

NEWSPAPERING • Table of Contents

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The NEWSPAPERING section is designed to provide opportunities for students to think about and experience the activities involved in creating a newspaper, as well as to consider some of the issues journalists face in their professional lives.

The first lesson includes a rather lengthy history of newspapers, but it raises some themes that can be revisited throughout the later lessons. Among those themes are the public interest and the role of newspapers in the community, literacy, the function of a free press to foster the marketplace of ideas that make a democracy possible, and the “watchdog” function of the press in monitoring government policies and actions as part of the democratic process.

The lessons are organized cumulatively toward the culminating activity of creating the students’ own paper. For that reason, the last activity listed in many of the lessons involves the creation of a part of that future paper: a story, an ad, a cartoon, an editorial, etc. that will be used in production of that newspaper. Otherwise, material can be tailored to the resources and abilities at hand, as well as to the students’ age and the class size. For the most part, activities (other than the last ones that entail production of some of the students’ own work) are progressively more sophisticated or more specific. It is expected that teachers will be selective about the activities or questions offered, but the section is designed to build, in its entirety, toward as full an understanding of “newspapering” as possible.

Certain terms printed in bold in the text appear in the glossary or in the appendix with annotated sample pages of a newspaper. Student worksheets or graphic organizers supplement this and other sections of the teacher’s guide and are packaged separately.

Web sites are provided following each set of activities. In some cases, the Web sites may be examples of topics raised in the lesson; in others they may be “how-to” or reference Web sites related to the issues in the lesson.

General reference Web sites:

http://www.jea.org	Journalism Education Association – lesson plans available
http://www.jteacher.com http://www.highschooljournalism.org	Basic references for journalism educators and students
http://www.ncpress.com Especially: /NIE.html	N.C. Press Association NIE page
http://www.naa.org/foundation	Newspaper Association of America Foundation
http://www.poynter.org	Poynter Institute
http://spj.org	Society of Professional Journalists
http://www.freedomforum.org	Freedom Forum
http://www.journalism.org	Project for Excellence in Journalism
http://www.newseum.org	Newseum

(Accessed March 2005)

NEWSPAPERING • HISTORY, MARKETPLACES and WATCHDOGS/ INFORMATION LITERACY

informational

Goal: To explore sources and formats for reading, listening and viewing purposes.

Preparation: Provide copies of the current local newspaper. Write the following statement on the board:

“Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them.”

– Thomas Jefferson

Activities: A. Have students skim the newspaper for the kinds of information that might help newcomers get acquainted with their new home and instruct them to make a list. For example, names and locations of supermarkets, apartments and homes for rent, the mayor’s name and other city officials, issues concerning local schools, the incidence of crime, the sports teams that have the best record, current political issues, jobs, number of movie theaters, the kinds of industry in the area, etc. If an election is coming up, look at the names of candidates and the kinds of issues that are being discussed.

B. Discuss the role the local newspaper plays in the community and the country by asking these questions, referring to the students’ lists:

1. How does the newspaper help in routine daily chores?

(Answer: shopping, joining clubs, selecting entertainment, cooking and gardening, selling unwanted furniture, etc.)

2. How does it help readers decide how to vote in a local election? a national election?

3. How does it increase understanding of other cultures, other countries and other regions of the United States?

4. What do you think Thomas Jefferson meant in his statement?

C. Newspapers, first of all, give information to the members of the community who read them. But throughout history, they have developed additional roles. An important theme in American democracy is the creation and maintenance of a place where ideas can be presented and exchanged, which is often referred to as the “marketplace of ideas.” As America came into being, a free press was deemed an important part of that marketplace, but it also served in the role of “watchdog” over government. Below is a brief history of newspapers in the West and specifically the U.S. Students can review the history, while you highlight those roles. In addition, you may wish to highlight concepts of literacy and objectivity, as well as the role of reading in a society, particularly a democracy. After reviewing the history, discuss the following with the students:

**Activities,
continued:**

1. Imagine a time when there were no newspapers, television or radio, and when few people could read. People learned about such matters as when the king died, when taxes were due, when the country was at war, who was running for president, etc.
2. Choose an era and imagine what you would see in a newspaper of the time. What would your parents discuss over the breakfast table while reading the paper? What if there were an election going on? What if there were a war going on?

History by eras:

1. **Ancient times:** A type of newsletter was the earliest form of printed news. They were sent out by Roman scribes to merchants and politicians in distant cities to keep them informed of happenings in Rome. Scribes often got their information from bulletins posted in public squares. The leading bulletin in Rome was *Acta Diurna (Daily Events)* in 60 B.C. (In general only male Roman citizens and certain religious leaders could read at that time.)
2. **Europe:** Gutenberg invented moveable type in the mid-1400s (although the Chinese had a form of printing much earlier than that). Presses developed from Gutenberg's invention led to the distribution of infrequently published pamphlets in Europe, especially in Germany. The oldest of those on record is the "Strausbourg Relation," published in 1609. At that time few people, usually nobles and religious leaders, could read. Eventually merchants and others came to be readers.
3. **England:** The first large paper, the *Gazette*, began publishing in 1665. Originally devoted to official news of the royal court, it still serves much the same function. The first daily newspaper in England was the *London Daily Courant*, begun in 1702. *The Daily Universal Register* was founded in 1785, which later became *The Times of London*, still being published. Common people sometimes learned about the news in coffee and tea shops, where the newspapers were posted and those who could read sometimes read them aloud to others.
4. **American colonies:** The first American newspaper in the colonies was *Publick Occurrences Both Foreign and Domestick*, published in 1690 by Benjamin Harris, an Englishman who already had been in trouble for bold publishing in England. His Boston paper was suppressed after the first issue. It was 1704 before the next paper, John Campbell's *Boston News Letter*, was published. That was followed by the *New England Courant*, begun in 1721 by James Franklin, who employed his brother, Benjamin. Benjamin Franklin published the *Pennsylvania Gazette* from 1729 to 1766. The first daily newspaper in America was the *Pennsylvania Evening Post and Daily Advertiser*, begun in 1783. At the outbreak of the Revolutionary War, 35 newspapers were being published in the colonies. Thereafter, in much of the young American country, the idea that everyone should be able to read took hold. Part of the reason for that was the idea that in a democracy, everyone who votes should be fully informed, and newspapers played an important role in providing information.

**Activities,
continued:**

5. Party and Penny papers: In the early 1800s, newspapers reflected the political opinions of their publishers in both news and editorials and commonly sold for six cents, too much for the poorer classes. It was assumed that a newspaper would have a political bias because it was published by the supporters of a specific party. If that party was in power, the paper would report the party's achievements and support the actions; if the opposing party was in power, the newspaper was expected to criticize what the government was doing. The First Amendment guaranteed press freedom partly because newspapers were supposed to be the "watchdogs" over government.

Penny papers, which began in 1830s, and cost only one or two cents, gave America its first popular journalism. The first successful penny paper was the *New York Sun*, founded in 1833. *The New York Herald* and the *New York Tribune* later merged into the *Herald Tribune*. *The New York Times* was another early penny paper. Those papers began to establish journalistic techniques and standards similar to present-day standards.

6. "Objective" journalism and advertising: During the Civil War, the idea that newspapers should be relied on to report facts and specific news events began to gain importance, especially with the developments of telegraph (which brought news from the war very quickly) and later photography. Newspapers during this era began to receive more financial support from advertising in addition to subscriptions or street sales or single-copy sales. While the earliest papers might announce just that a shipment of cloth and pottery had arrived from Europe, by the time America had become a big industrial and commercial power, newspapers had become the place to sell goods and services through big, expensive ads. Those two changes meant that newspapers did not have to rely on political parties to support them, so they could try to be objective in their reporting and take critical positions in their editorials.

7. Yellow journalism and muckraking: As more and more papers were established, it became important to have a lot of readers to attract advertising. One way to attract those readers was to make the news dramatic and sensational. The newspapers of publishers William Randolph Hearst and Joseph Pulitzer became models for sensational papers and the type of reporting called **yellow journalism** after the Yellow Kid, a comic strip character. Those newspapers often focused on news that would stir emotional responses, and they were not always completely accurate. Pulitzer later financed prizes to encourage excellence in journalism.

At the same time, another type of journalism took hold. Because newspapers were independent of any special political or other interest, they could investigate political corruption and wrongdoings such as bad working conditions in factories. That kind of investigative journalism was sometimes called **muckraking** because writers seemed to be "raking" up the "muck." Theodore Roosevelt coined the term "muckrakers," referring to reporters' abilities to uncover dirt. Famous muckrakers include Ida Tarbell for her reporting on Standard Oil Company, Lincoln Steffen for his novel on municipal corruption, Jacob Riles for his writing about life in New York's slums and Upton Sinclair for his exposé on the meat-packing industry.

Activities continued:

8. Modern journalistic ethics: Standards that call for objectivity and for freedom from the influence of advertisers and politicians have developed gradually with the growth of newspapers in the country. The roles of publishers, editors and reporters have been refined. Journalism schools have made a profession of what was once considered a trade learned by apprenticeship.

Web sites: http://theoldentimes.com/old_news_nc.html (old N.C. newspapers)
<http://www.newspaper-industry.org/history.html>
<http://www.historicpages.com/nprhist.htm>
<http://www.mediahistory.umn.edu/journ.html>
<http://www.nyu.edu/classes/stephens/Collier's%20page.htm>
<http://mohawk.k12.ny.us/progressive/progressive.html>

(Accessed May 2003)

NEWSPAPERING • About the NEWS/ INFORMATION LITERACY

informational

Goal: To explore sources and formats for reading, listening and viewing purposes.

Preparation: Have on hand copies of some nationally distributed newspapers, such as *The Washington Post*, *The New York Times*, *The Wall Street Journal*, as well as the classroom newspaper and other area newspapers.

Homework preparation: Provide the student worksheet N 6-1. Ask students to interview their parents about their newspaper reading habits, using the following list of questions:

1. Where do you get your news? Do you read a newspaper?
2. Which newspaper do you read the most regularly?
3. When and where do you read it? (*Answer: Over breakfast? in your favorite chair after work?*)
4. How often do you read it?
5. Do you subscribe or do you buy it at the newsstands?
6. How much does it cost?
7. Why did you choose that particular paper? What do you like best about it? (*Answer: Better state, national or world news? better local news? more interesting features? more objective or accurate? editorially more liberal or conservative? Democrat or Republican?*)
8. Do you read more than one newspaper? If you read another newspaper regularly or occasionally (*Answer: The New York Times, The Washington Post, USA Today, The Wall Street Journal, a home town newspaper*), why do you read that newspaper?
9. Do you ever read an online newspaper? Which one? Why?

Activities: A. Share the following facts about newspapers today with the students. Note that there used to be many more newspapers because many cities and towns had more than one newspaper and many used to have both morning and afternoon editions. See if they can guess that the arrival of television caused the disappearance of afternoon editions. Do they think that just because there are fewer newspapers that fewer people read newspapers? Point out to them that when one paper disappeared, people usually started to read the remaining papers, and populations are growing constantly. In general, even more people read the Sunday paper than the daily papers. Note that newspapers are measured by their circulation, that is, how many copies are sold or delivered to subscribers. Here are readership totals and circulation figures for some newspapers:

Some Current Facts about Newspapers:

State: As of 2002, the North Carolina Press Association listed 195 members, including 49 daily newspapers and 146 community papers (non-dailies). Circulation figures for the ten largest daily papers were: *The Charlotte Observer* (238,209), *The (Raleigh) News & Observer* (165,965), *The (Greensboro) News & Record* (111,345), *The Winston-Salem Journal* (86,544), *The Fayetteville Observer* (64,860), *Asheville Citizen-Times* (55,314), *The (Durham) Herald-Sun* (51,337), (Wilmington) *Star-News* (54,041), *Gaston Gazette* (31,329), and the *High Point Enterprise* (29,189). That leaves 39 daily newspapers with circulation less than 29,000. The smallest is the *Tarboro Daily Southerner* with a circulation of 3,708.

**Activities,
continued:**

Among the 146 community papers, the circulation averages between 5,000 and 15,000, but the community paper with the largest reported circulation is the *Charlotte Winston Cup Scene* at 137, 599. The next largest is *The Chapel Hill News* (21,658); and the smallest reported circulation is the *Robersonville Weekly Herald* with 845.

National: In 2002, the daily circulation for morning newspapers was 46,821,480 and for evening newspapers, it was 8,756,566 for a total daily circulation of 55,577,046. With 2.2 readers per copy, the total daily readership was 122,269,501. Sunday circulation was 59,090,364 with 2.3 readers per copy for a total of 135,407,827 readers. About 62 million subscribed to dailies in 1970.

In 2001, *The Wall Street Journal* had a circulation of 1,781,291 and *USA Today* had a circulation of 1,722,566. The top five city newspapers in the country were the *Los Angeles Times* (1,045,532); the *Washington Post* (782,090); the (New York) *Daily News* (725,526); the *Chicago Tribune* (668,885); and *The New York Times* (666,228).

In 2002, the total of weekly or community newspapers (published three times or fewer a week) was 7,689 with an average circulation of 5,857 and total circulation of 70,949,633. That's up from 27 million people subscribing to weekly or community newspapers in 1970.

Ask students the following:

1. Is your local paper one of the large ones in N.C.? Does it publish on Sunday? If so, is the circulation higher or lower on Sunday? Call or have a classmate call the circulation department and ask what the circulation is.
2. If the circulation of a paper is 15,000, does that mean 15,000 people read it? Do you think more or fewer people read it? Consider that several people in a household may read the same paper, and that sometimes people pass along papers to others when they are finished.

B. Invite students to share what they learned about their parents' reading habits from their homework assignment. Ask which students read the newspaper and which parts of it they read regularly. This should lead to discussion of the following subjects:

1. Do most people read the newspaper at the same time and in the same place each day? Is that part of their daily routine? How does newspaper reading relate to their other news sources?
2. How do newspapers vary?
(Answers: Some papers focus on very local news with less coverage of national and international news, while others concentrate on more national or international news. Some papers aim at a particular readership, *The Wall Street Journal*, for instance, focuses on business-related news.)

Activities,
continued:

3. Do people read newspapers for different reasons?
(Answer: A reader may choose a paper for its food coverage, its entertainment stories or movie times, its sports, its TV section, its government coverage or its editorial point of view.)
4. Do some people use newspapers for certain things, e.g., local high school sports, while using other media like television or the Internet for other things?
(Answer: The Internet or broadcast media may be more useful for breaking news, while newspapers are better for detail and “color” in the stories. The Internet may be best for doing further research following links.)

