



**DIRECTIONS:** Explore the newspaper for ten to fifteen minutes. Answer and discuss the following questions as the teacher directs:

1. What is the most important story of the day in terms of national well-being? Why?
  
2. What is the most important story of the day for your immediate city/area?
  
3. What is the most tragic story of the day for all humankind? Why?
  
4. What is the best news of the day? Why?
  
5. What is the funniest story?
  
6. What story interests you enough that you want to read more about the topic?
  
7. What story will probably be followed in future newspaper editions?
  
8. What story reflects a situation that is deeply rooted in our history? Explain.
  
9. A reference to what story will probably appear in history books?



**DIRECTIONS:** Report on a current event answering the questions in the boxes below:

<p><b>WHAT</b> event took place?</p>	<p><b>WHO</b> were the people involved?</p>	<p><b>WHERE</b> did it happen?</p>
<p><b>WHEN</b> did it occur?</p>	<p><b>WHY</b> is it important?</p>	<p><b>WHAT</b> led up to the event?</p>

**FOLLOW-UP:** Talk about the news story with classmates who chose the same story. One from the group should report to the class and include all relevant comments about why the event is important and how it affects the group. The person reporting to the class should attribute comments by quoting the students who make them.



**DIRECTIONS:** Select a story or other item from the newspaper that presents a problem. It may be something simple and fun such as a comic strip or something more difficult such as an advice column, news story, letter to the editor or other opinion. Based on your reading, answer the following questions:

1. What is the problem?

2. What are the causes?

3. What are the effects?

4. What are the solutions?

5. What are the obstacles to the solutions?

6. What is the most likely outcome?

7. What is the preferred solution, in your opinion?

**FOLLOW-UP:** Over several weeks, collect stories about a problem and use the outline to summarize what you find out and your thoughts about the outcome.



**DIRECTIONS:** Select one person from the newspaper to receive an award for good citizenship. Cut out the person's photo if one is published and place it in the blank portion of the medal. Fill in the information that explains your choice.



**FOLLOW-UP:** Post the medals on a bulletin board or wall with those chosen by other students. Read through the choices and find out who was chosen most often. Were men, women, old and young people, children of varying races and backgrounds chosen?



**DIRECTIONS:** Write the name of the community you are studying in the center of the circle. Then list the community problems you read about in newspapers outside the lines. On the lines, write about people working to solve the problems and/or ideas that you discover through reading newspapers for solving each problem.

