



**Unit B:
Become a
Journalist**

High Five

The integrated
language arts
and journalism
curriculum for
middle school students.

Presented by the Newspaper Association of America Foundation
With major support from the John S. and James L. Knight Foundation

 John S. and James L.
Knight Foundation

Newspaper
Association
of America

Foundation

High Five: Unit B / Table of Contents

To The Teacher	3
How <i>High Five</i> Lessons Are Organized	6
Interesting Facts About Newspapers Today	9
Unit B Lesson Plans and Activity Pages	
<u>The Art and Craft of Journalism</u>	10
Lesson 1: Newspaper Messages	11
Lesson 2: So Much News, So Little Time	16
Lesson 3: Newspaper Jargon	20
Lesson 4: News You Can Use	25
Lesson 5: Newspapers in a Democratic Society	29
Lesson 6: Bias in the Newspaper	36
Lesson 7: The First Amendment and School-Based Publications	41
Lesson 8: Press Ethics	50
Lesson 9: The Interview	56
Lesson 10: Quotations and More	60
<u>Journalism and Writing</u>	63
Lesson 11: Newspapers and the Writing Process	64
Lesson 12: News Stories	67
Lesson 13: Writing a News Story	72
Lesson 14: Feature Stories	78
Lesson 15: Writing a Feature Story	83
Lesson 16: Sports Stories	88
Lesson 17: Writing a Sports Story	92
Lesson 18: Editorials	96
Lesson 19: Writing an Editorial	101
Lesson 20: Reviews	105
Lesson 21: Writing Reviews	109
Lesson 22: How-to Columns	113
Lesson 23: Writing How-to Columns	117
<u>Newspaper Content Issues</u>	121
Lesson 24: Advertising and the Newspaper—Products and Services	122
Lesson 25: Advertising and the Newspaper—Issues and Interests	126
Lesson 26: News Content—Newspapers and Television	130
Lesson 27: Good News/Bad News	134
Lesson 28: Newspapers on the Internet	137
Lesson 29: Electronic Choices: Online and E-edition Newspapers	141
Lesson 30: What Have We Learned?	145
Unit B Glossary	148
Standards for Units A, B and C	150

To the teacher ...

In Unit A of *High Five*, students learned about principles of media literacy. They looked at visual and print media, with additional emphasis on the newspaper. Organizing media principles of Unit A were:

1. All media messages are constructions
2. All messages are representations of a reality
3. Messages are created for different purposes: social, political, economic, historic and aesthetic
4. Different people interpret the same message differently
5. Messages have their own language, forms and symbol systems.

Many of the media that students explored, such as television commercials, movie trailers and magazine ads, were primarily commercial products with an economic purpose. The newspaper, too, serves an economic purpose in that it relies on advertising to pay for costs of publication. However, the newspaper has a more important and historic purpose—playing a special role in our democracy. The press is so important that our nation’s founders protected it in the First Amendment to the Constitution.

This unit focuses on the newspaper as a unique medium. Students will explore newspaper content and become familiar with various text structures specific to that content. Unit B also will address distinct responsibilities taken on by newspaper publishers, editors and reporters.

What is news? Reading newspapers is one of the best ways to keep up with news in your town, across the country and around the world. It also is a way to learn about sports, travel, hobbies and entertainment.

People have reported and recorded news since ancient times when Romans posted handwritten news in public places. In the mid-1400s, printing with movable type was invented in Germany. By the 1500s, newspapers began to appear in Europe. The first newspaper in the United States was printed in 1690. Benjamin Franklin began publishing *The Pennsylvania Gazette* weekly in 1729 (see www.bartleby.com/225/0605.html). He was among the first editors to use illustrations in a newspaper.

In 2006, the Newspaper Association of America (NAA) reported that there were 1,447 daily newspapers and 907 Sunday newspapers in the United States. More than 1,500 dailies had their own Web sites. Newspapers have an advantage over television news in that they can cover more stories and present information in greater detail. For example, the script of a half-hour newscast would fill only part of page one in a standard-size newspaper.

News is difficult to define. Generally, it is important information the reader did not know before it was presented. News in one place might not be news elsewhere. When snow falls in Florida, that is news because it is rare. But snowfall would not be news in Minnesota where it is so common.

So what is news? “News is the first rough draft of history,” said the late Philip L. Graham, publisher of *The Washington Post*. The late playwright Arthur Miller said, “A good newspaper is a nation talking to itself.” Newspapers are important for students because all of us need to talk to each other.

What are the newspaper’s special role and responsibilities? Lessons in this unit encourage students to think about the way the newspaper is organized and written and the special role it plays in a democracy. The First Amendment states:

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.

The press is protected so it can report freely on activities of the government in order to keep citizens informed. Voters then have independent information that allows them to make informed choices in elections. Newspaper publishers, editors and reporters take this role very seriously. They are very aware of their status as the “public’s watchdog.”

The first 10 lessons in this unit specifically address the newspaper’s role. Students will become engaged with issues related to the First Amendment. They will learn about the code of ethics that journalists follow. Issues of ethics and objectivity are reflected in the way reporters find sources for and write their stories. These lessons are designed to help students learn to think critically about news messages they encounter in any media.

Students as news writers. The second part of this unit casts students in the role of reporters. They will analyze structure and content of different types of news—hard news, feature stories, editorials, sports writing and self-help columns and use those structures as models for their own writing. These lessons are especially important because they will prepare students for work in Unit C as they create their own newspaper. They will learn new lessons about technical aspects of newspaper production but also review and use what they learned in Units A and B to plan, organize and develop content for their class or school newspaper.

Portfolios. Have students collect their activities into portfolios. At the end of the unit, students will select their best activities and discuss them with classmates.

The *High Five* model. Lessons in all three units are designed to ensure that students become well informed, critical consumers of all media, especially the newspaper. Content and activities in this unit will engage students in thoughtful, reflective analysis of news they encounter each day. It will help them understand the role of newspaper writers by having them become writers themselves.

Authors:

Sherrye Dee Garrett, Ed.D., Texas A&M University-Corpus Christi, Use The News Foundation
Stephanie Johnson, M.Ed., Albuquerque, N.M., Use The News Foundation

How *High Five* Lessons Are Organized

Each *High Five* lesson plan contains these components:

Objectives—These identify instructional goals for the lesson.

Instructional background box—Information to help you integrate the lesson into classroom objectives and connect with other lessons in *High Five* units.

Related Lessons—*High Five* lessons in all units related to the current lesson are identified. Some referred lessons may have been completed before the lesson, so they may be revisited and reviewed. Other lessons appear after the current lesson, so you can see how the lesson prepares students for later work.

Skills—Levels of understanding and appropriate verbs from Bloom’s taxonomy are identified.

Vocabulary—Words that students may need to know before they begin the lesson are identified. Generally, these words are not already in the glossary.

Looking Ahead —This section appears in lesson plans for which you will need more than the usual time to prepare for a lesson, such as calling a newspaper several weeks in advance to arrange for a tour.

Background—This section provides background about the topic.

Media required—This section lists different media to be used in the lesson.

Instructions—This section lists step-by-step instructions for doing the lesson with students.

Assessment—This section allows you to determine students’ level of understanding of the lesson’s objectives.

Student activity page—Each lesson has one or more activity pages that guide students through the activity and provide places for them to record work.

Same Content Structure—Different Delivery Systems

How do you want news? In a full-page paper product? On your computer screen? On your handheld electronic device? Today's newspapers are ready to provide news you need in the format you want. Print and online newspaper are the same in important ways but different in others.

You will find much of the same content in print newspapers and their online counterparts—news stories, features, photos, columns, review, advertising. The content structure, or text structure, of specific components such as news stories, editorials, features, etc., is the same on paper or online. A news story must answer the *who, what, when, where, why/how* questions. Hard-news stories still contain the most important information at the top. Editorials must state a position, provide supporting information, address counter arguments and make a recommendation. Sports stories still use powerful verbs to describe action. So when you are helping students learn to *access, analyze, evaluate* and *create* media messages in news media, you will want to show them that the writing in online newspapers requires the same high quality as writing in print newspapers. Good writing is good writing on paper and online. You do not have to teach different skills in analyzing the structure of newspaper writing just because it is delivered over the Internet.

How newspapers deliver news varies. Many people appreciate the portability and ease of reading the traditional print newspaper. They like scanning full pages for stories, features and ads. However, others like to be able to access news through the Internet, so newspapers now provide online versions of their print product.

The format of online newspapers differs. Some newspapers publish news content on their Web sites in a familiar format—one column of information in the center of the page with navigational links on the left and more links, or ads, on the right side. Sometimes, navigational links appear across the top. These news sites look like many other informational Web sites. Headlines are usually a different color, and photos are provided. Small on the screen, they can usually be enlarged with a mouse click.

Another Web format for newspapers gaining in popularity is the “e-edition,” which replicates a full newspaper page on a Web page. The reader may be able to click

on a story to enlarge the type, making it easier to read. Some e-editions allow you to peruse the newspaper by clicking on the lower corner of the newspaper page replica and “turning” the page to the next Web screen. Some e-editions contain features of traditional Web pages and the new full-page replica design. On these sites, you may see the replica of the print newspaper page, but when you click on a story, it appears in a single-column linear format, much like that of other informational Web pages.

Online newspapers have advantages over print newspapers. They can provide links to other Web sites or to archived information in past editions, let you contact any newspaper department by clicking an e-mail option and can provide audio and video files of news events.

The following Web sites provide links to newspapers nationwide and worldwide that offer online versions of their publications—www.newspaperlinks.com, www.thepaperboy.com and www.onlinenewspapers.com. You may wish to explore one or more of these sites and identify newspapers you want your class to read and evaluate.

Become familiar with the online format of your local newspaper so you can help students learn to navigate print and electronic news sources.

High Five curriculum authors:

Sherrye Dee Garrett, Ed.D.
Texas A&M University-Corpus Christi
Use The News Foundation

Stephanie Johnson, M.Ed.
Albuquerque, N.M.
Use The News Foundation

For more information about *High Five*, contact:

NAA Foundation
4401 Wilson Blvd., Suite 900
Arlington, VA 22203
571.366.1000
www.naafoundation.org



Interesting Facts About Newspapers

A 2006 Newspaper Association of America publication reported that:

- There were 833 daily morning newspapers with a circulation of 45,441,000 and 614 afternoon newspapers with a circulation of 6,888,000
- There were 907 Sunday newspapers with a circulation of 53,179,000.

Two 2008 NAA reports on newspapers readers showed that:

- 87 percent of adults read the main news/front page of a daily newspaper
- 87 percent of women and 83 percent of men read the local news section of a daily newspaper
- 84 percent of adult read the main news/front page of a Sunday newspaper
- 81 percent of women read local news in a Sunday newspaper
- 80 percent of men read local news in a Sunday newspaper
- 80 percent of adults visit newspaper Web sites for local or regional news.

A 2008 NAA publication showed that:

- 48 percent of adults read a newspaper on an average weekday
- 54 percent of adults read a newspaper on an average Sunday
- 51 percent of adults found newspaper advertising somewhat or very useful
- 66 percent of consumers said the newspaper gave them useful bargain information about audio equipment
- 64 percent said newspapers gave them useful bargain information about video games
- 70 percent said newspapers gave them useful bargain information about women's clothing.

NAA research shows that:

- There were 66.4 million unique visitors to newspaper Web sites in the first three months of 2008
- 96 percent of newspaper Web site visitors are seeking general news, and 74 percent visit for breaking news
- 58 percent of newspaper Web site visitors read news there instead of in print newspapers
- 43 percent of newspaper Web site visitors read news online and in print.

The Art and Craft of Journalism

Lessons 1-10

Lesson 1

NEWSPAPER MESSAGES

Objectives

Students will:

1. Understand that newspaper messages are created to inform, persuade or entertain
2. Identify different audiences for each type of newspaper message
3. Become familiar with each section of the newspaper
4. Make inferences about why different messages are placed in different sections.

Related Lessons: Unit A, Lessons 1, 3, 4, 5, 6, 9, 22, 26; Unit C, Lessons 2, 9.

Skills—Knowledge: find, describe; **Comprehension:** discuss, compare; **Application:** examine, classify, illustrate; **Analysis:** explain, analyze; **Synthesis:** plan; **Evaluate:** choose.

Vocabulary: *audience, message.*

Looking ahead

You may wish to keep student responses to the activity *Newspaper Messages (B)* to use as a springboard for discussion in Part C, Lesson 9 as they begin planning their class or school newspaper.

Background

This lesson encourages students to explore and understand the newspaper by locating each section in it, various types of newspaper messages and their likely audience. Student comments and performance on *Newspaper Messages (A)* will offer insight about their knowledge and understanding of the purpose, structure and audience of newspapers.

Their responses also can provide direction to later lessons.

Media required

- Copies of the newspaper for each student

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to pay attention to different kinds of information in it.
2. Explain that different sections of the newspaper have different purposes and appeal to different groups of people (audience).
3. Explain that newspaper messages may provide *information*, be *persuasive* or *entertain*.
4. Have students find five examples of each type of message in the newspaper.
Encourage them to search each section to find examples.
5. Tell students to label their examples with “I” for inform, “P” for persuade and “E” for entertain.
6. Have students share findings, noting in which section each example was found and explaining why they labeled the example as they did.
7. Encourage students to make inferences as to why certain messages are placed in particular sections.
8. Lead a discussion in which students discuss the sections: Which were familiar? Unfamiliar? Interesting? Not so interesting? Useful? Not useful?
9. Have students identify different target audiences, such as adults, men, teenage girls, etc. for each message/article they found, and have them offer reasons for their decisions.
10. Distribute the activity page. Review directions with students.
11. Allow them time to complete *Newspaper Messages A*.
12. Have students compare answers in small groups.
13. Explain to students that they will create their own classroom newspaper in Unit C.
Have them write down ideas for news and features they might like to see in a classroom newspaper in *Newspaper Messages B*.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies newspaper messages that inform, persuade or entertain.			
Student identifies appropriate audience for each type of newspaper message.			
Student is familiar with the purpose of each newspaper section.			
Student makes inferences about why certain messages are included in different sections.			

Lesson 1 Activity Page B

NEWSPAPER MESSAGES

Name _____

Directions: Discuss with a partner or in small groups stories you think students in middle school would like to find in the local *newspaper* and ideas you would like to include in *your newspaper*. Be ready to share ideas with the class. How do they compare?

Type of news	Story idea for middle school students in the LOCAL newspaper
Inform	
Persuade	
Entertain	
	Story idea for middle school students in the CLASS newspaper
Inform	
Persuade	
Entertain	

Lesson 2

SO MUCH NEWS, SO LITTLE TIME

Objectives

Students will:

1. Analyze format and structure of the newspaper to communicate media messages
2. Recognize graphic and design cues used in the newspaper to help readers locate information
3. Become familiar with proper names for graphics, design elements and navigational devices used in newspapers.

Related Lessons: Unit A, Lessons 6, 9; Unit C, Lessons 3, 10.

Skills—Knowledge: locate, name; **Comprehension:** explain; **Application:** construct; **Analysis:** explain; **Synthesis:** construct; **Evaluate:** discuss.

Vocabulary: *anchored feature, byline, flag, font, folio line, index, pullout quote, sidebar, skybox or teaser.*

Looking ahead

If possible, locate a front page from the early 20th century so students can compare it to an issue of today's newspaper.

Background

Only in the recent past has the design and look of newspapers become more reader-friendly. Early publications were text-heavy, used little white space and few, if any, images or photographs. Improvements in technology have enabled newspapers to create elements that make it easier for the reader to locate information and features and that pull the reader into a story or newspaper section. In this lesson, students will compare an early publication with a current one and recognize and identify strides in designing a more accessible product for readers.

Media required

- Copy of newspaper front page(s) from the early 20th century
- Copies of several different newspapers. If you have access to regional newspapers, use them. If not, use copies of the local newspaper for several days.
- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to graphic and design elements used to help readers locate information and move easily through the newspaper.
2. Display the historic and current newspaper front pages. Ask students which they would rather read. Discuss why and list their reasons on the board.
3. Discuss why it is important to create a visually appealing, easily navigable newspaper today.
4. Assemble students in pairs or small groups and ask them to review page one carefully.
5. Have students add additional features not mentioned earlier about the newspaper's format and structure that capture their attention—headlines, *flag*, skyboxes *or teasers*, bold-face type, photos, graphics, *index*, use of color—and share them with the class. List them on the board and discuss.
6. Ask students to make inferences about why different type sizes and fonts, photographs and graphics are used in newspapers today. Discuss.
7. Have students fold the newspaper in half horizontally. Discuss differences in text and images above and below the fold. Ask students to hypothesize why the halves differ. (The top half is displayed in newspaper vending machines and when newspapers are piled for sale.)
8. Have students scan all sections of the newspaper and find other devices that help the reader—i.e., *index*, *folio lines*, section names, *anchored features*, charts, *pullout quotes* and *sidebars*). List them on the board and discuss how they help.
9. You may wish to keep this list as a resource as students prepare to create a class newspaper in Part C.
10. Distribute the activity page. Review directions with students.

