

Unit C:  
Go to Press

# High Five

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

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## Introduction

*Go To Press* will be an exciting unit for your class. In Units A and B, students learned about the five principles of media literacy and how they apply to creation of the daily newspaper. They examined journalism issues and newspaper writing types in detail. They were engaged in three of the four process skills related to media—*accessing*, *analyzing* and *evaluating*. The fourth, *creating* media, was addressed in writing activities in the second unit.

Now students will have another opportunity to create media. They will write and produce a classroom or school newspaper. They will gather information, write stories and columns, design it, create images and graphics, and produce copies to distribute to their target audience. Students must identify and assign jobs, develop production procedures and set deadlines. This project will provide opportunities and experiences for students to integrate and apply everything they have learned about newspapers and media literacy.

### *Before You Begin*

Creating a classroom or school newspaper requires equipment and software not needed in earlier units. You must explore technology and equipment you will need. Much will depend on resources in your school or district. Possible options range from low-tech to high-tech. If your school has limited or no access to computers or word-processing software, students can type or print articles by hand, draw or paste art on pages and use different size markers to create headlines. The school or a community copier can be used to enlarge or reduce student drawings or other images.

Your school or community computer probably has Microsoft Word, the most common word-processing program. With it, students can create newspaper-like pages by using the column and table functions, and create headlines of different fonts and sizes. Stories can be printed, cut and pasted onto a master page for photocopying.

Word-processing programs typically contain clip-art libraries that your budding graphic design students can use. If a scanner is available, photos can be scanned and imported into documents.

Desktop-publishing programs are designed to ease typing a story directly on a page template or to import stories created in a word-processing program. They also allow options and support with art and photographs. Students can crop photographs and resize columns and text blocks on screen. Some desktop-publishing programs to consider are Broderbund's *The Print Shop*, *The Print Shop Pro Publisher* and *Canvastic 2*.

Whether working with a low-tech or high-tech production system, you may want to recruit other teachers to join in and develop this as an interdisciplinary unit.

### ***Let Students Shine***

Creating a classroom newspaper will involve many steps, challenges and opportunities for you and students. One assignment in this unit is to create a record of students' work. This could take a variety of forms, such as regular student journal entries and photographs of students as they work. They can be captured on a bulletin board in the hallway or in a PowerPoint presentation to share with students, teachers, school staff members and parents.

If your school has the equipment, you may want to create a video of students' progress. Assign several students to be project "historians" and assume responsibility to record class activities.

### ***Have Fun!***

Unit C is designed to help students develop reading, writing and thinking skills. It also will be an engaging project that will challenge and excite them. They will be motivated to use knowledge and skills they have learned and will take pride in their final product. Be sure to allow students time to share their experience with others and celebrate their achievement.

## How *High Five* Lesson 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 to make connections 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 and 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 beginning the lesson are identified. Generally, these are not already in the glossary.

**Looking Ahead**—This section appears in lesson plans for which you will need more than usual amount of time to prepare, such as calling a newspaper weeks ahead of time 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 student 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 your news? In a full-page paper product? On your computer screen? Or on your handheld electronic device? Today's newspapers are ready to provide news you need in the format you want. Print and online newspapers are the same in some 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 of the story. 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 must show them that 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, other people like to access news through the Internet, so newspapers now provide online versions of their print product.

You will find different formats for online newspapers. Some newspapers publish news content on their Web sites in a familiar Web 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, the navigational links appear across the top. These news sites look like many other informational Web sites. Headlines are usually printed in a different color, and photos, small on the screen, can usually be enlarged with a mouse click.

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

on a story to enlarge type so it is 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 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 on an e-mail option and provide audio and video files of news events.

The following Web sites provide links to newspapers across the country and around the world that offer online versions of their publications—  
<http://www.newsvoyager.com/voyager.cfm>, [www.thepaperboy.com](http://www.thepaperboy.com) and [www.onlinenewspapers.com](http://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.