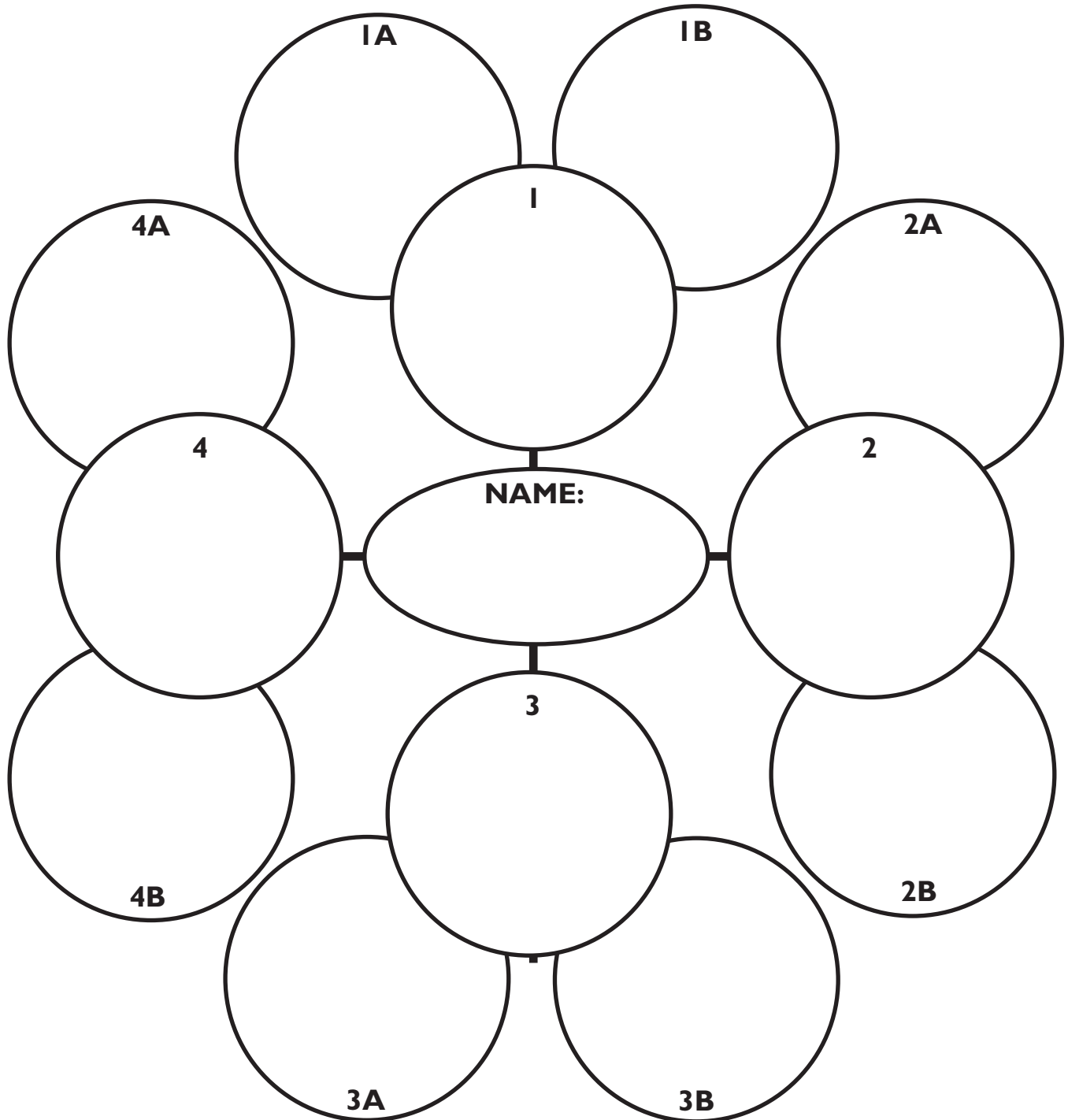
The diagram consists of a large outer circle. In the center is a smaller circle. Two diagonal lines extend from the center of the large circle to its perimeter, forming an 'X' shape. This layout creates four quadrants. The central circle is empty. Each of the four quadrants contains several horizontal lines for writing, intended for listing community problems and solutions.

**FOLLOW-UP:** Write a paper about the community problems and solutions. Include a paragraph about each problem, the people and ideas to solve the problem.

# SOCIAL STUDIES • FAMOUS PEOPLE



**DIRECTIONS:** For a period of time, collect articles about famous people whose names appear in the newspaper. Then choose one person and use additional sources to find more information about him or her, if necessary. Record the person's name in the middle of the character map below. List actions the person took or statements he or she made in the four connecting circles. Explain why the person said what he/she did or acted as he/she did in the remaining spaces.



**FOLLOW-UP:** Use the same organizer to record conclusions you draw about the person. Assign four traits and explain why you chose them by listing their actions, statements and motivations in the outside spaces.



**DIRECTIONS:** Take ten minutes or more to read about a variety of people in the news. On the chart below, list each person's name, title and possible job duties and responsibilities. From what you read, can you tell that a person is effective in fulfilling his or her duties? If so, put a check beside the duties.

The graphic organizer is a large circle divided into four diamond-shaped quadrants. Each quadrant is designed for recording information about a person. At the top of each diamond is a rectangular box labeled "NAME & TITLE". Below this box are several horizontal lines for writing. The bottom of each diamond is a rectangular box labeled "DUTIES/RESPONSIBILITIES". To the left and right of the central diamond are vertical rectangular boxes, also labeled "NAME & TITLE". Between these side boxes and the central diamond are vertical lines for writing. The central diamond itself contains several horizontal lines for writing.

**FOLLOW-UP:** Do the stories refer to other duties and responsibilities the people have outside their jobs? in the home? in the government? as a citizen? other institutions?