C. Direct the students to the sections with announcements of local happenings and the most local news. Discuss the following:

1. What kinds of announcements are listed? *(Answer: meetings, entertainment such as plays and concerts, fairs, book readings, etc.)*
2. Do the stories report on meetings, plays, fairs, etc.?
3. How does that help the community? *(Answer: information, encourage participation, growth, etc.)*

D. Explain that a **wire service** is a national news service that collects news and sends it out instantly (it used to be by telegraph or “wire”) to subscribing papers. Ask students to look for stories from wire services, most often the Associated Press (tell them to look near the bylines), but there may also be syndicated stories from Reuters, the *New York Times* syndicate, etc. Ask students the following questions:

1. How can you tell if a story is from a wire service such as the Associated Press? *(Answer: The words “Associated Press” will appear somewhere near the byline, or it may appear instead of a byline.)*
2. What kinds of stories come from wire services? *(Answer: Usually they are national or international stories, stories that are far away from the local paper. Explain that local papers cannot afford to keep reporters in all cities and countries, so they subscribe to the wire services to get news from around the country and around the world.)*

Web sites: <http://newslink.org/menu.html>
<http://www.ncpress.com>
<http://www.wowcom.net/education/nie/newspart1.htm>
<http://www.poynter.org>
<http://www.freedomforum.org>
<http://www.ap.com>
<http://www.reuters.com>
http://www.naa.org/info/facts02/5_facts2002.html (Facts about Newspapers)

(Accessed May 2003)

NEWSPAPERING • GETTING ACQUAINTED: FINDING YOUR WAY AROUND/ INFORMATION LITERACY

Goal: To explore sources and formats for reading, listening and viewing purposes.

Preparation: Have on hand copies of local newspapers for more than one date, including weekly or Sunday editions if available.

Activities:

A. Have students compare the front page of the daily newspaper with the front page terms shown on the annotated front page and defined in the glossary of newspaper terms, located in the Appendix, pages A 1 – A 5.

1. What does the **flag** tell you?
2. Are headlines the same size? Why not? (*Answer: Headline size is a key to the importance of a story; varied size and type style increase eye appeal.*)
3. Is there a **banner headline**?
4. Are there subheads that summarize the story?
5. Which story did editors consider the **top story** of the day? (*Answer: Usually, but not always, the main story appears on the upper right hand side of the page because there is a tendency for the eye to move there first.*)
6. How many stories are written by staff writers?
7. How many separate **bylines** can you find?
8. How many are **wire service** stories?
9. How many different wire services are used?
10. How many stories were written in a location other than the place of publication? How many different **datelines** do you find?
11. How many stories **jump**? Is the jump easy to find?

B. Have students find an index in today's newspaper and check the same items in the indexes of other issues of the same newspaper. Have them make up a table of contents by listing each section in order. The table may not look like the index.

1. Is there a consistent placement for some daily features? For instance, is the weather always on the same page, are the obituaries always in section A, B, C....?
2. How many sections are there? Where are the comics? the sports pages? the paper's advice column? the editorial page? the classified ads? Where is the TV schedule?
3. How does the newspaper set off the name of each section? (*Answer: Those items—titles appearing consistently with a distinctive design and type style—are called logos or flags.*) What does the section name tell you about the kinds of stories you will find in the section?
4. What would happen if a newspaper presented a different face and organization to its readers each day? (*Answer: If the paper had no consistent or familiar organization, readers would find reading too time-consuming and be discouraged from wading through its many pages. Reading the pages would be like fixing a meal in a strange kitchen or building a birdhouse in a disorganized workshop.*)

NEWSPAPERING • GETTING ACQUAINTED: FINDING YOUR WAY AROUND/ INFORMATION LITERACY, continued

informational

Activities, continued:

C. Discuss with students the fact that until 30 or 40 years ago there were daily women's pages and society pages that covered social events, cooking, homemaking, parenting, fashion and the like. Explain that newspapers changed those sections as more women started working outside the home and more men became interested in activities once associated with women, such as cooking, social activities and child-rearing.

Ask the following:

1. Which section do you think took the place of the "women's pages?" (Answers may include "Style," "Living Today," etc.)
2. Why do you think the newspaper chose the name for that section?
3. Should there be a section dedicated to women's issues?
4. Does any other section target a specific group?

D. Direct students' attention to the various forms of art used on the front page and other pages. Note that art includes photographs, illustrations, charts, maps and logos. Ask students to do the following activities:

1. Select a photograph that goes with a story. Is it clear which story the photograph illustrates?
2. Does the photograph add to the understanding of or interest in the story?
3. Select a photograph that stands alone. Does it tell an interesting story or present an unusual or attractive scene?
4. Does the cutline tell you what you need to know to understand the photograph?
5. Find a map or chart. Does it clarify elements in the story? Is it easy to understand?

E. Divide students into groups, giving each group a copy of a newspaper other than the one being studied. Direct the groups to compare the two newspapers by examining size, type-styles, headlines, use of art, organization and content. They should consider the elements that make one paper look different from another and determine which stories—local, state, national or international—are given the greatest emphasis. Have each group present a brief description of the "other" newspaper to the class.

Web site: <http://www.newseum.org> (Today's front pages)

(Accessed May 2003)

NEWSPAPERING • WHAT REPORTERS DO – BEATS/ INFORMATION LITERACY

Goal: To explore sources and formats for reading, listening and viewing purposes.

Preparation: Provide copies of current issues of the newspapers, preferably with at least one story that can be classified as a news analysis.

Homework preparation: Identify one or more particular local reporters with frequent bylined stories. Assign a group of students to each reporter, and ask them to collect that reporter's stories over several different days.

Activities: A. Beats: Explain that most reporters have a **beat** – a particular subject area or governmental body the reporter is expected to keep up with and write about. Beats may cover city events, city government, county government, state government, public utilities, science, business, schools, courts, police, art or religion. Other reporters are general assignment reporters. They write about subjects not covered by beats and features, and they may get called in when a beat reporter is not available or to help a beat reporter on a large story. Point out that small community papers may have one or only a few reporters who must cover all areas of news.

On the basis of the stories the students have collected, ask:

1. Does the reporter you were assigned have a beat or is he or she on general assignment?
2. What beats does your newspaper cover? Does it go beyond local to state issues?
3. Is your newspaper a small one with no defined beats? Can you still find issues that certain writers specialize in?
4. What about national coverage? How much does the paper rely on wire service stories?
5. Why does a newspaper use reports from wire services for national and international "beats"? (*Answer: It costs too much for a newspaper to have its own reporters all over the country and the world, although some of the city newspapers might have a reporter in Washington, D.C., to cover national politics.*)

B. News analysis: Reporters often gain considerable expertise in the area they cover and sometimes go beyond reporting events to analyzing their significance. A story that offers that kind of analysis may be less objective than a news story because it reflects the reporter's inside knowledge and perspective on events. However, it is still unlike an editorial or a column in that it does not advocate one position or another. Such a story is called a news analysis or commentary and usually is labeled as such.

Have students find a news analysis in the paper. Discuss the ways in which it goes beyond a straight news story.

1. What is the topic of the story? Was there a particular news event related to the story?
2. What made you decide the story was news analysis instead of just straight news? Are there explanations or background information? Does the journalist explain what might happen in the future?

**Activities,
continued:**

3. Why do you think the writer wanted to provide more than just the facts of a news event? *(Answer: Such explanations are part of a newspaper's mission to provide information to the public.)*

Web sites: <http://www.journaliststoolbox.com/newswriting/onlineindex.html> (very helpful major reference, esp. on current issues)

Many local towns have their own Web sites, with links to various departments. Search by the town's name to find the home page.

Governor's Office, N.C.:	http://www.governor.state.nc.us
N.C. General Assembly:	http://www.legislature.state.nc.us
N.C. Courts:	http://www.nccourts.org/courts
Elections: State Board of Elections:	http://www.sboe.state.nc.us
White House:	http://www.whitehouse.gov
U.S. Senate:	http://www.senate.gov
U.S. House:	http://www.house.gov
Federal Election Commission:	http://www.fec.gov

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of current newspapers, preferably for a few days in succession. Also provide the graphic organizer N 13-2. Write the following stanza on the board:

*I keep six honest serving-men
(They taught me all I know);
Their names are What and Why and When
And How and Where and Who.
– Rudyard Kipling*

Explain that the questions listed in Kipling's poem are those all reporters strive to answer in any story. A straight news story, often called a hard news story, aims simply to inform. For that reason, the answers to many of those questions will come in the first few sentences, called the lead. A hard news story should make facts easy to find.

Note that, for years, newspaper reporters and editors believed the lead should contain detailed answers to all six basic questions. That produced some cumbersome leads. For example: "Joe Jolly, 30, a candy salesman who lives at 1616 Wonka Lane, is in critical condition at Hopeful Hospital today following an accident Tuesday in which his car was hit by a light truck driven by Tom Trouble, 22, at the intersection of Doom and Disaster streets."

Today, most leads may provide answers to many of the basic questions but will often focus on one or more. It is common, for instance, for the answer to the questions WHY and HOW to be saved for later in the story. So that lead would probably now read: "A Greensboro candy salesman remained in critical condition today after his car collided with a truck Tuesday." Other details would follow in the next paragraphs.

Activities: A. Have students find stories in the newspaper with leads that give only facts in a straight-forward manner. Have them answer the following questions and, to emphasize grammar, identify the part of speech that answers each question (WHO is subject, WHAT is verb, others may be adverbs or adverbial phrases or clauses.) The exercise may also be used with cutlines.

1. WHO is doing the action?
2. WHAT was the action?
3. WHERE was the action?
4. WHEN was the action?
5. WHY was the action taken?

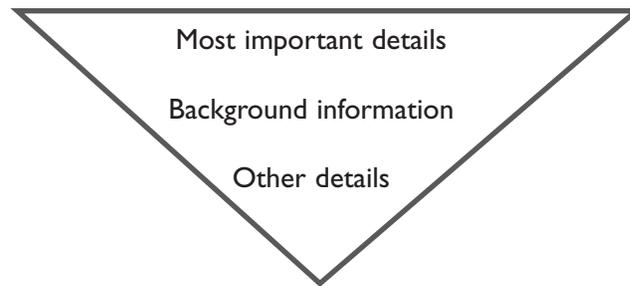
Refer to graphic organizer N 13-2.

B. Straight news stories are written in short, simple, declarative sentences and short paragraphs organized in the form of an inverted pyramid. The most important information comes first. Important background information, the causes and effects, will follow. Details not needed to understand the story will be left last.

NEWSPAPERING • The STRAIGHT NEWS STORY – JUST the FACTS/ INFORMATION LITERACY, continued

informational

Activities continued: Draw an inverted pyramid on the board for reference. Provide the graphic organizer N 13-2.



Have students consider whether the breaking stories under consideration answer all the questions relevant to the main point. Ask why they think some questions were omitted. Have students read the entire story to determine whether it follows inverted-pyramid style. Discuss with them the reasons for organizing a story in this fashion.

1. Do readers always read all of the newspaper? What part of a story is the most likely to be read?

(Answer: the beginning)

2. How do reporters benefit from following the inverted-pyramid style?

(Answer: Reporters often have only a few minutes to write stories before deadline; a pre-set organizational pattern helps them give order quickly to their information.)

3. What happens if the story is too long?

(Answer: Often, a story must be shortened to fit available space just before it goes into print; if least important details are last, the story can be cut quickly at the end.)

C. Direct students to look at the newspaper for the next few days to see if the stories examined today (or the first day) are followed by more stories on the same event. Ask them to see whether questions left unanswered in the first story are answered in later stories. Discuss with them the change in focus in each story that follows. For instance, the breaking news story (the first story on the event) will tend to focus on WHO and WHAT, while follow-up stories (those that follow) may focus on HOW and WHY. The changing focus usually is reflected in the lead.

D. Following these discussions, give students a set of facts in random order and ask them to organize them into a straight news lead and as much of a story as the information allows. They may wish to start by organizing the story into an inverted pyramid. Consider: A set of facts might include the following: "John Jones is president of the Happy Hollow PTA. A PTA meeting will be held Tuesday. John Jones lives at 234 Peak Drive. "We're unhappy with what's going on," Jones said. The meeting is at 7 p.m. Jones will speak at the meeting. Parents at Happy Hollow are distressed by discipline problems. His subject is "Let's Put the Happy back in Happy Hollow." The meeting will take place in the Happy Hollow Elementary auditorium." Older students should conduct interviews and develop an entire news story, starting with the facts they obtain from interviews.

NEWSPAPERING • The STRAIGHT NEWS STORY – JUST the FACTS/ INFORMATION LITERACY, continued

Web sites: <http://www.journaliststoolbox.com/newswriting/onlineindex.html> – Journalists' Toolbox
<http://ursamajor.hartnet.org/chow/integrate/aworksheet.htm> – A grading sheet to evaluate news stories.
<http://www.thrall.org/5ws> – For younger students:
<http://www.kidzone.ws/plans/view.asp?i=60>

(Accessed May 2003)

informational

NEWSPAPERING • GETTING the NEWS – RELIABLE SOURCES/ INFORMATION LITERACY

critical

Goals: To explore and use research processes to meet information needs.
To relate ideas and information to life experiences.

Preparation: Provide copies of current issues of the newspapers.

Homework

preparation: Identify one or more particular local reporters with frequent byline stories. Assign a group of students to each reporter and ask them to collect that reporter's stories over several different days. They may use the same stories collected for Lesson 5.

Activities:

A. Ask students where they think the reporter went to find the information for the story. Imagine they have to collect news for one day's newspaper. Ask students: Where would you go to get the news? Have students brainstorm for possible sources of news and list them on the board. The list should eventually include: letters and calls from the public; eyewitness reports; public records such as police reports, court records; government budget reports; statistics; notes from public meetings; public officials' statements; and calendars of events.

In addition, some sources are provided specifically for the purpose of giving the media information, such as press conferences (meetings called by public officials or other people in the public eye to answer questions reporters ask or to make an announcement) and press releases (story ideas or notices from the public relations department of government agencies, private companies or organizations). Good use of sources enables a reporter to write balanced stories that present all sides of an issue or conflict and to scoop the competition. A reporter learns whom to turn to for reliable information or who may be using the press to further his own interests.

