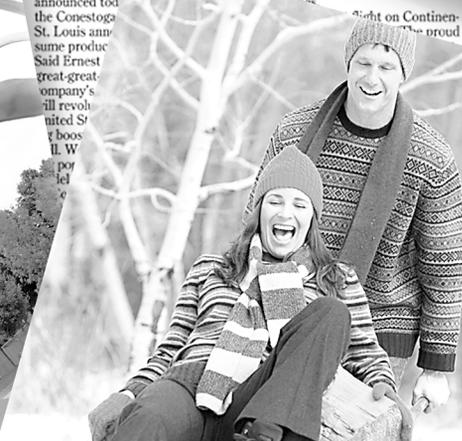
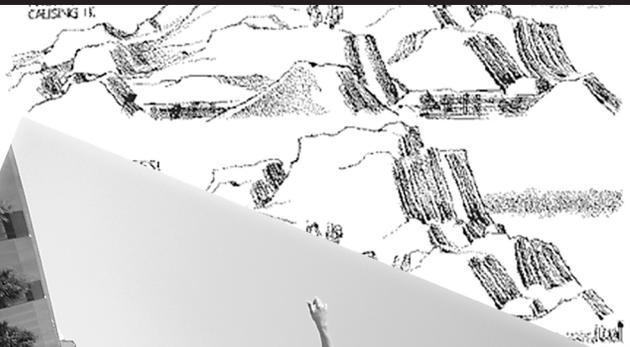


# Newsletters in Education

# CURRICULUM Visual Literacy



he Dur. must be "The Big this year by using and U authority n erment \$5. ch the author but hid from ham City Cou amount by \$7 ion. he authority's a 5 million. If this agency that is s dly residents with e had to fold its and that's just the also says the author al spending rules f out of money by Jun and the dismissal of tive director led Was r partially its day-to D continues investiga going along with the former exec's eme of spinning off a nonprofit hous-

And so we take you now to another "news item," this one from February of 2025. "A major devel country transp announced tod the Conestoga St. Louis ann some produc Said Ernest great-great- company's ill revol United St y boos ill. W por el o

... shouldn't keep HUD ... investigating the current board members. It would do much to right a agency whose services are badly need in Durham.

Some industry difficulties are to blame. ers simply can't explain it. F gers say flying is more difficult and painful than ever.

with trip which is y for the te. Airlines they cer- vices doing even with minute and

reorder of things with airlines, with fewer ridicu- lously cheap fares, smoother secu- rity — perhaps the government can't do that — and probably some of personnel and ing with, gasp, more and who knows what a tough time getting drive-through at Mc- much less running an h, it's true that some have to fly. But consider ss, and we all know them, d to tell themselves that if a k longer than four hours by y'd fly, but they've now at that to six hours because of e waiting at airports. on't want to give it up, myself. h trip to Seattle would be pretty gh in one of those Prairie hooners. Long, Cold, Boring. And imagine a fellow would go through lot of pillows, if you know what I mean.



*"I advise and enjoin those who direct the paper in the tomorrows never to advocate any cause for social profit or preferment. I would wish it always to be 'the tocsin' and to devote itself to the policies of quality and justice to the underprivileged. If the paper should at any time be the voice of self-interest or become the spokesman of privilege or selfishness it would be untrue to its history."*

FROM THE WILL OF JOSEPHUS DANIELS, EDITOR AND PUBLISHER 1894-1948

## Newsletters in Education

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# 2 Visual Literacy Purpose, Outline, Contents

## **PURPOSE** and outline for this guide

This guide supports a Newspaper in Education workshop that focuses on visual literacy. The opening section, *Introducing the Newspaper*, asks students to look at the layout of the newspaper and features that help readers navigate the newspaper.

Each major part of this curriculum focuses on a feature or section of a newspaper that depends on strong visual elements, and “other” includes activities based on assorted charts and maps that are regular features of many newspapers:

Each activity is numbered. Some activities come with student activity sheets. To identify those activities, look for titles listed in all capital letters. Summarizing statements drawn from the NC Standard Course of Study and placed just before an activity or block of activities show the alignment with the state’s English/ Language Arts curriculum, but other goals apply from the Information Skills and Arts Education sections of the NC Standard Course of Study. Some parts of this curriculum, specifically the one on editorial cartoons, explain how the activities align with other subject areas in the state curriculum.

The Appendix includes a glossary and labeled front and editorial pages that support teaching about terms specific to newspapers.

To order newspapers for classroom use, contact the newspapers that serve your area or refer to the NC Newspaper in Education contact list, provided on request by the NC Press Foundation’s Newspaper in Education program. To contact the NC Press Foundation NIE program, write Sandra Cook, NCPF, NIE, CB 3365, Carroll Hall, Chapel Hill, NC 27599-3365 or email [sandynie@unc.edu](mailto:sandynie@unc.edu) or call 919.843.5648.

### **Table of Contents**

Introducing the newspaper

News photographs

Comics

Editorial cartoons

Advertisements

Other

- Weather
- Sports
- TV-Movies
- Stocks



# Introducing the Newspaper

The activities below meet the English/Language Arts goals that deal with comprehending text, specifically informational text, and studying the characteristics of nonfiction as a literary genre.