**DIRECTIONS:** Evaluate a leader or leaders who are described in newspaper stories. They may be local, state, regional, national or world leaders. When you see one of the following traits exhibited by a leader, write his or her name beside the description and the specific action or statement that demonstrates the quality.

QUALITY	LEADER'S NAME	SPECIFIC ACTION
✓They serve others.	_____	_____
✓They develop leadership in others.	_____	_____
✓They listen to others and communicate well.	_____	_____
✓They are good planners and decision makers.	_____	_____
✓They inspire others.	_____	_____
✓They learn and grow.	_____	_____
✓They have positive attitudes.	_____	_____
✓They have integrity	_____	_____
✓They accept responsibility.	_____	_____
✓They take risks.	_____	_____
✓They take good care of themselves.	_____	_____
✓They are good followers.	_____	_____

**FOLLOW-UP:** Are there other ways to describe a leader? Add to the above list. Do you consider some qualities more important than others? Which would you most like to develop in yourself?





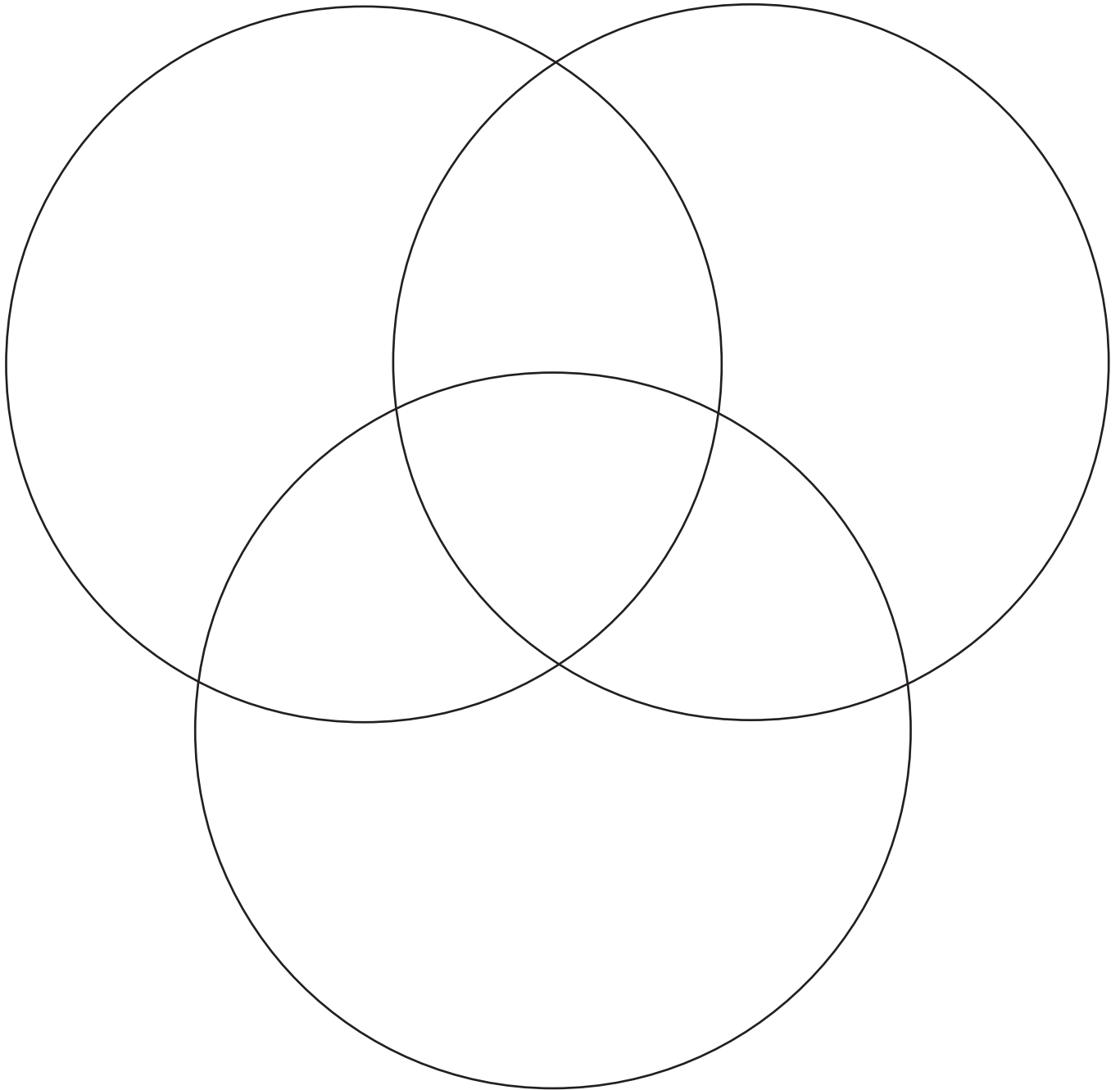
## SOCIAL STUDIES • WHERE NEWS HAPPENS

**DIRECTIONS:** Locate newspaper information about places where news stories originate. Information may range from weather to names of leaders and forms of government. Select four categories and list them in the small rectangles at the top of the chart. In the large rectangles, name places in the news and comment on the category. For example, if your first category is “Weather,” the first rectangle under weather might read: “Afghanistan: dry, windy and cold.”



**DIRECTIONS:** Choose three categories: Local, state, regional, national and/or world. Write one choice above or below each circle. Show how stories overlap in their impact and significance by filling in events from the newspaper that belong in individual circles and others that belong in more than one category.

**VENN DIAGRAM**



**FOLLOW-UP:** Think of three categories that apply to newspaper content and use the circles to show the overlap or lack of overlap. For example, compare three people or show how one story applies to school subjects (health, science, social studies, language arts, etc.)

**SOCIAL STUDIES • LOCAL, STATE, REGIONAL, NATIONAL  
or WORLD**



**DIRECTIONS:** Find examples of news articles with local (L), state (S), regional (R), national (N) or world (W) interest. Fill in the chart below, checking off the most appropriate areas of interest. Often, more than one category is acceptable.

Headline	Page Number	L	S	R	N	W
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# SOCIAL STUDIES • COMPARING LOCATIONS



**DIRECTIONS:** Use the chart below to record information over a period of time. In the first column, list your state and three other states of your choice. In the next four columns, select categories such as climate, famous people, sports, industry, historic landmarks, etc. In the blanks, record information from the newspaper about each individual state. You may want to refer to online newspapers published in other states.