Ask students:

1. If you were a journalist, which sources would you expect to be the most trustworthy and reliable? (*Elected officials? candidates? press officers? police chiefs?*)
2. Which sources would you expect to give less than the complete story?
(*Answer: Press releases and press conferences are often designed to provide favorable publicity about the agency or company represented. They may reflect only positive news, but they often are useful as a starting point for a story.*)
3. Are there any sources you could not interview? (*Answer: Possibilities might include people who do not want to be reached such as well-protected officials like the president, reclusive celebrities, deceased victims of a crime, people who have left town after an event.*)
4. Are there any sources you should not ask for information? Should you ask people just bereaved by an accident? Should you ask people who have just been arrested for a crime? Should you ask next-door neighbors who never liked the person who was arrested? Should you ask the neighbor of a politician who belongs to an opposing political party?

Activities continued:

B. Confirmation and attribution: Explain that any kind of information is valuable, but a reporter must consider motives and often confirm what he or she has learned through other means – other reliable sources such as public records. Investigative reporters try to use a two-source rule, confirming any piece of information with at least two sources. A reporter soon learns to know which sources are willing to talk about behind-the-scenes activities or are able to give them good tips and ideas for stories.

To be sure of the reliability of information, reporters try to stick with information that can be attributed, that is identified with a specific source. Sometimes, however, they are forced to depend on unattributed sources, those who give information but will not allow their names to be connected with it. More rarely, a reporter will use confidential sources, people who provide information with the understanding that the reporter will never reveal their identify, even in a court of law.

Have students examine the stories they have collected and ask the following questions:

1. Do some names appear regularly in the stories? Why?
(Answer: Likely candidates are police chiefs for crime stories and politicians or officials for public interest stories.)
2. Are sources attributed? Does the reporter name the source and say what that person said? (Answer: Common flags for attribution include the word “said” and the phrase “according to.”)
3. What is the value of knowing who said what?
4. Find a story that uses an unattributed source. (Answer: Common flags for that are phrases such as “according to sources,” or general reference to someone unnamed like “a neighbor said...”) Can you imagine why the source refused to allow his or her name to be used?
5. What would you do if you were writing a story and your source said you could use the information but you couldn’t use his name? What if you couldn’t confirm the information with another source? Would you still use the material?

C. Unattributed information is often just gossip, not news. To understand a reporter’s relationship with his sources, have students recall a rumor or information they have heard about a friend. Direct them to answer the following questions for themselves. Discuss what their answers tell them about people and about the kinds of judgments reporters must make about their sources.

1. Who told you about it?
2. Did your source get the information directly or from another source?
3. Did he or she say who the other source was?
4. Did the person who told you the rumor have anything to gain by passing it on?
5. Do you believe it entirely? In part?
6. Is there some reason you should be skeptical?

NEWSPAPERING • GETTING the NEWS – RELIABLE SOURCES/ INFORMATION LITERACY, continued

critical

Activities continued:

7. What would convince you it is true?
8. Did your source say the information was secret?
9. Was that person trying to keep secret the information or the fact that he told it?

D. Doing the homework: When reporters need information that they cannot get just by asking someone, they must sometimes do research, especially if they want to have enough background on an issue to ask the best questions. Sometimes they go to public records in places like city hall, courts or the state legislature. Sometimes they have to be more creative, going to the library or local historical societies. Sometimes they can get information on the Internet by searching on a search-engine such as <http://www.google.com>. See some other resources at the end of the lesson.

Tell students to imagine that there will be a new dedication of a local tourist site, historic building or favorite park and they are reporters assigned to cover the dedication. Ask them where they might go to find information about the history of the site; sources might include the Internet, library, city hall, local historians, etc. Older students might go ahead and perform the search online or as a homework assignment. Younger students may enjoy finding information about a national monument (Lincoln Memorial, etc.)

Make the point that not all information on the Internet is reliable (anyone can post anything online with or without attribution) and that the two-source rule is a good one to apply to the Internet. Also, Web sites come and go, so, a Web site found one day might not be up the next time they search. And, as the Internet started in the 1980s, indicate that good online sources before that time may not be available.

Web sites: <http://www.journaliststoolbox.com/newswriting/onlineindex.html>
<http://www.reporters.net/nfoic/web/resource/northcar/northcar.htm>
<http://www.ipl.org> – Internet Public Library
<http://www.lib.unc.edu/> – UNC library
<http://www.britannica.com>
<http://www.infoplease.com>
<http://www.encyclopedia.com>

Many local towns have their own Web site, with links to various departments. Search by the town's name to find the home page. The local public library may have online access.

Governor's Office, N.C.:	http://www.governor.state.nc.us
N.C. General Assembly:	http://www.legislature.state.nc.us
N.C. Courts:	http://www.nccourts.org/courts
Elections: State Board of Elections:	http://www.sboe.state.nc.us
Federal Election Commission:	http://www.fec.gov
White House:	http://www.whitehouse.gov
U.S. Senate:	http://www.senate.gov
U.S. House:	http://www.house.gov
Republicans:	http://www.ncgop.org
Democrats:	http://www.ncdp.org

(Accessed May 2003)

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Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences

Preparation: Provide current issues of the newspaper.

Activities: A. Direct students to find a story in the first or second sections of the paper (with news content, not the sports section or advertising) that does not conform, in form or content, to the pattern of the straight news story. Ask the following questions:

1. What is the story about?
2. What made you spot the story? What attracted your eye?
3. How is it different from a breaking or straight news story?
4. Is the story confined to one event? Is it about one person?
5. Does the lead answer the 5 Ws?
6. Is the lead humorous, surprising, dramatic or sad?
7. Is personality an important element of the story?
8. 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?
9. Is the story written by a local reporter, or is it from a national wire service?
10. Why do you think the newspaper included this story?
11. Does the story have a time element or is it timeless?

B. Explain that what they have found is a feature story. Note that, like a straight news story, a feature story deals with facts and information, but it may place that information in a broader context, offering more descriptive details of setting and personality. Example: A break-in in a prominent city neighborhood may be a news story. That particular crime, however, could serve as a **peg** (a timely link or reason for the public to be interested) for a feature story looking at how crime has affected the neighborhood and its residents.

Often a feature will offer an interesting sidelight to the news. Example: The city gets a new director for the public library system. That's news likely to be reported in a straight news story. But a **profile** — an in-depth look at the new director regarding his or her past, interests and personality — is a feature. Ask the following:

1. Who found feature stories with a news peg? Does the story broaden understanding of the news event? How so?
2. Who found a profile (or have them look for one)? Why is this person the subject of a profile? Does the profile increase your understanding of human nature? A person with political power? A person in your community? A community leader?
3. Who found a wire service feature and who, a local feature? What are the advantages of local stories (*to increase community interest*) and why would a paper use a wire service feature (*to add interest or understanding of national issues, celebrities, to fill up space*)?

**Activities
continued:**

C. Note that many news stories can be converted into feature stories with a different **angle**, a special approach to the information or situation. For example: A reporter sent to cover a farm trade show may write a news story about the kinds of new equipment on display and the numbers of farmers attending. The same reporter may use the occasion to write a feature story on the contrast between farming then and now. Or the angle may be to select an old farmer, whose farming experience dates back to the horse and plow, and write about the exhibit from that farmer's point of view.

Have students choose a straight news story in today's newspaper and propose possible feature angles for that story.

D. Note that the distinction between feature stories and straight news stories is not as clear as it once was. Competition with television for breaking news has encouraged newspapers to offer readers something more than facts. Many newspapers are moving to the kind of material found in magazines – to stories that provide more background, more personality and more context.

The focus also is moving toward greater emphasis on how a story is told, on writing styles that attract readers and encourage them to read beyond the headline or the lead. Many news stories now carry a feature lead, called the **soft lead**, to entice the reader into the story. Thus, the traditional hard news lead – answering the 5W-plus-H questions — is being used less in favor of colorful, dramatic leads that look like the beginning of a feature story.

1. Have students find stories that are basically straight news stories but have a feature lead.
2. Have students find a story with a straight news lead and ask them to convert the lead into a feature lead.

E. In a feature story, writing style is all-important.

1. Have students choose a real local or school event and write a straight news lead and short straight news story, including basic five Ws + H facts and keeping it short.
2. Instruct students to convert the straight news story into a feature story, considering such factors as point of view and description of places and people. Students may be separated into two groups so that they can exchange straight news stories and build features on the other group's story.

Web sites: <http://www.britannica.com>
<http://www.journaliststoolbox.com/newswriting/onlineindex.html>
<http://www.ipl.org> (Internet Public Library)
<http://www.lib.unc.edu> (UNC library)

<http://www.britannica.com>
<http://www.whoswho-online.com>
<http://www.biography.com>
<http://www.infoplease.com>
<http://www.encyclopedia.com>

(Accessed May 2003)

NEWSPAPERING • INTERVIEWING and INVESTIGATION/ INFORMATION LITERACY

Goals: To explore and use research processes to meet information needs.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of current issues of the newspapers, preferably with at least one profile story and an investigative story. Write the following poem on the blackboard:

“You can tell your paper,” the great man said,
“I refused an interview.
I have nothing to say on the question,
Nothing to say to you.”
And then he talked till the sun went down
And the chickens went to roost.
– O. Henry

Explain to students that the interview is an essential tool of the reporter. Without it, there would be little news. Nearly all news stories depend on conversations with people. Interviews may be conducted on the telephone or in person. They may occur on the street, in a person’s office or home, or in the newsroom. Those conversations may be brief requests for information or long interviews delving into a person’s personality and past. 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 influenced or been influenced by the subject.

Activities: A. Have students find a story that reflects conversations with a number of people and answer the following questions:

1. Whom did the reporter choose to talk to? Can you guess why?
2. Even if there are no questions in the story, many of the quotes are probably answers to a question asked by the reporter. What questions does the reporter appear to have asked? Refer to LA 60-33 for a useful graphic organizer.
3. Were several people interviewed in an attempt to present more than one point of view?
4. Does it appear the people interviewed were willing or reluctant to talk? Why would someone be eager to talk with the reporter, and why might someone be reluctant?

B. Have students examine a profile story about one person (may come from news, sports, entertainment, book or any other section) and answer the following questions:

1. Why do you think the reporter chose this particular person for the profile?
2. From the story, can you tell where the interview took place? Can you tell whether the reporter conducted the interview in person or over the telephone?
3. Does the story tell anything about the person’s appearance or mannerisms? How does the writer convey an image of the person? Is there a photo?

**Activities
continued:**

4. Are other people quoted in the story? Who? Can you guess why the reporter chose those other people for added information about the person? (Co-workers, friends, enemies, etc.) Are they all named or are some sources kept unnamed (confidential)?
5. What questions do you think the reporter asked? Is there evidence of general background questions (Where do you work? Where were you born?) or can you see that more specific questions were asked (Why did you write this book? How did you decide to become a gardener?)?
6. Did the reporter say anything in the story that you think the interviewee would not like? Why do you think it was included?

C. Direct attention to the O. Henry poem and discuss what it says. Note that many people express reluctance to talk to the press, but as any new reporter soon learns, most people can be encouraged to talk and often will reveal far more than they intend to reveal. A successful interview, however, depends on several factors.

1. The writer must get the attention of the person being interviewed and gain his confidence and trust. Sometimes that trust depends on a promise of confidentiality – that the interviewer will keep the person’s name a secret and not tell where the information came from.
2. The journalist should be knowledgeable about the person he/she is interviewing or the issue on which he/she is seeking comment. Ask the students why that should be the case. *(Answer: A reporter who shows up for an interview unfamiliar with his subject cannot ask insightful questions. If the interviewee thinks the reporter does not know very much about the person or the issue, he/she may feel the reporter is wasting his time.)*
3. Most reporters prepare for an interview by writing a list of questions to ask. But they should remain flexible enough to let the person interviewed tell his or her story in his/her own fashion and to stray from the line of questioning for interesting stories. Most reporters take notes but also record the interview. Discuss why that is a good idea. The best interviews are full of direct quotes.

Have students take turns interviewing each other. Have them start by writing out a few questions and then give them five or ten minutes to conduct the interview. Tell them to make notes and try to get one direct word-for-word quote. After the interviews, have them discuss the experience of interviewing and being interviewed. What did it feel like? Was it easy to be interviewed? How easy was it to get the quote recorded correctly? How would you feel if you were misquoted? Have students read the quotes before and after the stories are written. Ask if the quotes seem accurate. Then, ask if they still appear accurate in the context of the story.

**Activities
continued:**

- D. Have the students choose a favorite celebrity or national figure (or someone in the school or community) and have them make three lists:
1. The things to find out before even talking to the celebrity (even better if they can say where they would go for the information)
 2. The questions to ask that celebrity
 3. Other possible people to talk to, with specific questions for each one
- Have them share the lists but also have them draw attention to questions they think the interviewees might be reluctant to answer.
- E. **Exposé:** An investigative reporter, who writes what people often call an **exposé** or **investigative story**, uses advanced reporting skills to uncover information that is difficult to find and that certain people or organizations may want to keep secret. The reporter might use interviews with people who may or may not want to go “on the record” with the information. Other sources might include telephone records, court records, transcripts of open meetings and some of the sources described in Lesson 9.

Ask students to find an investigative story in the newspapers. Discuss the special kinds of information it contains and the means the reporter used to obtain that information. See if there is evidence of unattributed or confidential sources. Then ask the students to propose some subjects that would make good investigative stories, perhaps around the school (cafeteria food is often a popular target).

1. What would you be looking for? What would you want to find out that would be good for the public (or the school population) to know about?
2. Whom would you try to get as sources?
3. What questions would you ask of the people you want to use as sources?
4. Are they likely to want you to use their names in an exposé? What kinds of information would make them want you to keep their confidentiality?
5. What kinds of sources other than people would you look for? In a cafeteria story, it might be health department reports, statistics on diets and calories, etc. You might find that those people giving you these documents would also want to be assured of confidentiality.
6. Why should a reporter respect the confidentiality of a source? Why should a reporter be careful about accuracy in quoting sources?
7. Why do newspapers have investigative stories? Discuss the relationship between the community and the newspaper.

NEWSPAPERING • INTERVIEWING and INVESTIGATION/ INFORMATION LITERACY, continued

critical

Activities continued:

F. Have students write an investigative story on one of the topics proposed in the previous activity. They may also localize an investigative story they find in the newspaper, interviewing people in the school and commenting about some aspect of the investigation.