**1** Through surveys and follow-up discussions, find out if your students are familiar with newspapers, if they have used them in other classes and/or read them at home. Ask such questions as: What do you like to read? Do you read a newspaper? What is the newspaper? How regularly do you read a newspaper? What is your favorite section? Do you have newspapers available in your home? Have you used newspapers in other classes? Do you read online newspapers? Where else do you look for information about community life? Where do you find out about important events in the state, nation and world? Where do you get your news?

**2** Hold up a newspaper and point out that it is divided into sections, A, B, C... and is numbered within each section, A1, A2, A3.... Point out that the front page index and references on the front page to stories inside the newspaper use those page numbers. Also point out the logo or flag at the top of the front page and flags elsewhere in the newspaper. Offer the student activity sheet titled **SECTIONS** to help them identify features designed to help readers locate information and find out quickly the main idea and key details of a story. Use other student activity sheets to support your teaching about parts of the newspaper that aid readers: **NAVIGATING the NEWSPAPER** and **PREPARING to READ**.

**3** Prepare a scavenger hunt by asking specific questions about the content of your classroom newspaper. You may choose to ask questions answered on the front page or the front pages of other sections. Or choose to use one section, such as Sports or Comics, because each is interesting or choose to use section A because stories in section A have high news value. A scavenger hunt works better if students do not have to turn back and forth to find answers. Avoid that shuffling of newspapers by asking the questions in the order they are answered in the newspaper. That is particularly important if students do not have experience turning pages and putting pages and sections back in order.

Tailor a photo search to your class and to a specific day's newspaper by listing people shown in photos, in the order they appear, and having students find those people. To extend the activity, ask students to compare similar photos, using a Venn diagram or other organizer to explain how the photos or aspects of the photos are alike and different.

The student activity page, **SEARCHING the NEWSPAPER**, offers a scavenger hunt based on photos and other visual aids common to newspapers. The student activity page **PHOTO SEARCH** is a scavenger hunt based only on photos. Because both are generic scavenger hunts, the photos and other visual aids are not likely to appear in your newspaper in the order they are listed.

**4** Reinforce cause and effect relationships while familiarizing students with different visual elements of a newspaper. Have them use the **CAUSE and EFFECT** activity sheet to record cause and effect relationships shown in a photo, comic, ad, editorial cartoon and map or graph.

**5** Any introduction to newspapers usually includes a discussion of terms. To facilitate that discussion, the Appendix of this curriculum guide includes a glossary and labeled front and editorial pages. The activity sheet **NEWSPAPER TERMS** focuses attention on terms related to the visual elements of newspapers.



## RESOURCES

Blivins, Wiley. Informational Text, handout. North Carolina Reading Association conference, March 2005.

Garrett, Sherrye Dee, Beverly Morrison and Leslie Gray. Exploring Your World with Newspapers. Vienna, Virginia: NAA Foundation.

# 1 Introducing the Newspaper



Answer the questions.  
Share with classmates  
and determine how  
your reading habits compare to theirs.  
Draw conclusions based on what you learn.

## the news **HABIT**

1. Where do you get your news?  
List all sources and the kinds of information you obtain there.
2. What do you like to read?
3. What is a newspaper?
4. Do you enjoy reading newspapers? Which newspaper(s)?
5. How often do you read?
6. What is your favorite section (s)?
7. Do you read print and/or online editions of newspapers?
8. Have you used newspapers in any of your classes in school?  
Which classes and how did you use the newspapers?
9. Other than in newspapers, where do you look for news about your community?
10. Where do you go for information about important events in the state, nation and world?
11. Whose opinions on news do you seek out? Where do you find those opinions?

### **THINK**more!

What sources for news do you have in your home? Does your family subscribe to one or more newspaper(s)? If so, do you pick up the newspaper and read on your own? Do you read online editions of newspapers in your home? What benefit do you see in reading about current events?

# Introducing the Newspaper

# 2a



## SECTIONS

Newspapers name their sections in two ways, by letters A, B, C, D, etc. and by titles that refer to the contents of the sections. Write the FLAG for each section, below the correct letter. The letters and titles help readers locate information.

Then look through each of the major sections of your newspapers and record ways the ways that your newspaper uses art and text to signal the reader. Look for different size and type of lettering, photos and illustrations, maps, charts and graphs, symbols etc.

| section A | section B |
|-----------|-----------|
| flag:     | flag:     |
| section C | section D |
| flag:     | flag:     |

### THINKmore!

A flag appears on the front of each section. Flags also appear inside the major sections. Do you find flags inside sections A, B, C, etc.? What do the flags tell you about the content of those specific pages? For example, section A includes pages flagged as Editorials, Other Opinion or Op-Ed (Opposite Editorial).

# NAVIGATING the newspaper

To aid reading, newspapers use organizational features

common to informational texts. Define or describe each text feature, and find examples in your newspaper. Include page numbers. See how many you find on your front page.