<b>State, Nation, City or Town</b> 	<b>Select categories and record below</b>			


**FOLLOW-UP:** Use the information to explain how and why your state is different from other states.

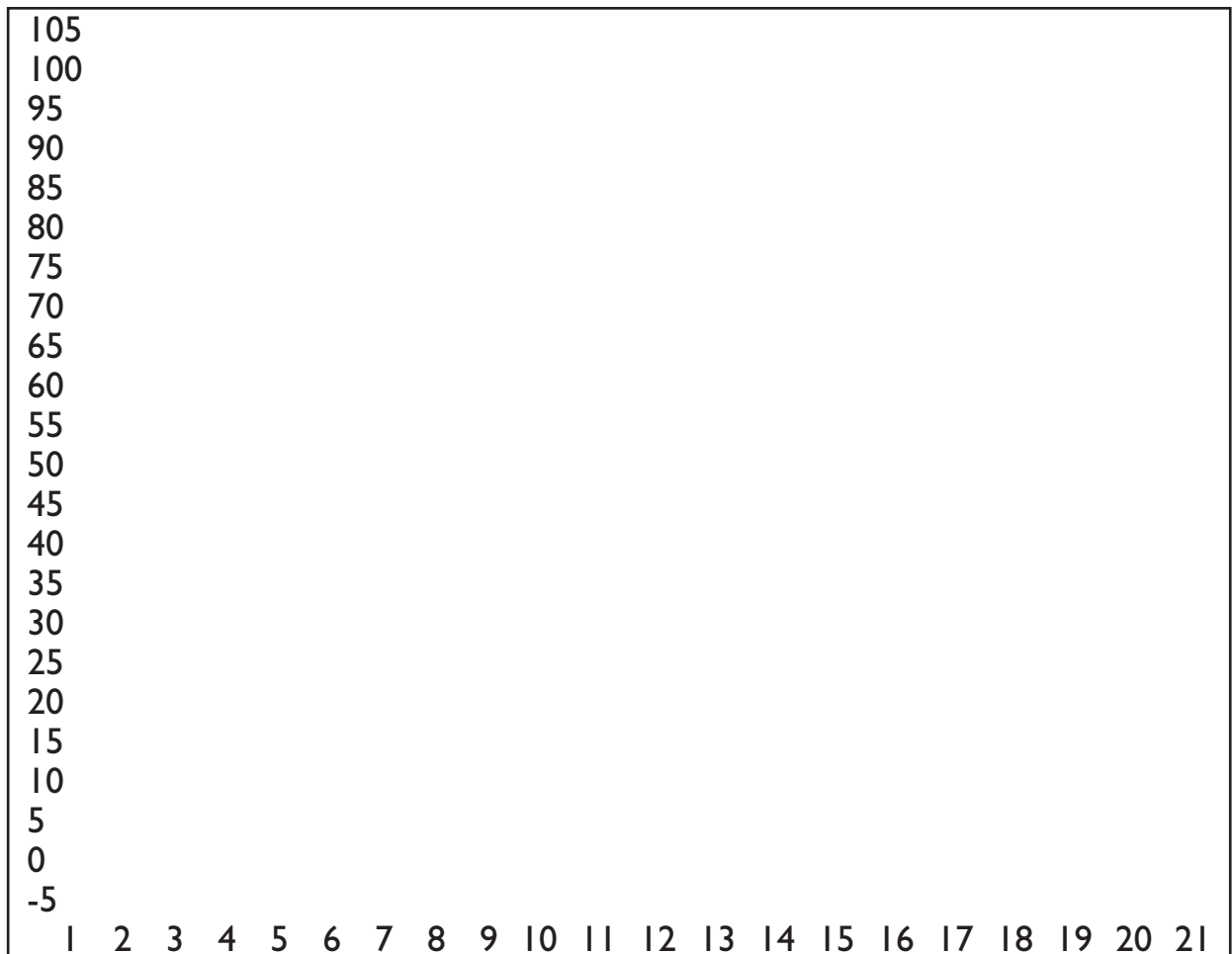
# SOCIAL STUDIES • MAP SKILLS: Charting Weather



**DIRECTIONS:** Choose a city or area of North America or another region you are studying. Use the newspaper to record the high and low temperatures over a period of several weeks, and discuss the possible effects of the weather conditions on daily life. Compare those details and conclusions with information about your local community.

WEATHER CHART FOR: \_\_\_\_\_(area)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
DAY 8	DAY 9	DAY 10	DAY 11	DAY 12	DAY 13	DAY 14
DAY 15	DAY 16	DAY 17	DAY 18	DAY 19	DAY 20	DAY 21



# SOCIAL STUDIES • NATURAL RESOURCES



**DIRECTIONS:** Find articles dealing with natural resources. Categorize the resources discussed in the articles using the chart below. Consumed (CM), Conserved (CV), Polluted (P), Destroyed (D) or Renewed (R).

Headline	Page Number	CM	CV	P	D	R
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FOLLOW-UP:** How does the use of natural resources affect you?