Web sites: <http://www.ire.org> – Association of Investigative Reporters and Editors
<http://www.lcet.doe.state.la.us/laintech/howto.htm> – How-to for younger children
<http://saulcarliner.home.att.net/id/interview.htm> – How-to for older students
<http://www.journaliststoolbox.com/newswriting/onlineindex.html>
<http://www.ipl.org> – Internet Public Library
<http://www.lib.unc.edu> – UNC library
<http://www.britannica.com>
<http://www.whoswho-online.com>
<http://www.biography.com>

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of current issues of the newspaper and the student worksheet N 25-3.

Activities: A. Direct students to the sports section of the newspaper. It will be the favorite section for some. It also may carry news of sports events in the school or in the schools of the students' older brothers and sisters. If so, begin by asking students to find those stories. Note that the sports pages often carry examples of every type of newspaper story discussed, except the unsigned editorial.

Remind them of what they have already learned about straight news, features, columns and profiles. Then provide the students worksheet N 25-3. Direct students to find examples and answer the questions:

1. A straight news sports story: What is the aim of the story? When did the action take place? What happened?
2. A feature sports story: Who or what is it about? How does it differ from the straight news story?
3. A personal sports column: Who wrote it? Is the writer also the sports editor? What distinguishes the column from the news or feature stories? Is an opinion being expressed?
4. A sports profile: Who (or what — it may be a team) is the subject of the profile? Why is that a popular type of story for the sports pages?

B. Explain that sports writers tend to have a vocabulary all their own. Some people, in fact, believe the sports pages offer the most colorful language in the newspaper. Direct students to underline words in sports stories they would not expect to find on other news pages. Ask the following questions:

1. What different words can you find that mean "winning" or "won?" What do those words say that the word "won" does not?
2. What words mean "losing" or "lost?" What additional meaning do those words convey?
3. Think of people who are unfamiliar with sports. Can you find words they might not understand?
4. Find quotations in the stories from sports players. How does their language compare to the language of the sports writers? Do the writers use the language of their subjects?
5. For older students, discuss the figures of speech that sports writers often rely on, such as metaphor and simile. For instance, the word "slaughter" is not meant to be taken literally. In what sense is it a metaphor or hyperbole? Can you find other examples of metaphor, hyperbole and other figures of speech?

**Activities
continued:**

C. Discuss why a newspaper includes sports in its news coverage.

1. Which sports in your area generate the most interest, based on what appears in the newspaper?
2. Does it make a difference that sports events are broadcast on television and radio? What difference (or why no difference)? Which sporting events are not broadcast? (*Answer: Usually school sports, local league sports such as pick-up soccer or softball, etc.*) Discuss support given to community sports by local newspapers.

D. Have students choose a favorite sport or sports figure and write a sports story, using the more colorful style of sports writing. Encourage them to write about a sport they play or watch and can learn more about it, or have them write about someone in the community whom they can interview.

Web sites: <http://www.journaliststoolbox.com/newswriting/onlineindex.html>
<http://espn.go.com/main.html>
<http://sportsillustrated.cnn.com>
<http://sports.yahoo.com>

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Have copies of both daily and Sunday newspapers available and provide the student worksheet N 27-4.

- Activities:**
- A. Have students pull out comics pages from their newspapers. Ask and discuss the following:
1. How many of them ever read the comics? Do their parents? (For many readers, the comics are one part of the paper they will always look for and always read.)
 2. Do you have favorites? (When newspapers decide to stop running a particular comic strip, there is usually a lot of protest from fans of that strip.)
 3. Who is depicted in those comic strips? What are they doing? (*Answer: Home life, animals, fantastic figures, kids, grown ups*).
 4. Are all the strips funny? What kinds of things are happening in the strips that are not funny?
 5. Are there any strips that do not use words? At one time, comics were used because not everyone could read very well. Can you think of situations where that might happen today?
 6. What else is on the comic page (*Answer: Horoscopes? puzzles? Advice columns?*)?
 7. Are there cartoons on other pages in the newspaper? Are those cartoons funny? Why are they on a different page? Editorial cartoons will be discussed more fully in the section on opinion.
- B. Have students pull out the comics section from the Sunday paper.
1. Do you read the comics on Sundays? Do you read Sunday comics even if you don't read the daily comics? Are there comics that appear only on Sundays and not during the week?
 2. How are Sunday comics different from the daily comic strips? List several ways. (*Answer: Size, color, length, action, etc.*)
 3. What kinds of subjects appear in Sunday comics? Who appears and what are they doing?
 4. How are Sunday comic strips different from comic books? Are the differences similar to differences between a newspaper and a book? How?
 5. Are there other things in the Sunday comic section besides the "funnies" (*Answer: Puzzles, games? Are there ads? At whom are the ads aimed?*)?
- C. Discuss where they think the comic strips come from. Cartoonists are artists who create the cartoons on a big board with ink and sometimes colors. Some have assistants who know how to fill in details like patterns on dresses. Some use computer programs to help them draw.

**Activities
continued:**

1. Are all the cartoons just outlines of figures or do some have more detail? Compare daily with Sunday cartoons regarding details.
2. How do you think the cartoonists get their cartoons to the newspapers? (Explain that cartoonists sell their cartoons to papers, usually by selling them to a syndicate, a company that will distribute the cartoons to papers all over the nation and even the world).
3. Who are the cartoonists? Find the notation in the cartoon that says who creates and distributes the comic. Look for the cartoonist's name and date and the name of a syndicate or a newspaper where the cartoon originated.
3. Do you think cartoonists have deadlines like people who work on the rest of the paper?
4. Have you ever tried to draw a comic? What was it about?

D. Have students create their own cartoon strip. It may be humorous, an adventure, a drama or anything else. Provide the graphic organizer N 27-4.

**Web sites –
Background:**

<http://www.dereksantos.com/comicpage/comicpage.html>
<http://www.politicalcartoon.co.uk/html/history.html>
<http://www.comic-art.com/history.htm>
<http://www.kingfeatures.com/features/comics/comics.htm> – A syndicate homepage

**Web sites –
How-to's:**

<http://www.garyharbo.com/activity.html>
<http://drawsketch.about.com/cs/cartooning>
http://www.slylockfox.com/how_draw.html
<http://www.tooning.com>

(Accessed May 2003)

NEWSPAPERING • OTHER PARTS of the PAPER – WEATHER, BUSINESS, OBITUARIES/ INFORMATION LITERACY

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Have copies of recent newspapers available.

Activities: A. Direct students to the front-page notation about the weather. That is usually just a few lines in one corner of the front page. Explain that before science and technology predicted the weather, the weather section recounted what the weather was yesterday or last week. As weather reporting improved, newspapers became able to insert a prediction before the deadline, as well as to talk about what happened yesterday in the weather. Discuss the following:

1. Where does the jump for the weather report take you?
(Answer: It will usually be on an outside page or inside the front page or on the back page of one of the first sections because traditionally that page is the last to be composed, allowing the paper to get the latest information.)
2. Do you get your weather report from the newspaper?
With broadcast media and the Internet, do most people keep up with the weather by other media?
3. Why do some people still prefer the weather pages of a newspaper? What else appears with today's weather?
(Answer: Sunrise, moonrise, weather patterns, etc. One important function of the earliest newspapers was to be an almanac, giving farmers and other readers important information about the seasons, the sun and the moon, etc.)
4. What other things that don't seem immediately related to weather appear on your paper's weather page? (Answer: Allergies, fuel consumption, etc.) Why do you think the newspaper includes them? How does that help the community?

B. Direct students to the business section and the market reports. Explain that people buy and sell stocks and bonds during the day and that prices go up or down depending on how much people want to buy or sell them. The various stock and bond exchange reports tell what the prices were when the exchange closed. Ask students:

1. Who do you think reads the stock market reports? Why do you think they read them?
2. Do you recognize the names of any of the companies in the stories on the first pages of the business section?
Why is it important to know what is happening to those companies?
2. Are there many ads on these pages? What kinds of things are advertised?
3. Look at the stock price section. What do you notice about the type? (Answer: It is usually very small.) Why do you think that is? (Answer: There are so many of them that the section could be very large.) What if errors appear in those numbers?

NEWSPAPERING • OTHER PARTS of the PAPER – WEATHER, BUSINESS, OBITUARIES/ INFORMATION LITERACY, continued

informational

Activities continued:

4. Can you imagine having to set all those columns of numbers by hand into type, the way it used to be done? (Computers have made a big difference; all those figures can be sent via the Internet to local newspapers. That helps the paper meet its deadlines. The stock markets used to close early so that newspapers had time to set the columns, but now they open and close at different times.)
 5. Are business information and stock prices online? What is the advantage of getting stock and bond prices online?
- C. Direct students to the obituary or deaths section and have them read one or two of the notices. Explain that sometimes obituaries are written by a funeral home based on information given by the family and sometimes they are written by a member of the family. Occasionally, if the person is famous, someone on the newspaper's staff will write the story, but it is usually a feature story instead of just a death notice. For a time, obituaries were supposed to conform to very strict rules and very dry language. Increasingly, families are writing much more elaborate notices (and sometimes they must pay the paper to publish them), in which they describe the person, his/her hobbies, etc., and say things about how other people regarded him/her. Discuss the following:
1. Why do you think a newspaper publishes obituaries? Who likes to have them, and who likes to read them? Is that an important area of information for the community? Why?
 2. What kinds of information are included in an obituary?
(Answer: Usually, there is some biographical information, some family information and information about funeral or memorial arrangements. It is a matter of newspaper policy whether to include the cause of death or not.) Why may the newspaper or the family decide not to include the cause of death?
 3. What else might appear in an obituary? Some people have said that the death notices are the only part of the newspaper where you meet real people. Look at the obituaries in your paper. Do you see people you might like to have known? What in their life made them interesting?
- D. Have students choose someone famous in the past (no longer living) and write a short obituary about him or her.

Web sites –

Weather:

<http://www.noaa.gov>
<http://www.weather.com>
<http://www.intellicast.com>
<http://www.almanac.com/weather/index.php> – from Old Farmers Almanac:
<http://www.almanac.com/index.php>

**NEWSPAPERING • OTHER PARTS of the PAPER – WEATHER, BUSINESS, OBITUARIES/
INFORMATION LITERACY, continued**

Web sites –

Business: Dow Jones: <http://indexes.dowjones.com/jsp/index.jsp>
Wall Street Journal: <http://www.wsj.com>;
<http://finance.yahoo.com/?u>
<http://www.forbes.com>

Web sites –

Obituaries,

Background: <http://web.dailycamera.com/news/statewest/03lobits.html>
<http://www.claremont-courier.com/071702/myside071702.html>
<http://www.rootsweb.com/~ilstephe/Obituaries/SubmitObits.html>

Web sites –

Obituaries,

How-to: <http://www.nbardal.mb.ca/obitaryform.html>
<http://www.whoswho-online.com>
<http://www.biography.com>

(Accessed May 2003)

informational

NEWSPAPERING • WHAT EDITORS DO – DESKS/ INFORMATION LITERACY

Goals: To explore sources and formats for reading, listening and viewing purposes.
To related ideas and information to life experiences.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of newspapers. Write this definition on the board:

“Editor: one who plans or directs a publication; one who assembles the parts of a publication.”

Explain that the supervisors and managers of the newsroom are called **editors**. Referring to the definition on the blackboard, explain that some editors are of the directing type, those who manage parts or all of the paper; some are of the assembling type, those who revise stories and plan the newspaper’s layout. Generally, the larger the newspaper, the more editors it has. For a small town, the primary circulation area will probably be just the town and perhaps the surrounding smaller towns in the same county. Bigger city papers may have a primary circulation area that includes their city, its suburbs, much of the county and possibly nearby parts of other counties.

A. Direct students to the masthead of the paper located on the editorial page. Have them identify the editor or editors. Explain the functions of the following editors. Not all papers have all types of editors, and not all the names of editors appear.

1. Executive editor or editor-in-chief: The person with that title is in charge of the entire newsroom operation. He or she also may be the editor of the editorial page, the only editorial writer or a columnist. On a small newspaper, there may be only one editor. Sometimes the executive editor may be the publisher, that is, the person who decides all aspects of management of the paper, including hiring, sales, circulation, advertising, editorial policy and production. In rare cases at very small papers, the editor may also be both publisher and owner.
2. Editorial page editor: This person is responsible for the content of the editorial pages. He or she usually writes editorials and edits editorials written by other writers. That editor may also be the op-ed (opposite the editorial page) or letters editor, who decides which letters or opinion pieces get published.
3. Managing editor: This person is responsible for the day-to-day operation of the newsroom. He or she may play an important role in determining which stories run each day and how those stories are written. In larger papers, the managing editor may delegate most of that responsibility to others and oversee the work of editors below him or her.

**Activities
continued:**

4. City /metro editor: He or she is in charge of the city or metro desk, which processes copy from the newspaper's primary circulation area. The city/ metro editor makes assignments, checks reporters' stories for proper organization and style, and finds holes (missing information) that need to be filled. He or she coordinates the activities and schedules of reporters and stays alert for story ideas. Ask students which beat or beats this editor covers in the newspaper they use as an instructional tool in their classroom (police, city government, county, schools, etc.).
5. State editor: He or she has the same duties as the city/ metro editor, except that that person is responsible for the state desk, which handles stories about events and people outside the primary circulation area of the newspaper. Which reporters report to the state editor? What beats do they have? (*Answer: legislature, governor, etc.*)
6. Editors of departments: The number of departments depends on the size of the paper and the number of sections. Department editors may include lifestyle or features editor, entertainment editor, sports editor, business editor, special projects editor, Sunday editor and books editor. Each has responsibility for smaller areas of coverage. In many newspapers, those editors also are reporters and writers. Ask students to count sections of the paper and guess how many department editors there are. Some sections may have more than one editor.
7. News or wire editor: This person is responsible for the stories supplied by wire services each day. He or she decides which of the wire stories to use in the newspaper and edits them to fit local purposes and interests.
8. Copy and art editors: They read stories for errors and style and lay out the newspaper. That involves assigning space to stories and art on dummies or sample pages, on which the advertising department has marked the space taken up in ads. They must "package" stories in a way that prevents confusion and is attractive. Copy editors also sometimes write headlines and sub-heads and determine size and style of type. Much of their work may be done on specially designed computer programs that help layout or create the pages of the paper.
Ask students the following questions:
 1. Whom would you contact if you had an idea for a story about someone in your neighborhood?
 2. Whom would you contact with a tip about a story in the next town?
 3. Whom would you contact to get publicity for an event in another city?
 4. If you were misquoted by a reporter, to whom would you register your complaint?