11. Have students complete *So Much News, So Little Time* in small groups and share their work with the class.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student explains reasons for structure and format of the newspaper.			
Student identifies graphic and design elements in the newspaper.			
Student names graphic, design and navigational devices used in the newspaper.			

Lesson 2 Activity Page

SO MUCH NEWS, SO LITTLE TIME

Name _____

Directions: Use different editions of the newspaper to find examples of the following elements used to attract attention and help find information. Cut them out and paste them on a large sheet of paper and create your own crazy-quilt front page.

1. **Flag:** name of the newspaper on page one
2. **Index:** a listing, usually on page one, that tells where to find certain sections or features
3. **Headlines** of different sizes and typefaces
4. **News stories with bylines:** bylines tell the name(s) of the reporter(s) who wrote the story
5. **Photograph and cutlines:** the cutline is a caption, usually found under or alongside the photograph and telling something about the photograph
6. **Skybox or teaser:** text and/or visuals above the flag that highlight articles inside the newspaper.

Lesson 3

NEWSPAPER JARGON

Objectives

Students will:

1. Define newspaper jargon
2. Identify examples of newspaper jargon in the newspaper.

Related Lessons: Unit A, Lesson 3; Unit C, Lessons 3, 4; Glossary.

Skills—Knowledge: name; **Comprehension:** explain; **Application:** identify; **Evaluate:** choose; **Synthesis:** verify.

Vocabulary: *See above, Newspaper Jargon, Glossary Part B.*

Background

Every profession has jargon or terminology. As students become more familiar with and begin to write news, features and editorials in preparing to create their class or school newspaper, they should know and be able to use news-publishing terminology with ease and accuracy. This lesson looks at commonly used terms. Encourage students to add to this vocabulary list as they progress through this and Unit C.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
2. Ask why it is important for beginning journalists to know and use proper terminology. Discuss.
3. Have volunteers offer newspaper words and definitions they may already know.
4. Distribute the activity page *Newspaper Jargon* and briefly review the vocabulary list.
5. Assign students to small groups. Distribute sticky notes, using a different color for each group.

6. Have students use sticky notes to find the words from *Newspaper Jargon* and place them on pages in their newspaper.
7. Have groups exchange newspapers and review the sticky notes to identify errors, correct them and label with sticky notes any missing terms.
8. Return the pages to each group and have students discuss peer review of their work.
9. Cite examples from each group’s work that accurately identify and define examples of the vocabulary words.
10. You may wish to assign *Find It: Newspaper Jargon* as homework or extra credit.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student defines newspaper jargon.			
Student identifies examples of newspaper jargon.			

Lesson 3 Activity Page A

NEWSPAPER JARGON

Directions: Here are terms you should know as you learn more about and use the newspaper. Find an example of each item in your newspaper. Label each with a sticky note.

Byline: tells who wrote the story and may include the writer's title.

Column: vertical division of the page that helps to give it structure. Newspaper stories and images are measured in column inches—the number of columns wide by inches long.

Cutline/caption: explains what is happening in a photograph or illustration. The term “cut” was first used when images in the newspaper were printed from carved wood and etched metal. This may include a photo credit.

Dateline: location where an event took place and sometimes the date, usually at the very start of a story. Date and location were first used when news often took days to reach a reader.

Editorial: a column featured on the editorial page that expresses an opinion of the newspaper and encourages the reader to take action.

Fact: statement that can be proven (not an opinion).

Feature story: one in which the basic purpose is something other than news.

Five Ws and H: information always included in a news story and answering the questions who, what, when, where, why and how.

Flag/logo: name of the newspaper as it appears atop page one.

Graphic: use of lines, screens, boxes and large first letters to break up areas of space on the page.

Gutter: margin between facing pages in the vertical fold.

Headline: large type written and designed to summarize a story and attract the reader's attention.

Index: tells the reader where regularly featured pages, such as sports, weather and local news, can be found.

Jumpline: line that tells the reader on which page a story is continued.

Lead: first paragraph of the story that summarizes it and/or grabs the reader's attention.

News: information provided about an event shortly after it occurs.

Masthead: formal statement of the newspaper's name, officers, management and place of publication, usually on the editorial page.

Quotation: statement made by another person. A direct quotation is exactly what the person said and is placed in quotation marks. An indirect quote paraphrases what the person said and is not in quotation marks.

Sidebar: brief story with a special angle that goes with the main story.

Wire story: one written by a reporter working for a news service.

Lesson 3 Activity Page B

FIND IT: NEWSPAPER JARGON

Name _____

Directions: Find and circle each newspaper word in the puzzle. Words may be written horizontally, vertically or diagonally. They also may be written in reverse order, so you may have to read them from right to left.

- | | | | | |
|--------|---------------|-----------|----------|-----------|
| byline | column | cutline | dateline | editorial |
| fact | feature story | Five Ws | flag | graphic |
| gutter | headline | index | jumpline | lead |
| news | masthead | quotation | sidebar | |

W	F	J	D	E	R	I	S	D	N	J	Q	E	H	R
A	A	X	U	M	N	I	N	M	A	T	S	N	R	E
V	C	L	N	M	D	I	U	D	X	E	F	I	A	T
X	T	E	A	E	P	L	L	D	E	E	L	L	Z	T
K	W	C	B	I	O	L	A	Y	A	X	E	D	E	U
S	U	A	C	C	R	E	I	T	B	V	R	A	Y	G
X	R	U	Y	Z	H	O	U	N	T	Q	I	E	N	G
G	A	L	F	T	G	R	T	J	E	M	W	H	C	Y
P	G	P	S	Y	E	N	O	I	T	A	T	O	U	Q
C	T	A	N	S	F	N	Z	G	D	S	U	B	T	W
P	M	V	T	E	I	S	S	I	E	E	C	S	L	X
T	R	O	D	A	T	E	L	I	N	E	N	G	I	R
C	R	Q	T	Q	C	C	I	H	P	A	R	G	N	L
Y	F	I	V	E	W	S	P	W	L	P	Q	R	E	S
Y	I	I	R	K	G	A	L	W	P	A	R	V	Y	I

Lesson 4

NEWS YOU CAN USE

Objectives

Students will:

1. Understand the six criteria for news
2. Analyze a news story for newsworthiness
3. Apply news criteria to placement and look of an imaginary story on a front page.

Related Lessons: Unit A, Lessons 15, 16; Unit C, Lessons 4, 5, 9, 13.

Skills—Knowledge: find; **Comprehension:** discuss; **Application:** examine, classify;

Analysis: categorize; **Evaluation:** assess.

Vocabulary: *consequence, human interest, oddity/uniqueness, prominence, proximity, timeliness.*

Background

In this lesson, students will begin to evaluate information in the newspaper by using the six criteria for newsworthiness. Newspapers typically provide information about a range of events and news—local, state, national and international. Students should become familiar with each kind of news story and see the impact that events of all types can have on their lives and community.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to think about why stories have been included. Remind them to note and use structural and navigational devices introduced in the previous lesson.
2. Review types of information included in the newspaper that inform, entertain or persuade.

3. Write the following criteria for news on the board: prominence, proximity, timeliness, oddity/uniqueness, consequence, human interest. Define and offer examples of each.

Prominence—a person, organization or institution in the story is important or well-known.

Proximity—nearby; newspapers print stories about people and events in the community or region where their readers live.

Timeliness—something happening or important right now; most news stories reflect events in the immediate past or involving an issue that affects readers now.

Oddity/uniqueness—out of the ordinary, unusual; some stories are about people or events that are unexpected or special in some way—perhaps an athlete who displays remarkable ability or an unusual celebration.

Consequence—effects of a decision or event; newspapers publish stories about issues that affect readers directly or indirectly.

Human interest—something that touches lives, imagination or emotions of readers; stories may be about an inspiring teacher or a courageous pet, for instance.

Assign students into small groups and provide each a different criterion for news. Have each group find an example in the newspaper that meets that criterion. Bring the class together and have volunteers read headlines of their stories and explain how each is a good example of their criterion.

4. Have students create a list of six things that have happened in your school or to their friends or family members and write them on the board. Explain that these are story ideas.

5. Have them decide which will be on page one of your class newspaper. Tell students there is room for only four articles. Have them choose which to include, using one or more of the six criteria for news for their selection.

6. Have students create a headline for each story. Draw a mock front page. Have students decide where to place the headline and whether the story should have a picture with it. Have them decide what that image could be. Be sure that students can explain reasons for their decisions.

7. Distribute the activity page. Review directions with students. You may assign *What Makes News?* as homework or extra credit.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student understands the six criteria for news.			
Student analyzes a news story for its newsworthiness.			
Student applies news criteria to an imaginary news story, its placement and appearance on a front page.			

Lesson 4 Activity Page

WHAT MAKES NEWS?

Name _____

Directions: Answer the following questions to practice making the kind of decisions editors do as they create the newspaper every day. Use your copy of the newspaper to help.

1. What kind of information is included in the newspaper every day?

2. How do you think the editors decide what to put in the newspaper?

3. Write the headline of a story you read in the newspaper. Explain why you think it was published. Remember to use one or more of the six reasons editors use to publish a story.

4. What did editors do to tell you how important they thought the story was?

5. If you could include a story in the newspaper, what would it be? Give one or two reasons why you think the story is important.

Lesson 5

NEWSPAPERS IN A DEMOCRATIC SOCIETY

Objectives

Students will:

1. Review and discuss the First Amendment to the Constitution
2. Generate reasons for protecting freedom of the press
3. Identify stories that could be censored without the guarantees of press freedom
4. Draft a statement about freedom of the press for their school publication.

Related Lessons: Unit A, Lessons 14, 16, 17, 10, 30; Unit C, Lessons 5, 28.

Skills—Knowledge: locate; **Comprehension:** explain; **Application:** classify; **Analysis:** identify; **Synthesis:** predict; **Evaluation:** judge, recommend.

Vocabulary: *ensorship, First Amendment.*

Looking ahead

You will need to collect six to eight stories on controversial topics in the news for this lesson. You also will need a copy or copies of the First Amendment for students to read and reflect on in this unit and apply in Unit C.

Students will draft their own statement about press freedom. You may want to make and keep a copy to use in Unit C, Lesson 28 as they discuss the First Amendment and its implications for their publication.

Background

First Amendment to the Constitution

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.

A free press and public education are often seen as the cornerstones of democracy. Newspapers play an important role in our democratic way of life. The First Amendment guarantees freedom of the press and protects newspapers from government intervention. Freedom of the press applies to newspapers, books and other news media, such as television, radio and the Internet. The Founding Fathers believed that the press must hold government accountable for its actions. People who can share information freely will be informed and therefore able to make informed decisions about issues that affect their lives.

Teaching students the role of the free press and its importance to them is not easy. The subject seems remote and abstract. This lesson and the two that follow attempt to make the concept of a free press and its implications for students more real and accessible. A free press allows us all to read, watch, listen to, spread, publish and speak the news.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to stories about activities of local, state or federal government officials or agencies.
2. Assign students into pairs. Have them use colored markers or crayons to cross out stories, opinion items, advertisements and images that might not be published without First Amendment protection —either because they are critical of the government or government officials or about anything that would not be public knowledge without freedom of the press.
3. Explain that this activity is an example of *censorship*, that is, the power of someone to control what one is allowed to read, see or hear.
4. Select one or more of the deleted items. Ask the following questions:
 - a. What is this article/item about?
 - b. Who might not want this information published?

- c. Why?
 - d. Why do you need to know this information?
5. Explain that after the Constitution was adopted, leaders and citizens of the time threatened to reject it unless there were more guarantees for specific freedoms. This led to the writing of the first 10 amendments, or Bill of Rights.
6. Display or distribute copies of the First Amendment and ask:
 - a. What basic rights are guaranteed?
 - b. Why do you think they are important to everyone?
 - c. What is freedom?
 - d. What responsibilities go along with freedom?
 - e. How could freedom of the press be threatened?
 - f. Who could threaten it?
 - g. Can you think of events in which freedom of the press is being threatened today?
7. Distribute *The Role of Newspapers in a Democratic Society* resource page and discuss it with students.
8. Share several news articles about controversial local, state or national events with the class and discuss what makes them controversial.
9. Assign students into small groups and give each a story you have selected. Have them decide whether the story should have been published. Tell them to be prepared to defend their decisions.
10. Have the class share their decisions. Discuss.
11. As a class, draft a statement about freedom of the press. Explain to students that they will review, compare and adapt this statement to any local school newspaper policy when they publish their class newspaper.
12. Distribute the activity page. Review directions with students. Have them complete *Newspapers in a Democratic Society* as homework or extra credit.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies the five rights guaranteed by the First Amendment.			
Student explains why freedom of the press should be protected.			
Student identifies stories that may not have been published without First Amendment protection and explains why.			
Student contributes to a class statement on press freedom.			

Lesson 5 Resource

THE ROLE OF NEWSPAPERS IN A DEMOCRATIC SOCIETY

Directions: Read the following six principles that are the foundation of the First Amendment. As you read, think about them carefully and how they affect you.

1. The First Amendment guarantees the freedom of the individual.

Our form of government is based on the idea that all individuals are born with certain rights or freedoms. The First Amendment guards these rights by not allowing the government to deny citizens their rights. The government does not give us our rights. Its role is to protect rights that we already have.

As individuals, we have freedom of conscience. Religious liberty, or freedom of conscience, protects the beliefs of everyone, not just those of recognized faith communities. We are free to worship, or not to worship, as we choose. The government may not tell us what church, synagogue, mosque or temple to attend or whether, where and how we should pray.

Our ideas and beliefs are our own. We are free to develop and express them. Through a free press, we can get a wide range of information. Individuals may think about different ideas. The government is not supposed to force ideas on its citizens.

The First Amendment guarantees that we may mix with people and join groups of our choice. We may ask or lobby the government to correct certain wrongs or to support our beliefs.

2. Free expression is the foundation of democracy.

The First Amendment is based on the belief that people who can freely share information, especially about their government, will be informed and able to make informed choices about what leaders to elect, what forms of government they want and what laws to pass. Freedom to exchange information about the government helps citizens find alternatives to bad government. We may criticize our government.

3. The First Amendment tells the government to keep a distance from our religion, our ideas and our ability to express ourselves.

“Congress shall make no law ...” means that, as far as possible, the government may not interfere with our basic rights. The government may not pass laws that take away our First Amendment freedoms or that force us to express ideas we do not believe. But the First Amendment is not absolute.

“No law” does not mean “absolutely no law.” The U.S. Supreme Court has decided that some limits must be placed on freedoms. The government may, for example, control the time, place and way we express ourselves but may not regulate based on the content of our beliefs, ideas and expressions. We may need a permit before we

march in support of a cause, but we should not have to worry about the government telling us we do not have the right to believe in that cause or express that idea.

4. Other people have rights, too.

The First Amendment is based on the belief that all people have inalienable rights. Our commitment to rights is directly linked to our responsibility as citizens to guard those rights for everyone.

Faced with unpopular views or offensive speech, the public may ask, “Why doesn’t the government do something about that?” The answer: Neither government nor a majority of the public has the authority to stop an unpopular idea.

Because the First Amendment belongs to everyone, it encourages us to respect the right of others to hold their opinions and religious beliefs. The First Amendment protects minority viewpoints and helps us understand that limiting the rights of some people may eventually limit the rights of all.

5. When rights collide, government must balance them.

Sometimes, the government plays a role in balancing our rights. When two rights collide, there may be tension and controversy. What happens, for example, when a person’s right to a fair trial conflicts with our right to learn whether a fair trial is actually taking place through what is reported in a free press? What happens when an individual’s right to personal privacy conflicts with free flow of information? Through the courts, the government may make decisions that protect both rights.

Knowing where government officials draw the line when controlling expression, it is important to understand who may and may not control what we say or write or perform.

Public school administrators are government officials and, like city officials, have power and limits on controlling expression. Although students do not give up their First Amendment rights when they come to school, the U.S. Supreme Court has decided that school officials may restrict students’ rights if administrators decide that using those rights would interfere with the school’s mission of educating students. However, as government officials, they may not control or censor expression in the same way that a private organization or family might. The First Amendment does not apply to private school officials.

6. The First Amendment helps us make choices.

As citizens, we may choose which views to support and which to reject. When all ideas are allowed to be expressed, we may decide what ideas and concepts to question, embrace or reject.

First Amendment advocates say it best: The antidote to distasteful or hateful speech is not censorship but more speech.

Adapted from material at www.freedomforum.org.

