D.

I. Introducing the News

A. Imagine that you just moved to town. Skim the newspaper for information that will acquaint you with your new home. List the following on a separate sheet of paper:

1. The number of movie theaters.
2. The names and locations of supermarkets.
3. Two apartments for rent.
4. Two homes for sale.
5. A city official's name.
6. Stories about local schools.
7. Two crimes committed.
8. Sports teams that have the best record.
9. Current stories about government and lawmaking.
10. Some kinds of jobs in the area.

Which information helps you do routine daily chores?

Which information helps you make political decisions such as whom to support in an election and how to become politically active?

B. No two newspapers are alike. Emphasis differs depending on where a newspaper is located and circulated. The larger the city and the circulation area, the broader and more varied the content of the newspaper. Some newspapers specialize in local news; others in state, national, or international news. The Wall Street Journal, for example, is distributed nationally and specializes in business news.

Look at today's newspaper. See if you can find stories for each of the following categories:

1. Local _____
2. State _____
3. Regional _____
4. National _____
5. International _____

C. Survey the entire newspaper. Try to determine what the newspaper emphasizes. Does it contain local, state, regional, national, or international news? Does it cover a specific topic as The Wall Street Journal does? Describe what you find.

D. Compare your local newspaper with another newspaper. Explain what you find.

Compare the following:

1. How many sections do the two newspapers have?

Newspaper 1: _____

Newspaper 2: _____

2. Do the newspapers use a wire service?

Newspaper 1: _____

Newspaper 2: _____

3. What kinds of news are covered?

Newspaper 1: _____

Newspaper 2: _____

4. What types of advertising are included?

Newspaper 1: _____

Newspaper 2: _____

5. Where are the newspapers published and distributed?

Newspaper 1: _____

Newspaper 2: _____

6. What other similarities and differences do you see?

E. Even though Washington, DC is hundreds of miles away, decisions made there greatly affect all our lives. Similarly, decisions made by state government affect the lives of people throughout our state.

Locate stories that show how state and national governments affect your community.

F. To better understand how a story develops and affects you, follow a topic or problem in the news. Keep a scrapbook or file of clipped and labeled stories. Use all available media. Name the sources and dates of publication. On separate paper, outline the information you gather.

Answer the following questions:

1. What is the problem?
2. How did it arise? (causes)
3. What impact do you think it will have? (effects)
4. What side issues exist?
5. What recommendations have been made for solving the problem?
6. What stands in the way of achieving a solution? (obstacles)
7. What would you recommend?

Use this information to complete the writing assignments below.

Writing assignments



1. Develop the information in your outline (see F above) into a paper. Be sure to include several points of view and to defend your conclusions.
2. Write a paper on the topic from one person's point of view (see F above). For example, tell how you would view the problem and what you would do if you were the president, governor, senator, mayor, laborer, teacher, child, or any person involved in the story.

II. Getting Acquainted

- A. Take 10 or 15 minutes to read the newspaper on your own. Did you read anything about your local community?

Where did you find local news in the newspaper? _____

- B. A newspaper attempts to present a familiar and appealing face to its readers every day. Papers without a consistent organization confuse their readers. One feature that helps readers locate information is the index. Most newspapers run an index on the front page.

1. Using the index, list the page numbers for the following:

a. Comics _____ c. Ann Landers or Dear Abby _____
b. Want ads _____ d. Editorials _____

2. Using the index and what you know about people in the news, find the pages where stories about these people are likely to appear:

a. Bill Guthridge, Mike O'Cain _____
b. Everybody Loves Raymond, The Simpsons _____
c. Garfield, Snoopy _____
d. President Clinton, Governor Hunt _____

3. Search the front page and other pages for features that help readers locate stories. Did you find photos or summaries that direct you into the newspaper for the complete story?

4. Look at the headlines and subheads on the stories in your favorite section.

- a. Do the headlines and subheads summarize the story?

- b. Which headlines and subheads gave you as much information as you wanted about the story?

- c. Which pulled you in and made you read all or part of the story?

C. See if you understand important front page terms by labeling the front page of today's newspaper.

Refer to today's front page as you answer these questions:

1. What does the flag tell you? _____
2. Why do headlines appear in different sizes? _____

3. Is there a banner headline? _____

4. Which is the top story of the day? _____

5. How many stories did local staff writers write? _____
6. How many separate bylines can you find? _____
7. How many stories come from news or wire services? _____
8. Which news or wire services did you find? _____

9. How many different datelines? _____
10. How many stories jump? _____
11. How many cuts do you find on the page? _____

D. Look at the cutlines, illustrations, charts, maps and logos on the front page. Select a photo or cutline that goes with a story.

1. Is it clear which story the photo illustrates? _____

2. How does the photograph add to the story? Does it increase understanding or make it interesting?

- E. Some cutlines do not illustrate a story. They stand alone. Find a cutline that does not go with a story.

Why was this photo used? Does it tell an interesting story or present an unusual or attractive scene?

- F. Each major section of a daily newspaper has a flag which names the section and indicates what the section has in it. The name of the newspaper is the flag on the front page. Sections of the newspaper are also labeled A, B, C etc., and pages are numbered consecutively within these sections.

Look for flags in your newspaper. List all you find.

1. _____
2. _____
3. _____
4. _____
5. _____

How many lettered sections are there? _____



Writing assignments

1. Lay out a front page. Allow space for the name of the newspaper, headlines, cuts, stories and an index. Save the writing assignments that you complete during your study of the newspaper to fill this front page.
2. At the end of the study, give your newspaper a name and fill in the front page with your work. Name and lay out other sections of your newspaper as needed.