NEWSPAPERING • WHAT EDITORS DO – DESKS/ INFORMATION LITERACY continued

Activities continued:

5. If you wanted to express your view on an issue in the newspaper, where would you direct your statement?
- B. Explain that every single day, a newspaper has a budget meeting with key editors. Instead of deciding how to spend their money, those people determine how to spend the space available for news in the newspaper. Each editor reports on the stories his or her reporters are doing. Decisions are made as to which are the most important stories and where stories should be placed in the newspaper.
Ask the students to list five to ten major stories that might be written about their school or their community. Have students role-play a budget meeting in which various editors are arguing for placement of their stories. In a large class, some students may take the role of reporters pitching their stories to their editors, and then their editors can, in turn, pitch the story at the budget meeting.
- C. Group students into pairs. Direct each student to give his or her partner a story written for this or a previous exercise. Each becomes the other's editor and marks punctuation, spelling and grammatical errors. Editors also should make suggestions to improve the stories or to make them more complete. Direct students to rewrite their stories to incorporate the editors' suggestions that will improve their stories.

Web sites: <http://www.ncpress.com> – North Carolina Press Association
<http://spj.org> – Society of Professional Journalists
<http://www.apme.com/index.shtml> – Associated Press Editors
<http://www.ire.org>
<http://www.copydesk.org> – American Copy Editors Society
<http://www.aasfe.org> – Association of Sunday and Feature Editors
<http://www.americanpressinstitute.org>

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of current newspapers. Write the following statement on the blackboard:

“The longer I live the more I believe the value of editorials is not so much to carry the day, to convince everybody or to comfort the good and convert the evil ... The true and lasting value lies in getting people to think for themselves, to talk and to argue and finally to decide whatever they want to decide.”

– Eugene Patterson, Editor of *The St. Petersburg Times*

For additional information about the editorial page, refer or have students refer to the annotated editorial page in the Appendix, A 6.

Activities: A. Direct students to the editorial page. Have them survey the page. If the newspaper has one, have them also look at the **op-ed page**, the page opposite the editorial page, where columns appear that are written by other people such as syndicated columnists or local, “guest” columnists. Answer and discuss the following:

1. Use the masthead to identify the publisher, editor-in-chief, managing editor, etc. Are other kinds of editors named?
(Answer: Technically, editorials present the opinion of the newspaper's publisher. They are written, however, by the editor of the paper or a person the editor has appointed. The publisher may exercise direct daily control over their content, may intervene only on issues of particular interest to him or may allow news/ editorial staffs to make independent decisions about what to publish.)

2. What is the difference between signed opinion pieces and unsigned **editorials**? *(Answer: Unsigned editorials represent the position of the newspaper and signed opinion pieces represent the opinion of the people who sign them.)*

3. Whose opinions are on the op-ed page? *(Answer: Newspapers run syndicated and locally produced columns on op-ed pages. Depending on space, letters to the editor and editorial cartoons may run on op-ed pages.)*

4. Why do you think newspapers include opinions? Why do they use both editorials and op-ed pieces? The purpose of editorials and columns is to offer opinions and stimulate thinking. Is that a bad or unfair thing?

Refer to Patterson's quote above. Discuss the relationship between the newspaper and the community and the value of having issues aired in the “marketplace.”

**Activities
continued:**

B. The Editorial: Read aloud an editorial that takes a position on an issue in the news (or have separate groups consider different pieces) and ask the following questions:

1. What are the issues?
2. What conclusion does the editorial or the opinion piece draw? Is the writer directing the remarks to the readers or to someone else such as the mayor, the governor, the school board, etc.?
3. Is it informative? Does it go beyond providing information? (*Answer: A good editorial will explain enough about the issue to help the reader understand the opinion.*)
4. How do you know this is an opinion? What specific words are used in the editorial that you probably would not find in a news story except in a quotation?
5. What do those words have in common? Are they objective or do they reflect an opinion or bias (stated point of view)? Is the argument balanced, i.e. are other points of view considered? Is bias or lack of balance bad in an editorial or an opinion column? (*Answer: The purpose of editorials is to offer and defend the newspaper's opinions.*)
6. Is it persuasive? Whether or not you accept the writer's conclusion, does it make you think about the issues and help you evaluate them? (Refer to Patterson's quote.)

C. Direct students to editorials that do not argue one particular side of a controversial issue. Note that editorials also argue for reform, support causes, give praise or scold, and make humorous observations. Have students find editorials that fit into those categories and answer the same questions above.

D. Personal Columns: Explain that sometimes personal columns defy definition. Their primary characteristic is the degree to which they reflect the personal style and opinions of the writer. That is why they are signed and why the columnist's picture usually runs with the column. Columnists are free to write about anything, including social trends, origins of words, personalities, personal experience and nostalgia. The columnist creates his or her own style and subject matter. Some newspaper columnists become local or national celebrities. Some appear on radio and television, make lectures and write books.

Direct attention to personal (signed) columns on the editorial and op-ed pages and ask the following questions:

**Activities
continued**

1. Who wrote the signed columns? Do those writers work for your newspaper or is the column syndicated? How can you tell? Are there pictures of the columnists?
(Answer: Labels such as “staff writer” identify columns produced by writers from your newspaper. If you read the newspaper regularly, you are likely to become familiar with local and syndicated columnists.)
2. Do personal columns appear elsewhere in the newspaper?
(Answer: A personal column may appear anywhere in the newspaper, from the front page to the comics page. They often are found on section fronts, such as the sports section or feature sections.) What kinds of columns do you find?
3. Why do you think the paper chose to run the columns? Because they agree with the writers? To show other sides of an issue?
(Answer: Many columnists voice opinions on political issues. Some newspapers deliberately subscribe to syndicated columnists who express a range of political positions, from conservative to liberal, to provide a variety of viewpoints.)

E. Letters to the Editor: Direct students to a letter, or have different groups consider different letters, and ask the following questions:

1. Who wrote the letter? Examine the letter for information other than the name and address.
2. What viewpoint does the writer express?
3. Does he or she disagree with something he or she has read in the newspaper? Is he or she answering an editorial, or arguing with another letter-writer, or criticizing something the paper has done? Or is he or she writing about something not in the paper before?
4. Is the writer's viewpoint affected in some way by who he/she is or what he/she does?
5. What are the newspaper's guidelines for printing a letter to the editor?
6. Why does a newspaper print letters to the editor? Consider the special relationship between a local newspaper and a community.

F. The Editorial Cartoon: Have students find an editorial cartoon and ask these questions:

1. What is the topic of the cartoon? Does it express an opinion about that topic? What is the opinion?

**Activities
continued:**

2. How is that opinion expressed in a cartoon? Do cartoons have to have words to express the opinion? *(Answer: Verbal expression: in a balloon, words that appear above the head of a character indicating his comment; captions; labels on elements in the cartoon. Non-verbal expression: through caricature, an exaggeration of features and expressions; concept, the total idea presented by the cartoon.)*
3. Who drew the cartoon? Does the cartoonist work for your newspaper or is he or she a syndicated cartoonist, one whose work is distributed to a number of newspapers? *(Answer: The cartoonist signs each cartoon, and the cartoon identifies whether another paper or a wire service or syndicate provides the cartoon.)*
4. Some regard editorial cartoons as the most outspoken and critical comment on the editorial page. Is this cartoon critical? Does it make the central character look ridiculous? Is it effective?
5. Some strip cartoons appear on the op-ed pages instead of on the regular cartoon pages. Why does that happen? Do you think having certain comic strips on the opinion pages is a good idea?

G. Have students write an editorial, a column or a letter to the editor or draw a cartoon that comments on an issue in their school or community.

Web sites: <http://www.ncpress.com> – North Carolina Press Association
<http://spj.org> – Society of Professional Journalists
<http://www.apme.com/index.shtml> – Associated Press editors
<http://www.ire.org>
<http://www.americanpressinstitute.org>
<http://cagle.state.msn.com> – Professional Cartoonists Index

**Web sites,
How-to:** <http://www.westmount.ci.yrdsb.edu.on.ca/editorials.html>
[http://projects.edtech.sandi.net/montgomery/sandiegowatershed/
how_to_write_an_editorial.htm](http://projects.edtech.sandi.net/montgomery/sandiegowatershed/how_to_write_an_editorial.htm)
<http://library.thinkquest.org/50084/editorials/?tqskip1=1&tqtime=0503>

(Accessed May 2003)

NEWSPAPERING • MAKING CHOICES about the NEWS/ INFORMATION LITERACY

Goals: To explore sources and formats for reading, listening and viewing purposes.
To identify and use criteria for excellence to evaluate information and formats.

Preparation: Provide copies of current newspapers and the graphic organizer N 39-5.

Activities: A. Ask students what complaints they have or have heard about newspapers. In some form, they probably will mention the most common criticisms. Discuss each of these criticisms.

1. Newspapers print only bad or sensational news. “If it bleeds, it leads.”
2. Newspapers don’t tell the truth (stories are inaccurate) or the whole truth (stories leave out important things).
3. Newspapers are biased (stories are distorted in favor of certain agendas or causes).
4. They print information that is harmful to the government or is not good for people to know.

B. Direct students to the front page or the front of the section that focuses on local news. Have them divide the stories into categories of bad news, good news or neutral news. Provide the graphic organizer N 39-5. Ask the following questions:

1. What is news? (*Answer: News, by definition, is something out of the ordinary. It should also be related to public interest or public concerns. Note that it is not news if the Jones family had a nice meal together, watched television and retired early. It is news if while they sat talking at dinner, a fire erupted on the stove and the house burned down.*)
2. Is there more bad news than good? Why does it sometimes seem that newspapers reflect more bad news than good? (*Answer: Fires, accidents, crashes and shootings often make the front page. “If it bleeds, it leads.”*)
3. How many stories did you find in each category: bad news, good news and neutral news?
4. Skim the bad-news stories: Is it in the public interest for them to be printed? Should any be left out because the news is bad?
5. Skim the good news stories. Why do you think they are included? (*Answer: Often good news offers human interest or personal profiles. Some may be informational, such as the promise of cures for disease.*)
6. Skim the neutral stories. Why do you think they are included? (*Answer: Often these stories are informational announcements or sometimes purely educational, such as how farmers can irrigate in times of drought. Communities may need this information as background to understand other issues that may be more controversial.*)

NEWSPAPERING • MAKING CHOICES about the NEWS/ INFORMATION LITERACY, continued

critical

Activities, continued:

C. Note that statements of fact are either true or false, but interpretations and the significance assigned to facts vary. Reporters and editors make decisions that determine what appears in print and how it appears. For most, it is a point of professional honor not to let personal opinion or bias warp the news. But bias can occur, often inadvertently. By being aware of that possibility and by consulting more than one source of information, writers and readers can become good bias detectors.

Discuss with students the following ways bias might occur (you may wish to list underlined words on the board):

1. By word choice and tone: Ask students to examine a news story for loaded or emotionally charged words and discuss whether the use of those words is justified.
2. Through labels: People, especially those who are politically active, attract charged labels like “reactionary” or “extremist” or even “liberal” and “conservative” that may not always be accurate. A moderate senator, for instance, who has taken a non-conservative stand on one issue, may be called a liberal even though on everything else, the senator has voted with moderates or conservatives. Ask students to look for examples of such labels in political stories. Discuss their effect and whether those are justified.
3. Through selection and omission: Note that both are essential in publishing a newspaper. Reporters must select which details to include in stories and editors must decide which stories to print and which to kill (eliminate). Using a news story from today’s newspapers, discuss how the omission of certain details changes the meaning of the story. Discuss how the omission of news about certain groups of people such as minorities, young people and old people results in a distorted view.
4. Through placement: Readers judge front page stories as more significant than those buried in inside pages. Have students find an inside story, one that is not prominently displayed, and imagine switching it with the top story of the day. Ask whether that alters their understanding of the two stories.
5. Through choice of sources: Choosing sources who only support one view may create biased reporting. Prominent and repeated reporting of opinions held by a small group or single organization, just to give an opposing viewpoint, may also skew the report. Direct students to a story using several sources and discuss the sources’ qualifications and motives. Determine whether sources agree or disagree with each other. What if there is no disagreement? Does that necessarily indicate bias is present?

**Activities
continued:**

6. Through photographs: Some pictures flatter; others emphasize a person's worst features or may catch him or her in an uncharacteristic scowl. Consistent use of unflattering images of a political candidate can contribute to the candidate's defeat. Ask students to find unflattering pictures in today's newspapers and to discuss whether they may reflect bias.
7. Through statistics and crowd counts: Judging a crowd size is difficult and has become a topic of increasing debate. Reporters sometimes must rely on their own estimates or the estimates of the organizers. Ask students why overestimating or underestimating a crowd may reflect bias (e.g., covering an anti-war or other activist demonstration). Numbers, as many people have noted, may be used to support almost any contention, depending on the method used to get the figures. Direct students to find a story in which numbers are used to measure crowds or other groups and discuss whether the source of the figures is likely to be reliable.

Web sites: <https://bostonglobe.com/newsroom/faq/newsfaq.stm>
<http://spj.org>
<http://www.journalism.org>
<http://www.poynter.org>
<http://www.freedomforum.org>
<http://www.reporters.net/nfoic/web/resource/northcar/northcar.htm>

(Accessed May 2003)

NEWSPAPERING • ERRORS and HARM/ INFORMATION LITERACY

critical

Goals: To explore sources and formats for reading, listening and viewing purposes.
To identify and use criteria for excellence to evaluate information and formats.
To relate ideas and information to life experiences.

Preparation: Provide copies of several issues of the newspaper.

Activities: A. Explain that newspapers are made by people and that people are subject to errors. All newspapers make errors, and all adopt policies and a format for correcting errors. Discuss with students why newspapers need to correct errors. Refer the discussion to the need for accurate, reliable information. The community must be able to depend on newspapers to give them accurate information. If newspaper errors result in harm, newspapers can be held accountable in the legal system.
Have students find a correction in the newspaper and answer these questions:

1. What headline appears on the correction? (Answer: "Correction;" "Beg your pardon;" "Sorry")
2. What kind of error was made? Can you tell whether it was a wrong name, misinformation, misspelling, etc.? (Answer: Misspellings of people's names are often corrected but simple typos are not.)
3. Is the correction clear? (Sometimes papers do not say what the error was but just give the correct information. They believe if they repeat the wrong information, it may confuse readers.)
4. On what page does the correction appear? Are all corrections on this page? Why or why not?
5. Do you think a newspaper makes any mistakes that do not need correcting? (Answer: Errors that do not affect meaning or confuse identification, such as misspellings, punctuation problems, omitted words, typos.)
6. Does the presence of corrections make you doubt the reliability of your newspaper? (Answer: Newspapers that carry a reasonable number of corrections may be more willing to acknowledge error than those that run very few corrections. In that sense, newspapers with regular corrections may be more conscientious and generally reliable.)