Lesson 6

BIAS IN THE NEWSPAPER

Objectives

Students will:

1. Understand the meaning of bias and objectivity
2. Identify and evaluate bias in the media
3. Conduct a poll on news sources and bias.

Related Lessons: Unit A, Lessons 15, 16.

Skills—Knowledge: locate, describe; **Comprehension:** interpret; **Application:** construct; **Analysis:** categorize, compare, contrast; **Synthesis:** formulate; **Evaluation:** determine.

Vocabulary: *bias, objective.*

Background

The many media options from print, the Internet, television and radio make it more important that students be able to discern accuracy and objectivity of information each provides. In this lesson, students will identify bias in the news and consider implications of biased news coverage for citizens and consumers.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find articles about people or events in which they have special interest.
2. Introduce *bias* with a brief discussion about how it appears in everyday interactions—for example, in what students may think or feel about parents, teachers,

administrators or law enforcement officers. Bias is an unfair preference for or dislike of something.

3. Discuss the meaning of bias and *objective* using a Venn diagram to compare and contrast the meaning of the two words.
4. Identify an event or incident that occurred at a school dance, assembly, sports event or in the cafeteria.
5. Ask two volunteers who were there to describe it. Have one student leave the room while the other recounts the event.
6. Have the first student leave the room and have the second student recount the event.
7. Bring the first student back into class. Discuss similarities and differences between the two accounts and cite examples of bias or lack of objectivity in the accounts.
8. Ask students what might prompt bias in observers or reporters of an incident (gender, race, age, education, cultural experiences, religion or political affiliation).
9. Ask students whether they think it is possible to keep bias out of reporting. Is there a place for bias in journalism? If so, should the journalist make his or her bias clear?
10. Distribute the activity page *It All Depends*. Review directions with students.
11. As a class, complete *It All Depends*. Discuss.
12. Assign students into small groups. Have students select one or more articles in the newspaper and analyze each for: a) topic and potential conflict; b) audience; and c) writer bias, if any. Have students underline words or phrases they believe show bias.
13. Have the groups present their analyses of their article(s). Ask: Was there more or less bias in the newspaper than you expected to find? How successful was the newspaper in being objective and credible? What words, if any, were biased? Have students changed their view about the media because of their analysis? How should one read or view the news?
14. Distribute the activity page *Bias in the Media*. Review directions with students.
15. As homework or extra credit, have students complete *Bias in the Media* and be prepared to share answers with the class.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student defines bias.			
Student identifies words that indicate bias.			
Student conducts interview poll on news sources and bias (optional).			

Lesson 6 Activity Page A

IT ALL DEPENDS

Name _____

Directions: Read the sentences below and look for bias in each. Underline the biased words. Rewrite the sentence(s) to make them objective.

1. The Bears overtook their unprepared and hapless opponents. It was a sweet victory for our favorite team.

2. The mayor's wife spoke to the Women's Committee on Monday. Her words were followed by a dramatic speech by Mayor William Smith.

3. Two groups lobbied for the new law—Man's Best Friend, an alternative, hippie organization; and Animals for All, a well-funded, well-organized advocacy institute.

4. Write a sentence about a person, event or organization that is biased.

5. Rewrite the sentence and make it objective.

Lesson 6 Activity Page B

BIAS IN THE MEDIA

Name _____

Directions: Use these questions to take an informal poll of your friends, neighbors and family members about bias in the media. Try to include at least 10 people in your poll. Be sure to thank them for their help!

Make a chart or write a short report about what you learned from your poll.

1. How many sources do you use to obtain the news? _____

2. Which news source do you use most often? Rank them from 1-4 with 1 being the most often used.

Newspaper _____ Radio _____ Television _____ Internet _____

3. Do you think your main source of news provides you with objective, unbiased reports?
_____ Yes _____ No

4. Do you think there is a place for bias or opinions in news reporting?
_____ Yes _____ No

Please tell why: _____

5. Which of the news sources available to you do you think is the most biased?

Newspaper _____ Radio _____ Television _____ Internet _____

Please tell why: _____

6. Which of the news sources available to you do you think is the most objective?

Newspaper _____ Radio _____ Television _____ Internet _____

Please tell why:

Who Took My Poll

Number polled _____

Teens/young adults _____

Adults _____

Lesson 7**THE FIRST AMENDMENT AND SCHOOL-BASED PUBLICATIONS****Objectives****Students will:**

1. Understand the constitutional and historical significance of the U.S. Supreme Court cases *Tinker v. Des Moines Independent Community School District* (1969) and *Hazelwood School District v. Kuhlmeier* (1988).
2. Analyze ways they can constitutionally express themselves in school.
3. Become knowledgeable about school policies on freedom of expression.

Related Lessons: Unit B, Lesson 4; Unit C, Lesson 28.

Skills—Knowledge: name; **Comprehension:** interpret; **Application:** solve; **Analysis:** compare, contrast; **Synthesis:** formulate, propose; **Evaluation:** justify, recommend.

Vocabulary: *landmark case*.

Looking ahead

If you are unfamiliar with the Student Press Law Center and *Tinker v. Des Moines Independent School District* or *Hazelwood v. Kuhlmeier*, it would be helpful to read resource material for this lesson and do additional online or library research on these landmark cases.

An additional activity for this lesson could be a visit from the school principal; another school administrator; a high school editor, reporter or adviser; or a reporter or editor from the local newspaper to speak about their work and how the First Amendment affects what they do.

Background

The First Amendment has never protected an absolute right to free speech. Limits have always been placed on students' expression in dress, assembly and press. This lesson helps students explore local policy and how it applies to school life, and evaluate rights of

students, specifically the school press. They will review two landmark U.S. Supreme Court cases. Finally, they will analyze imaginary scenarios that could challenge the right to free speech.

The Student Press Law Center is an excellent resource about the First Amendment and issues involving school newspapers and other publications. You may wish to explore its Web site (www.splc.org) for information and resources.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories or columns that may contain controversial ideas or topics.
2. By explaining the case issue and court finding, introduce *Tinker v. Des Moines Independent Community School District* (1969), a landmark U.S. Supreme Court case that upheld the First Amendment rights of students.
3. Discuss reasons the court provided for its decision. Encourage students to explain whether they agree or disagree with the court.
4. Contrast *Tinker* with *Hazelwood School District v. Kuhlmeier* (1988). Explain that this court decision clarified how schools may limit expression in “school-sponsored expressive activities” in which the school lends its name to the activity. Use the *Landmark Cases in Student Expression* resource as a handout or reading assignment.
5. Distribute the activity page. Review directions with students.
6. Allow students time to complete *The First Amendment and Our School*. Bring the class together and discuss its answers.
7. Provide students information about their school publication policies, if available, and review it together. Discuss how policies compare to their answers on the questionnaire. Discuss how policies (or lack of) will affect publication of their class or school newspaper.

8. You may wish to invite a school administrator to speak to the class about policies concerning school-sponsored publications.
9. Assign students to small groups. Distribute the activity page. Review directions with students.
10. Have them read and discuss each scenario in *You Make the Call* and reflect on these questions:
 - a. What are students’ constitutional rights to expression in schools?
 - b. How can those rights be protected?
 - c. Does either of the two Supreme Court cases mentioned relate to any of the scenarios? How?
11. Alternatively, have students review the *Top 10 Questions* from the Student Press Law Center and discuss each question and answer with the class.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student understands constitutional and historical significance of <i>Tinker v. Des Moines Independent Community School District</i> (1969) and <i>Hazelwood School District v. Kuhlmeier</i> (1988).			
Student analyzes potential challenges to freedom of expression for teenagers.			
Student is knowledgeable about school policies related to freedom of expression.			

Lesson 7 Resource

THE STUDENT PRESS LAW CENTER

The Student Press Law Center is a nonprofit organization established in 1974. It is the only legal assistance agency in the country educating high school and college journalists about their rights and responsibilities under the First Amendment. It supports student news media in covering important issues without censorship. Approximately 2,500 student journalists and teachers from all states contact the center annually for help or information (see www.splc.org).

The Student Press Law Center’s High School Top 10 List

These are the 10 questions high school student journalists most frequently ask about their rights.

Q: *Do high school students have First Amendment rights?*

A: Yes. As the U.S. Supreme Court said in 1969, “It can hardly be argued that either students or teachers shed their constitutional right to freedom of speech or expression at the schoolhouse gate.” But the First Amendment only prohibits government officials from suppressing speech; it does not prevent school censorship at private schools. A state constitution, statute or school policy could provide private school students with free speech protections.

Q: *What about the Hazelwood decision?*

A: In *Hazelwood School District v. Kuhlmeier* in 1988, the U.S. Supreme Court gave public high school officials greater authority to censor some school-sponsored student publications. But the ruling does not apply to publications that have been opened as “public forums for student expression.” It also requires school officials to demonstrate a reasonable educational justification before they can censor anything. In addition, Arkansas, California, Colorado, Iowa, Kansas, Massachusetts and Oregon have passed laws giving students much stronger free expression protection than *Hazelwood*. Other states are considering such laws.

Q: *What is a “public forum for student expression”?*

A: A student publication is a public forum for student expression when school officials have given student editors authority to make content decisions. A school can do that through an official policy or by allowing a publication to operate with editorial independence.

Q: *So, if policy or practice indicates the content of my publication is determined by students, the Hazelwood decision does not apply to me?*

A: That is correct. If a student publication is a public forum for student expression, students are entitled to stronger First Amendment protection. School officials are allowed to censor forum publications only when they can show that the publication would cause a “material and substantial disruption” of school activities.

Q: *Are underground or independent student publications protected from censorship?*

A: Absolutely. Although public schools can establish reasonable restrictions as to time, place and manner of distribution of underground publications, they cannot absolutely forbid their distribution on school grounds. As with school-sponsored publications that are forums, a school must show substantial disruption before it can censor an independent publication.

Q: *Can student publications be sued for libel, invasion of privacy or copyright infringement?*

A: Yes, and occasionally they are. In such cases, the individual reporter and editor could be held legally responsible. Court decisions indicate that a school that does not control content of a student publication may be protected from liability. Students must be aware that with press freedom comes legal responsibility.

Q: *Can student reporters protect confidential news sources or information?*

A: Some states have “shield laws,” and others have court-created privileges that protect journalists from having to reveal this kind of information. However, most states have never explicitly applied these laws to student journalists. Check your state law before making a promise of confidentiality because once you make such a promise, the law requires you to keep it.

Q: *Can I use freedom of information laws?*

A: Yes. Freedom of information (or “sunshine”) laws require government agencies such as public schools to open many official records and meetings to the public. These laws vary from state to state. Every newsroom should have a copy of its state’s open-records and open-meetings laws.

Q: *Can I use cartoon characters, song lyrics or another publication’s photographs in my publication?*

A: In most cases, you must obtain permission of the copyright holder. Each of these works is protected by copyright law, which means others can use them only with permission. Publishing a credit line does not take the place of permission. An exception to copyright law called “fair use” can apply if you are taking only a small amount of a copyrighted work or are using the material along with a news story about it.

Q: *Where can I go for more information about my rights and responsibilities as a student journalist?*

A: The Student Press Law Center!

Lesson 7 Resource

LANDMARK CASES IN STUDENT EXPRESSION

First Amendment to the Constitution

“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.”

Tinker v. Des Moines Independent Community School District (1969)

This case is important in First Amendment protection of students. In 1965, John and Mary Beth Tinker, ages 15 and 13, protested the Vietnam War by wearing black armbands to school. School officials suspended them, saying the armbands might disrupt the learning environment and cause violence. The students sued the school district because they thought that its actions violated their First Amendment right to symbolic speech.

The case moved through the court system to the U.S. Supreme Court, which decided in favor of the students. Tinker is best known for the oft-quoted phrase by Justice Abe Fortas that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

The court found that wearing armbands was “closely akin to ‘pure speech’ ” and therefore protected by the First Amendment. Because school officials had allowed students to wear other controversial symbols and had not shown that the armbands would cause violence, suspension of the students was unconstitutional.

The Tinker rule basically says students retain First Amendment rights in school unless school authorities can reasonably show that exercise of free student expression leads to “substantial disruption of or material interference with school activities.”

Hazelwood School District v. Kuhlmeier (1988)

This case is very different than Tinker and over the years has restricted students’ First Amendment rights at school. In this decision, the Supreme Court gave school officials broad authority to censor all forms of student expression if they can show that the censorship has a “reasonable” educational justification. Hazelwood remains a controversial decision, and some states have since passed a type of anti-Hazelwood legislation.

Kathy Kuhlmeier and two other students wrote articles about pregnancy and divorce for their school newspaper. Their teacher submitted page proofs to the principal for approval. The principal objected to the articles because he believed that students described in the

article on pregnancy, although not named, could be identified, and that the father discussed in the article on divorce was not allowed to respond to the negative tone of the article. The principal also said the language used was not appropriate for younger students. When the newspaper was printed, two pages of the articles in question and four others approved by the principal were deleted.

The Supreme Court decided that the Hazelwood School District did not violate the students' First Amendment right. It ruled that school officials do not have to tolerate speech inconsistent with the school's mission. The court said this case was different from *Tinker* because *Tinker* involved a student's personal expression. This was, instead, a school newspaper and could reasonably be seen to have the "imprimatur" (acceptance) of the school.

The Supreme Court justified this position because the newspaper was part of the curriculum. A faculty member taught it during school hours, students received grades and academic credit, the faculty adviser exercised control over the publication and the principal had to review it.

The school's policies were not intended to expand students' rights by changing a newspaper that was part of the curriculum into a public forum. The court also said the principal's concerns were reasonable—that the students' identities would not necessarily be safe, that the privacy interests of boyfriends and parents were not protected well enough and that parents mentioned in the divorce article were not given the chance to defend themselves.

The court decided that when school authorities use editorial control in "school-sponsored" expressive activities, that control is acceptable if "related to legitimate pedagogical (teaching) concerns." The court divided student speech into two categories—speech by students and school-sponsored speech. If speech falls in the first category, the *Tinker* "substantial disruption" rule applies. If it falls into the second category, the *Hazelwood* rule applies.

Lesson 7 Activity Page A**THE FIRST AMENDMENT AND OUR SCHOOL**

Name _____

Directions: Mark each statement about your school with *Yes*, *No*, or *Don't Know*. Be ready to discuss answers with the class.

1. There is a student newspaper.
 Yes No Don't know
2. Students publish a newspaper outside of school and distribute it at school.
 Yes No Don't know
3. There is a student-created yearbook.
 Yes No Don't know
4. There is a school literary magazine created and written by students.
 Yes No Don't know
5. Student speeches for student government elections, assemblies or graduation must be approved by the principal or someone in the office before they are delivered.
 Yes No Don't know
6. The principal (or other school official) reviews the student newspaper before it is published and distributed.
 Yes No Don't know
7. Class officers or the student body can pick festival or dance themes without asking.
 Yes No Don't know
8. Students can decorate their lockers any way they choose.
 Yes No Don't know
9. Students can wear whatever kind of clothes they want.
 Yes No Don't know
10. Students can post fliers or other notices on school bulletin boards without permission from the principal or someone in the office.
 Yes No Don't know

Lesson 7 Activity Page B

YOU MAKE THE CALL

Name _____

Directions: Pretend you are the school principal as you read each scenario. Write your answers on a separate sheet of paper. Be prepared to discuss what you would do if you were the principal.

1. The student newspaper is planning to run a story exposing student cheating on standardized tests. The newspaper is given to all students at the school. What action (if any) will you take? Explain why.
2. An essay in the student literary magazine includes language that you think is offensive and inappropriate. The magazine is published once a year, and students must pay \$5 for a copy. What action (if any) will you take? Explain why.
3. A student is wearing a T-shirt with an obscenity on it. What action (if any) will you take? Explain why.
4. A student has posted a flier for a meeting to rally support for changing the name of the school mascot. What action (if any) will you take? Explain why.
5. A student locker is decorated with stickers bearing racial and ethnic slurs. What action (if any) will you take? Explain why.

Lesson 8

PRESS ETHICS

Objectives

Students will:

1. Understand codes of ethical journalism
2. Understand why it is important to maintain ethical journalism standards
3. Apply ethical journalism standards to hypothetical and actual news events.

Related Lessons: Unit A, Lessons 19, 30; Unit C, Lessons 4, 5, 12.

Skills—Knowledge: describe; **Comprehension:** explain; **Application:** illustrate;

Analysis: explain; **Synthesis:** compose; **Evaluation:** judge, justify.

Vocabulary: *ethics*.

Looking ahead

You may wish to invite a reporter or editor to speak to the class on press ethics.

Background

Critics of the media say journalism has become an “ethically corrupt” field in recent years and is becoming *sensationalist*, biased and intrusive regarding private lives of individuals. Much of what journalists write is not regulated by law. Instead, most journalists regulate themselves under a set of guidelines.