III. Straight Forward

- A. Take 10 or 15 minutes to read the newspaper on your own. Then fill in the incomplete sentence:

The major news for today is... _____

- B. A straight news story, often called a hard news story, aims simply to inform. It makes facts easy to find by answering key questions in the first few sentences called the lead. Outlines often summarize events in a similar way.

Find a story that gives facts in a straight forward manner.
Use the lead to answer the following:

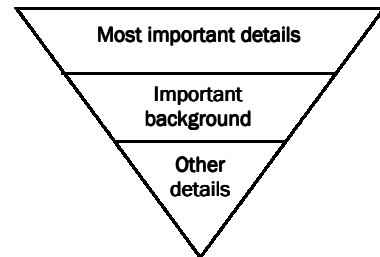
1. Who was doing the action? _____
2. What was the action? _____
3. Where did the action take place? _____
4. When did the action take place? _____

See if you can find a cutline that answers who, what, when, and where.

- C. After the key facts, straight news stories explain various reasons why the event took place and give important background, causes and effects. Other details or elaboration are left for last.

This organization is called the inverted pyramid.
Finish reading the story you started in "B" above.

Did the story conform
to the inverted-pyramid style? _____



- D. One way to tell whether the story uses the inverted-pyramid style is to see if the information in the headline and subhead is like that in the opening paragraphs. Compare the headline and subhead with the opening paragraphs of today's front page stories.

1. Find a headline that is based on the opening paragraphs.
What is the main idea of the story?

2. Find a headline that does not match the opening paragraphs of the story.
Read more of the story and find the summary paragraph that gives the most important information. What is the main idea of the story?

3. How far down in the story did the summary paragraph appear?

In news writing, more and more leads are written in a way that adds interest to the story. The opening paragraph either plants a question in the reader's mind or connects the story with someone's personal experiences. An opening paragraph that uses one person's situation to symbolize the whole is called an anecdotal lead, a technique borrowed from feature writers who use various writing styles. See if you can find news stories that have a catchy opening phrase.

- E. The interview is an essential tool of the reporter. Many news stories depend on conversations with people. These conversations may be brief requests for information or long interviews. A profile, an in-depth look at a person, requires an extensive interview with the subject of the story and interviews with others who have been influenced by or who have influenced the subject.

Interviews may be conducted on the telephone or in person. They may occur on the street, in a person's office or home, in the newsroom, or through email.

Find a story that reflects conversations with a number of people and answer the following questions:

1. What questions did the reporter appear to ask?

2. Does it appear the persons interviewed were willing or reluctant to talk?

3. Were several people interviewed in an attempt to present more than one point of view?

F. Examine a story about one person and answer the following questions:

1. From a story can you tell whether the reporter conducted the interview in person or over the telephone?

2. If the reporter conducted the interview in person, can you tell where it took place?

3. Does the story tell you anything about the person's appearance or mannerisms? Explain.

4. What questions do you think the reporter asked?

- G. Reporters get information in other ways, namely by reading past stories and other background material and by attending meetings and other gatherings.

Find stories where you think reporters used means other than the interview to get information. How did the reporters get their information?

Writing assignments

1. Take facts given to you by your teacher. Use them to construct a paragraph that conforms to the inverted-pyramid style.
2. Take the facts in a outline and develop these into a story. Use facts from newspaper stories to complete your story.
3. Turn a fairy tale into a straight news story.
4. Describe an historical event in a paragraph written in the inverted-pyramid style.
5. Write a straight news story about a school event or another local event. Conduct interviews and other research as needed.
6. Choose a subject for a profile. The person could be a classmate, a sports player, the class president, a teacher, the principal, or a local official. After choosing the subject, write a list of questions to ask. Then conduct an interview or series of interviews. After conducting any other appropriate research, write a profile on that person.



IV. Adding the Personal Touch

- A. Take 10 or 15 minutes to read the newspaper.
What did you read that has emotional appeal or human interest?

- B. Find a story that does not conform in form or content to the inverted-pyramid style used in a straight news story. You are looking for a feature.

After you read the story, answer the following questions:

1. Why did you choose this story?

2. What is this story about?

3. Is it breaking news?

4. How does the story differ from a straight news story?

5. Does the lead answer the questions who, what, when, and where?

6. Is the lead humorous, surprising, dramatic, or sad? Explain.

7. Is the story confined to one event? Explain.

8. Is the personality of the writer or the subject an important element of the story? Explain.

9. Does the story have a point of view? Does it reveal something about the attitude of the writer, that he or she is amused, sad, skeptical, or appreciative toward the subject? Explain.

C. Like a straight news story, a feature deals with facts and information. But a feature adds to the news of the day by offering more descriptive details of setting and personality. Often feature stories follow up a straight news story and add human interest. Find a feature that is a follow-up to a straight news story.

1. What is the story about?

2. Does it have emotional appeal? Explain.

D. Another type of feature is the profile, an in-depth look at a man or woman. Find a profile.

1. Who is it about?

2. What did you learn about the person?

3. How do you feel about the person?

E. Select a straight news story. Think of different angles or approaches that could be used for feature stories. List your ideas.

F. Look through the entire features section, and identify columns, types of ads, and other items characteristic of the features section.

1. Columns

2. Types of ads

3. Characteristics



Writing assignments

1. Write a feature as a follow-up to a straight news story that ran in a recent newspaper.
2. Write a feature using the straight news story that you wrote in Lesson II as the peg or link.
3. Write a profile about yourself. Tell what you'd like to accomplish that would deserve public acclaim.
4. Write a profile about someone in the news. The person may be involved in politics, entertainment, sports, or any other field that interests you. Make your account as accurate and interesting as possible.