B. Write the word "libel" on the board, followed by a grade-appropriate definition. Generally, libel is false communication that damages a person's or organization's reputation (see *North Carolina Media Law Handbook*, 2001). Explain that libel is the most expensive and damaging error a newspaper can make because it not only casts doubt on the newspaper's credibility, it can draw expensive lawsuits. Proving libel in a lawsuit involves six elements:

Activities
continued:

1. The statement, whether made by a reporter or quoting someone else, must be published in the paper. Make clear that libel refers to publishing a damaging untruth about someone, not just speaking it out loud (slander refers to spoken, damaging untruths).
2. Someone libeled in a paper must be identifiable. Identification can occur even if names are not used. People can be identified through pictures, sketches, pen names, nicknames, initials and even descriptions. Someone who is a member of a large group that is libeled cannot be identified, for example, a basketball team.
3. The person identified in the libelous statement must be defamed, meaning his or her reputation was damaged by the statement. The defamation can occur if the statement is obviously defamatory or if there are two reasonable interpretations, (one being defamatory), or if taken in particular context, connected with innuendo.
4. The statement must be false. In a lawsuit, falsity must be proved if the statement involves a matter of public concern. Public officials carry the greater burden of proof.
5. Under the most common circumstances, a libel plaintiff must prove harm, defined as “impairment of reputation and standing in the community, personal humiliation and mental anguish and suffering.” (*Media Law Handbook*)
6. The reporter or publication must be at fault. In some special circumstances involving public figures, the plaintiff must prove that the newspaper was at fault because the defamatory statement was published with knowledge it was false or with reckless disregard for the truth, a fault level termed “actual malice.” Actual malice does not mean with bad feelings but has a different, special legal meaning involving the disregard for truth. The average, private person in North Carolina, however, usually needs to prove only negligence – that is, a failure to exercise ordinary or reasonable care.

Have each student choose a person well known to him or her (teacher, parent, actor, singer, etc.) and come up with statements about the person that are true and not harmful. Then have them think about statements that may be untrue but not harmful. Then have them think about statements that may be untrue and harmful and that the person may be able to sue a newspaper for. How would the statement hurt the person?

- C. Note celebrities and public figures in your classroom newspaper. Explain that actual malice must be proven when stories involve public figures, public officials and people who thrust themselves into public controversies (see #6 above). When such public figures think they are libeled, they must prove that the libelous material was published with knowledge of its falseness or with reckless disregard for the truth.

Ask the students if they have ever read any of the tabloids such as the *National Enquirer*. The reason those papers can publish somewhat outrageous stories is that they deal only with public figures, who have a

Activities continued:

much more difficult time proving libel. Ask students if they agree there should be a difference in how public figures are treated compared to private citizens.

D. Explain that libelous statements generally imply immorality, criminality, poor character, affliction with a loathsome disease, association with a group held in low esteem or actions unbecoming one's occupation or profession. Have students think of some words that seem libelous. Write a list on the board. Examples are "cheat," "swindler," "imbecile," "murderer." Ask the following questions:

1. What do those words have in common? *(Answer: They make a judgment rather than state a fact or describe an act.)*
2. Can getting a person's name, address, or occupation wrong result in libel? Why or why not? *(Answer: Not usually, unless the occupation is a discredited one or if someone arrested gives a false address.)*
3. Can a statement be libelous when applied to one person but not to another? *(Answer: To say someone always has dirty fingernails is not libelous unless it applies to a dentist or a short-order cook. Printing the statement that a doctor "can't see" or "doesn't know anything about medicine" can be libelous.)* Are the same things libelous if applied to a musician? *(Answer: Being blind and not knowing medicine are not important for a musician, so the statements are not defamatory, even if untrue.)*
4. A newspaper can withdraw or correct a libelous statement and lessen, though not eliminate, the risk that the person can collect large sums of money. Do students think withdrawing the statement is enough? Other than the risk of a legal judgment, why should newspapers be careful about what they print? Why is reliability so important to a newspaper?

E. Newspapers have learned to be careful never to say someone is a criminal until and unless he or she has been convicted of something, so they frequently use words such as "alleged" and "allegedly." But remember, even printing a defamatory statement made by someone else ("according to a neighbor, the man was a murderer") is still libel.

Direct students to find a story that describes an arrest or a court trial. Have them underline words or sentence constructions that avoid libel. (Examples: The word "alleged" should refer to attribution to public sources, court records, police records or to unnamed sources and avoid direct accusation; the sentence "John Doe was arrested on a charge of burglary" describes an act based on the arrest warrant, while the statement "John Doe was arrested for burglary" makes an accusation.)

Ask students why the newspapers have to be so careful.

For example: What if you were arrested because you were next to a store that is robbed and the police think you committed the crime? What if the newspaper reported on the arrest?

Web sites: http://www.ldrc.com/LDRC_Info/libelfaqs.html – Libel FAQs
http://www.hfac.uh.edu/comm/media_libel/ – Cases
<http://www.utsystem.edu/ogc/intellectualproperty/libelfrm.htm> – Checklist
<http://www.law.cornell.edu/topics/media.html>
<http://bailiwick.lib.uiowa.edu/journalism/mediaLaw>

NEWSPAPERING • PUBLIC INTEREST: CONTROVERSY, DISSENT and CONTROL/ INFORMATION LITERACY

critical

Goals: To explore sources and formats for reading, listening and viewing purposes
To identify and use criteria for excellence to evaluate information and formats.

Preparation: Provide copies of several recent issues of the newspaper, preferably with some discussion of a local controversy. Write on the board the text of the First Amendment:

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

Also provide the student worksheet N 45-6.

Activities: A. Read aloud the statement on the board and discuss the following questions:

1. Why do you think Congress made that the very first amendment to the Constitution?
2. Why are the freedoms important to the principles of a democratic government?
3. What do speech, the press, assemblies and religion have to do with one another?

Discuss with students the Western notion that a “marketplace of ideas” allows various ideas to compete for acceptance in hope that the truth will emerge. In a democracy, people govern themselves by voting, but voters must be informed about important issues and about the activities of those governing in their name. Exchange of information and ideas can take place in many places (including houses of worship and public meetings), and newspapers are a particularly efficient way of providing information and facilitating exchange of ideas.

Explain that, in general, the press is permitted freedom to report on anything of public interest, defined loosely as matters people should know about and matters people want to know about.

Based on their examination of stories in the newspapers, have students identify events and issues of current public interest. Have the students group them by “[the public] should know” and “[the public might] want to know” categories. Have them notice particular stories about public meetings, such as town or school board meetings. Discuss with them the value of having such meetings open to the public and the press. Provide the graphic organizer N 45-6.

B. When there is disagreement about an issue, a controversy is created. Direct students to examine newspapers for examples of controversial ideas in news columns, on the editorial page and in letters to the editor. Discuss how the newspaper offers “a marketplace of ideas.” Discuss the following:

1. Which part of the paper do you think offers the most lively part of that “marketplace”?
(Answer: Probably the letters section.)

NEWSPAPERING • PUBLIC INTEREST: CONTROVERSY, DISSENT and CONTROL/ INFORMATION LITERACY, continued

critical

Activities,
continued:

2. What happens to the “marketplace” if the paper does not publish opposing views, for example on a referendum on the ballot for a coming election?
3. Do you think all newspapers should be required to print all sides of an issue? What about papers owned by particular organizations (e.g., churches)? What if there are more than two or three sides to the story? *(Answer: Having more than one source for information on matters of public interest can help the public learn important information. Part of a newspaper’s job is to decide which are the most important issues.)*

C. Have students choose one of the stories involving controversy and ask the following questions:

1. What are the controversial elements?
2. Do those involve libelous elements?
3. Does the newspaper let all the people involved tell their side of the story?
4. Does one side get more space than another?

Note that if the stakes are high enough or the need for the public to know great enough, a reputable newspaper may be willing to risk a potential libel suit. Stories that raise that possibility usually are read and discussed by several editors, the publisher and the newspaper’s lawyer before a decision to print is made. Ask:

1. Can you think of instances where a newspaper might take a chance on libel? *(Answer: To uncover government corruption with far-reaching results.)*
2. Have you heard of newspapers being sued for libel? *(Answer: The National Enquirer, for instance, has been sued repeatedly for libel.)*

D. Review with students what they think the “watchdog” function of newspapers means with respect to the government (the job of monitoring and reporting government actions). Freedom of the press was guaranteed in part to allow the press to monitor and report on government’s actions. Explain that in some societies, the government controls the press either through censorship, where the government can veto publication or certain information, or through direct ownership, where the government decides everything that is or is not published.

Ask the students to find news stories that may not have been published here if the government controlled or censored the press.

NEWSPAPERING • PUBLIC INTEREST: CONTROVERSY, DISSENT and CONTROL/ INFORMATION LITERACY, continued

Activities continued:

critical

1. Talk about newspapers in other eras in times of dissent, for example, before the American Revolution when the colonists disagreed with what King George was doing (taxing them without representation, etc.), before WW II (when there was some debate about entering the war), during the hearings regarding suspected Communists in the 1950s, or during the Vietnam War era. Why did newspapers of that time cover stories about dissent or publish dissenting opinions? Why do you think the government might have wanted to stop coverage of dissent?
 2. What sort of stories may a government want to censor? *(Answer: Those might range from stories about corruption or errors in the government to troop movements in a war.)*
 3. What should be available to someone who disagrees with what the government is doing? Should people who disagree with the government be able to have their views published? Why? *(Answer: Revisit the “marketplace” idea as well as the “watchdog” function of the press.)*
 4. Find examples of stories about national security, foreign policy or the military. Can you think of things that may be withheld from the story? Why should such information be withheld?
 5. Find stories (those may be some of the same stories) citing unidentified sources. Discuss whether newspapers should print information they cannot or do not attribute. Note that government officials often deliberately leak information to the press but do not wish to have that information associated with their names.
- E. Note that the U.S. press is not entirely free at all times. Ask students when they think there may be controls on the press? When should there be controls? When shouldn't there be controls?
1. What about libel (see Lesson 15) and invasion of privacy? *Answer: See North Carolina Media Law Handbook. (The press cannot use any person's name or likeness for trade or business purposes, intrude in his private affairs or concerns, publish truthful but embarrassing private facts or portray a person in a “false light,” defined as highly offensive to a reasonable person and not of legitimate concern to the public.)*
 2. What about national security, for example, in times of war or terror threat? *(Answer: Congress enacted the Freedom of Information Act (FOIA) in 1966, which presumes that the public has a fundamental right to government-generated information. However, Congress made certain specific exceptions for matters affecting national security or for records that are sensitive for reasons of privacy.)*

NEWSPAPERING • PUBLIC INTEREST: CONTROVERSY, DISSENT and CONTROL/ INFORMATION LITERACY, continued

critical

Activities continued:

3. What about covering activities that affect the community, the voters or the public, such as town meetings, school board meetings, etc.? *(Answer: Like many states, North Carolina has laws requiring public records and public meetings to be available and open to anyone, including the press.)*
4. What happens when the government wants to discover who has been giving information to the press? *(Answer: Many news agencies claim that a right of confidentiality protects the identity of unidentified news sources. Some states, such as North Carolina, have shield laws to protect reporters who use unidentified sources. North Carolina trial courts impose a rigorous test before requiring disclosure of sources.)*
5. There are more difficult issues: When advertisers in the paper do not want something published, how should that be handled? What if the newspaper will lose advertising money if it covers unfavorable news about an advertiser? What if the owner of the newspapers gets involved in the controversy? What are the advantages of having a reporter act independently, without the influence of advertisers and owners? What system of accountability do you think works best for all parties – reporters, readers, advertisers and owners?

Web sites: <http://www.freedomforum.org>
<http://spj.org>
<http://www.journalism.org>
<http://www.poynter.org>
<http://www.reporters.net/nfoic/web/resource/northcar/northcar.htm> – Freedom of Information Act (FOIA)
<http://www.spj.org/foia.asp> – FOIA
http://spj.org/foia_tools_filing_letter_l.asp – FOIA
<http://www.fair.org/index.html>

(Accessed May 2003)

Goals: To identify and use criteria for excellence to evaluate information and formats.
 To relate ideas and information to life experiences.
 To communicate reading, listening and viewing experiences.

Preparation: Provide copies of several issues of the newspaper and the student worksheet N 49-7. Write the following on the board (from the Code of Ethics of the Society of Professional Journalists, found at http://spj.org/ethics_code.asp):

Seek Truth and Report It
 Minimize Harm
 Act Independently
 Be Accountable

(Note: National Journalism Ethics Week is the last week of April.)

A. Explain that journalists try to act according to strict standards because they are professionals (and not just to avoid lawsuits). As professionals, their job is to report information to the public and the community as accurately and fairly as possible. In the process of collecting that news, they must also act professionally. Acting professionally entails observing certain kinds of ethics. Ethics are a set of values that define some behaviors as bad or harmful to society and other behaviors as good and beneficial to society. Discuss the four elements listed on the board (explain that there are many versions of a code of journalistic ethics; the one used below comes from the Society of Professional Journalists).

1. Truth: Why is it important for our democracy to be able to rely on journalists to “seek truth and report it”? (Revisit the First Amendment and the “marketplace of ideas” and the “watchdog” function of the press.) What happens if a journalist starts making up details or facts, or if a newspaper prints a distortion of something? What happens to public trust? What happens to the ability of the community to make good decisions?