A code of ethics guides reporters in what they should do, not what they must do. Examples are set by the American Society of Newspaper Editors, the Society of Professional Journalists (formerly Sigma Delta Chi) and Associated Press Managing Editors. These organizations discuss accuracy and objectivity, professional integrity and conflict of interest. In recent years, reporters at well-known newspapers have concocted stories, characters and quotations, prompting newspapers to re-evaluate and tighten their standards of ethics.

The Poynter Institute states, “Excellent journalism cannot exist without solid ethical decision-making.” In this lesson, students will have the opportunity to think about challenges professional and student journalists face in doing their jobs while remaining moral individuals and responsible citizens.

Media required

- Copies of the newspaper for each student.
- Copies of the Society of Professional Journalists (SPJ) Code of Ethics.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories about private citizens and individuals rather than elected officials and celebrities.
2. Write the word *ethics* on the board and ask students what they think it means. Explain that ethics is the study of moral standards and how they affect the conduct of individuals. Explain that a journalism code of ethics guides reporters in determining what they *should* do rather than what they *must* do.
3. Ask students to complete the sentence, “A journalist must be” Discuss their answers and identify the top five characteristics students think a journalist must have.
4. Ask students how a code of ethics serves journalists and the public.
5. Distribute or show on an overhead the *SPJ Code of Ethics*. Discuss each main heading and compare the code with ideas students put forth.
6. Distribute the activity page. Review directions with students.
7. Allow students time to complete *Do the Right Thing*. Call on them to share how they resolved each issue.
8. Discuss the role of journalists and why they must be accurate, ethical and objective.
9. As a culminating activity, you may wish to invite a local news editor or reporter to talk with students about ethical challenges he or she and the newspaper face about what to publish.
10. Encourage students to share their top five ethical characteristics of journalists and elicit a response from the journalist.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets expectations	Revisit
Student understands journalists' role in a democratic society.			
Student understands why journalists must maintain ethical journalism standards.			
Student makes decisions based on ethical journalism standards regarding hypothetical and actual news events.			

Lesson 8 Resource

SPJ CODE OF ETHICS

Preamble

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist's credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society's principles and standards of practice.

Seek Truth and Report It

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

Journalists should:

- Test accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- Diligently seek subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- Identify sources whenever feasible. The public is entitled to as much information as possible on sources' reliability.
- Always question sources' motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.
- Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- Never distort the content of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.
- Avoid misleading re-enactments or staged news events. If re-enactment is necessary to tell a story, label it.
- Avoid undercover or other surreptitious methods of gathering information except when traditional open methods will not yield information vital to the public. Use of such methods should be explained as part of the story.
- Never plagiarize.
- Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.
- Examine their own cultural values and avoid imposing those values on others.
- Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.
- Support the open exchange of views, even views they find repugnant.
- Give voice to the voiceless; official and unofficial sources of information can be equally valid. Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- Distinguish news from advertising and shun hybrids that blur the lines between the two. Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.

Minimize Harm

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect.

Journalists should:

- Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.
- Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
- Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.
- Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.
- Show good taste. Avoid pandering to lurid curiosity.
- Be cautious about identifying juvenile suspects or victims of sex crimes.
- Be judicious about naming criminal suspects before the formal filing of charges.
- Balance a criminal suspect's fair trial rights with the public's right to be informed.

Act Independently

Journalists should be free of obligation to any interest other than the public's right to know.

Journalists should:

- Avoid conflicts of interest, real or perceived.
- Remain free of associations and activities that may compromise integrity or damage credibility.
- Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
- Disclose unavoidable conflicts.
- Be vigilant and courageous about holding those with power accountable.
- Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
- Be wary of sources offering information for favors or money; avoid bidding for news.

Be Accountable

Journalists are accountable to their readers, listeners, viewers and each other.

Journalists should:

- Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.
- Encourage the public to voice grievances against the news media.
- Admit mistakes and correct them promptly.
- Expose unethical practices of journalists and the news media.
- Abide by the same high standards to which they hold others.

The SPJ Code of Ethics is voluntarily embraced by thousands of writers, editors and other news professionals. The present version of the code was adopted by the 1996 SPJ National Convention after months of study and debate among the society's members.

Sigma Delta Chi's first Code of Ethics was borrowed from the American Society of Newspaper Editors in 1926. In 1973, Sigma Delta Chi wrote its own code, which was revised in 1984, 1987 and 1996.

Lesson 8 Activity Page

DO THE RIGHT THING: *Press Ethics*

Name _____

Directions: Pretend you are a newspaper editor. Use these six steps to decide what to do about one of the situations presented below.

1. Define the ethical problem.
2. Decide what facts you need to make an ethical decision.
3. Identify who is involved, what the relationship of you and your newspaper is to that person (or people) and what obligation that involves. This includes everyone affected by the decision to investigate, write and publish the story.
4. Develop and evaluate other actions you might take, other than to write a story.
5. Think about the ethical questions raised and their likely consequences. Do these questions and consequences support or undermine any alternatives you devised?
6. Make your decision.

Choose one of the following scenarios and, with a partner, decide as a newspaper editor whether to cover the story. Remember to use the six steps above. Be ready to share your decision and steps you took to reach it.

- A. A teacher is arrested for shoplifting a bottle of perfume. A student is arrested for shoplifting an expensive sweater. Will you cover these events? How?
- B. The principal's son has been caught cheating on a standardized test and is probably not the only student who did so. Will you cover the event? How?

Ethical problem	Facts in story	Who is involved?	Alternative action	Consequences	Decision

Lesson 9

THE INTERVIEW

Objectives

Students will:

1. Understand skills and steps to develop questions for and conduct an interview.
2. Elicit information and direct quotations from the interviewee.

Related Lessons: Unit A, Lessons 6, 7.

Skills—Knowledge: list; **Comprehension:** explain; **Application:** construct, investigate;

Analysis: analyze; **Synthesis:** formulate; **Evaluation:** judge.

Vocabulary: *interview*.

Background

Journalistic writing requires research that differs from what students in middle school may have done. Although a reporter may do library and other background research, most information gathering is done by talking to and interviewing people. In this lesson, students will practice writing interview questions and conducting an interview.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to find stories in which individuals are quoted.
2. Assign students an individual to interview. The interviewees could be class members whom you think do not know each other well, school personnel, family members, etc.
Do not have students interview people unfamiliar to you or to them.
3. Distribute the activity page. Review directions with students.
4. Allow students time to prepare by using *Interview Tips*.

5. After students have conducted their interviews (as homework), discuss the process with them. What was the most difficult thing to do? The best part? How did they choose information to include?

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student understands skills and steps to develop questions for and conduct an interview.			
Student elicits information and direct quotations from the interviewee.			

Lesson 9 Resource

INTERVIEW TIPS

Directions: Use the following tips to plan and do your interview. You may not need to follow each one, but be sure to review all steps before starting.

1. Identify the person(s) you will need to interview.
2. Research background information.
3. Prepare a list of interview questions. Think of questions that answer the Five Ws and H.
4. Avoid questions that can be answered yes or no.
5. Schedule the interview in advance and call to confirm.
6. Dress appropriately.
7. Do the interview in a comfortable setting.
8. Be on time.
9. Have an icebreaker ready to start conversation flowing.
10. Begin with the easiest questions to help warm up the person being interviewed.
11. Take careful and accurate notes.
12. Asking the person to repeat a statement is OK.
13. When the interview is finished, you can ask, "Is there anything else you would like to tell me?"
14. Remember to thank the person you have interviewed.
15. Check your notes and rewrite them as necessary as soon as possible after the interview. Otherwise, you may forget what your shorthand means after a few days.

Lesson 9 Activity Page

ASKING THE RIGHT QUESTION

Name _____

Directions: Answer these questions and consider challenges, rewards and lessons learned by doing an interview.

I used these steps to prepare for and do my interview. (Use *Interview Tips* and check the ones you used)

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

1. The best thing about the interview was _____

2. The hardest thing about the interview was _____

3. The most important lesson I learned was _____

4. This is an example of a direct quotation from my interview. _____

Lesson 10

QUOTATIONS AND MORE

Objectives

Students will:

1. Understand the difference between a direct and indirect quotation
2. Analyze answers and hypothesize questions posed to obtain information
3. Understand the possible impact of quote placement on a story.

Related Lessons: Unit A, Lesson 10; Unit C, Lesson 20.

Skills—Knowledge: describe; **Comprehension:** distinguish; **Application:** classify;

Analysis: explain; **Synthesis:** create; **Evaluation:** assess.

Vocabulary: *direct quotation, indirect quotation.*

Background

News stories contain information from a variety of sources. They may include research from documents, memos, interviews, quotations, directories and statistics. Reporters must be sure that they are quoting accurately and attributing what is said to the right person.

Reporters must try to interview individuals with different backgrounds and perspectives on an issue to ensure that their articles are balanced. Identifying a source is important because that person may have a bias in that news situation. Sometimes, a source may not want to be identified because he or she may fear retribution.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.

2. Review the difference between direct and indirect quotes. Offer examples of direct quotes and have students paraphrase them into indirect quotes. Discuss whether the meaning of the indirect quotes they offer is the same as the original (direct) quotation.
3. Have students scan the newspaper to find a news story with five direct or indirect quotes. Remind students to look for the attribution (who said it).
4. Have students write questions that the reporter might have asked to elicit the response from the interviewee.
5. Ask volunteers to share excerpts from their stories that include quotations and questions they thought the reporter asked, and to discuss whether these questions would have elicited the same response.
6. As a class, order the quotations in order of importance to the story. Is it the same as the order they were placed in the story? Discuss the impact the order had on the story.
7. Distribute the activity page. Review directions with students.
8. Have students complete *Can I Quote You?* for homework or extra credit.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student understands the difference between direct and indirect quotation.			
Student analyzes answers and hypothesizes questions posed.			
Student understands impact quote placement can have on a story.			

Lesson 10 Activity Page

CAN I QUOTE YOU?

Name _____

Directions: Find a story in the newspaper that has at least five direct quotations. Circle them.

1. Write the quotations in the order they were placed in the story.

1. _____

2. _____

3. _____

4. _____

5. _____

2. Now order the quotations from most important to least important. The most important quote could be one that gave a major insight into the story.

1. _____

2. _____

3. _____

4. _____

5. _____

3. Was the order of quotations used in the story different than the order of importance?

Yes _____ No _____

4. How did the order of the quotations affect your interest in the story?

5. How did the order of the quotations affect the story's impact or focus?

Journalism and Writing

Lessons 11-23

Lesson 11

NEWSPAPERS AND THE WRITING PROCESS

Objectives

Students will:

1. Become familiar with the steps in the writing process
2. Analyze how the writing process is used in the newsroom
3. Understand differences and similarities between the writing process in classroom and newsroom.

Related Lessons: Unit A, Lesson 4; Unit C, Lessons 7, 8, 15.

Skills—Knowledge: name; **Comprehension:** explain; **Application:** complete; **Analysis:** examine; **Synthesis:** create; **Evaluation:** discuss.

Vocabulary: *writing process*.

Background

The newspaper contains three types of writing—news, feature and editorial. Each has a different purpose and structure. Reporters and editors write using a process similar to what middle-school students are taught—prewriting, drafting, revising, editing, proofreading and publishing. The newsroom has constraints of time and space that make it different from the classroom writing process.

In this lesson, students will review or become familiar with steps in the writing process and make the connection between classroom lessons about it and how they are applied in the newsroom.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
2. Review steps in the writing process:

- a. **prewriting** (select topic, brainstorm ideas, collect resources)
 - b. **drafting** (write ideas, organize thoughts, use resources in text)
 - c. **revising** (assess content and organization of text, rewrite as necessary for content, logic and organization)
 - d. **editing** (correct for spelling, grammar, punctuation and usage)
 - e. **proofreading** (correct for typographical errors).
3. Assign students into three groups, each with a focus on type of newspaper writing—those that inform (news), entertain (feature) and provide an opinion (editorial/commentary).
 4. Discuss with students where they would most likely find each type of writing.
 5. Have each group find an example or two of the writing type it has been assigned to read and analyze.
 6. Distribute the activity page. Review directions with students.
 7. Using the article or editorial and *Writing Process*, have each group analyze how the writer used steps in the writing process and who else in the newsroom would have collaborated or been part of that process.
 8. Have groups report on their assumptions about what the writer might have done in each step of the writing process.
 9. Ask students what skills the writers needed to complete their work. Discuss how these skills are similar to and different from what they are asked to do in their school writing assignments. You may wish to use a Venn diagram to help students visualize the comparison.
 10. Discuss with students the effect that audiences, deadlines and space constraints would have on the writing process, writing style and content of the text at school and at a newspaper.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies steps in the writing process.			
Student analyzes how the writing process is used in the newsroom.			
Student understands differences and similarities between writing process in classroom and newsroom.			

Lesson 12

NEWS STORIES

Objectives

Students will:

1. Identify structure of a news story
2. Identify characteristics of good news writing
3. Evaluate effectiveness of a news story by analyzing its structure and language.

Related Lessons: Unit A, Lessons 4, 20; Unit C, Lesson 2.

Skills—Knowledge: find; **Comprehension:** explain; **Application:** examine; **Analysis:** compare; **Synthesis:** plan; **Evaluation:** judge.

Vocabulary: *body, inverted pyramid, lead, wire story.*

Background

News stories are factual and answer the questions who, what, where, when, why and how in the order of importance for that story and usually in the first paragraph or two. This is called the *inverted pyramid* news writing style and is a fast, easy way to tell the story.

Editors write a headline that summarizes the story and after reading the first few paragraphs, readers can decide quickly whether to continue. When space is limited, a story can be cut from the bottom without important information being lost.

The elements of a news story are the *lead, body* and *end*. The lead is written to hook the reader's interest by using strong verbs and a question, quotation or description. The body offers more facts and details about the person, place or event cited in the first paragraph. It answers the questions of the five Ws and H. The end should answer any question the reader might have or make the reader think about what has been written.

The inverted pyramid is used in many wire stories. Local stories may open with a more attention-getting lead. News writing is changing, in part because of technology as faster computers and layout programs allow making changes more easily.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to the first two or three paragraphs of news stories.
2. Review characteristics of a news story. It is factual, and questions about who, what, where, when, why and how are answered in the first paragraph or two. It is short, concise and easy to read, usually written one day and published the next.
3. Take this opportunity to review media principles as they relate to news writing:
 - a. News stories are constructed by writers who make careful decisions about words they use and how to organize information.
 - b. News stories represent the real world. Reporters strive to be as objective as possible about events they report.
 - c. The purpose of news stories is to inform and educate the reader.
 - d. News stories have elements specific to the genre. They present the most information at the beginning of the story. Who, what, where and when can usually be answered by the first or second sentence. How and why may be explained a little later. Less important information is toward the end of the story.
4. Have students go back through the newspaper and find a news story written in an inverted pyramid style. Have them circle information that tells who, what, when and where and underline sentences that tell why or how.
5. Ask volunteers to read aloud the first paragraph or two of a news story they have read. Tell the class to listen for answers to the five Ws and H. Alternatively, you may use an overhead projector and do the activity as a class, using stories you have selected, and have students do the activity independently.
6. Have students read the body of their article body again and look for more details and background information about the person, event or place from the first paragraphs. Ask whether the writer uses these details well.

7. Have students read the last paragraph and ask whether it could be deleted without depriving the reader of information needed to understand what happened. Help students see that the stories were written in an inverted pyramid style.
8. Remind students that a *lead* is the first sentence in a news story and is written to attract the reader's attention. The reporter must ask, "What does this story mean?" He or she usually picks the most interesting fact in the story and puts it at the beginning.
9. Explain different kinds of leads.
 - a. The **standard lead** has strong, active verbs.
 - b. A **question lead** starts by asking the reader an attention-getting question.
 - c. A **quote lead** introduces one of the most important people in the story. A quote lead usually uses a direct quotation from the person.
 - d. A **descriptive lead** draws the reader in by using descriptive adjectives and adverbs.
10. Ask students to search the newspaper for an example of each of the four types of leads and circle them.
11. Have volunteers read an example of each type of lead. Have the class determine whether the example is a correct one. Ask students to identify strong verbs in the standard lead, the quotation in the quote lead, descriptive words in a descriptive lead and the question in the question lead.
12. Ask students whether the lead they selected was a good choice for the story and explain why.
13. Distribute the activity page. Review directions with students.
14. You may have students complete *What Makes a News Story?* in class or as a homework assignment. If done as a homework assignment, bring students together in pairs at another time to review and discuss answers.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies the five Ws and H of a news story.			
Student identifies the inverted pyramid structure.			
Student identifies the lead and describes what kind it is.			

Lesson 12 Activity Page

WHAT MAKES A NEWS STORY?

Name _____

A reporter must be able to tell what happened clearly, briefly and in way that will attract and keep the reader’s attention.

Analyze style

1. Pick a news story. Write the opening sentence or the lead here. What kind of lead is it—standard, question, quote or descriptive?