V. In My Opinion

A. Take 10 or 15 minutes to read today's newspaper.

1. Summarize what you consider the most interesting story.

2. Summarize what you consider the most significant story.

3. Summarize the story that you think is most likely to be discussed in an editorial.

B. Using the index, locate the editorial page, often listed under Editorial or Opinion. If not listed, look through the first section of the paper for the Editorial flag. Often the editorials and other opinion run inside the back of section A, but placement varies in newspapers.

Editorials present the newspaper's opinions on current issues and are usually not signed. Editorial cartoons, columns, and letters to the editor fill up the rest of the editorial page.

Some newspapers designate the page on the right, opposite the editorial page as the op-ed page. It carries opinions written in the form of syndicated columns or articles by interested and knowledgeable readers. Selected editorials and articles from other newspapers also appear on the op-ed page.

The people who own and manage the newspaper determine the newspaper's opinions and policies. Check the box where the masthead information is given and find out who owns and manages the newspaper.

1. Who serves as publisher? _____
2. Who serves as managing editor? _____
3. Who is in charge of advertising? _____
4. What other positions are listed?

a. _____

b. _____

c. _____

C. Find the editorials in your newspaper. Most often they appear on the left side of the editorial page. After reading or listening to one read aloud, answer and discuss the following questions.

1. Is it informative? Explain.

2. Does it go beyond providing information? Explain.

3. What specific words used in the editorial would probably not be found in a news story except in a quotation?

4. What do these words have in common? Are they objective or do they reflect an opinion or point of view?

5. What are the issues?

6. What conclusion does the editorial draw?

7. Is the argument balanced, i.e. are other points of view considered? Explain.

8. Is it persuasive? Explain.

9. Whether or not you accept the writer's conclusion, does the editorial help you evaluate the issues? Explain.

D. Look over any other editorials in today's newspaper and classify them according to purpose. Use either set A or B given below.

Set A

1. To inform. _____
2. To influence. _____
3. To interpret. _____
4. To entertain. _____

5. To praise or scold. _____

Set B

1. Makes humorous observations. _____

2. Argues for reform. _____

3. Supports causes. _____

4. Offers praise or criticism. _____

E. Editorial cartoons are a regular feature of the editorial page. The signature on the cartoon tells who created it.

Study one cartoon in today's newspaper.

1. Who drew the cartoon?

2. What does the cartoon say? Is it critical?

3. Is it effective in making its points? Explain.

Discuss how cartoons present opinions.

F. Readers respond to issues presented by the press through letters to the editor. The letters must meet certain length and content requirements.

Read and discuss one of the letters to the editor in today's newspaper.

Then answer the following questions.

1. Who wrote the letter?

2. What stand does the writer take?

3. Does the writer disagree with something he has read in the newspaper?
If so, what?

4. Is the position taken in the letter shaped in some way by who the writer is or what the writer does? Explain.

- G. Look for personal (signed) columns on the editorial and op-ed pages of the newspaper. Activity D above may be done with columns as well as editorials.

1. Who wrote the columns on the editorial and op-ed pages?

2. Do these writers work for the newspaper or is it a syndicated column?
How can you tell?

3. Can you tell whether the opinions expressed in the columns differ from those expressed in the editorials? Explain.

Newspapers offer a mix of opinions, often running columns that take positions which the newspaper opposes in editorials.



Writing assignments

1. Pretend you are an editorial writer. After discussing today's news, select a topic of interest and significance and write an editorial about it. State and defend your opinion. (Write in the third person.)
2. Write a letter to the editor. Respond to a news report, editorial, column, or political cartoon that you have read or thought about. Support your opinions with facts. Be logical and persuasive. (Write in the first person.)
3. Draw an editorial cartoon about any subject in the news.
4. Write a column like one that appears on the editorial or op-ed pages. Feel free to use humor and satire or any other device in making your points.

VI. Speaking With Authority

A. Take 10 or 15 minutes to read through the newspaper. Complete the following sentences:

1. I am interested in _____
2. I am unfamiliar with _____
3. I'd like to know more about _____

B. Columns appear throughout the newspaper and vary in purpose. Some answer readers' questions. Others explore topics of the writer's choice. All represent expert opinions.

1. Name a column in today's newspaper that is an advice column.

2. Name a column that gives information or opinions of the writer's choice.

C. Some columns, such as Ann Landers and Dear Abby, carry the name and photo of the person who writes them. Locate and read one of the two popular syndicated column written by Ann Landers and Dear Abby.

Does this type of advice column appeal to you? Explain.

Look for a letter from a young person and respond to it, as if you were an advice columnist.

1. Who wrote the letter?

2. What is her or his problem?

3. What is your response?

D. Other columns carry a topical name plus the photo and/or name of the person who writes the column. News briefs appear as columns as do tips on bridge, gardening, and cooking.

1. To find out how varied columns are in tone and content, look through today's newspaper and list six columns.

_____	_____
_____	_____
_____	_____

2. After listing the columns, skim two or three that you are not familiar with and find out what the columns are about.

Column	Topic
_____	_____
_____	_____
_____	_____

- E. Writers control what is discussed in their columns. This is particularly important to know when reading an editorial or other columns that offer opinions such as feature and sports columns, reviews of books, films, and music.

Identify two opinion columns.

- F. Often columnists use humor and satire in columns. See if you can find a column whose writer speaks tongue-in-cheek.