# SOCIAL STUDIES • WHAT MAKES NEWS

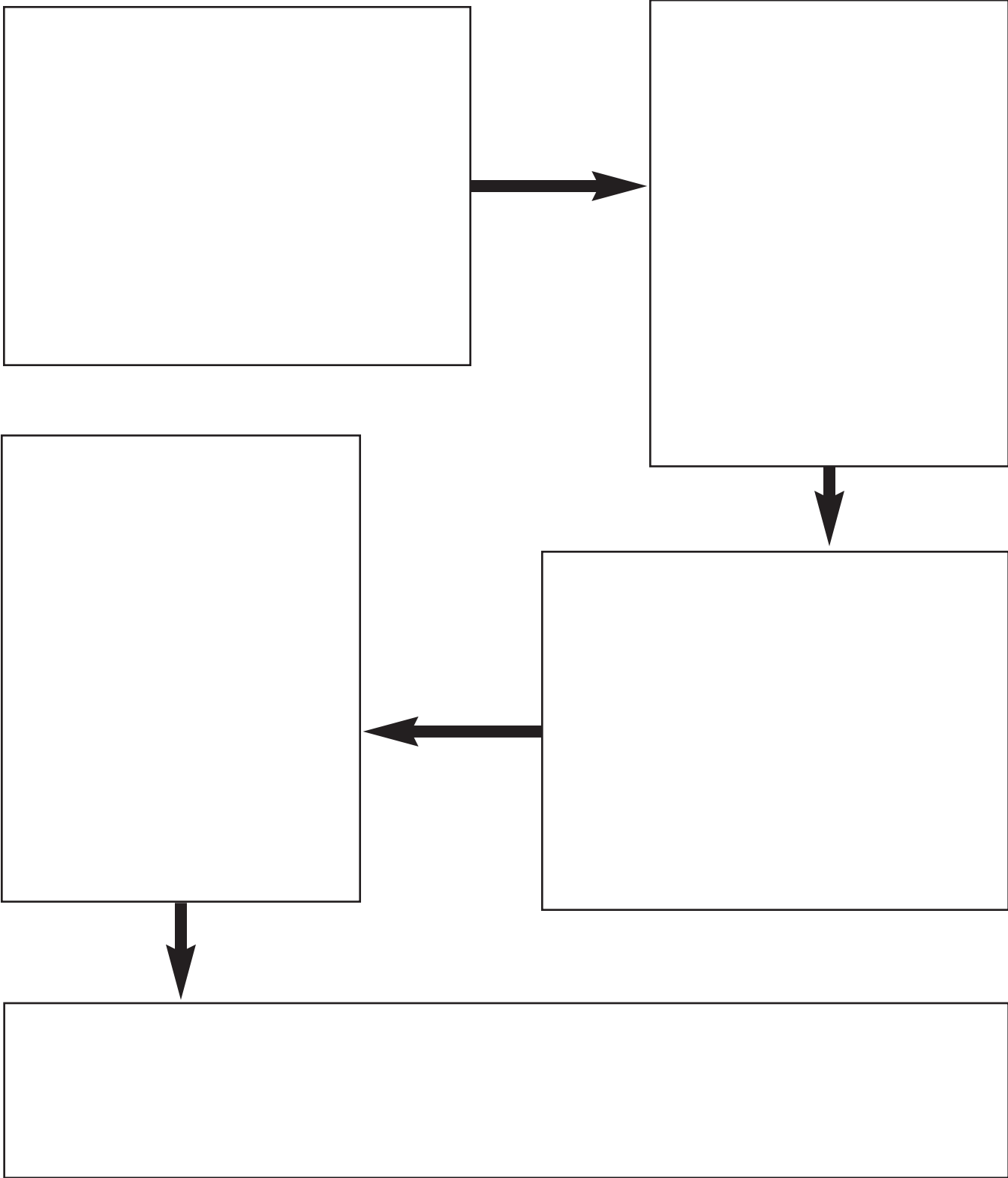
DIRECTIONS: Choose stories and write their headlines below. Check which of the criteria explain why the story is newsworthy.

HEADLINE/STORY	IMPORTANT	TIMELY	PROXIMITY	UNIQUE	PROMINENT	SUSPENSE	CONFLICT	EMOTIONS	PROGRESS
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOLLOW-UP: Choose events reported in history textbooks instead of headlines and indicate which criteria explain why they are in the textbooks. Are the criteria effective in deciding what events appear in history books?



**DIRECTIONS:** Select a news article (or series) in which several events occur. Read the entire story to determine the exact chronology of the events. Use the chart below to show the correct sequence of events.







**DIRECTIONS:** Some advertisements are specifically designed to appeal to certain people; the ones who are most likely to buy the product.

From classroom newspapers, identify one or more advertisements designed to appeal to the groups listed on the chart below. Describe the product and store.

	<b>PRODUCT and STORE</b>
<b>Women</b>	
<b>Men</b>	
<b>Children</b>	
<b>Upper income</b>	
<b>Teen-agers</b>	
<b>People in specific occupation</b>	
<b>Other</b>	