2. Meet with a classmate. Compare leads from your stories. How are they alike? Different? Which do you think was the best? Why?

Analyze language

1. Pick another news story to analyze for language.

2. Look at how the writer uses verbs tell what happened, adverbs to describe action and adjectives to describe the event or person. Write words you found in the chart.

Verbs	Adverbs	Adjectives

Analyze structure

1. Pick a news story (the same one or a new one) written in an inverted pyramid style.

2. Write the answers to the five Ws and H below.

Who was the story about? _____

What happened? _____

Where did it happen? _____

When? _____

Why did it happen? _____

How did it happen? _____

Lesson 13

WRITING A NEWS STORY

Objectives

Students will:

1. Understand the difference between a story topic and story idea
2. Write a news story using inverted pyramid style
3. Write an informative or attention-getting lead.

Related Lessons: Unit A, Lesson 4; Unit C, Lesson 15.

Skills—Comprehension: interpret; **Application:** choose, produce; **Analysis:** examine, outline; **Synthesis:** compose, develop, produce; **Evaluation:** judge, rate.

Vocabulary: *story idea, story topic.*

Background

A *story topic* is the general subject of a story, such as food in the cafeteria. A *story idea* is more specific and helps the writer identify interesting hooks into the story for the reader.

You may need to review features of the inverted pyramid style and why a good lead is important to the reader. Encourage students to look through the newspaper for models. In this lesson, students can refine story topics into story ideas as they write their first news story.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to find stories that would appeal to middle-school students.
2. Explain that a story topic, perhaps the school dress code, is different from a story idea such as, “Why is the administration changing the dress code, and what do students

think and feel about it?” Explain that the story idea must be specific enough so a reporter can begin work and has ideas for possible sources. Offer examples of story topics for the class to develop into story ideas, such as snack food, staying fit, the school building or campus, etc.

3. Assign students to pairs or small groups and allow time to brainstorm on story topics and ideas. You may wish to distribute copies of other newspapers, teen magazines and general-interest periodicals to help students generate topics.
4. Help students begin to develop story ideas. Explain that the first questions they should ask are, “Who cares, and why should they?” and “Why is this important to my readers now?”
5. At the end of the time allotted, each student should have identified a story idea and one or two possible sources for it.
6. Have volunteers share story ideas with the class. You may need to help students redefine or refocus ideas.
7. Distribute the activity page. Review directions with students.
8. Explain that students should use *Writing a News Story: Plan* to prepare for and write stories. Allow one or more days for students to complete the assignment.
9. Have students complete *Check It Over* before they meet in small groups. Peer readers should look for the inverted pyramid, a strong lead, descriptive details, completeness, background information such as facts, quotes and sources, and an ending paragraph.
10. When students have completed their stories, have them share in small groups. Ask volunteers to read their stories aloud. Discuss whether the story contains a lead, answers the five Ws and H and includes background information. Have the class create a headline. Remind students that a headline should attract the reader’s attention and summarize the story.
11. As a class, discuss the experience. Ask them what part was most challenging. Most interesting? Would other students in school be interested in their story? Why or why not? On what part of the writing process did they spend the most time?
12. Display students’ work on the bulletin board. Remind the class that this experience will help them prepare to write news stories for the class newspaper.

13. You may wish to invite a reporter from the local newspaper to speak to the class about how he or she gets story ideas and develops and writes stories.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student understands the difference between a story topic and story idea.			
Student writes a news story using inverted pyramid style.			
Student writes a story that contains supporting information.			
Student writes a lead that engages the reader.			

Lesson 13 Activity Page A

WRITING A NEWS STORY: *Plan*

Name _____

Directions: Watch an event in person or on television and take notes. Use this guide to help draft your news story.

1. The five Ws and H

a. Who is the subject of the story? _____

b. What happened? _____

c. When did it happen? _____

d. Where did it happen? _____

e. Why/How did it happen? _____

2. List other details that you want to include in the story.

3. List quotes you want to include.

4. Write the body, the sequence in which you will tell your story.

5. Write an attention-getting first sentence.

6. Write your lead paragraph. Remember to use the inverted pyramid.

7. Write a draft of your story on a separate sheet of paper or the back of this sheet.

8. Revise your story. Edit for spelling grammar, punctuation and usage.

9. Proofread for mistakes. Review it by using *Check It Over* with a classmate.

10. Give it to the teacher.

Lesson 13 Activity Page B**WRITING A NEWS STORY: *Check It Over***

Name _____

Directions: After you have finished your draft, see whether you have included each element of a news story. Put a checkmark if you think you have and a zero if not. Give your story to a classmate. Have him or her read it and put checkmarks or zeros for each element of a news story found in your story. Compare answers. Discuss your story with your classmate.

Element	Writer's evaluation	Reader's evaluation
Story has the <i>who</i> .		
Story has the <i>what</i> .		
Story has the <i>where</i> .		
Story has the <i>when</i> .		
Story has the <i>why</i> .		
Story has the <i>how</i> .		
Story has an attention-getting lead.		
Story has useful details.		
Story uses the inverted pyramid.		

Lesson 14

FEATURE STORIES

Objectives

Students will:

1. Understand characteristics of feature writing
2. Identify different types of feature stories
3. Evaluate a feature story by analyzing its structure, language and style.

Related Lessons: Unit A, Lessons 4, 20; Unit C, Lesson 2.

Skills—Knowledge: identify; **Comprehension:** explain; **Application:** show; **Analysis:** compare, contrast; **Synthesis:** create; **Evaluation:** discuss.

Vocabulary: *anecdote, feature story.*

Background

In a news story, the reporter tells the facts. In a feature story, the reporter tells the story in nonfiction, reportorial style. A news story answers the five Ws and H, but a feature usually focuses on *who*; sometimes on *why* and/or *how*. Features entertain, inform and stir emotions. They use less formal and more descriptive language than news stories.

A feature story is not written in inverted pyramid style. But like a news story, it should be well-organized, use quotes, be fair and accurate, and interest the reader. Feature stories include interviews, columns and articles about special events, hobbies and entertainment. They are often called “human interest” stories because they are people-oriented.

There are three types of features. **News features** are based on an interesting angle or aspect of a news event. **Personality profiles** tell about successes, challenges or other interesting aspects of a person and his or her life. **Human-interest features** tell a story that is unusual or deals with something usual in an unusual way.

Feature stories often require considerable planning and research. Good feature writers are usually interested in life and are curious about people, what they do and what they have to say.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage them to look for stories that appeal to them but are not hard news.
2. Explain that feature stories are a natural extension of storytelling and that writers must find the “nuggets” in their story subjects. A nugget makes the subject interesting and worth reading about. The writer must then paint a picture with words that will keep the reader interested.
3. Explain that a feature story focuses on one of the five Ws, usually *who* and sometimes *why* and/or *how*. For example, a battle in Iraq is a news story, but the experiences of a local former student who returns from serving there could be a news feature. Features use less formal but more descriptive language than news stories. They may use anecdotes, direct quotes, dialogue and/or description. They are not written in the inverted pyramid style but, like news stories, should be well-organized, fair and accurate, and contain a variety of sources.
4. You may use a Venn diagram to compare and contrast a news and a feature story with students.
5. Have students offer five obvious or well-known facts about their school (population, daily events, its name). Have them brainstorm two feature stories that could be written based on those facts.
6. Discuss what steps would be needed to gather information to write a news feature (interview people connected to the story, gather background information, etc.) and list them on the board. Tell students that features often take planning, time and research.
7. Distribute the activity page. Review directions with students.
8. Assign students into pairs and have them find three examples of feature stories. They could be news features, personality profiles or human-interest stories. Have them read

the stories carefully and use *Feature Stories: What Are the Elements?* to analyze and evaluate each story.

9. Have volunteers share their analyses and discuss their findings. Be sure an example of each type of feature is presented.
10. Take this opportunity to review media principles as they relate to feature writing:
 - a. Feature stories focus on subjects that are timely and related to current issues, but they are not “hard” or “straight” news.
 - b. Feature stories represent aspects of the real world, often addressing the human-interest side of current events.
 - c. Feature stories are written to amuse and entertain readers.
 - d. Feature stories have elements specific to the genre. The subjects are topics of interest to readers, they use quotes and descriptive language, their style is more informal than hard-news stories and they do not follow the inverted pyramid structure.
11. Explain to students that they will be writing a feature story. Encourage them to think of story ideas to bring to class.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies feature story’s characteristics.			
Student identifies different types of feature stories.			
Student identifies descriptive language in feature story.			

Lesson 14 Activity Page

FEATURE STORIES: *What Are the Elements?*

Name _____

Feature writers are interested in people and like to find the nugget, the most important or interesting thing about a person or event. They are storytellers and use more informal and descriptive language than news writers.

Analyze the style

1. Pick a feature story to read and analyze. What kind of feature story is it?

2. Write the lead sentence. What made it interesting or attention-getting?

3. Which of the five Ws and H is the focus of the story?

Analyze specific language

Read the story again and pay attention to the way the writer uses adjectives to describe the person or event, verbs to tell what happened and adverbs to describe how. Write your answers in the chart.

Adjectives	Verbs	Adverbs

Analyze structure

Read the story and find an example of one or more of the following feature story elements. Write the example in the space provided.

Feature story element	Yes	No
Attention-getting lead		
Facts		
Quotation		
Descriptive language		
Sources		

Lesson 15

WRITING A FEATURE STORY

Objectives

Students will:

1. Write a lead that captures the reader's attention
2. Write a feature story organized effectively
3. Use descriptive words effectively
4. Use quotations and sources to support the story.

Related Lessons: Unit A, Lesson 4; Unit C, Lessons 7, 8, 15.

Skills—Knowledge: describe; **Comprehension:** explain; **Application:** write; **Analysis:** identify; **Synthesis:** create; **Evaluation:** discuss.

Vocabulary: *feature story*.

Looking ahead

You may wish to invite a feature writer from the local newspaper to speak to the class about how he or she acquires story ideas, develops them and writes stories.

Background

Feature stories can be difficult for a writer because identifying the “nugget” requires a degree of instinct and awareness that might be a challenge for middle-school students. Students may need more assistance with their story ideas than they did in news writing, which is a bit more straightforward. Remind students that good feature writing is much like good storytelling. Encourage them to remember this as they identify a topic, do the research and write their story.

Media required

- Copies of the newspaper for each student

Instructions

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage them to look for feature stories on a variety of topics.
2. Assign students into pairs or small groups. Have them brainstorm and discuss ideas for a feature story. Remind them that they may choose from among the three different types of features—news feature, human-interest story or personality profile.
3. Write characteristics of a feature story on the board for students to use as a reference—informal, descriptive language; attention-getting lead; facts; quotations; focus on one or more of the five Ws and H; a lead, body and end. You may want to review Lesson 12 with students to be sure they understand the five Ws and H and story organization of lead, body and end.
4. Distribute the activity page. Review directions with students.
5. Allow students time to use *Feature Writing Plan* to research and write stories.
6. Distribute *Feature Writing: Check Your Writing*. When students have completed their stories, have them share in small groups. Peer readers should look for characteristics of a feature story and discuss the degree to which the writing fits the feature story structure.
7. Ask volunteers to share stories and read them aloud. Discuss to what degree each is written in the correct style (informal, descriptive language; attention-getting lead; facts; quotations; focus on one or more of the five Ws and the H; organization around a lead, body and end). Have the class create headlines. Remind students that a headline should attract the reader's attention and summarize the story.
8. As a class, discuss the experience. Ask what the most challenging part of the assignment was. The most interesting? Would other students be interested in their stories? Why or why not? On which part of the writing process did they spend the most time?
9. Display students' work on the bulletin board. Remind the class that this experience will help them prepare to write feature stories for the class newspaper.
10. You may wish to invite a feature writer from the local newspaper to speak to the class about how he or she gets story ideas, develops them and writes stories.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student writes a lead that captures the reader's attention.			
Student writes a well-organized feature story.			
Student uses descriptive language.			
Student uses quotations and other data effectively.			

Lesson 15 Activity Page A

WRITING A FEATURE: *Plan*

Name _____

Directions: Use this guide to help write your feature story after you have collected information from observation, interviews and other sources.

1. Name the person, event or item you will write about. What kind of feature will you write?

2. List sources you will use.

3. Write one or two interesting quotations you will use.

4. List the five most interesting pieces of information you gathered about your subject. List them in order from most to least important.

5. Write at least five descriptive words you will use.

6. Write a lead sentence or paragraph that will attract the reader's attention.

7. Write a draft of your story on a separate sheet of paper or the back of this sheet.

8. Revise your story. Edit for spelling grammar, punctuation and usage.

9. Proofread for mistakes. Review it by using *Check Your Writing* with a classmate.

10. Hand your paper to the teacher.

Lesson 15 Activity Page B**WRITING A FEATURE STORY: *Check Your Writing***

Name _____

Directions: After you have finished your draft, see whether you have each element of a feature story in it. Put a checkmark if you think you have included it and a zero if not. Give your story to a classmate. Have him or her read it and put checkmarks or zeros for each element of a feature story. Compare answers. Discuss your writing with your classmate.

Element	Writer's evaluation	Reader's evaluation
Topic is timely and of interest to readers.		
Story uses interesting details.		
Story uses quotes.		
Sources are identified.		
Lead attracts reader.		
Story has logical organization.		

Lesson 16

SPORTS STORIES

Objectives

Students will:

1. Identify characteristics of good sports writing
2. Evaluate several sports stories on effectiveness of writing structure and language.

Related Lessons: Unit A, Lessons 4, 20.

Skills—Comprehension: discuss, illustrate; **Analysis:** analyze, discriminate, record;

Evaluation: appraise, judge.

Vocabulary: *idiomatic expressions.*

Background

In this activity, students will look beyond content of sports stories to evaluate structure of stories and language used by sports writers. Interest in sports news, scores and features is so pervasive that most newspapers have a section just for sports.

Often, readers who have watched a sporting event in person or on television already know the who, what, where and when of a story, so a sports writer must tell the how and why. Why did the team win or lose? What decisions did the coach or players make?

Writing on sports pages often contains colorful language and powerful verbs.

Sports writers must have knowledge about and love of events they cover. They also must know about business, drug and health problems, and labor and racial issues. Sports is more than wins and losses.

Media required

- Copies of the newspaper for each student
- Video (2-3 minutes) of a sporting event (optional)
- A sports story to read aloud for the class.

Instructions

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage them to read stories in the sports section.
2. Ask students whether they have seen a local or school team play in the last week. Allow them to identify recent sporting events.
3. Have several students describe something that occurred during that event. As students tell their stories, write adjectives and verbs they use on the board. They may use general idiomatic expressions such as “awesome” or “bad” as well as more precise and powerful expressions such as “he took off like a jet plane.”
4. Have students examine the words on the board. Have them identify those they think are more precise and powerful. Circle those words.
5. Have them look at the more general words. Have them suggest stronger words to replace the general words.
6. Take this opportunity to review media principles as they relate to sports writing:
 - a. Sports stories are constructed by writers who make careful decisions about words to use and how to organize information in the story
 - b. Sports writers often want to re-create the reality of the sports experience for readers
 - c. Sports writers want to inform and entertain readers
 - d. Sports writing has genre-specific elements—short, expressive sentences; colorful, descriptive words; powerful verbs; and play-by-play commentary.
7. Have students listen for these characteristics as you read a sports story aloud. Tell them to listen for unusual or vivid language.
8. Have students identify language they liked in the story. Write the words on the board. Discuss why they think the writer used those words.
9. Show a video clip of a sporting event (optional). Have students take notes about what is happening so they can discuss the event in class. After the video, have students describe what they saw. Write their words on the board and have students work in pairs or small groups to identify more colorful and powerful words to replace their

words. Let them use a thesaurus. Have them compare their rewritten accounts of the events.

10. Tell students you want them to analyze several sports stories in the newspaper.

Explain that you want them to pay particular attention to the way the writer organizes and sequences the story and the way language is used.

11. Distribute the *Sports Stories: What Are the Elements?* activity page. Have students work individually at first, then in pairs to compare and discuss examples of sports writing.

12. Have students share responses with the group.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student can identify appropriate words and phrases from the story lead.			
Student can identify appropriate adjectives, verbs and adverbs.			
Student can identify words that indicate sequence and/or organization of the story.			

Lesson 16 Activity Page**SPORTS STORIES: What Are the Elements?**

Name _____

Sports writers are good at vocabulary, sequence and explanations. How many different ways can you say “won” and “lost”? How do you help readers visualize the way an event progressed and the reason it ended as it did? These are some of the sports writer’s tasks.

Analyze the style

1. Select three sports stories, each about a different sporting event.
2. Write opening sentences—the lead—from each on a separate piece of paper.
3. Meet with a classmate who has read three other stories. Compare leads from your stories. What words or phrases did writers use to draw you into the stories? Which two openings do you like best? Discuss why.