Name the column _____

- G. Local columnists attract readers with their recognizable style. In their human interest stories, they share anecdotes, mostly about people, events, and places in their local area or North Carolina. They offer their viewpoints on a range of subjects. Look for local columnists' work on the fronts of local and feature sections of your newspaper. Their photos and names appear with the columns. Read one of their columns and answer these questions:

1. What is the subject of the column?

2. Why did the writer choose this subject?

3. How does the writer feel about the subject?

4. How do you feel about the subject?

5. Does the writer succeed in his emotional appeal, that is, does he make you feel as he does about the subject? Explain.



Writing assignments

1. Become an expert in a field that interests you. Conduct research. Then have your classmates ask you questions about the topic. Produce a column in which you answer their questions.
2. Become a personal advice columnist. Answer letters found in the newspaper or have classmates write letters.
3. Write a letter to a columnist in which you pretend to be the president, a sports figure, a character from the comics, or some other well-known person. Describe a problem and ask for advice. Use humor and other devices to add interest to your letter.

VII. Strike Three! You're Out!

- A Take 10 or 15 minutes to read today's newspaper. Did you read any sports-related news? Summarize any that you read.

- B. Sports pages often carry every type of newspaper story, except the unsigned editorial. Try to find an example of each of the following in the sports pages:

1. A straight news story:

2. A feature story:

3. A profile:

4. A personal column:

- C. Sports writers tend to have a vocabulary all of their own. Avid readers believe that the sports pages offer the most colorful language in the newspaper.

Underline words in the sports stories of today's newspaper that you would not expect to find on other news pages. Then answer the following questions:

1. What different words can you find that mean "winning" or "won?" What do these words say that the word "won" does not?

2. What words mean "losing" or "lost?" What additional meanings do these words convey?

3. Did you find words that you did not understand? What are they?

4. Can you find examples of metaphor or simile? Explain any that you find.

D. Find stories about sporting events. Answer the following questions:

1. Which teams are involved?

2. Which basketball, football, or baseball team has the best record?

3. Which teams generate the most interest in your area?

E. Select an interesting sports story about a game played recently. Answer the following questions:

1. What was the final score? _____

2. Which team won? _____

3. Which team lost? _____

4. Who was the winning coach? _____

5. Where was the game played? _____

F. Decide which game in today's newspaper would have been most interesting to watch. Explain your choice.



Writing assignments

1. Find an action sports photo. Write a story about it.
2. After reading a story about a sports event, write a thoughtful story that explains how it feels to win and how it feels to lose. Use facts from the story that you read.
3. Write a profile about your favorite sports figure. Conduct research to get as much information and an understanding of his or her personality as you can.
4. Watch a sports event in person or on TV. Conduct interviews and read news accounts. Then write a feature story or column about the event.

VIII. For Sale or Rent

A. Take 10 or 15 minutes to read today's newspaper. Did you notice any ads?
Did you look through the classified ads? _____

B. Two types of advertising appear in the newspaper, ROP or run of the paper ads sold by the retail advertising staff and classified ads sold by the classified advertising staff. ROP or retail ads make up about 60% of the newspaper. You will see them on every page except the fronts of sections and editorial page.

Locate the classified section. How does this section compare with other sections of the newspaper?

C. Look specifically for ads in Classifieds that are like ROP ads sold by retail advertising. What types of businesses placed the ads?

_____	_____
_____	_____
_____	_____
_____	_____

D. Ads in the classified section placed by businesses and all ROP ads are called display ads. Other classified ads placed by individuals are line ads or reader ads. These ads appear without a logo, art, or a centered headline. They may be listed alphabetically.

Cut out a line ad
and paste it here



Using the rates given in classifieds for placing a line ad, figure out how much the line ad you chose cost the individual who placed it.

What is the cost? _____ For how many days? _____

E. Look for the classified index in your newspaper. Count the categories. How many did you find?

Look over the index. What are the four major areas of advertising?

F. Identify the classification where the following items are likely to be found:

1. A lost cat. _____
2. An apartment for rent. _____
3. A car for sale. _____
4. A job ad. _____
5. An antique. _____
6. A home for sale. _____
7. A tractor for sale. _____
8. A couch for sale. _____

Were any of the items advertised by a business, not an individual?

G. Select one ad. Does it answer the basic questions?

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

How much? _____

H. Even though advertisers try to avoid abbreviations, sometimes they are used to save space. List ten abbreviations that you find in classifieds and explain what each abbreviation represents. Example: pwr. = power

Abbreviation

Meaning

1. _____

2. _____

3. _____

- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

I. Use classified ads to make economic and personal decisions. Solve one or more of the following:

- 1. Select a job from Help Wanted that you think you'd like to have as an adult. Describe the job and explain what makes it appealing.

- 2. Select a pet from the Pets section that you would most like to own. Describe the animal and explain what makes it special.

3. Pretend you have just graduated from high school and have to locate an apartment to rent.

a. Select an unfurnished apartment from the listings in the classified section. Describe the apartment.

b. Then furnish the apartment. Pretend you have \$1,000 to invest in furnishings. Shop the classified ads for bargains. Identify items, and list the cost of things you would consider buying.

Items	Cost
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

c. Cut your budget and select furniture that costs no more than \$500. Check the items on your list that you would buy. Are you missing any essentials?

J. Have you or anyone in your family used classified ads to buy or sell anything or used classified ads to find a job or a lost and found item? Explain.



Writing Assignments

1. Create an ad for something you own and want to sell.
2. Create an ad to sell your favorite dessert.
3. Create an ad for the car (or means of transportation) of the future.
4. Create an ad to sell your or another student's services.
5. Write a feature story about a Lost and Found item. Invent details about how it was lost and/or found and how the owner feels. Personify the object; explain how it feels.