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

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# **Building Background**

## **Lessons 1-6**

## Lesson 1

### THE RIGHT STUFF: INTEREST AND SKILLS

#### Objectives

Students will:

1. Identify the skills needed to publish a newspaper
2. Identify personal skills and interests
3. Identify newspaper jobs in which personal skills and interests apply.

**Related Lesson:** Unit A, Lesson 22.

**Skills—Knowledge:** list; **Comprehension:** compare; **Application:** classify; **Analysis:** investigate; **Synthesis:** propose; **Evaluation:** select.

**Vocabulary:** *skill inventory*.

#### Looking Ahead

In Lesson 30, students will be asked to share experiences about producing a newspaper with the school community. In preparation, you may have them keep a journal of experiences, take photographs or videotape them on the newspaper tour as they move through each step in publishing the newspaper.

#### Background

Creating a class or school newspaper requires enthusiasm, commitment, teamwork and a variety of research, writing, organizational and production skills. At this point, students should understand the role of a newspaper in a democratic society, its essential design elements, structure and organization; the variety of news stories and non-news features; and the different types of writing found in the newspaper. This knowledge and understanding should prepare students to identify areas of interest and skill they could contribute to write, edit, design, publish and distribute their own newspaper.

In this lesson, students will take an interest and skill inventory to be used in a later lesson to determine each one's role and responsibilities in the class project.

### **Media required**

- Copies of the newspaper for each student.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Have students use what they know about structure, design and content of newspapers to generate a list of skills a newspaper staff would need. Write them on the board and discuss.
3. Write on the board the different departments of a newspaper (editorial, production, advertising and circulation). Help students identify departments and jobs for which each skill could apply. Explain that different skills are necessary and applicable to more than one department.
4. Tell students they are about to take the first step in creating their own classroom or school newspaper by taking an interest and skills inventory. Explain that their answers will be the basis of a letter of application and “job interview” and the role they will play in this project.
5. Distribute the activity page. Review directions with students.
6. Allow students time to complete *The Right Stuff*.
7. Bring the class together and have students compare responses to skills required of different departments in the newspaper. Have them note on their activity page one or more job or department that most interests them.
8. Use student responses to *The Right Stuff* as a basis for their “job interviews” and subsequent assignment(s) for the project.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student understands variety of skills needed to publish a newspaper.			
Student identifies skills and interests in applying for a newspaper job.			
Student identifies possible newspaper jobs to which personal skills and interests apply.			

**Lesson 1 Activity Page****THE RIGHT STUFF**

Name \_\_\_\_\_

**Directions:** Creating a newspaper requires teamwork and a staff with many different interests and skills. Use this list to check things you do well and things about which you want to learn more or do for your class or school newspaper. You and your teacher will use your answers to decide which job on the newspaper staff is best for you.

Interests and skills	Very interested	Interested	Not very interested	Very good	Good	Need help
Working on a team						
Working alone						
Creating or doing puzzles						
Organizing projects						
Word processing, typing						
Doing research						
Making sure grammar, spelling and punctuation are correct						
Talking to people and asking questions						
Convincing others of my point of view						
Selling products and meeting people						
What is happening at school						
What is happening in my community						
Sports						
TV, movies, video games, DVDs (circle one)						
Music						
Fashion, food (circle one)						
Taking pictures						
Drawing cartoons, pictures						
Creating graphics, charts						

Other interests: \_\_\_\_\_.

Other skills: \_\_\_\_\_.

I think I would like to work in the \_\_\_\_\_ department.

## Lesson 2

### HOW DO THEY COMPARE?

#### Objectives

Students will:

1. Become familiar with content and features of an out-of-town newspaper
2. Identify and describe various types of writing (news, opinion and feature) in a newspaper
3. Identify and describe different writing genres (persuasive, descriptive, condensed, informal, analytical, dialogue) in a newspaper.

#### Looking Ahead

Target Date requires advance planning. The following Web sites offer students contact information for newspapers nationwide—[www.editorandpublisher.com](http://www.editorandpublisher.com) and [www.usnpl.com](http://www.usnpl.com).