Analyze specific language

1. Select one of your stories to analyze for style and language.
2. Examine the way the writer uses adjectives to describe an athlete, verbs to tell what the athlete did and adverbs to describe how the athlete performed. Write your responses in the chart below.

Adjectives	Verbs	Adverbs

Analyze structure

1. Select one of your stories that describes the progress of the event.
2. Underline words that indicate the order in which the action occurred.
3. Compare your story to one of your classmate’s stories.

Lesson 17**WRITING A SPORTS STORY****Objectives****Students will:**

1. Identify important people, events and sequence in a sports competition
2. Write a sports story that includes an effective lead, appropriate sequence and colorful language.

Related Lessons: Unit A, Lesson 4; Unit C, Lessons 7, 8, 15.

Skills—Application: choose; **Analysis:** characterize, distinguish; **Synthesis:** compose, construct, rewrite; **Evaluation:** choose, select.

Vocabulary: *commentator, camera angle.*

Background

In this activity, students will write a sports story using authentic newspaper stories as models. For purposes of the activity, you may allow students to view a sporting event on television. Remind students, however, that *real* reporters cover a sporting event in person.

You may want to discuss with students the limitations of viewing a event as the basis for the story. Viewers see the event through camera angles selected by a director. They cannot choose what they want to see and may be influenced by remarks of television commentators. Also, viewers do not see the entire event because commercials usually interrupt the action. Explain to students that a televised version of a sporting event is copyrighted material and that anyone wanting to use clips from the event must obtain permission from the network that broadcast it.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to read stories in the sports section.
2. Review student work from the previous lesson. Remind them of the colorful language used in sports writing.
3. Distribute *Sports Writing: Planning Your Story*. Review directions with students.
4. Allow students time in class to write drafts of stories.
5. Have students complete *Sports Writing: Check Your Writing*. Review directions and have class members identify additional characteristics they want to see in their own sports writing.
6. Have students work in pairs to read and react to each other's stories.
7. Have students discuss ways they approached their writing task, what they found easy to do and what was challenging.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Story has an attention-getting lead.			
Story includes important people and events.			
Expressive words are used to describe people and actions.			
Readers can follow the sequence of events easily.			

Lesson 17 Activity Page A**SPORTS WRITING: *Planning Your Writing***

Name _____

Directions: A good sports writer uses powerful and colorful words to help readers visualize what happened at a sporting event. Use this planning page to prepare your sports story.

1. Watch a sports competition in person or on television.
2. List important people in the competition and what they did. Find an expressive word or phrase for each person's action.

Person	Action	Expressive Word

3. On another piece of paper:
 - a. List the sequence of events at the competition
 - b. List the three to five most important things that happened
 - c. Write an opening that will grab the reader's attention.
4. Finish the story.

Lesson 17 Activity Page B**SPORTS WRITING: *Check Your Writing***

Name _____

Directions: After you have finished the final draft of your sports story, see whether you have included the elements listed below. Put a checkmark if you think you have included the element and a zero if not. Give your writing to a classmate and have him or her do the same. Compare answers. Discuss your writing with your classmate.

Element	Writer's evaluation	Reader's evaluation
Story has an attention-getting lead.		
Story includes important people and events.		
Expressive words are used to describe people and actions.		
Readers can follow the sequence of events easily.		
Other comments?		

Lesson 18

EDITORIALS

Objectives

Students will:

1. Evaluate effectiveness of an editorial
2. Identify words used to persuade readers
3. Evaluate supporting information used in editorials.

Related Lessons: Unit A, Lessons 4, 12, 20, 23, 24; Unit C, Lesson 15.

Skills—Comprehension: conclude, identify, review; **Analysis:** analyze, deduce, research; **Evaluation:** assess, evaluate, justify.

Vocabulary: *commentary, op-ed.*

Media required

- Copies of the newspaper for each student
- A newspaper editorial to read aloud to the class.

Background

In this lesson, students will study structure and language of editorials and use that knowledge to construct an editorial on a topic of their choice. Editorials are the only place in the newspaper where the newspaper publisher and/or editorial staff are allowed to express the *opinions of the newspaper*. Many editorials encourage actions the newspaper believes will benefit the community or nation.

Editorials are printed in a special section to help readers separate them from other, strictly informational stories. The section may be identified as *Editorial, Opinions* or *Commentary*. Most editorial sections also include an op-ed (opposite editorial) page containing columns providing opinions opposite those of the editorial staff. Letters to the

editor from readers also are included in the editorial section. These letters may agree or disagree with a position taken by the newspaper.

Instructions

1. Allow students several minutes to read newspapers at the beginning of the class. Encourage them to read editorials, columns and letters to the editor on the editorial and op-ed pages.
2. Ask students their opinions about a current topic of interest. You may want to use the topic you have selected for the editorial you will read in class.
3. Assign students to small groups based on their opinions of the topic. Have each group identify specific information or data to support its position on the topic. Remind students that they are focusing not on *how* they feel but *why* they feel that way.
4. Have groups share responses. List specific data on the board. You may find that students have many opinions but little data to support them. Discuss how specific information can make a position more powerful and persuasive.
5. Take this opportunity to review media principles as they relate to editorials:
 - a. Editorials are constructed by a major editor or the publisher about a carefully selected topic. Persuasive words are used to promote a particular point of view. Editorials are *not* designed to be neutral but to represent a particular point of view on a topic.
 - b. Editorials address a particular aspect of readers' reality. Editorial writers usually try to make their points apply directly to readers' lives and well-being.
 - c. Editorials are designed to persuade readers to take a particular position, vote a particular way or view a situation in a specific way.
 - d. Editorials have characteristics specific to the genre. They present a position, provide supporting details, address and refute opposing points of view and urge readers to act.
6. Have students listen for these characteristics as you read an editorial aloud.
7. Have students identify specific information they heard in the editorial.

8. Distribute the *Editorial Writing: What Are the Elements?* activity page. Review directions with students.
9. Have students work in pairs to analyze an editorial in the newspaper.
10. Have students compare findings.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Students identify the editorial writer's position.			
Students identify relevant facts and data in the editorial.			
Students identify persuasive language used in the editorial.			
Students identify sources to be used to verify information.			

Lesson 18 Activity Page**EDITORIALS: *What Are the Elements?***

Name _____

Most people know that editorials reflect the viewpoint of the newspaper. But an editorial is more than opinion. Editorial writers must include statistics, details and examples to support their opinions. To make the editorial even more effective, the writer must present and challenge arguments of others who have a different opinion. The writer then appeals to the reader to side with the newspaper on the issue.

Analyze the style

Select an editorial from the newspaper. Show how the writer addresses components of the editorial by completing this chart.

Component	How does the writer address this?
Newspaper's position	
Facts to support position	
Opposing position	
Facts to support opposing position	
Challenge opposing position with new facts	
Appeal to reader	

Analyze the language

1. Reread the editorial, focusing on language the writer uses.
2. Examine words and phrases the writer uses to persuade you. List some of the words used, and then list a word that would be more neutral for each.

Persuasive word	Neutral word

Analyze the content

1. Read your editorial, focusing on facts, statistics and examples.
2. Examine facts the writer presents in the editorial. How could you check whether the facts are accurate? List the facts on the chart below. Identify a source or individual you could consult to verify the information.

Fact	Source for verification

Lesson 19

WRITING AN EDITORIAL

Objectives

Students will:

1. Identify a position on a current issue
2. Research information related to that position
3. Write an editorial promoting a specific point of view.

Related Lessons: Unit A, Lesson 4; Unit C, Lessons 7, 8, 15.

Skills—Comprehension: explain, interpret; **Application:** prepare, show; **Analysis:** research, outline; **Syntheses:** compose, construct, organize, rewrite; **Evaluation:** appraise, rate, judge.

Vocabulary: *editorial, opinion column.*

Background

In this activity, students will develop editorials. Encourage them to review editorials they have read in the previous lesson to use as models for their own.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read the newspaper at the beginning of class. Encourage them to read editorials and opinion columns.
2. Review student work from the previous lesson. Remind them of the structure and language elements used in editorial writing.
3. Distribute the *Writing an Editorial—Planning Your Story* activity page. Review directions with students.
4. Allow students time in class to write a draft editorial. Provide research materials in class or allow students to research topics in the library or on the Internet.

5. Have students complete the *Writing an Editorial—Check Your Writing* activity page. Review directions with students. Have students identify additional characteristics they want to see in their editorial writing.
6. Have students work in pairs to read and react to each other’s editorials.
7. Have students discuss the way they approached their writing task, what they found easy to do and what was challenging.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Writer’s position is clear.			
Facts are used to support the position.			
Opposing viewpoint is presented.			
Facts about the opposing viewpoint are presented.			
Opposing viewpoint is challenged effectively.			
Appeal is made to the reader.			

Lesson 19 Activity Page A

WRITING AN EDITORIAL: *Planning Your Story*

Name _____

Directions: Having an opinion is easy. Supporting that opinion with powerful and verifiable information is harder. Use this planning sheet to prepare your editorial.

1. Identify your issue.

2. What is your position?

3. Write at least three facts to support your position.

4. What is the opposing position?

5. List facts that support the opposing position.

6. Describe your challenge to the opposing argument.

7. How will you appeal to the reader to support your position?

8. Write your editorial on a separate piece of paper.

Lesson 19 Activity Page B**WRITING AN EDITORIAL: *Check Your Writing***

Name _____

Directions: After you have finished your editorial, see whether you have included elements listed below. Put a checkmark if you think you have included the element and a zero if not. Give your writing to a classmate and have him or her do the same. Compare answers. Discuss your writing with your classmate.

Element	Writer's evaluation	Reader's evaluation
Writer's position is clear.		
Writer includes facts to support that position.		
Opposing viewpoint is acknowledged.		
Facts supporting the opposing viewpoint are presented.		
Effective challenges are made to opposing facts.		
Appeal for support is made to the reader.		
Additional comments?		

Lesson 20

REVIEWS

Objectives

Students will:

1. Evaluate effectiveness of entertainment reviews
2. Identify structural elements of a review.

Related Lesson: Unit A, Lesson 4.

Skills—Comprehension: interpret, summarize; **Analysis:** discriminate, examine, research; **Evaluation:** appraise, evaluate, rate.

Vocabulary: *review, aesthetic.*

Background

Activities in this lesson will help students become acquainted with the world of reviews. Students often have strong opinions about movies, television and music but don't know how to support their opinions with examples and logic.

Entertainment coverage in newspapers is growing. Entire sections are devoted to news, features and reviews of movies, television shows, music and theatrical events, restaurants and museums, and even celebrity gossip.

Entertainment writers, especially critics, often are experts in fields they cover. A top movie critic knows the history and craft of movies, often because he or she has seen thousands of them and perhaps studied filmmaking in college. Good entertainment writing also requires a love of the subject. Readers look at the entertainment section for information and guidance.

Media required

- Copies of the newspaper for each student
- A newspaper review of a movie or television show to read aloud.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to read reviews and stories in the entertainment section.
2. On the board, write names of several current movies with a G or PG rating that would be appropriate for students. Include a variety of genres if they fit the G or PG rating. You may want to include movies currently in theaters and those being shown on television. Take an informal vote by asking students how many want to see each movie. Write the numbers on the board.
3. Ask students to explain why they want to see a particular movie. How do they know it will be a good movie? Allow discussion. Students may say they have a friend who saw the movie, like the genre or perhaps like a particular actor.
4. Briefly discuss with students why you selected movies with G or PG ratings. These are the Motion Picture Association of America ratings for movies appropriate for the General public and appropriate with Parental Guidance. The ratings (www.mpa.org) scale also provides readers information about a movie. It helps parents decide which movies to permit children to see. Reviewers often explain why a movie has been given a particular rating.
5. Explain to students that when people are not sure about a movie's content or filmmaking quality, they are reluctant to spend time and money to see it. In this case, they turn to reviewers, knowledgeable individuals who have seen the movie or television program and can provide an informed opinion. Newspapers regularly publish reviews of movies, television shows, musical events and even CDs to help readers make informed choices.
6. Take this opportunity to review media principles related to reviews:
 - a. Knowledgeable individuals craft an opinion piece that provides a story line or outline of the content of a movie or other event. They include language to persuade or dissuade readers. They provide examples to support their positions.

- b. Reviewers connect the reality of the movie or event and the reality of the readers. A good reviewer will tell readers whether the setting of a movie, for example, is fantastic, down to earth or ridiculously unbelievable.
 - c. Reviewers seek to inform and persuade. They also provide a picture of the aesthetic elements in a movie or performance.
 - d. Reviews have elements specific to the genre. They describe the movie or event, use technical language when appropriate, provide comparisons with other movies or events and make a final recommendation to the reader.
7. Tell students to listen for these elements when you read aloud a review of a current movie. After you read it, discuss the elements with the students.
 8. Hand students the *Writing Reviews—What Are the Elements?* activity page. Review directions with them.
 9. Have students work in pairs to analyze a movie or TV review in the newspaper.
 10. Have students compare findings.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies reviewer’s point of view.			
Student identifies technical vocabulary.			
Student identifies key people and events.			
Student identifies language indicating the reviewer’s opinion.			

Lesson 20 Activity Page

WRITING REVIEWS: *What Are the Elements?*

Name _____

Entertainment writing may not seem as important as international relations or local news, but it does require a knowledgeable and enthusiastic writer. Reviews of movies and arts events use specialized vocabulary, provide an overview or history of the subject and relate the subject to readers' lives.

Analyze the style

1. Select a review of a movie, television program or play in the newspaper.
2. Identify the writer's opinion. Does the writer like the movie or program? How do you know? How would you characterize the writer's tone?

Analyze the language

1. List technical vocabulary used in the review. Put a check by words you know and a circle in front of unfamiliar ones.
2. List words the reviewer uses to describe actors, plot or camera work.

Analyze the content

1. Write a brief description of the plot of the movie or program.
2. Identify references the reviewer makes to previous work by any of the actors.
3. Describe comparisons the reviewer makes to other movies or programs.

Lesson 21

WRITING REVIEWS

Objectives

Students will:

1. Identify a movie or television program to review
2. Compile relevant data on the movie or program
3. Write an effective review of the movie or program.

Related Lessons: Unit A, Lesson 4; Unit C, Lessons 7, 8, 15.

Skills—Comprehension: interpret, report; **Application:** select, show; **Analysis:** characterize, discriminate, research; **Synthesis:** compose, organize, rewrite; **Evaluation:** appraise, evaluate, rate.

Vocabulary: *review*.

Background

In this activity, students will write a review of a movie or television program. Because the entire class will not be viewing the same movie, allow students to select a movie or television program they have seen recently.

Media required

- Copies of the newspaper for each student
- Video clip of a television program or segment of a movie (optional).

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to read movie or television reviews.
2. Review student work from the previous lesson. Remind them of structure and language elements used in writing reviews.

3. Distribute the *Reviews—Planning Your Writing* activity page. Review directions with the students.
4. Allow students class time to draft their reviews. Provide research materials in class or allow students to research topics in the library or on the Internet.
5. Have students complete the *Reviews—Check Your Writing* activity page. Review directions with students. Have class members identify additional characteristics they want to see in their reviews.
6. Have students work in pairs to read and react to each other’s reviews.
7. Have students discuss the way they approached their writing task, what they found easy to do and what was challenging.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student wrote a well-organized review.			
Student used effective descriptive language.			
Student used effective persuasive language.			
Student used information about and examples from the movie/program.			
Student provided historical or comparative information.			

Lesson 21 Activity Page A

REVIEWS: *Planning Your Writing*

Name _____

Directions: A good reviewer must know a lot about fine and popular art forms. The writer not only tells the reader about a current movie or program but also educates the reader about the arts. Use this planning sheet to prepare your review of a movie or television program.

1. Name of movie or program.

2. Names of actors and directors involved in the production.

3. List technical words that must be explained in the reviews.

4. List phrases you might use to describe an actor's performance.

5. Briefly describe your reaction to the movie or program.

6. Write your review on a separate piece of paper.

Lesson 21 Activity Page B**REVIEWS: *Check Your Writing***

Name _____

Directions: After you have finished a draft of your review, see whether you have included elements listed below. Put a checkmark if you think you have included the element and a zero if not. Give your writing to a classmate and have him or her do the same. Compare answers. Discuss your writing with your classmate.

Element	Writer's evaluation	Reader's evaluation
Identifying information about the movie or program is provided (production company, network, director, etc.).		
Specialized vocabulary is defined as needed.		
Essential individuals are named.		
Story line or outline of program is provided.		
Connections are made to the viewer's life and world.		
Reviewer's opinions are logically developed.		
Connections are made to other movies or performances.		
Other comments?		