IX. Sale! 60% Off

- A. Take 10 or 15 minutes to read today's newspaper. Did any ads catch your eye as you were reading? Describe any that you noticed.

- B. Look at the ROP ads in today's newspaper. Study one. Answer these questions:

1. How does it differ from a line ad in the classified section?

2. What art is used? Is it appealing? Symbolic? Startling? Informative?

3. Is the ad eye-catching? Explain.

4. Is it clear? Explain.

5. Is it persuasive? Explain.

6. How do display ads help the reader? The advertiser? The newspaper?

C. Underline all words that are not strictly informative. Do the remaining words answer the 5Ws? Choose words or phrases that answer these questions:

1. Who? _____
2. What ? _____
3. When? _____
4. Where? _____
5. Why? _____

What do the underlined words have in common? Are they persuasive? Explain.

D. The number of ads control the size of the news hole. Therefore the newspaper is larger on days when advertising is heavy.

Certain kinds of ads logically appear at certain times of the week. Entertainment ads run near or during the weekend. Food sections that are made up largely of grocery ads run during the middle of the week.

Check the newspaper on the day when the food section runs. Answer the following questions:

1. On what day do these ads run? _____
2. What purpose is served by running these ads on the same day each week?

3. How many pages are in that paper? _____
4. How many pages were in the paper the day before? _____
5. How many pages the day after? _____

E. Ads appeal to many types of people. Sometimes special sections targeted at certain people run in the newspaper. Find ads that appeal to the people listed below. Name a product in the ad that is likely to interest them. Give the page number where the ad is found.

Person	Product	Page Number
Businessman	_____	_____
Teacher	_____	_____
Housewife	_____	_____
Athlete	_____	_____
Teen	_____	_____
Sports fan	_____	_____
Theater goer	_____	_____

F. Solve everyday problems with ads. Do one or both of these:

1. Pretend you are preparing dinner for a family of five. You must include one item from each basic food group. Use the food section to identify items and prices.

	Dinner Items	Cost
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____

What is the total cost? _____

2. Pretend you have \$15 to spend on your best friend's birthday present. List five advertised items you could purchase. Circle the one item you decide to buy.

	Items	Cost
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

e. _____

What would you buy if you have an unlimited budget? How much does it cost?



Writing assignments

1. Write a jingle based on information in an advertisement.
2. Create an ad about an item advertised on radio or TV.
3. Pretend you are opening a toy store. As part of your advertising campaign, you will be placing a full page ad in the local newspaper. Design the ad. Make the ad appealing and informative.
4. Write a letter to someone (Santa is an option) asking for a gift advertised in today's newspaper. Be persuasive. Answer all key questions (5Ws): Who are you? What do you want? Where can the item be bought and at what price? When can it be bought at the best price? How does it look? How will you use it? Why do you need/want it?

X. Let's Laugh

- A. Take 10 or 15 minutes to read today's newspaper. Did you find anything that made you laugh? What was the story about?

- B. Young and old readers find reason to laugh in the comics, often because their favorite characters are much like themselves and point out the humor in their own daily lives. In today's comics, which comic character is most like you? How?

Which comics appeal to you? From the comics in today's newspapers, list your three favorites.

Which are the most popular with students in your class? Interview as many other students as you can. Ask them to look at your newspaper and identify their three favorites. Draw a bar graph that shows what you find out.

- C. Newspapers buy comics from syndicates and pay a weekly rate. Editors select the comics based on audience appeal. Some may appeal to most readers or a general audience and others to a specific group such as young people like you and your classmates or to women, parents, or long-time readers.

Read the comics in today's newspaper, and try to judge audience appeal. Which comics are widely read, appealing to a general audience?

Which comics appeal to these groups?

1. Teens _____
2. Parents _____
3. Women _____

- D. Editors mix continuing strips with daily gag strips or single panels that do not tell a continuing story.

Which comics in today's newspaper tell a continuing story?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Which are single panels?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Which strips do not tell a continuing story?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

- E. Highly-skilled professional artists produce the comics for syndication. Many are done by political cartoonists and reflect current social and political issues.

Find a strip that discusses or represents current issues or trends.

What is the strip? _____

What does it discuss? _____

- F. Editors who select comics also consider the quality of the art, quality of the story or joke, and the types of characters, whether they are funny or endearing. Evaluate your favorite comic.

1. How good is the art?

2. Does it tell a good story or joke? Explain.

3. What type(s) of characters are portrayed? Are they funny or endearing for any reason?

Use the criteria to evaluate another comic that you may not find interesting.



Writing assignments

1. Cut out the conversations from a strip, and replace them with your own.
2. Imagine that you are a comic strip character. Who would you be? What would you do? Put yourself into a comic strip. Write a dialogue and/or design a comic strip with you in it.
3. Like real people, comic strip characters have problems. Identify a comic character who has a problem and analyze it using the following outline: problem, cause(s), effect(s), possible solutions, obstacles to the solutions. After finishing the outline, write a story that follows the outline.
4. Choose a comic character to analyze. Discuss the character with another student. Generate descriptive words, such as clever, sad, happy, angry, confused, friendly, sensitive, withdrawn, intelligent, talented, mischievous, aggressive, determined, and clumsy. After selecting the best words, write a character analysis in which you use the words.

XI. That's Entertainment

- A. For many people, reading newspapers is a hobby, a leisure activity. Check the front page, editorial page, sports section, comics, TV-movies and special columns for an article to read for entertainment. Make sure that you find something enjoyable to read.

