

THE NORTH CAROLINA NEWSPAPER IN EDUCATION
TEACHER'S GUIDE

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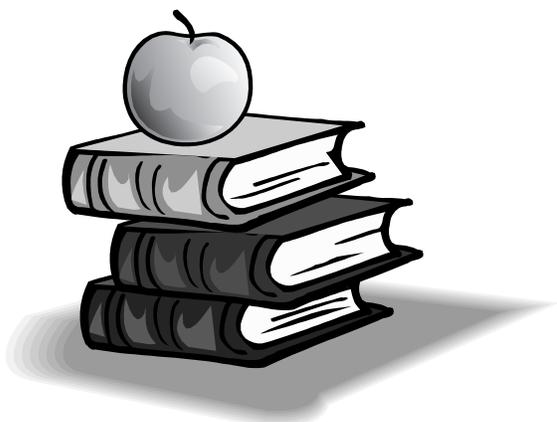
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Acknowledgements

Because no two newspapers are alike and the content of each varies widely, opportunities for teaching with newspapers are limitless. *The North Carolina Newspaper in Education Teacher's Guide* offers many recommendations for teacher but in no way exhausts the possibilities for use of newspapers. The Newspaper in Education program suits best the enterprising teacher who enjoys using content that is not static and addressing ideas and problems that challenge leaders and citizens in communities at home and around the world.

The activities in the *Teacher's Guide* vary as the content and mission of North Carolina newspapers vary. The range is from comics to editorials and from coverage of state and local events to discussions of foreign policy and international relations. Reading newspapers practices many skills from map and graph interpretation to techniques for settling differences in the home and community.



The N. C. Press Foundation is a non-profit organization incorporated in 1995 and was formed when the N.C. NIE Foundation and the First Amendment Foundation merged. The foundation is affiliated with the N.C. Press Association. Since the beginning of the statewide NIE program in 1981, the *N.C. NIE Teacher's Guide* and the workshops for which it was designed formed the core of the cooperative program that the foundation supports.

In 1981, six Newspaper in Education Coordinators employed by newspapers across N.C. worked on the guide: Joyce Franklin, *Asheville Citizen-Times*; Jane Burdecki, *The Charlotte Observer*; Sandra Garner, *The Durham Morning Herald The Sun*; Susan McManus, *The Greensboro News & Record*; Dr. Sandra Cook, *The News & Observer/The Raleigh Times*; and Nancy Culp, *The Winston-Salem Journal*. Each coordinator read and edited parts of the Guide and contributed ideas for activities.

For the first edition, Dr. Mary Johnson, Education Department, Meredith College, wrote much of the Communications Skills section (now the English/Language arts section) and worked with others who participated in the writing. Others contributing to the guide were Sharon Kilby, reporter, *The Raleigh Times*, Newspapering; Dr. Carolyn Grubbs, History Department, Meredith College, Social Studies; Helen Adams, Wake County Public Schools, Math, Health and Science; Dr. Craig Greene, Art Department, Meredith College, Cultural Arts (now Arts Education).

For the 2003 edition, Dr. Sandra Cook, State Newspaper in Education Coordinator for the N.C. Press Foundation, rewrote several sections: English/Language Arts, Social Studies, Science, Health, and Arts Education. Kathy Krapf, Newspaper in Education Coordinator, *The Sun-Journal* in New Bern rewrote the Math and Career-Technical sections, and Dr. Priscilla Coit Murphy rewrote the Newspapering section.

Dr. Cook edited all sections but received support from experts in the N.C. Department of Public Instruction and from Monica Hill, Director, Scholastic Journalism, UNC School of Journalism.

Tracy Gaetz and Bill Herrin worked as designers to lay out the sections and draw graphic organizers. Ginny Swinson helped design graphic organizers.

PREFACE

Outline of the Guide

The current guide has eight sections: NEWSPAPERING, LANGUAGE ARTS, SOCIAL STUDIES, MATH, HEALTH, SCIENCE, ARTS EDUCATION and CAREER-TECHNICAL. The NEWSPAPERING section offers extensive background about newspaper writing and production. It is divided into units and begins with a history of newspapers and ends by having students create a paper of their own. Other activities fall in an order appropriate for presentation to students. Other sections of the guide give background about newspapers, but none is as extensive as that given in NEWSPAPERING. To make best use of the guide, become familiar with the NEWSPAPERING section.

Other subject areas in the *N.C. NIE Teacher's Guide* draw from the N.C. Standard Course of Study. The NEWSPAPERING section takes the place of Information Skills. Even though the section lays out activities for comparing different media, the focus of the section is on newspapers, thus its name.

The N.C. Department of Public Instruction uses *Dimensions of Thinking* by R. J. Marzano as the framework for the state curriculum. *Dimensions of Thinking* devotes a chapter to describing graphic organizers and their benefits. Therefore, this version of the NC NIE Teacher's guide adds graphic organizers to provide teachers with additional support for their classroom use of newspapers. The Thinking and Reasoning Skills chart adopted by NC DPI also appears in the Appendix, and questions from it can be applied readily to newspaper content.