Lesson 22

HOW-TO COLUMNS

Objectives

Students will:

1. Evaluate effectiveness of how-to columns
2. Analyze structure of how-to columns
3. Identify vocabulary specific to this type of column.

Related Lessons: Unit A, Lessons 4, 20.

Skills—Comprehension: explain, interpret; **Analysis:** analyze, examine; **Evaluation:** assess, select, rate.

Vocabulary: *process steps, diagram, pattern.*

Background

In this activity, students will become aware of information in newspapers that can help them learn new skills or techniques. Newspapers provide many examples of “how-to-do” writing, including articles on cooking, gardening, home maintenance and vehicle repair. Food and cooking are usually featured one day a week. These pages generally include recipes and instructions on how to use cooking equipment. Craft and building columns are often featured in a weekend edition.

Read the newspaper carefully for a week, and you will find days on which specific how-to columns appear. This activity causes students to pay attention to detail because if they leave out important information, the reader cannot complete the task successfully.

Media required

- Copies of the newspaper for each student
- Two how-to columns to read aloud. Select one familiar topic, such as a recipe, and a less familiar topic, such as building something with wood or repairing a vehicle.

Instructions

1. Before class, identify how-to column(s) in the newspaper. In preparation for the activity, you may want to save how-to columns from various days. Collect a variety of samples—cooking, crafts, vehicle repair, etc.
2. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find different kinds of how-to columns in various sections. If today's newspaper has no how-to column, distribute copies of columns collected from previous newspapers.
3. Ask students to speculate why newspapers print so many how-to columns or stories. Allow discussion. Ask them to imagine a how-to column they would like to see in the newspaper. What would they like to learn how to do?
4. Take this opportunity to review media principles as they relate to how-to columns and stories:
 - a. Experts in the field generally create the columns. The writer uses language that indicates process steps—first, next, then, finally. The writer also selects helpful visual images, such as diagrams, patterns, drawings or photographs.
 - b. The how-to writer makes every effort to connect the topic to the real world. The writer's instructions must be understandable and "doable." They must include products, equipment and materials that the reader can find easily.
 - c. The writer's purpose is to provide information and education. The writer wants the reader to learn a process or a skill.
 - d. How-to columns have characteristics specific to the genre. They list steps in a particular sequence, identify and define specific vocabulary necessary for the task, and provide examples of similar tasks that may be familiar to the reader.
5. Tell students to listen for these characteristics when you read aloud a how-to column. Read the more familiar column first. Have students discuss elements they can identify. Read the second column and have them listen for the elements. Have them compare the two columns.

6. Distribute the *How-to Columns—What Are the Elements?* activity page. Review instructions.
7. Have students work in pairs to complete the activity.
8. Have students share responses.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identified language used to indicate process steps.			
Student identified technical vocabulary.			
Student identified words and phrases connecting the task to readers' lives.			

Lesson 22 Activity Page

HOW-TO COLUMNS: *What Are the Elements?*

Name _____

Directions: The newspaper offers many opportunities for readers to improve their lives through how-to columns. Want to be a better cook? Build a deck for your house? Start making scrapbooks? A how-to column or story must include key elements. Analyze a how-to column or story from the newspaper by completing the questions below.

1. What is the headline for the column/story?
2. What project is featured in the story?
3. How many steps are required in the process?
4. How does the writer indicate order of the steps? What specific words are used?
5. List technical words specific to the project and used in the column/story. Put a checkmark next to words you knew. Put a circle next to those you have to look up in the dictionary.
6. How does the writer make connections to the reader's world?
7. Do you think you could do this task, based on information provided? Why or why not?

Lesson 23

WRITING HOW-TO COLUMNS

Objectives

Students will:

1. Identify a product or process to describe
2. Compile information necessary to write about the product or process
3. Write an effective how-to column or story.

Related Lessons: Unit A, Lesson 4; Unit C, Lessons 7, 8, 15.

Skills—Comprehension: explain, interpret; **Analysis:** analyze, outline; **Synthesis:** compose, design, develop, organize; **Evaluation:** select, assess.

Vocabulary: *how-to column, process.*

Background

In this activity, students will write how-to columns. Have them review columns they looked at in the previous lesson to use as models.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to read how-to columns or stories.
2. Review student work from the previous lesson. Remind them of structure and language elements used in writing how-to columns.
3. Distribute the *How-to Column: Planning Your Writing* activity page. Review directions with students.
4. Allow students time in class to write drafts of their reviews. Provide research materials in class or allow students to research topics in the library or on the Internet.

5. Have students complete *The How-to Column: Check Your Writing* activity page.
Review directions with students. Have them identify additional characteristics they want to see in their columns.
6. Have students work in pairs to read and react to each other's columns.
7. Have students discuss the way they approached their writing task, what they found easy to do and what was challenging.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student selected an appropriate topic.			
Student's writing indicates appropriate process sequence.			
Student used appropriate language.			
Student defined or illustrated language where appropriate.			
Student provided examples and/or connections to readers' lives.			
A reader could complete this task successfully.			

Lesson 23 Activity Page A

THE HOW-TO COLUMN: *Planning Your Writing*

Name _____

Directions: One type of writing people encounter throughout their lives involves instructions on how to do something. When you are crafting instructions for something *you* know how to do very well, omitting details that would be helpful to a reader is easy. Use this page to help plan a how-to column.

1. What is the topic of your column? _____
2. Use the chart below to organize your instructions. First, list the steps. Next, add details to the steps. Then add examples that will help the reader.

Step	Details	Examples

3. Write your “how-to” column on a separate piece of paper. Use drawings to illustrate your process, if necessary.

Lesson 23 Activity Page B**THE HOW-TO COLUMN: *Checking Your Writing***

Name _____

Directions: After you have finished your draft, see whether you have included elements listed below. Put a checkmark if you think you have included the element and a zero if not. Give your writing to a classmate and have him or her do the same. Compare answers. Discuss your writing with your classmate.

Element	Writer's evaluation	Reader's evaluation
The steps were numbered or indicated clearly.		
Appropriate technical vocabulary was used.		
Unfamiliar technical vocabulary was defined.		
Necessary details were included.		
Examples were provided.		
Other comments?		

Newspaper Content Issues

Lessons 24-30

Lesson 24**ADVERTISING AND THE NEWSPAPER—PRODUCTS AND SERVICES****Objectives****Students will:**

1. Analyze elements of a newspaper ad for products and services
2. Evaluate effectiveness of newspaper ads.

Related Lessons: Unit A, Lessons 2, 4, 11, 16, 17; Unit C, Lessons 7, 8, 13, 20.

Skills—Comprehension: interpret, explain; **Analysis:** analyze, characterize;

Evaluation: assess, evaluate, rate.

Vocabulary: *AIDA, promotion.*

Background

Advertising plays an important role in almost all media, providing primary financial support for many news organizations, often between 60 percent and 70 percent of total revenues. The cost of a newspaper ad depends on its circulation—the number of copies sold every day. The newspaper can offer an advertiser an audience. Large newspapers offer larger audiences, so they can charge more for ads. Students spent time looking at various advertising messages in the Media Literacy unit in this curriculum. This lesson reviews those elements and focuses on newspaper advertising.

Most newspaper advertising involves promotion of services or products. The purpose of an ad is economic and commercial. Other advertising involves advocacy for an issue, cause, political party or candidate, the purpose of which is more social or political. This activity focuses on commercial advertising. The next lesson addresses advocacy advertising.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to pay attention to the many ads in the newspaper.
2. Have students identify the price of the newspaper by looking on page one. Ask students to speculate about what percent of the cost of an individual newspaper is profit. Write responses on the board. Explain that money received from individual sales of the newspaper generally constitutes no more than 25 percent of the cost of producing the newspaper. Ask students to identify another source of revenue for the newspaper. They will probably realize that advertising is important.
3. Have students close their newspapers and be ready to open a page at random. Instruct them that on your signal, they are to open the page and look at it quickly. Have students open their newspapers.
4. Ask students where their eyes went first on the page. In some cases, they will say they looked at a bold headline or a photograph. Others will cite a large ad.
5. Have students turn to a page with a large display ad. Ask them to identify elements of the ad that catch their attention. Responses may include an illustration, bold and large type, and white space.
6. Review with students media principles related to advertising:
 - a. The advertiser creates the best message possible to encourage readers to purchase a specific product or service, support a particular issue or cause, or a candidate. Large businesses and organizations pay copywriters to write language that will appeal to readers and pay photographers and artists to produce the most attractive visual design. In small businesses and organizations, the business owner or an employee often designs the ad.
 - b. Large businesses may present a “desirable reality” around their product. The ads may suggest that if you purchase a product, your life will be better and more exciting. Small local businesses generally promote products in a more straightforward way—here is the product; it is good and reasonably priced.
 - c. Ads are designed for economic purposes. Advertisers want readers to use their goods and services.

- d. Ads have characteristics specific to the genre. They often follow an “AIDA” formula: attract **A**ttention, generate **I**nterest, create a **D**esire to own the product and encourage the reader to **A**ct.
- 7. Explain to students that ads, large and small, aim to attract readers’ attention and encourage readers to buy specific products or services.
- 8. Distribute the *Advertising: Big and Small* activity page. Review directions with students.
- 9. Have students work in pairs or small groups to complete the activity.
- 10. Have students share responses.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identified AIDA elements in each ad.			
Student’s comparison of ads is reasonable.			
Student’s personal response to each ad is reasonable and appropriate.			

Lesson 24 Activity Page

ADVERTISING: *Big and Small*

Name _____

Directions: From today’s newspaper, select a large ad for a major business in your community and a small ad for a local business. Compare their advertising messages by completing the chart below.

	Element	Ad No. 1	Ad No. 2
	Name of businesses and products being advertised.		
A	What is used to get your Attention?		
I	What is used to make you Interested in the products? What information is provided?		
D	What is used to make you Desire to own the product?		
A	What is used to make you want to Act now or buy the product very soon?		
?	Would you buy this product? Why or why not?		

Lesson 25**ADVERTISING AND THE NEWSPAPER—ISSUES AND INTERESTS****Objectives****Students will:**

1. Analyze elements of a newspaper ad for issues or special interests
2. Evaluate effectiveness of newspaper ads.

Related Lessons: Unit A, Lessons 2, 4, 12, 16; Unit C, Lesson 13.

Skills—Comprehension: interpret, explain; **Analysis:** analyze, discriminate, examine;

Evaluation: appraise, evaluate, rate.

Vocabulary: *advocacy, nonprofit, agenda.*

Background

Organizations supporting specific causes or interest groups use newspaper advertising to reach readers. Generally, readers are concerned with current events and issues. A local or regional organization can reach many readers in community newspapers. Bigger organizations may choose to advertise in newspapers in major cities such as Washington, D.C.; New York; Chicago; or Los Angeles. Large newspapers reach a wide range of readers and decision makers.

The goal of advocacy or interest advertising is not directly commercial, not about selling a direct service or product. It is to increase awareness of a cause and solicit support from readers. These ads frequently encourage readers to take social or political action for a cause, such as writing a legislator or providing financial donations to enable an organization to lobby legislators.

Media required

- Copies of the newspaper for each student.

- Examples of ads related to issues or causes. Look for informational/promotional ads from local organizations such as the library or literacy council and ads from national organizations or groups.

Instructions

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage them to find ads supporting a nonprofit organization, a social cause, or a political party, cause or candidate.
2. Ask students to define the term “special interest group.” Explain that it is used broadly to define a group of individuals or an organization focusing on a specific interest or group, such as the Sierra Club for the environment or People for the Ethical Treatment of Animals. Sometimes, special interest groups have a very direct political agenda, such as People for the American Way or Eagle Forum. This is not a time to discuss whether students view organizations as good or bad. Your goal is to let them know that these organizations use newspaper advertising to reach readers.
3. Share several ads, local and national, with students. As you show the ads, have them look at the same elements they examined in ads for products and services—bold type, font, graphic elements and white space. Explain that these ads can be analyzed just as the commercial ads were analyzed.
4. Review media principles related to advertising:
 - a. The advertiser creates the best message possible to encourage readers to support a particular issue, cause or candidate.
 - b. Organizations promoting a cause or issue emphasize how support for their organization will enhance readers’ lives. For example, an environmental group’s ad may encourage readers to support certain legislation because it will improve air or water quality. A political ad may indicate that the country will be better off or safer if a certain candidate is elected.
 - c. Ads are designed for social or political purposes. Advertisers want readers to support causes or candidates.

- d. Ads have characteristics specific to the genre. They often follow a modified “AIDA” formula: attract **A**ttention, generate **I**nterest, create a **D**esire to support the cause and encourage the reader to **A**ct.
- 5. Distribute the *Advertising: Issues and Interests* activity page. Review directions with students.
- 6. Have students work in pairs or small groups to complete the activity.
- 7. Have students share responses.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies purpose of the ad.			
Student identifies benefits promoted by the ad.			
Student identifies design elements used to appeal to the reader.			

Lesson 25 Activity Page

ADVERTISING—ISSUES AND INTERESTS

Name _____

Directions: Select a newspaper ad that promotes a specific issue or topic of interest to a community or citizens group. Analyze its design elements and language used in the ad to persuade you to agree with the position represented.

1. What organization is sponsoring the ad? _____

2. What design elements are used to catch your attention (bold type, photographs, art, borders, white space)?

3. What does the ad want the reader to do or think?

4. What are specific phrases used in the ad to persuade the reader?

5. What benefits to the reader or community are suggested by the ad?

6. Do you think this is an effective ad? Why or why not?

Lesson 26**NEWS CONTENT—NEWSPAPERS AND TELEVISION****Objectives****Students will:**

1. Analyze newspapers and television news programs for content
2. Evaluate quality and quantity of coverage provided by each medium.

Related Lesson: Unit A, Lesson 4.

Skills—Comprehension: interpret, explain; **Analysis:** analyze, compare, contrast, research; **Evaluation:** appraise, evaluate.

Vocabulary: *coverage, data chart.*

Background

In this activity, students will compare depth of coverage given to national and local news in the daily newspaper and a daily local television news program. Many people get news primarily from television. How does the amount of that coverage compare with that of the newspaper? A recent study indicated that a 30-minute television program generates about 3,600 words while a top newspaper generates about 100,000 words. Seeing what is and is not covered in the two media will be instructive.

Media required

- Copies of the newspaper for each student
- Video of a local news program.

Instructions

1. Record a local news program one evening. If it is 30 minutes long, plan on showing the entire program the next day. If it is longer, prepare part of the data students will collect. For example, if the program is an hour long, prepare data for its first 30 minutes—write the stories and their lengths on a data chart. If the show is 90 minutes long, prepare the same data for the first 60 minutes. Students will watch and time

news from 30 minutes of the program. Because of the timing of news cycles, news in an evening show often will appear in some form in the next day's newspaper.

2. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to national and local news stories.
3. Ask students to identify newspaper stories they already had seen on a local or national news program. Have them star or circle those stories. Be sure they scan the entire newspaper.
4. Explain to students that they will compare television and print news. Assign several students to be timekeepers who clock the actual number of seconds or minutes devoted to a television news story. Assign several students because some stories are very short and students may miss the times.
5. Distribute the *How Much News?* activity page. Review directions with students.
6. Show the news program, fast-forwarding through commercials. Have students list stories they see covered and tell them the official timekeepers will track the length of each. The students' job is just to list each story.
7. After the video, have students count stories covered. Have timekeepers announce times for individual stories and the total time news was presented in a 30-minute program. Generally, a 30-minute local news show contains about 22 minutes of programming and eight minutes of commercials. Some stations have longer local news broadcasts. This varies by market.
8. Have students return to the newspaper and put a check by stories on the television list that also are in the newspaper. Have them count the number of stories they find in the newspaper.
9. Discuss differences they have found in the two media.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identified all stories covered in the television program.			
Student's count of stories in newspaper was accurate.			
Student identified reasonable differences in the two media.			

Lesson 27

GOOD NEWS/BAD NEWS

Objectives

Students will:

1. Analyze newspaper content
2. Analyze stories from different points of view.

Related Lessons: Unit A, Lessons 18, 21, 30.

Skills—Comprehension: explain, describe; **Analysis:** classify, contrast; **Evaluation:** appraise, rank, justify.

Vocabulary: *ratio*, “*good news*”, “*bad news*”.

Background

In this lesson, students must make a determination about each non-advertising item in the newspaper. They will be asked to identify stories as “good news” or “bad news.” They will soon realize that what is good news for one group may be bad news for another. They will practice seeing information from different points of view.

In this activity, students will see items not easily classified as bad or good. For example, is announcement of a piano recital good or bad news? What about the meeting of a local civic organization? Push students to use only two classifications. Encourage them to think about hard-to-place items. Does a piano recital indicate the presence of artistic opportunities in the community? Is that good or bad? Are civic groups good or bad in the community?