What did you read?

Why did you choose it?

- B. Readers turn to the entertainment section in a newspaper to decide which TV program or movie to watch. Locate the TV section in today's newspaper. What would you like to see?

1. Identify three programs, times, and channels.

Program

Time

Channel

2. Select a movie that interests you and explain your choice. Is it funny, sad, romantic, or scary? Are the people in it likable or admirable? Are the situations true to life?

- C. Other entertainment coverage deals with radio, local theater, local arts and crafts, concerts, and celebrities that come to town. Look through the newspaper and locate calendars of events, ads, and stories that give entertainment information.

1. What entertainment information is given in today's newspaper?

2. What would you like to do or see that is in today's newspaper?

- D. Features often describe things readers can do with their free time that are not pure entertainment, such as tennis, jogging, and gardening. What in today's newspaper is designed to help you decide how to spend your leisure time?

- E. Some reporters review plays, movies, TV shows, and concerts. Most often these are reviewed on an opening night. The reviews contain brief summaries and evaluate what is shown or done. The critic gives advice that helps readers decide whether the event is worth their time and money.

Read a review in today's newspaper and answer these questions:

1. What is the play , movie, TV show, etc. about?

2. What opinions does the critic offer?



Writing assignments

1. Write a paragraph in which you explain what in today's newspaper illustrates the most productive and most enjoyable way to spend your leisure time.
2. Use what is given in summaries to predict what happens in TV shows and movies. Write your own story. Make up dialogue.
3. Write a review of a TV show, movie, play or concert. Use the best newspaper reviews as models.
4. Evaluate the way you use your leisure time. Keep a record for a week or two. Look at entertainment guides each week to get an idea of what your choices are. Write an analysis in which you explain how you spend your time and why.

XII. Fair to Partly Cloudy

- A. Take 10 or 15 minutes to read today's newspaper. Did the weather affect or make news anywhere in the world? How?

- B. Find and study the weather forecast. Where is the weather page?

Weather is a regular feature. Over several days, look for it and see if it is located on the same page.

- C. Use the information in state maps and tables giving local and state weather conditions to answer the following:

1. What is today's weather forecast for your town and area of the state?

Temperatures: Low _____ High _____

Other conditions: _____

2. What is the 5-day forecast? _____

At the end of the five days, check the accuracy by comparing the actual weather with the forecast.

3. Find the following:

How much did it rain yesterday? _____

How much is this month's rain above or below average for

the month? _____ the year? _____

How is the air quality? _____

4. Choose one of the cities on the North Carolina map and compare high and low predictions for today with yesterday's high and low listings in the table.

Which city did you choose? _____

What are the differences in highs? _____ lows? _____

Did the temperature change much from one day to the next?

5. Who are the people likely to be interested in times for sunrise and sunset, lake levels, and tide tables?

Explain why they are interested.

6. Is there anything unusual or alarming about the current weather trends?

D. Look at the national weather map and the tables for US and foreign cities.

1. List two cities where it is likely to be coldest today?

2. List two cities where there is likely to be rain or other precipitation today?

3. List the foreign city with the lowest temperature yesterday. _____

4. List the city with the narrowest range of temperature. _____

5. From the tables, list at least three abbreviations and their meanings.

Abbreviation

Meaning

6. Many readers check the weather forecast first. Discuss what there is about weather that makes it interesting.



Writing assignments

1. Write the script for a TV weather forecast using today's weather information. Before preparing the script, make sure that you understand the terms and symbols used in the newspaper. Look up low and high pressure, trough, and other unfamiliar or confusing weather terms. Use what you learn in the forecast, explaining the terms that the viewers may not understand.
2. Describe today's weather with adjectives such as blustery, drizzly, cold, and damp. Make up a story with a mood that fits today's weather. Use your adjectives.

XIII. Dow's Ups and Downs

- A. Scan the entire newspaper for business news. Identify information that explains how a company or business affects your local community. What did you find?

- B. If you have money that you do not intend to spend immediately, you may place it in a savings account at the bank. The bank guarantees that you will earn interest on the money in your account.

Another way to earn money is to buy stock in companies trading on the stock market. No profit is guaranteed when you trade on the stock market, but there is always the chance that you will earn more money than you would have by placing the money in a savings account.

The two major stock markets are the New York and American exchanges. They handle stock for large companies such as IBM, General Motors, and McDonald's. For these companies, the stock market raises money to support their businesses.

When you want to buy or sell stock, you contact a stockbroker who will use the exchange to find someone who has shares to sell. The price will be part of that day's record of transactions, which will be reflected in the next day's newspaper.

Stock market prices go up and down according to what the people think the stock is worth. Pricing follows the law of supply and demand. When a lot of stocks in a company are sold, the price of the stocks go up. When no one is buying stocks, the price drops.

The amount of money that an individual earns on the stock depends on the amount of profit the company makes.

Newspapers publish stock market pages Tuesday-Saturday, reporting the returns from the day before. Here is a segment of a stock market report with a brief explanation.

Complete the following exercises for practice in using the stock market pages in the newspaper.

D-E-F

Company	P-E	Sales (Hds)	365 Day		Close	Net Chg.
			High	Low		
DCNY40		8	17 ³ / ₄	9 ³ / ₈	9 ¹ / ₂	+ ¹ / ₈
DPLs1.56	9	1376	20 ⁷ / ₈	17 ⁵ / ₈	19	+ ¹ / ₈
DQE1.36	10	387	23 ⁷ / ₈	20 ³ / ₈	21 ³ / ₈	+ ¹ / ₈

The name of the company, usually abbreviated.