Address your request to the Newspaper In Education or circulation department and explain that the newspaper will be used in a Target Date activity. *Include a complete return address in the letter.* Allow at least *two weeks* for delivery. Check whether any of the newspapers charge a fee. Pairs or small groups can share a newspaper.

Requesting newspapers and sending thank-you notes can provide students with lessons in letter-writing and should follow standards for correspondence. Be sure to let someone in the office know that many newspapers will be mailed to you.

**NOTE:** Target Date newspapers will be used again in Lesson 3. In Lesson 26, students will explore online newspapers. You may want to keep the out-of-town newspapers and use them to compare with the online versions.

**Related Lessons:** Unit A, Lessons 10, 13, 15, 17, 19, 21; Unit B, Lessons 1, 12, 14; Unit C, Lesson 23.

**Skills—Knowledge:** locate; **Comprehension:** compare, describe; **Application:** complete; **Analysis:** compare, contrast; **Synthesis:** predict; **Evaluation:** rate.

**Vocabulary:** *classified ad, cutline, display ad, editorial, feature story, genre, headline, inverted pyramid, news, opinion column, letter to the editor, persuasive, review, syndicated feature.*

### **Background**

Target Date has long been a standard Newspaper In Education activity. In it, several newspapers published on the same date are analyzed and compared. You may choose to collect newspapers of different circulation sizes from your area, region, state or across the country. If you buy out-of-town newspapers locally, check to see where they can be purchased and whether they will be available on your Target Date. Some outlets only carry Sunday editions.

### **Media required**

- Copies of the newspaper for each student on the Target Date selected
- Copies of the out-of-town newspapers requested on the Target Date.

### **Instructions**

1. Distribute the out-of-town and local newspapers. Assign pairs or small groups to share a copy. Have students write their names on the newspaper.
2. Allow time for them to read the newspaper and become familiar with its organization and content.
3. As a class, discuss similarities and differences among the Target Date newspapers in page one headlines and photos, section types and names, and *syndicated features* (comics, advice columns, etc.)
4. Ask students what they like best about their out-of-town newspaper and why.
5. Review with students the different types of writing in the newspaper—news, opinion and feature and their characteristics.

6. Review the different writing genres in the newspaper—persuasive, descriptive, condensed, informal, analytical and dialogue.
7. Have students say where each genre might be found in the newspaper.
8. Before students begin their scavenger hunt, have them neatly reassemble their newspaper.
9. Distribute the activity page. Review directions with students.
10. Have students return to their pair or small group and allow time to complete *What's in the Newspaper?*
11. Have students neatly reassemble their newspaper.
12. Call the class together and have volunteers share examples of each type and genre of writing from their scavenger hunt. Help students understand that all newspapers include the same writing types and genres.
13. You may want to have students create a bulletin board or scrapbook of their 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student explains content and features of an unfamiliar newspaper.			
Student identifies and describes types of newspaper writing.			
Student identifies and describes writing genres in the newspaper.			

**Lesson 2 Activity Page**

**WHAT'S IN THE NEWSPAPER?**

Name \_\_\_\_\_

**Directions:** Working with a partner or in a small group, find in each section of your Target Date and local newspapers an example of the following types of writing and genre in both papers. Use a marker or crayon and circle it. Remember to write down the page number. Be ready to share findings and explain choices with the class.

Newspaper name \_\_\_\_\_

City and state \_\_\_\_\_

<b>FIND</b>	<b>Page of out-of-town example</b>	<b>Writing type</b>	<b>Genre</b>	<b>Page of local example</b>	<b>Writing type</b>	<b>Genre</b>
News story						
Feature story						
Opinion column						
Editorial						
Letter to the editor						
Sports story						
Advice column						
Comic						
Review						
Display ad						
Classified ad						
Cutline						
Headline						

### Lesson 3

#### GETTING THE READER'S ATTENTION

##### Objectives

Students will:

1. Identify the five elements of newspaper design—headlines, text, photos or graphics, cutlines and advertisements
2. Analyze effective application of each element.