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to think about whether stories they read are good or bad news.
2. Ask students to “guesstimate” the ratio of good to bad news reported in various media. Write predictions on the board. Ask students to justify responses.
3. Give students colored markers. Tell them to star or circle each item in the newspaper (except ads) with one color representing what they consider good news and the other what they consider bad news.
4. Distribute the *Good News/Bad News* activity page. Review directions with students.
5. Have students work in pairs or small groups to classify news content of the newspaper.
6. Have students share responses.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student completed classification activity.			
Student provided reasonable explanations for classifying items as good or bad news.			
Student provided reasonable explanations for differing interpretations of news items.			

Lesson 27 Activity Page

GOOD NEWS/BAD NEWS

Name _____

Directions: Does the newspaper print only or primarily bad news? Use this activity to find out. Use colored markers to classify news stories. Use one color to circle or star only good news. Use another to circle or star only bad news. You must classify *every* item, except for ads. As you classify stories and features, identify at least five that you think could be good news for one group but bad news for another. List them on the table below.

1. Number of “good news” stories: _____

2. Number of “bad news” stories: _____

3. List five stories that different groups could interpret differently:

Headline of story	Good news for what individual or group?	Bad news for what individual or group?
1.		
2.		
3.		
4.		
5.		

4. What surprised you about your findings?

Lesson 28**NEWSPAPERS ON THE INTERNET****Objectives****Students will:**

1. Compare news content in their local newspaper and on a local newspaper's Web site
2. Identify stories to post on the Internet when space is limited.

Related Lessons: Unit A, Lessons 29, 30; Unit C, Lessons 4, 23, 24.

Skills—Comprehension: interpret, identify; **Analysis:** contrast, differentiate;

Evaluation: evaluate, rank, assess.

Vocabulary: *online, archived.*

Background

Print newspapers are convenient because they are portable, inexpensive and easy to skim. Today, however, more and more news is “published” electronically. The Newspaper Association of America reported that newspaper Web sites attracted more than 66.4 million unique visitors on average (40.7 percent of all Internet users) in the first quarter of 2008, a record number that represents a 12.3 percent increase over the same period a year earlier.

Today, many newspapers offer online versions of their publications. Online newspapers can be updated 24 hours a day so Internet users can find up-to-the-minute news reports. Online readers can find stories, photos, advertisements and even archived information in online newspapers.

This activity has students compare print and online newspapers. See whether your local newspaper has an online version by visiting www.newsvoyager.com/voyager.cfm.

If your classroom is equipped with Internet access, have students look at the online versions of their newspapers during class. If not, print out several pages/sections of the online version and share them.

Media required

- Copies of the newspaper for each student
- Computer with Internet access or handouts of online newspaper pages.

Instructions

1. Allow several minutes for students to read newspapers at the beginning of class. Encourage students to think about stories they consider to be most important to readers of the local newspaper.
2. Ask students whether they look at online newspapers. Have them identify the online newspapers and tell why they use this version. Allow discussion.
3. Have students generate a list of benefits they see in print and online versions of the newspaper.
4. Show students the online version of your local newspaper on the Internet or with handouts. Ask them to identify the difference they see between page one of the print newspaper and the first news page of the online version.
5. Have students tell what they expect to find in both versions of the newspaper. Allow discussion.
6. Distribute the *Print or Online?* activity page. Have students work in small groups to compile data on the sheet.
7. Have students share findings.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student provided appropriate benefits and limitations of print and online newspapers.			
Student compiled necessary data to compare both versions of the newspaper.			
Student selected appropriate stories to include in an online version of the newspaper.			

Lesson 28 Activity Page**PRINT OR ONLINE?**

Directions: Many newspapers have print and online versions. Some people like to read the print edition while others like to find updated news stories on the newspaper Web site. Both types of news presentations have advantages. Look at the print and online versions. Compare contents of the two and record your findings on the chart below.

Elements	Print paper	Online paper
1. How many local news stories do you find?		
2. How many sports stories do you find?		
3. How many editorials and columns do you find?		
4. How many comic strips do you find?		
5. How many community calendars do you find?		
6. What is the major news story on the front page or home page?		

7. How easy is it to find a particular section or feature in each version?

8. What differences do you find in the way photos are used in each version? What difference do you find in the number of photos in each version?

9. How are ads presented differently? What difference do you find in the number of ads presented?

10. What do you like best about using each version?

Lesson 29**ELECTRONIC CHOICES: ONLINE AND E-EDITION NEWSPAPERS****Objectives****Students will:**

1. Locate newspapers online
2. Compare and contrast online and e-edition newspapers.

Related Lessons: Unit A, Lesson 29; Unit B Lesson 28; Unit C, Lessons 4, 23, 24.

Skills—Comprehension: interpret, identify; **Analysis:** contrast, differentiate;

Evaluation: evaluate, rank, assess.

Vocabulary: *online, e-edition.*

Background

Most newspapers have an online version of their regular print newspaper and continue experimenting with how to deliver their electronic product. When newspapers first went online, they presented major news stories in a linear, one-story-at-a time format resembling many informational Web sites. They often provided news photos that had to be small to fit the computer screen. Newspapers included navigational bars at the side and/or top of their home page to direct readers elsewhere on the site.

Many newspapers continue to use the linear format, but their sites are more sophisticated, often including links within a story to additional information or archived stories from the newspaper. However, more and more newspaper Web sites show the newspaper pages exactly as they appear in the print product, with headlines of varied sizes and stories across several columns. The reader can “zoom” in to read the story just as if he or she was reading the physical newspaper. Other newspapers present a replica of the physical page, but when the reader clicks on a story, the information appears in a straight linear format next to the page image.

Media required

- Web site of your local newspaper
- Web site of a different newspaper.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Have them pay attention to the format of the pages and placement of headlines and stories.
2. Ask students to discuss how they scan visually to find a particular story or feature they want to read. What helps them? (Large headlines, photos, etc.)
3. Use a project to show students an example of an online newspaper with a traditional Web site format. Ask students to discuss how presentation of stories is different from that in the print product. Show just one page.
4. Show students one page of a newspaper Web site with an e-edition format and have them compare that to the print product.
5. Distribute the *Electronic Choices* activity page. Tell students they will compare the physical layout and navigation features of two different types of online newspaper formats. Have them work in pairs and discuss their findings as a class.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Students analyzed differences between online and e-edition newspapers.			
Students identified differences in navigational design of online and e-edition newspapers.			
Students identified appropriate advantages of online and e-edition newspapers.			

Lesson 29 Activity Page**ELECTRONIC CHOICES: ONLINE AND E-EDITION NEWSPAPERS**

Compare two different versions of online newspapers. Use your local newspaper and examine a Web site recommended by your teacher. An *online* newspaper contains information in the print newspaper. An *e-edition* newspaper uses replicas of actual print newspaper pages on the Web site. Compare the newspapers using the questions below.

	Online	E-edition
1. How many headlines/stories can you see on the full computer screen?		
2. Where are navigational tools located?		
3. How do you go to another “page” of the newspaper?		
4. How do you “read” a story on the page?		
5. Where are links to other sites in the story or on the page?		
6. What are advantages of the format?		

Write a short paragraph discussing the online version you prefer. Explain why you like that format.

Lesson 30

WHAT HAVE WE LEARNED?

Objectives

Students will:

1. Identify best writing samples from their portfolios
2. Identify what they have learned from the unit
3. Create a classified ad for the perfect newsperson.

Related Lessons: Unit A, Lessons 18, 23.

Skills—Comprehension: conclude; **Application:** choose; **Analysis:** analyze, discriminate; **Synthesis:** construct, compose, produce; **Evaluation:** appraise, select, judge.

Vocabulary: *classified ad.*

Background

Throughout lessons in this unit, students have sampled newspaper genres and collected their work in portfolios. For this lesson, have students spend time finding in their portfolios five pieces they think best represent their work. They will then reflect on what they have learned in the unit. Finally, they will use those reflections to create an ad for the “perfect” newsperson.

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
Encourage them to read their favorite part of the newspaper.
2. Have students share their favorite story or part of the newspaper in class. Have them discuss why that is their favorite.

3. Have students examine their portfolios and select their five “best” pieces.
4. Have students work individually to identify five things they learned from the unit.
5. Assign students to small groups to share and discuss their favorite pieces and what they have learned.
6. Have students share their favorite topics.
7. Distribute *The Perfect Newsperson* activity page. Have students work in small groups to create a classified ad for the perfect newsperson. Have students share their ads.

Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student selected appropriate examples of writing.			
Student identified five things he or she learned.			
Student’s classified ad is complete and logical.			

Unit B Glossary

Anchored feature: one placed in approximately the same location in every edition.

Anecdote: short account of an interesting or humorous event.

Audience: readers, listeners or viewers reached by a book newspaper, radio or television program.

Bias: preference for or hostile feeling against a person or thing that interferes with impartial judgment.

Body: main or central part of the story.

Byline: tells who wrote the story and may include the writer's or writers' title(s).

Censorship: removing or preventing publication of information.

Column: vertical division of the page that helps give it structure. Newspaper stories and images are measured in column inches—the number of columns wide by inches long.

Cutline/caption: explains what is happening in a photograph or illustration. The term “cut” was first used when newspaper images were printed from carved wood and etched metal. This may include a photo credit.

Dateline: location and sometimes date of an event, usually given at the beginning of a story. The term was first used when news often took days to reach a reader, so the date and location were included in the story.

Editorial: column featured on the editorial page that expresses an opinion of the newspaper and encourages the reader to take action.

Ethics: set of principles of correct conduct.

Fact: statement that can be proven, not an opinion.

Feature story: one in which the basic purpose is often something other than news.

First Amendment: guarantees rights to free exercise of religion, speech and the press, and of assembly and petitioning the government.

Five Ws and H: who, what, when, where, why and how—information always included in a news story.

Flag/logo: name of the newspaper as it appears at the top of page one.

Folio: Line atop each newspaper page that contains the name of the newspaper, the date and the page number.

Font: set of printing type of one size and style.

Graphic: use of lines, screens, boxes and large first letters to break up areas of space on the page.

Gutter: margin between facing pages in the vertical fold.

Index: tells where regularly featured pages, such as sports, weather and local news, can be found.

Indirect quotation: paraphrase of words spoken by someone that do not change the meaning of what was said.

Interview: conversation for the purpose of obtaining information.

Inverted pyramid: structure of a news story that places important and interesting facts at the beginning and less important facts and details at the end, enabling the editor to cut from the bottom if space is tight.

Jumpline: line that tells the reader on which page the story is continued.

Lead: first paragraph of the story that summarizes it and/or grabs the reader's attention.

Masthead: formal statement of the newspaper's name, officers, management and place of publication. It is usually on the editorial page.

Message: communication from one person or group to another.

News: information provided about an event soon after it occurs.

Newsworthy: event that meets one or more of the following criteria: *consequence, human interest, oddity/uniqueness, prominence, proximity, timeliness.*

Objective: not influenced by emotional or personal prejudices, impartial.

Pullout quotation: one taken from a story; often boxed and printed larger than the text.

Quotation: statement by another person. A direct quotation is exactly what the person said and is put in quotation marks. An indirect quote paraphrases what the person said and is not in quotation marks.

Sidebar: brief story with a special angle that accompanying the main story.

Story idea: more specific than a story topic and helps the writer identify interesting hooks into the story for the reader.

Story topic: general subject of a story, such as food in the cafeteria.

Teaser: short headline or phrase on page one to draw the readers into the newspaper; sometimes called a skybox.

Wire story: one written by a reporter working for a news service.

Educational Standards for Units A, B and C

Standards cited in the curriculum	Unit A	Unit B	Unit C
<u>Standards for English Language Arts</u> <i>National Council of Teachers of English and International Reading Association</i>			
Reading for perspective Students read wide range of print and nonprint texts to build understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	1-30	1-30	1-25, 27-30
Evaluation strategies Students apply wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	1-30	1-30	2-5, 7-10, 13-20, 22-30
Communication skills Students adjust use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	26-30	9, 11, 13, 15, 17, 19, 21, 23, 30	4-5, 6-20, 22, 25-30
Communication strategies Students employ wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	26-30	9, 11, 13, 15, 17, 19, 21, 23, 30	1, 4-5, 7, 9, 11, 15-21, 25, 28-30
Applying knowledge Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and nonprint texts.	1-30	1-30	1-5, 7, 13-25, 28-30
Evaluating data Students conduct research on issues and interests by generating ideas and questions and posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate discoveries in ways that suit their purpose and audience.		5, 7, 8, 9, 11, 13, 15, 17, 19, 21, 23, 29, 30	5, 7, 8, 13, 1-27
Developing research skills Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information, and to create and communicate knowledge.	1-2, 26-30	29	1, 3-6, 11-19, 23-25
Participating in society Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.	1-30	1-30	1-11, 14-30

Applying language skills Students use spoken, written and visual language to accomplish their purposes (e.g., for learning, enjoyment, persuasion and exchange of information).	26-30	9, 11, 13, 15, 17, 19, 21, 23, 30	2, 4-5, 8-9, 14-22, 25-30
<u>National Standards for Civics and Government</u> <i>Center for Civic Education</i>			
Civic Life, Politics and Government What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?	14-21, 29-30	5,	
What are essential characteristics of limited and unlimited government?		5	
What is the American idea of constitutional government?	17-21, 29-30	5, 7, 18, 19	
What are distinctive characteristics of American society?	10, 14-21, 29-30	18-29	28
What is American political culture?	16-21, 29-30	18,19	18-19, 28-30
What values and principles are basic to American constitutional democracy?	16-21, 29-30	5, 7, 8, 10, 18-19	
Principles of Democracy			
How are power and responsibility distributed, shared and limited in the government established by the Constitution?		5	
What does the national government do?	16-20	5, 6	
How are state and local governments organized, and what do they do?	16-20	5, 6	
Who represents you in local, state and national governments?	16-20	5, 6	
What is the place of law in the American constitutional system?	14-15, 18-20	6, 8	
How does the American political system provide for choice and opportunities for participation?	16-20, 29-30	4, 5, 10	
<u>Economics Standards</u> <i>National Council on Economic Education</i>			
Allocation of Goods and Services Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use to allocate different kinds of goods and services.		4, 25	13-14
People in all economies must address three questions: What goods and services will be produced? How will they be produced? Who will consume them?	3-4, 12, 14-15, 24, 26-30	4	
As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce different goods and services.	3-7, 11-15, 24, 26-30	4, 25	14
Role of Incentives People respond predictably to positive and negative incentives.	24, 26-30	4, 25	14

Role of Incentives Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.	12-15, 24, 26-30	25	
Technology Standards <i>International Society for Technology in Education</i>			
Students demonstrate sound understanding of nature and operation of technology systems.		29	1, 4-6, 10-12, 14-23, 25, 29-30
Students understand ethical, cultural and societal issues related to technology.	4-30	29	11-27, 29-30
Students practice responsible use of technology systems, information and software.	16-30		4-6, 11-12, 14-15
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.	1-30	29	12, 15-24, 29-30
Students use technology tools to enhance learning, increase productivity and promote creativity.	16-30	29	12, 15-24, 29-30
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.	26-30		
Students use technology to locate, evaluate and collect information from a variety of sources.	1-10, 12-30	12-23, 29	
Students use technology resources for solving problems and making informed decisions.		12-15	
Students employ technology in development of strategies for solving problems in the real world.		12-15	
Media Literacy Standards <i>Mid-continent Research for Education and Learning</i>			
Knows characteristics of wide range of media (e.g., television news favors messages that are immediate and visual; news photographs favor messages with an emotional component).	1-30	1-2, 4-30	1-2, 4-5, 16-30
Understands different purposes of various media (e.g., to provide entertainment or information, to persuade, to transmit culture, to focus attention on an issue).	1-30	1-2, 4-30	1-5, 7-9, 13-30
Understands how type of media affects coverage of events or issues (e.g., how radio, television and newspapers cover the same event; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events).	1-30	1, 4-30	1-9, 13-20
Understands various elements that recur across media (e.g., common features found in print and broadcast advertising; layout of magazines and newspapers, including headlines, photographs, regular columns, feature articles and editorials).	1-30	1-30	1-10, 12-30

Understands aspects of media production and distribution (e.g., different steps and choices involved in planning and producing various media; various professionals who produce media, such as news writers, photographers, camera operators, film directors, graphic artists and political cartoonists).	1, 3-30	1-2, 4-30	1-30
Understands ways in which image-makers carefully construct meaning (e.g., idea and word choice by authors; images created by photographers; television programs created by groups of people; photos or cutlines chosen in newspapers).	1, 3-30	1-2, 4-8, 10-30	1-30
Understands influences on construction of media messages and images (e.g., historical period or place in which they were made; laws that govern mass media, such as truth in advertising; sociocultural background of the target audience; financial factors such as sponsorship; cause-and-effect relationships between mass media coverage and public opinion trends).	1, 3-30	1-2, 4-30	1-30