2. Harm: When news is incorrect, everyone is harmed. What are some examples of incorrect news that may hurt the public? But is anyone ever harmed by truthful news? (*Answer: People who commit crimes, people who have secrets about things that would hurt the public, people who don't want others to know about some problem in their lives.*) Is anyone ever harmed by journalists who are collecting news? (*Answer: invasion of privacy, a breach in confidentiality.*) Remember what libel is and how it harms both the person libeled and the newspaper. Journalists have codes to help them keep from hurting anyone unfairly or unnecessarily. What would happen if journalists didn't care about harming anyone? (*Answer: paparazzi chasing celebrities, untrue stories about people.*)

Activities,
continued:

3. **Independence:** What happens if journalists and editors can be told what to write and what not to write? Who else might try to control what is covered and what is written? *(Answer: government, advertisers, special interest groups, owners.)* What happens to the marketplace of ideas if the press are told what they can write about? How would you react if you learned that someone — a government official, an advertiser or big corporate executives — got an editor to “kill” an unflattering story about him or her? Why?
4. **Accountability:** What should happen if the newspaper makes a mistake in a story? What if a reporter libels or otherwise harms someone while investigating and reporting a news story? What if nothing happens at all? Will the paper and newspaper just go on to make more mistakes? Should the reporter keep his job? *(Answer: The public needs to be sure that there is a penalty and a remedy if journalists do not behave professionally — either by accident or on purpose. Codes of ethics help journalists take responsibility for themselves and each other.)*

B. Here are some situations (cases) in which there are ethical problems. You may wish to choose some cases and not others. Students should use the four principles (truth, harm, independence, accountability) and think about what the public needs to know as well as what they want to know. Students may be separated into groups to discuss and present different situations. Tell students to answer: What would you do? Answers will not be clear or simple, and situations do not call for one right answer.

1. You hear on the police scanner that there has been a death in the downtown area. When you reach the site, you learn that the death is a suicide and that the person committed suicide because he had a terminal disease and was facing a difficult end of life. He had a young pregnant wife with two other children. Is this a story that should be reported? Does it make a difference if the man were the mayor of the town? Do you report all the details?
2. You get an anonymous phone call saying that a member of the school board was drunk at a party the night before and told everyone that he planned to vote against any improvement to the schools. You are close to deadline on a story about the poor conditions of the schools. Should you include the story? Do you have enough reliable information? What should you do with the information from the phone call? Are there others you should call?

Activities:

3. You are searching for background on the history of a local schoolhouse. You find a story online that someone wrote about the schoolhouse a couple of years ago. You are close to a deadline and everything you want to write is in that story. Can you run the story with your own name on it instead of the original author's? (This is plagiarism.) Can you rearrange the sentences and paragraphs in a different order and sign your name? (This is also plagiarism.) What can you do with the story without plagiarizing?
4. A child is kidnapped and beaten but finally rescued and returned to her family, but the kidnapper is still at large. The family begs the newspaper not to reveal the child's name because they are afraid the kidnapper may return. The child's name is part of a public record because it is on the police report. Should the newspaper include the name of the child? Does it make a difference if she is an adult?
5. You are on the police beat and you are covering a story about a big drug arrest of several people. Someone approaches you with a tip about how the drug dealers got their supply and you write the story. The district attorney demands that you reveal the name of the person who tipped you off. Should you reveal the name? The D.A. threatens to put you in jail if you don't give the name. Do you still keep the source confidential?
6. You, a sports reporter, are hanging out at a football practice at a local university. One of the players, who does not know who you are, comes over after practice and you start to chat. He tells you that the coach has been stealing supplies and behaving badly with the cheerleaders, and the player thinks he should be fired. Should you tell him you are a reporter? Should you run the story? What if you tell him that you are a reporter, and he begs you not to reveal who told you about the coach? If you keep his confidentiality, you have only one unattributed source for a potentially libelous story. But what if the story is true?
7. You are a photojournalist (photographer-reporter) covering a fire, and someone runs out of the building with her clothes on fire. Should you take a picture of the person or drop your camera to help her? If you take a picture, should the picture be run in the newspaper?

**Activities
continued:**

8. You are the editor of the news section. You are about to run a story about pollution coming from a shoe factory in your town. You get a call from the manager of advertising sales at the newspaper, who tells you that the shoe company will pull all its advertising if you run the story. Do you run it anyway? What do you tell the advertising sales manager? What if it turns out that the shoe company is owned by a friend of the person who owns the newspaper, and the owner encourages you to “play down” (or even kill) the story? What do you do?

Additional up-to-date cases may be found online at
<http://www.journalism.indiana.edu/Ethics>

Web sites:

<http://www.journalism.indiana.edu/Ethics>
http://spj.org/ethics_code.asp – Has code noted above but in much expanded form
<http://www.journalism.org> – Has codes and also tools for teachers;
See particularly useful checklist at:
<http://www.journalism.org/resources/tools/ethics/codes/checklist.asp>
See also: <http://www.journalism.org/resources/tools/ethics/codes/essay.asp>
<http://www.poynter.org> – Has link to section on ethics
<http://www.rtnda.org> – With code of ethics at:
<http://www.rtnda.org/ethics/coe.shtml>
<http://spj.org> – Has discussion board, esp. on ethics during National Journalism Ethics Week, usually the last week of April
<http://www.freedomforum.org> – News about issues
<http://www.fair.org/index.html>

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To relate ideas and information to life experiences.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of the newspaper, particularly the issue of the paper that includes grocery store advertising and weekend entertainment advertising. Write the 5 Ws and How: Who, What, When, Where, Why (and How) on the board. Provide the graphic organizer N 53-8.

Homework

Preparation: One student should be assigned to call the school newspaper and obtain the size of the circulation and the cost of a 3- by 5-inch (or postcard size) ad. An older student may call the local community newspaper and ask for circulation and rates from their rate card for quarter-, half- and full-page ads.

Activities: A. Have the students separate the advertising inserts, the classified ads and any sections that are primarily ads (real estate, food, etc.) from the sections that are mostly news. Ask them:

1. Which pile of pages is bigger? *(Answer: Often, the news pile will be much smaller. Point out that the amount of advertising largely controls the size of the overall newspaper and the size of the news hole, the amount of space available for news. Most newspapers run an average of six pages of ads for every four pages of news copy.)*
2. Who is advertising, and what are they advertising? *(Answer: Make a quick list of the kinds of businesses or organizations that advertise.)* Are they mostly stores? Who else advertises?
3. On which day of the week do grocery store ads appear, and which day do the major entertainment ads appear? *(Answer: Certain kinds of ads logically appear at certain times of the week.)* What purpose is served by running those ads on the same day of the week? How many pages are in the paper with the grocery ads? How many with the entertainment ads?
4. Why do you think newspapers carry advertising? *(Answer: Newspapers get money from the advertisers. However, the public also benefits from the information carried by these ads.)* How do they help the reader? How do they help the advertisers?
5. Do you think advertising on the Internet has the same benefits for the community? Why or why not? What kind of advertising works best on the Internet?

B. Note that advertising, not paid subscription or single-issue sales, is the chief source of revenue for the newspaper. For every one dollar in operating costs, 75 cents is paid by advertisers. Subscribers pay only 25 percent of the cost of their newspaper. Advertisers schedule ads so that as many people as possible will see their ads. Ask the following questions:

Activities,
continued:

1. What is the effect on subscribers if advertising is eliminated in newspapers?
2. Some people have said that advertising is the newspaper's "good news." Discuss what the statement means from the reader's point of view.
3. What restraints are placed on advertisers to present honest, even though biased, and accurate descriptions of their products? (Laws prohibit fraudulent advertising.) Most advertisers strive for accuracy because it makes good business sense. It's an unhappy customer who drives ten miles to buy a bicycle advertised for \$149, only to discover the ad was in error and the actual cost is \$189. Is that customer likely to come back again?
4. Does advertising contribute to a free press, one free from pressures of individuals, governments, political parties or institutions? How?
5. May advertising limit the freedom of the press? (Answer: *Note that publications with solid journalistic principles will not be influenced by advertisers who threaten to withdraw ads if the newspaper prints unfavorable stories about them. The most likely publications to be so influenced are those with little advertising because they are more dependent on the few advertisers they do have.*)
6. How large is the circulation of your paper? If an advertiser pays \$500 for a display ad, how much per reader does the ad cost?

C. Point out that there are two types of advertising in the newspaper:

- **Display ads**, which appear throughout the newspaper, although usually not on a section front
- **Classified ads**, which are grouped together, usually at the back of the newspaper, under headings

Note that ads, like news stories, need to answer the 5 W questions. Have students examine a full-page display ad and discuss the following questions:

1. Does the information in the ad answer the five Ws? (What is for sale? Who is selling it? When and where can you buy it? Why do you want it? How can you use it?) Is the ad clear? Provide the graphic organizer N 53-8.
2. Underline all words that are not strictly informative and do not answer the 5 Ws. What do the underlined words have in common? Are they persuasive? Biased? Is it bad for an ad to be biased?
3. Is the ad eye-catching? Why? How does the advertiser try to appeal to the reader?
4. What art is used? Is it appealing? Symbolic? Startling? Informative?

**Activities
continued:**

5. If the advertiser placed the ad in the school newspaper, how much would it have cost? How much did the newspaper actually charge for that full-page ad? Ask the newspaper for its rate card to figure out the cost.

D. Direct students to the classified ad section and ask the following questions:

1. How do the classified ads differ from display ads? (*Answer: No graphic elements, much smaller usually*)
2. Why is it called “classified”? How many classifications are there?
3. Who uses classified ads? What kinds of things are they selling?
4. Select one ad. Does it answer the basic questions? Is it clear? Is it persuasive?
5. How do classified ads help the community (readers, sellers, the newspaper)?

E. Direct students to find the rate schedule provided in the classified section (often in the form of a coupon for submitting an ad). Have students write a classified ad to sell something they own and figure its cost. Caution them that they need to offer sufficient information. To keep costs down, however, they must consider each word carefully, using only as many as needed to convey the necessary information.

F. Have students turn the classified ad they wrote into a 3-by-5-inch display ad, using persuasive language and design or art work.

Web sites: <http://www.aaf.org> – American Advertising Federation
<http://www.aaa.org> – American Association of Advertising Agencies
<http://www.writeformedia.com/Column/Adwriting.htm> – How-to
http://www.inetgiant.com/free_classifieds_irresistible_ads.html – How-to for classifieds
<http://www.lawpublish.com/> – Advertising law
<http://www.adbusters.org/home/> AdBusters – Reading ads critically

(Accessed May 2003)

NEWSPAPERING • From DEADLINE to DELIVERY/ INFORMATION LITERACY

Goals: To relate ideas and information to real life.
To communicate reading, listening and viewing experiences.

Preparation: Conduct the activity as an introduction to a field trip to your local newspaper. Schedule or have students to schedule a tour. Because different newspapers have different levels of technology in production, questions and activities below can be tailored to the paper offering the tour. For a virtual tour of a large newspaper, visit <http://www.latimes.com/tie>. Provide the student worksheets N 56-9 and N 56-10.

Write the following categories on the board:

Editorial, Advertising, Production, Circulation and Business

Activities: A. Explain that, to this point, the focus has been on what is in the newspaper. This activity will explore the means of producing the newspaper and distributing it to houses in your neighborhood. Ask students to review with you what happens in collecting the news. Have them choose a particular story and trace what happens. Ask: How does the story get to the paper on their breakfast table? The reporter finds and writes the story. It goes to an editor's desk. The editor takes it to the managing editor at the budget meeting, and finally they decide to run the story in the paper. Ask the students what they think happens next. Provide the flow chart N 56-9 for students to record what they find out about the steps in producing a newspaper. Along the way, point out areas where they are not entirely sure what happens and ask them to write down questions that can be answered during the tour of the newspaper. Have them prepare a worksheet with blanks for their questions. Good examples are as follows:

1. How does the story get placed onto the page? Does the reporter or the editor do it?
2. How do the pages come together and how do the ads get in? Who does that?
3. How are the pages printed onto paper? Where does the paper come from?
4. How are the pages folded together and piled into piles of newspapers?
5. How are the papers transferred to delivery trucks? Who drives the trucks? What time do the trucks have to leave to deliver a morning paper?

Have students take the questions with them on the tour. You may wish to assign specific questions to individual students.

**Activities
continued:**

B. Explain what the technology of printing has changed frequently over the history of newspapers, and it is still changing rapidly. Less than a century ago, reporters used typewriters and gave their copy on paper to the editor. The newspapers were printed on machines with movable, hand-set metal type on big rollers. Soon, photographic processes made setting the type easier and quicker. In the last few decades, computers and electronic printers have made it possible to produce newspapers even more rapidly through different means. Reporters write their stories on computers that are linked to the editor's computer, and no paper changes hands. In fact, the stories are sent electronically from editors to designers who use computer technology to place the stories on the newspaper pages. The process of using technology to place stories and photos and ads is called pagination. Some N.C. newspapers may still be using older means, and some may be using combinations of technology.

Suggest that during the tour, students take note of how the story goes from reporter to printer to paper. How often are computers involved?

Older students may already be quite familiar with writing stories (or even doing a "mock-up" of a newspaper) online and sending them to the printer linked with the computer. Encourage them to be thinking about parallels between printing at school and publishing a newspaper.

Younger students may enjoy practicing with rubber stamp and stamp pad or carving a block print out of a potato or a bar of soap.

C. Running a newspaper involves taking money in and paying money out. Not everyone at a newspaper is a reporter or an editor. Other people have jobs relating to the business of running a newspaper, including getting ads, distributing the paper and paying bills. Start students thinking about questions such as the following that may be answered during the tour:

1. How does the newspaper get ads?
2. How does the paper sell subscriptions?
3. What costs or bills does the paper have to pay ? *(Answer: That includes payroll and supplies, such as paper, but it may also include contractors hired by the paper to do such things as the printing itself. Some papers, such as the Wall Street Journal and USA Today, send the copy for their editions all over the country by computer so that they can be printed by different local printing companies. The biggest cost of producing a newspaper is the salaries of the people who make it. The second biggest item on the budget is newsprint. It takes nearly a ton of newsprint to print one page of an edition of 150,000 newspapers. If possible, assign one student to find out during the tour how much a ton of newsprint costs.)*
4. Who worries about paying those bills?

**Activities
continued:**

D. Ask how many students think they may enjoy being a reporter, how many an editor. Point out that there are lots of other jobs on a newspaper and direct their attention to the job categories on the board. Suggest that they think about the various jobs in each category on the board and ask them to report back, after the tour, which sorts of jobs they are likely to enjoy and which they do not want. The following is a list of possible jobs (titles can vary widely):

1. Editorial: writers, editors, photographers, artists.
2. Advertising: salespeople, research staff, artists, lay-out persons, classified ad takers.
3. Production: compositors, art and technical people, press operators, machinists, computer technicians.
4. Circulation: truck drivers, salespeople, route managers, carriers.
5. Business: bookkeepers, accountants, data processors.