Broad support for using newspapers is found in the state's Information Skills curriculum, an area devoted to the study of all media. The English/ Language Arts curriculum lists as a goal for learners to analyze information from a variety of sources and Social Studies lists as a goal for learners to acquire strategies to access a variety of sources. Information literacy is written into all subject area goals. All subjects promote important aspects of the Newspaper in Education program, reading comprehension, critical thinking, regular reading and reading for personal satisfaction and growth.

Goals for each activity were taken from the state curriculum. In each section of the guide the goals correspond with those listed by subject area in the NC curriculum.

(www.ncpublicschools.org/curriculum). Not all goals

that apply will be listed. Because of the interdisciplinary nature of newspapers, the list would be too extensive.

Activities in each section (or subject area) describe procedures for teaching. Each follows the outline given below:

- Goal(s) (taken from the N.C. Standard Course of Study)
- Preparation (materials needed, background information, introductory activities, references to student worksheets or graphic organizers that supplement many activities)
- Activities (written for teachers, includes ways to adapt and extend teaching ideas)

Along the side of each activity, key words from skills, strands or goals are included to further connect the activities to the curriculum. In the NEWSPAPERING section, the goals come from Information Skills and the phrases along the side come from Language Arts. References in individual activities show the connections among the different subjects by directing teachers to activities in other subjects when two ideas and concepts relate to each other.

To make activities easier to locate, each is identified by title and subject area. Content references are at the top of each activity refer to strands or dimensions of the specific subject. Activities are grouped by subject, and page numbers refer directly to the subject. All NEWSPAPERING pages, start with N; All ENGLISH/ LANGUAGE ARTS, with LA; SOCIAL STUDIES, with SS; MATH, with M; HEALTH, with H; SCIENCE, with S; ARTS EDUCATION, with AE and CAREER-TECHNICAL, with CT.

Graphic organizers carry the same numbers as the activity to which they refer and also show where they fall in the order of graphic organizers in the subject area to which they belong. For example, LA 3-1 means that the graphic organizer goes with the activity on the third page of the English/ Language Arts section and is the first organizer in the group developed for English/ Language Arts.

Additional help in identifying and locating activities in the *Guide* is provided in the TABLE of CONTENTS. It shows the order in which the subject

areas appear in the guide. The first page in each subject area section provides a list of activities by title for that section. It also shows which activities come with graphic organizers.

An APPENDIX is located in the back of the *Guide*. It contains a glossary of terms, sample front and editorial pages that identify characteristics of each page and other supplementary material. The TABLE of CONTENTS gives a complete list of what appears in the APPENDIX. Many but not all terms in the glossary are explained and/or used in activities. When the words appear for the first time in the *Guide*, they are printed in bold, to signal that they appear in the glossary. The front and editorial pages are useful for explaining newspaper terms and format. References to those also appear in activities. The bibliography lists materials used by contributors to the *Guide*.

Even though each activity is listed under a specific goal and subject area, many overlap into other subject areas and goals and many strategies can be applied to content about other subjects. That is particularly true of strategies in the ENGLISH/ LANGUAGE ARTS section. Similarly, grade levels are hard to assign because ideas can be adapted. Other factors make it difficult to assign grade levels. Each newspaper is different and, as the content varies, readability varies. Teachers often make assignments “doable” by providing assistance and close supervision and allowing students to work in teams or small groups. Students’ familiarity with newspapers and current events varies widely, and that will affect their ability to work with newspapers. Their skills and abilities to use newspapers will grow with experience and the experience of reading a newspaper will expand their knowledge of current events.

Even though no absolute way for measuring difficulty exists, an effort was made to judge the relative difficulty of activities. Activities are grouped together that have a common goal, strand or dimension and activities within those groupings are listed from least to most difficult.

The choice of activities is left to you, the teacher. Look over all of the activities and choose and adapt activities to fit your teaching situation.

INTRODUCTION

Introducing the Newspaper

Begin work with newspapers by evaluating students' abilities to use them. Give out newspapers and ask students to read on their own. Observe what happens; look for such things as ease in handling the paper and locating information. Follow up with a discussion of what was read and/or require a written summary.

A more structured approach can be taken in the evaluation. Prepare a scavenger hunt (a list of items to find and/or questions to answer in the newspaper). Base those on one page, one section or the entire newspaper. To make the scavenger hunt a test of students' abilities to use the paper, include an item from each section of the newspaper and time the activity. Then evaluate how fast and how well students locate the information.

After students' abilities are assessed, an interest or newspaper reading inventory should be done. Ask questions such as: What do you like to read? Do you read the newspaper? How regularly? What is your favorite section? Are newspapers available in your home? With your observations and the information that is obtained from the inventory, judge what needs to be done to acquaint students with the newspaper.