The amount of dividend (your part of the _____ profits) paid for each share of stock last year.

The price/earnings ratio, a statement of the relation between the company's earnings per share of stock and the price of the stock.

The number of shares traded yesterday (usually given in the 100' S).

The high and low price of one share over the last year (in dollars).

The price of one share at the end of the day (in dollars).

The change in price compared to the price at the end of the previous day. The smallest fraction used is ¹/₈ of a dollar (12 ¹/₂ cents).

- Study the NetChg. (Net Change) column. Find and list four companies with the greatest gains (+'s).

- Find and list four companies with the greatest losses (-'s).

- Check the progress of the following well-known companies. List the abbreviated name for the company and the record of Net Change.

<u>Industrials</u>	Abbreviations	Net Change
Ford Motor Company	_____	_____
General Motors	_____	_____
Boeing Aircraft	_____	_____
<u>Utilities</u>	Abbreviations	Net Change
Duke Power	_____	_____
Carolina Power and Light	_____	_____

Technology

Lucent _____

IBM _____

Microsoft _____

Cisco Systems _____

Other

Disney _____

McDonald's _____

Which companies are up?

- C. Scan the stock listings for other companies that fit under the categories, industrials, utilities, or technology. Is there a trend? As a group, are industrials, utilities, or technology companies going up?

- D. You have \$5000 to invest in stocks. Select five companies from the listings on the stock market pages in which to invest your money.

1. List the company and the number of shares you want to buy. Figure out the cost. Make sure that you spend only \$5000.

Company	No. of shares	Cost	Gain or loss in a week
_____	_____	_____	_____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Check next week's stock market listing to find out whether you would make or lose money if you sold the stocks one week after you bought them. Stocks are viewed as a long-term investments. Check and record the value of your stocks over the year.

Value after one week: _____

Value after one month: _____

Value after six months: _____

Value at end of school year: _____

Discuss what investments did the best. When was the best time to sell?



Writing assignments

1. Choose a company and follow its progress in the stock market. Write an analysis of your findings. Conduct research as needed.
2. Familiarize yourself with the events that led to the stock market crash and the Great Depression in 1929. Using history and examples from your daily newspaper, prepare an analysis about the effect of economics and business on daily life. You may want to focus on one issue such as the impact of poverty or job training.



Glossary of Terms

Advertising director. The person who is in charge of the retail advertising department.

Anecdotal lead. Opening paragraphs that tell someone's personal experiences. Gives biographical information or summarizes an interesting or amusing incident or happening. The main idea is found deeper in the story and relates to the experiences given in the opening paragraphs.

Balloon. The spoken words or thoughts appearing in a circle above characters in a cartoon or comic strip.

Banner. A story headline set in the boldest type running across the entire width of the page.

Bias. A personal judgment used to distort the facts in a story.

Breaking news. News that occurs on or just before a newspaper's deadline.

Byline. The name of the writer printed at the top of the story.

Caricature. The exaggeration of facial features or other characteristics for comic or critical effects in a cartoon.

Classified advertising. Ads set in small type and grouped together under headings in one section.

Column. The arrangement of horizontal lines of type in the newspaper, also an article or articles expressing the personal experience or opinion of its author, the columnist.

Continuing strips. Comic strips that tell an on-going story.

Cutline. Identifying information that appears under photographs or illustrations.

Dateline. The location from which the story was submitted, usually given at the beginning of a story.

Display advertising. Ads of various sizes throughout the newspaper and in the classified section. They use various type styles and sizes, art, and photographs.

Editor. A person who corrects and revises copy; also, a person in a supervisory position in the newsroom, such as the city editor. The editor, identified in the masthead, is in charge of the entire news and/or editorial operation.

Editorial. A statement of the newspaper's opinion appearing on the editorial page.

Editorial page. The page devoted to the newspaper's opinion, often located inside the back page of the main section of a newspaper. It is flagged Editorial at the top of the page. Besides unsigned editorials on the left, it carries editorial cartoons, columns, and sometimes letters to the editor.

Editorial cartoon. A cartoon on the editorial page that is either produced by a local or syndicated political cartoonist; it deals with current issues, making points by depicting people and situations in dramatic or comic ways.

Feature. A story in which the interest lies in something other than the news value, often a feature is a follow-up to a news story and shows the effect of events on individuals in the immediate community.

Flag. The name of the newspaper at the top of the front page; also the section names, such as Features, Sports, Business, and Classified, printed on the top of each section front.

Follow-up. A story that discusses new developments to an earlier story.

General assignment reporter. A reporter not assigned a specific area of coverage.

Hard news. Stories that focus primarily on the facts of a news event or situation; a straight news story.

Headline. The large type or "title" above a story stating its main idea.

Human interest. The element of a story that has emotional appeal; about an individual or someone's personal experiences or feelings.

Interview. A face-to-face, telephone, or e-mail conversation with a person to obtain information for a story.

Inverted Pyramid. The basic organization of a news story; the most important information comes first and the least important last.

Jump. To continue a story from one page to another.

Kicker. A short headline in smaller type, above the main headline of story.

Lay out. To arrange copy, art, and headlines on a page.

Lead. The first few sentences of a story. In a straight news story, the lead provides the who, what, when, and where.

Letters to the editor. Readers' responses to public issues.

Line ad. Ad in the classified section that does not have a business logo, art, or centered headline; generally placed by individuals not businesses, using key words, small print and abbreviations for conciseness.

Logo. A distinctive design bearing the name or trademark of a company or business.