Cut out and paste your examples on separate paper, label each one and explain how it helps the reader find and understand information.

|                            | definition | page # |
|----------------------------|------------|--------|
| section headings (flags)   |            |        |
| bold lettering (headlines) |            |        |
| subheadings                |            |        |
| captions (cutlines)        |            |        |
| photos and illustrations   |            |        |
| maps, graphs and charts    |            |        |
| index                      |            |        |
| other                      |            |        |

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**THINK**more!



Look at one of your textbooks and see how many of the features you find. How do the text features help you, as a reader?

Introducing the Newspaper

2b

# Introducing the Newspaper

Columns, large type, photos and other art break up text in newspapers. How do they aid your understanding of a story?

## PREPARING to read

Before reading a story, read the story's headline and subhead. Also study any photograph and cutline, graph, chart and/or map that accompany the story. What do the different features tell you about the story?

Can you make predictions? Write the clues and make a prediction for a story you plan to read.

**CLUES** from headline and subhead

photo **CLUES**

graph, chart and map **CLUES**

other **CLUES**

my **PREDICTION** about the story

**THINK** more!

# 2c

Read the story and determine the accuracy of your prediction.

# Introducing the Newspaper

Find each of the items in today's

newspaper. Record the page number. Each page number includes a reference to the section where the item can be found.

## SEARCHING the newspaper



1. a photo of a community leader \_\_\_\_\_



2. the name of your city \_\_\_\_\_



3. a story about another country \_\_\_\_\_



4. a map \_\_\_\_\_



5. a graph \_\_\_\_\_



6. a television listing \_\_\_\_\_



7. a movie review or ad \_\_\_\_\_



8. a box score for a favorite sport \_\_\_\_\_



9. a photo of an athlete \_\_\_\_\_



10. a comic that features someone your age \_\_\_\_\_



11. an ad for clothing for someone your age \_\_\_\_\_



12. an ad for an automobile \_\_\_\_\_



13. a letter from a reader \_\_\_\_\_

### THINK more!

How did you find each item? Did you use the headings or flags on top of each page? Did you use the front page index or summaries on the front page that directed you to stories inside the newspaper?

Find photos or illustrations of each of the following in today's newspaper. Indicate the page numbers in the spaces. Cut out and paste examples on separate newspaper.

# PHOTO search

pages

names

1. a government official

\_\_\_\_\_

\_\_\_\_\_

2. an athlete

\_\_\_\_\_

\_\_\_\_\_

3. a business leader

\_\_\_\_\_

\_\_\_\_\_

4. someone at work or play

\_\_\_\_\_

\_\_\_\_\_

5. a tv or movie star

\_\_\_\_\_

\_\_\_\_\_

6. a columnist

\_\_\_\_\_

\_\_\_\_\_

7. a person featured in an ad

\_\_\_\_\_

\_\_\_\_\_

8. a comic character

\_\_\_\_\_

\_\_\_\_\_

9. someone who interests you

\_\_\_\_\_

\_\_\_\_\_

10. someone who is like you  
in some way

\_\_\_\_\_

\_\_\_\_\_

**THINK** more!



What other interesting photos and illustrations do you find as you look through the newspaper? What do you learn? When you read the newspaper, do you look for answers to questions raised by the photos and illustrations?

# 4 Introducing the Newspaper

## CAUSE and EFFECT in graphics



Select a photo, comic, retail advertisement, editorial cartoon and map or graph. Record cause and effect relationships.

Photo,  
page \_\_\_\_\_



Comic, name  
\_\_\_\_\_



Editorial Cartoon,  
page \_\_\_\_\_



Ad,  
page \_\_\_\_\_



Map or Graph,  
page \_\_\_\_\_



**THINK** more!

Which effects are positive (+), negative (-) or neutral (O)?  
Mark each effect as "+", "-", or "O".

# Introducing Newspapers

Write the number of the correct definition above the word in the square. Then check your work. If the correct meanings are matched with the terms, the numbers from the definitions in each row across will add up to the same number, 15.

## newspaper **TERMS**



|               |                |                          |                        |
|---------------|----------------|--------------------------|------------------------|
| <b>ad</b>     | <b>balloon</b> | <b>editorial cartoon</b> | = <input type="text"/> |
| <b>cut</b>    | <b>flag</b>    | <b>gag or cartoon</b>    | = <input type="text"/> |
| <b>symbol</b> | <b>column</b>  | <b>caricature</b>        | = <input type="text"/> |

1. something that stands for or represents something else
2. single frame, often humorous comic, accompanied by a caption or short text
3. enclosed white space drawn from the lips of characters in comics or editorial cartoons to indicate a character's spoken words or thoughts
4. newspaper's name or name of a section as it appears at the top of the page
5. printed notice of something for sale
6. an exaggeration of a person's characteristics, usually in drawings or cartoons
7. graphic and text expressing the opinion of the cartoonist and/or newspaper
8. the arrangement of horizontal lines of type in the newspaper; also an article expressing the personal experience or opinion of its author, the columnist
9. a photograph

**THINK**more!

What is the significance of each of the items above to you as a reader? Does any aid your reading? Does any interest you?

Visual  
Literacy



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