E. Discuss with students the importance of deadlines, asking them to speculate which deadline established all the others. Remind them of their earlier interviews with their parents in which they concluded that people expect a newspaper to arrive at a certain time every day. All newspaper deadlines — for the reporters, editors, compositors, press operators, delivery truck drivers and carriers — are set so that expectation can be consistently met. Ask students the following questions:

1. What happens if the reporter finishes his or her story an hour late?
2. What if the editor submits his or her copy for layout and printing an hour late?
3. What happens if an artist working on a picture for a section front takes a coffee break just before press time?
4. What happens if the distribution truck driver decides to sleep an hour extra?

In summary, note that the production and delivery of a newspaper involves hundreds of people, all of whom must do their jobs on time for the entire sequence to work properly.

Web sites: <https://bostonglobe.com/newsroom/faq/newsfaq.stm>
<http://www.howstuffworks.com/newspaper.htm>
<http://desktoppub.about.com/cs/printingpress> – Links to information about various kinds of printing
http://www.ippaper.com/gettips_pp_wop_newspaper.html
<http://www.latimes.com/extras/tie/virtualtour/adayinlife/index.html> (Virtual tour of large newspaper)

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Provide copies of current issues of the newspaper and students worksheets N 59-11 and N 59-12.

Homework

Preparation: Homework preparation: Have students prepare for this activity by watching a local half-hour television news broadcast and counting the number of minutes of actual news presented, excluding commercials, sports, weather and conversation among anchor people. For the first news story presented, students should outline the main information offered.

- Activities:**
- A. Introduce the exercise as a comparison between the kind and quantity of coverage offered by television and the newspaper. Have students reach a consensus or average of the number of minutes of television news presented. Select a short news story from the local front of the newspaper. Read, or direct a student to read, the story at a brisk but reasonable rate while someone else times the reading. Discuss how many stories of that length would fill an entire television news broadcast. The results will demonstrate that, in volume, television provides only a fraction of the news that appears on just one page of a newspaper.
 - B. Have students locate and read the newspaper story in today's or yesterday's newspaper that matches the story they outlined from the television news broadcast. They should compare the two stories by answering the following questions:
 - 1. Which reported the story first?
 - 2. Which provided the most detail?
 - 3. What elements were presented on television that do not appear in the newspaper?
 - 4. What elements does the newspaper story offer that the television story did not?

Discuss the relative merits of these two forms of news coverage. Note, for instance, that television's greatest strength is in placing the viewer on the scene. For instance, the smoke and flames of an apartment fire, the expressions of victims and the sounds of their voices cannot be duplicated in print or, entirely, with photographs. On the other hand, the newspaper provides more detailed information about how the fire started, the amount of damage, the specific hardships and injuries of victims, etc. Also, in some cases, a skillfully written story tells a more gripping story than the television camera conveys.

- C. Ask students if they or their parents get any of their news from the radio. Ask under what circumstances they might use the radio to get their news (in the car? their bedroom?). Discuss the following questions:

Activities continued:

1. What advantage do both radio and television have over newspapers? *(Answer: Newspapers are tied to scheduled deliveries. Both radio and TV can interrupt scheduled programming to bring coverage of an important event as it is happening. The coverage may be sketchy, but it is immediate.)*
2. For what kinds of news might immediacy be especially important? *(Answer: school closings, which often are not announced until early morning, weather emergencies, major accidents, a presidential address.)*
3. What do both newspapers and television provide that radio cannot? *(Answer: the visual element.)*
4. When does radio offer a benefit that newspapers and television cannot? *(Answer: Many people listen to the radio primarily when they are in their car. If there has been a recent disaster or prolonged power outage in the area, they may have turned to the radio because radios often can be battery-powered. Often school closings are reported most quickly on local town radio stations.)*

Drawing on this discussion and the previous activities, discuss with students how these three news media complement one another to meet a variety of needs. Provide the graphic organizer N 59-11. For a comparison that includes the Internet, provide N 59-12.

Web sites: <http://www.rtnda.org> – Radio-Television News Directors Association (RTNDA)
<http://www.missouri.edu/~jourvs/> – broadcast news research and careers

Television:

<http://abcnews.go.com>

<http://www.nbc.com/>

Also: <http://www.msnbc.com/news/default.asp?cp1=1>

<http://www.cbsnews.com/sections/home/main100.shtml>

<http://www.cnn.com>

<http://www.foxnews.com>

Radio:

<http://news.npr.org>

<http://www.pacifica.org>

<http://www.cnnradionet.com/PUBLIC/Home/default.htm>

Media Literacy (for teachers and students):

<http://www.medialit.org>

http://www.msde.state.md.us/assignment_media_lit/home.html

(Accessed May 2003)

NEWSPAPERING • PRINT and the INTERNET/ INFORMATION LITERACY

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Have at hand copies of a newspaper with an online edition. A list of North Carolina newspapers that have their own Web sites can be found at

<http://www.ncpress.com>

If your local paper does not have an online edition, use copies of one of the larger N.C. papers or one of the national papers. See <http://newslink.org/news.html> or <http://www.naa.org>.

Students will need Internet access for this activity. Otherwise, the activity may entail a trip to the school's computer room or library, or it may be possible that many students will have computers at home.

Activities: A. Start by asking what source of news has not yet been discussed. The Internet is the "newest" form of news and it is still changing. Explain that the Internet is only a couple of decades old, perhaps younger than some parents and certainly younger than grandparents. Take a poll of the students:

1. Do you ever look at news on the Internet? If so, where do you look? What are you looking for?
2. Do you think your parents look at news on the Internet? Do your parents prefer getting their news somewhere else?
3. Can you suggest any particular kind of news you like getting from the Internet? Can you suggest any particular times that getting news from the Internet is preferable to other forms?

B. Note that more and more newspapers also have their own Web sites. Some national newspaper Web sites include: *New York Times*: <http://www.nytimes.com>; *Wall Street Journal*: <http://www.wsj.com>; *Washington Post*: <http://www.washingtonpost.com>; *USA Today*: <http://www.usatoday.com/>. Find Web sites for North Carolina newspapers at <http://www.ncpress.com>.

Have students consult <http://www.ncpress.com> to find the online edition of the paper chosen for this activity. Ask them to identify an important front-page story in today's newspaper. Then find coverage of the same story on the newspaper's Web site. Ask them to compare the two forms of the story:

1. Do the two pages – the newspaper's front page and the Web site – look the same? Do they both have columns? Do they both have color? Which has more color? What other differences do you see?

**Activities
continued:**

2. How much of each story appears? If you want to read the rest of the story, how do you do that on the printed newspaper? (*Answer: Follow instructions for the jump: “Story title, p. 2”*) How do you do that on the Web site? (*Answer: Click on title or link.*) Does the front-page story have the same wording as the online story? Do you see any changes?
 3. Does the front-page story you chose have the same author in both forms? Do you think the Internet has its own reporters for news? (*Answer: The answer is yes for many kinds of Web sites.*) Do they think the Internet has its own editors for news? (*Answer: The answer is sometimes no, except for the technical people who maintain the Web sites.*) How is that different from newspapers? You should consult your newspaper to find out just how the two newspapers, print and online, relate to each other.
 4. Do you see any section titled “corrections” on the Web site? (*Answer: probably not.*) How quickly can an online newspaper run new stories? How often can an online newspaper edit or change its stories? (*Answer: Insertion of new information online can happen any time and 24 hours a day, compared to paper newspapers, which generally publish one or several editions a day. So corrections can be made as soon as they are discovered.*) But what if someone has read or downloaded incorrect information? How do you know the information is wrong? Do you think you can rely on Internet information as much as on printed information? Does the insertion of new information make it harder for online newspapers to check sources? Or is a reliable newspaper likely to produce a reliable site? Is it just as reliable as the printed version?
- C. Note that online newspapers have to have advertising, just like paper newspapers. Explain that the advertisers pay the online newspaper according to how many people go to that Web site, so the newspapers count you every time you go to that Web site. Discuss the following:
1. Compare the display ads in the paper with the ads on the Web site. Where are the ads placed on the Web page? (Note that many are banner ads, ads running across the top of the page, and they are often animated in some way.) How much of the Web page is covered by ads, and how much is reserved for news? Is it always clear what is an ad and what is not?
 2. Which are you more likely to look at — the display ads or the online banner ads? Do you find the banner ads attractive or annoying, or do you ignore them?
 3. What about pop-up ads (ads that pop-up when you go to the online newspaper Web site)? Do you pay attention to them? Do you think they sell the product well?

**Activities,
continued:**

4. Notice what is being sold in the Web site ads. Who is selling something? What are they selling?
5. Do you think the ads are aimed at people in your town? How do you think the advertising helps the community?
(Answer: Pays for the Web site, but are products locally relevant to all readers? Often products are not local.)

D. Many Web sites that carry news are not related to a city newspaper. Some are provided by television news networks, such as CNN, NBC or Fox (see Web sites in Lesson 20). Others are provided by Internet companies themselves that get their news from wire services, such as Yahoo (<http://www.yahoo.com>), Microsoft (<http://www.msn.com>) or Time-Warner RoadRunner (<http://www.rr.com>).

If possible, separate the students into groups of two or three and assign each group a different non-newspaper-based news Web site. Ask them to look for stories about the same front-page story used in previous activities. Have them report on the following:

1. Can you find a “timestamp,” in other words some indication of how old the story is? *(Answer: Many Web sites will note “1 hour, 12 minutes ago” to indicate the age of the story).* Are there other stories that have come up since that front-page story? Where can they be found on the Web page?
2. Where is the story coming from? a wire service? a particular reporter? Or is the story anonymous? How can you be sure the story is accurate?
3. What is advertising like on this Web site? Who is advertising? What are the advertisers selling?

E. Ask students to make two lists, one of the advantages of Internet news compared to newspapers (and perhaps broadcast news, too), and one of the disadvantages. Tell them to include their own personal preferences. How do they like to get the news? When, where and how do they like to use the Internet to get breaking information? Provide the graphic organizer N 63-13.

Some advantages are the immediacy and speed of sending and receiving information:

- Universality of access—anyone in the country can register to read a North Carolina newspaper online, and people in N.C. can access New York or London papers
- Low cost once accessed to a computer – very few online papers charge “subscribers” or readers (except if they wish to go to previous editions to search for archived stories).

critical

**Activities,
continued:**

Some disadvantages include:

- necessity of having a computer;
- lack of sound and animation compared to radio or television (which is changing rapidly as it becomes possible to download videos of breaking news and weather stories);
- annoyance (to some) of the advertising;
- lack of reliability because of the impermanence and changeability (errors can come and go without much notice or control, links disappear, etc.).

Web sites: <http://www.salon.com> (Web only)
<http://www.yahoo.com> – Yahoo (compilation of other sources)
<http://www.drudgereport.com> (compilation of sources, with commentary)
<http://www.rr.com> – Time-Warner RoadRunner (with other sources)
<http://www.msn.com> – Microsoft (with NBC)

Other sources online:

<http://www.ncpress.com> (for N.C. newspapers)
<http://www.ap.com>
<http://www.reuters.com>
<http://www.nytimes.com>
<http://www.wsj.com>
<http://www.washingtonpost.com>
<http://www.usatoday.com>
<http://abcnews.go.com>
<http://www.nbc.com>
Also: <http://www.msnbc.com/news/default.asp?cp1=1>
<http://www.cbsnews.com/sections/home/main100.shtml>
<http://www.cnn.com>
<http://www.foxnews.com>
<http://news.npr.org>
<http://www.pacifica.org>
<http://www.cnnradionet.com/PUBLIC/Home/default.htm>

Newspaper lesson plan (compares print and online newspapers):

<http://www.nytimes.com/learning/teachers/lessons/20000525thursday.html>

(Accessed May 2003)

Goals: To explore sources and formats for reading, listening and viewing purposes.
To communicate reading, listening and viewing experiences.

Preparation: Ask students to collect the writing assigned in all the newspapering lessons. Those may include straight news stories, features, editorials, letters to the editor, columns, cartoons, profiles, sports stories, display ads and classified ads, and possibly obituaries. Gaps in the collection may be augmented by photos and illustrations, charts and graphs and material cut from real newspapers.

To help students layout their papers, ask newspapers in your area to provide a sample lay-out sheet if they are still using them. Otherwise ask newspapers if they provide classrooms with **roll-ends** of newsprint, that is the paper left on the roll after the press completes its run. Cut the newsprint into several large sheets of newsprint that can be folded to make four pages. Have available several newspapers to serve as models.

Activities: A. Before starting their newspapers, students should look at their local newspapers. Point out that articles and photos related to the articles form rectangles on the page, called modular design. Also have them note that stories are laid out in columns. They should format the text of their stories into columns.

B. Ask students to lay out (or dummy) a four-page newspaper with two news pages, a sports page and an editorial page. They should distribute display ads throughout the paper and allow space for a classified ad section. Also ask them to allow space for photos and art and to include the major characteristics of each page. Refer students to the annotated front and editorial pages in the Appendix, A 5–A 6, and the newspaper layout for younger students A 11–A 14.

Using their dummies as guides, have students paste up the newspapers on the newsprint you provide. They should write headlines for each story. Work with them and discuss any difficulties they have fitting copy into the allotted space and organizing each paper in a way that makes it look good and easy to read. Remind them that they are dealing with questions that newspaper editors face every day. Display the finished newspapers on bulletin boards in your room or elsewhere in the school. Also allow students time to share their papers.

C. Tell the students they are going to start a brand-new newspaper. Review the five divisions or departments of the newspaper (editorial, advertising, production, circulation, and business) and have responsibilities divided among the students in the class, so that student reporters, editors and advertising staff are chosen. Depending on the size of the class, students may also be assigned to circulation and business “departments.” Have students review information about each job given in earlier activities to identify and explain the assignments. Have them role play one day’s meetings and decisions based on the collection of stories, graphics and ads from previous assignments. Include an editorial “budget” meeting and calls back and forth among advertising, circulation and business.

**Activities,
continued:**

D. Look for other opportunities to emphasize the variety of style and content and the organization of newspapers. For example: Ask students to design and write a newspaper about the content of a book or topic studied in class. They should include as many elements of a newspaper as possible. Encourage creative thinking. A tragic ending might provide a recipe for sadness and a funny one, content for a humorous editorial. They may also want to think about newspapers for specific events in history, including ads and letters to the editor that might be appropriate for that era. A science activity on S 4 of this guide gives an example of how to use journalistic writing in reports on historic events.

Web sites: <http://bostonglobe.com/newsroom/faq/newsfaq.stm>
<http://www.howstuffworks.com/newspaper.htm>
http://www.ippaper.com/gettips_pp_wop_newspaper.html

(Accessed May 2003)