Managing editor. The editor in charge of the news operation. This person supervises other news editors, such as the city, state, features, copy, and business editors.

Masthead. The formal statement of a paper's name, officers, and managers, place of publication, and other information usually found on the top of the editorial page.

News hole. The amount of space in the newspaper available for news and features after the ads have been placed on the pages.

Op-ed. The page opposite the editorial page. It is devoted to the opinions of syndicated columnists and others; the opinions do not represent the newspaper's own stand.

Peg. A timely reason for publishing a story.

Political cartoon. See editorial cartoon.

Point of view. An opinion or attitude about a subject or event.

Profile. A story that provides an in-depth look at a person.

Publisher. The person in charge of the total newspaper operation including advertising and news.

Reader ad. See line ad.

Retail advertising. See display advertising.

ROP. Run-of-the paper ads or display ads that run throughout the newspaper. They are sold by the retail advertising department.

Skybox. Runs across the top of the front page above the name of the newspaper; offers graphics, photos and summaries of stories inside the paper.

Staff writer. A writer employed by the newspaper where his or her stories run.

Stock market pages. Part of the business section that shows the progress of companies that sell stocks or shares on the Nasdaq and foreign exchanges.

Syndicate. An association which buys and sells stories, features, columns, editorials, comics, and other material for publication in newspapers.

Syndicated column. An article sold by a syndicate to subscribing newspapers

Top story. A story that usually appears on the right hand side of the front page; must carry the largest, boldest headline; considered by editors to be the most important story of the day.

Want ads. See classified advertising.

Wire Service. A national or international news service that distributes news and photos to newspapers, radio and TV stations.

Writing Activity

The Newspaper

By Roy Parker Jr.

What did a typical North Carolina newspaper newsroom look like 80 years ago?

The best description is in a work of fiction, a short story by North Carolina's most famous author, Thomas Wolfe (1900-1938).

Titled "The Newspaper," the story undoubtedly describes the office of the *Asheville Citizen*. As a teen-ager, Wolfe delivered the newspaper. His brother briefly worked there as a reporter.

Wolfe sets the scene of his story with a passage in the form of stage directions for a play:

"The time: A hot night in June 1916.

"The place: The city room of a small town newspaper.

"The room has three or four flat-topped desks, typewriters, green-shaded lights hanging from the ceiling by long cords, some filing cabinets. Upon the wall, a large map of the United States. Upon the desks, newspaper clippings, sheets of yellow flimsy, paste pots, pencils, etc. Overall, a warm smell of ink, a not unpleasant air of use and weariness.

"To the right, a door opening into a small room which houses the A.P. man, his typewriter, and his instruments. To the left, a glass partition and a door into the compositor's room. The door stands open and the compositor can be seen at work before the linotype machines, which make a quiet slotting sound. The A.P. man's door is also open, and he can be seen within, typing rapidly, to the accompaniment of the clattering telegraph instrument on the table beside him.

"In the outer room, Theodore Willis, a reporter, sits at his desk, banging away at a typewriter. He is about 28 years old, consumptive, very dark of feature, with oval-shaped brown eyes, jet black hair, thin hands, and a face full of dark intelligence, humor, sensitivity.

"At another desk, his back-toward Willis, sits another reporter—young, red-headed, red-necked, stocky—also typing.

"All the men wear green eye-shades. Theodore Willis is smoking a cigarette which hangs from the corner of his mouth and which he inhales from time to time, narrowing his eyes to keep the smoke out.

"Harry Tugman, the chief pressman, enters at this moment with a bundle tied in a newspaper under his arm. He is a powerful man, brutally built, with the neck, shoulders, and battered features of a prize fighter. His strong, pitted face is colorless, and pocked heavily with ink marks."

Wolfe's classic picture could serve as the introduction to the working environment of North Carolina daily journalism for at least another 50 years.



Writing Assignments

1. Who was Thomas Wolfe?
2. Review your history. What was happening in 1916?
3. Parker says that he is drawing from a short story written by Wolfe. What else did Wolfe write?
4. Find Wolfe's hometown on a North Carolina map. In what part of the state is it located?
5. Where did Wolfe work as a teenager?
6. What jobs does Wolfe identify? Do you think that newspapers still have newspaper deliverers or carriers, reporters, an A.P. man, compositors and pressmen? Does Wolfe tell you enough to figure out what their jobs involved? (Note: A.P. stands for Associated Press, an international news organization.)
7. What instruments or tools did the newspapermen use? Would those involved in putting together a newspaper today still use these tools? How do you think modern technology has affected newspapers?
8. How does Wolfe describe Theodore Willis? What are his physical traits? What character or personality traits does he see in Willis? Is the description flattering? (Find flattering and unflattering characterizations in your local newspaper.)
9. Wolfe walks into the newspaper and sets about the task of describing it, making readers feel that they are there. How rich is Wolfe's description? What senses does he use (sight, sound, smell, touch, taste)? Cite your favorite passage. (Find descriptive writing in your local newspaper. Be sure to read the sports and features sections.)
10. Wolfe's opening reads like the start of a play. Write a dialogue using the characters that he created. Or, tour your local newspaper and use Wolfe's format to write about one or more rooms or areas of the newspaper. (Follow Wolfe's format to write about a place shown and described in your newspaper.)
11. After a tour of your local newspaper, compare the two newspapers, your local newspaper and the *Asheville Citizen* of 1916. Use a Venn diagram to show similarities and differences.
12. While on your tour ask for historical information about the newspaper. Look for photos that show the way newspapers used to look and feel. Interview a veteran newspaper person about the changes he or she has experienced.