One way to "break the ice" and help students become comfortable with the newspaper and accustomed to discussing its content is to ask them to study photos, charts and graphs, and read headlines, subheads and lead paragraphs in a section or the entire newspaper and discuss its content. Emphasize what is novel, interesting, sad and/or significant. Then have students read a story (or stories) that interests them and discuss what they read with the class or with a group of students.

Also ask them to find food, entertainment and/or ideas that they appreciate. Encourage openness in discussions because it is essential to the success of efforts to use newspapers. Use free reading and discussion every time a fresh newspaper is given to students.

Other ideas for introducing the newspaper are found in the *Guide*. Each is marked at the top of the activity with a star (*). Most deal with use of the index, newspaper terms and sections of the paper. The most extensive list of activities for introducing the newspaper is found in the NEWSPAPERING section. Familiarize yourself with this section not only

to get ideas to use with students but also to acquaint yourself with information that answers important questions about newspapers.

After introducing the newspaper, identify ways to sustain use and interest in working with them. Many ideas and techniques are discussed in *The Teacher's Guide*. Techniques include team and group work, panels, debates and class discussion. All language arts are used; they are reading, writing, speaking, listening and viewing.

Learning centers are another vehicle for extending use of the newspaper. Provide student-directed materials such as cards and file folders and copies of newspapers for students to use. Recent newspapers are better because those provide students the opportunity to read about current events as they work on assigned activities.



Ordering Newspapers

Using activities in *The Teacher's Guide* requires newspapers. Have class sets (or one per student) available when introducing the newspaper. At other times, the number will depend on your teaching goals and the organization of the class. For example: If students work in teams, get enough newspapers for each team to have a copy. If working in centers, have one for individual work or enough for each person in each group.

Use the teaching goals below to determine the length of study and the number of newspapers needed.

1. Teaching about the newspaper

A unit focusing on the organization and content of newspapers requires a class set of newspapers or one per student. That is true for students of all ages.

A study of the role of the press requires sustained use of newspapers. The length of study may vary but require students to follow stories from beginning to end so that they will have concrete examples to use in discussions about the press.

2. Teaching critical thinking skills

An emphasis on critical thinking requires regular reading. For a length of time that you specify, provide a class set of current newspapers for free reading and conduct activities that require students to evaluate what they read.

For remedial instruction, provide a class set of newspapers for free reading and for functional reading activities that are both motivating and useful.

When using the newspaper to study styles and mechanics of writing, have enough copies for students to identify examples.

3. Teaching content and concepts in Social Studies

When using current events to illustrate trends or make historical analogies, have five or six copies available for you and students to use.

In a study of government, current events or economics, have classroom sets available for the length of study involving newspapers.

4. Teaching elementary language arts and reinforcing subject matter

When using newspapers to teach or reinforce elementary language skills, fewer newspapers are needed and though current papers give students a chance to read about breaking news as they do the assigned work, the most current newspaper is recommended but not absolutely necessary.

To supplement content area studies with current information from the newspaper, identify or have students identify related information. Access to newspapers in class will encourage students to find the information. During some designated period, when you know a topic related to the content area is being covered, order newspapers for use with the entire class. That will introduce students to newspapers and encourage them to read newspapers for content-related material.

After determining your teaching goals and setting a length of time for using the papers, call the circulation departments of newspapers in your area to find out if special rates are given to teachers who order newspapers in bulk for classroom use. Year-round use is recommended. Match the content of the paper with teaching goals. For example: If studying local news, order local newspapers. If interested in regional, national or international news, order a regional paper. Ordering a variety of papers will give students opportunities to compare content and viewpoints. Students should also read and compare online newspapers.

INTRODUCTION

Reasons for Using Newspapers in Education

As you carry out plans for using newspapers, keep in mind the ultimate goals of the program. When things don't go according to plan, you need to support that a clearly thought out philosophy provides.

Answers to the question, "Why use newspapers?", are identical to those that guide educators across the country: "If American schools are effectively developing good citizens, what are high school graduates like?"

...First, they are personally committed to the basic values for which America stands now and has stood since its founding, and most particularly to the ideal of self-government in a free and open society. They not only understand the rights and responsibilities of the citizen, but also the essential elements required to maintain and preserve freedom and self-government.

...Second, they are informed and knowledgeable about the problems and issues that confront American society. They are aware that these are especially complex because of the rapid cultural and technological change that characterizes America today.

...Third, they are concerned about finding alternative solutions—and the alternative costs associated with those solutions—to pressing public problems.

...Fourth, they are willing to take action leading to the solution of these issues and problems and they do so with a concern for the common good as well as for their individual self-interest.

...And finally, they have mastered those abilities and skills needed for self-education beyond the period of formal schooling. Specifically, they have learned to read, as well as listen, with understanding and discrimination, to reflect on what they read and hear and to communicate their responses in speaking and writing. (Haefner and Riggs, 1973)