##### Looking Ahead

The following Web site offers copies of archived front pages from newspapers nationwide at a reasonable price: [www.librand.com](http://www.librand.com). You may want to contact your local newspaper to see whether its archives department can provide help.

**Related Lessons:** Unit A, Lessons 9, 23,26; Unit B, Lessons 2, 3.

**Skills—Knowledge:** locate; **Comprehension:** describe; **Application:** classify, examine; **Analysis:** compare, contrast; **Synthesis:** predict; **Evaluation:** rate; justify.

**Vocabulary:** *brief, cutline, digest, graphic, headline, photo, pullout quote, spot color, text.*

##### Background

Media consumers have many sources from which to choose—newspapers, magazines, television, radio and the Internet. Competition among them is fierce. Print publications, especially newspapers, have changed dramatically in the past 20 years.

Today's newspapers use a variety of devices to attract readers visually—modular layouts (rectangular blocks rather than vertical columns), graphics (charts, pullout quotes) giving the reader several points of entry into a page, color (spot and full), type, images and photos, headlines, and digests and briefs (short articles that summarize).

Although designing a newspaper is complex, five elements used in newspaper design can be identified—headlines, text, photos or graphics, cutlines and advertisements.

### **Media required**

- Copies of the newspaper for each student
- Target Date newspapers from Lesson 2
- A front page from a newspaper at least 15 to 20 years old, if possible.

### **Instructions**

1. Ask students what draws their attention to a newspaper page. Elicit responses such as color, type size, headlines, images and graphics. Explain how much competition exists among print media to grab a reader's attention.
2. Explain or illustrate by showing the front page from a newspaper at least 15 to 20 years old how different newspapers look today. Have students compare and contrast the sample with page one of the day's newspaper.
3. Explain that computers and design programs have had a great impact on how newspapers look and how newspapers can be written, designed and assembled much more quickly than just 20 years ago.
4. Tell students that they will be looking through their Target Date newspapers again but focusing now on design elements. Explain that this will provide examples and ideas for their class or school newspaper.
5. Distribute Target Date newspapers to the same or different pairs or groups from the previous day's activity.
6. Allow students time to scan their Target Date newspapers, focusing attention on design elements.
7. Distribute the activity page. Review directions with students.
8. Allow time to complete the *Getting the Reader's Attention* or assign it as homework.
9. Call the class together and have volunteers share examples of each design element found in their scavenger hunt. Discuss effectiveness of the examples. Lead students to understand that all newspapers include the same elements and may apply them in a variety of ways.
10. You may have students create a bulletin board or scrapbook of their findings.
11. Allow students several minutes to read the local 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies the five elements of newspaper design.			
Student analyzes and evaluates effective use of each design element.			

### Lesson 3 Activity Page

#### GETTING THE READER'S ATTENTION

Name \_\_\_\_\_

**Directions:** Working with a partner or in a small group, scan each section of your Target Date newspaper and find an example of each design element. Use a marker or crayon and circle it. Remember to include the page number. Be ready to share findings with the class.

Newspaper name \_\_\_\_\_

City and state \_\_\_\_\_

1. How many stories are on page one? \_\_\_\_\_
2. Which story is the day's most important? Write its headline here.  
\_\_\_\_\_
3. What clues tell the reader it is the day's most important story?  
\_\_\_\_\_
4. How do stories above the fold compare to those below it?  
\_\_\_\_\_
5. Find a graphic (map, graph, pullout quote, brief or chart) in the newspaper (page number \_\_\_\_\_).
6. How does it help tell the story? \_\_\_\_\_  
\_\_\_\_\_
7. How does it attract the reader's attention? \_\_\_\_\_  
\_\_\_\_\_
8. Find a photograph (page number \_\_\_\_\_).
9. What makes it appealing to the reader? \_\_\_\_\_
10. What information does the cutline give the reader? \_\_\_\_\_  
\_\_\_\_\_

11. Find an editorial cartoon (page number \_\_\_\_\_).

12. How does it affect the look of the editorial page? \_\_\_\_\_

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13. Find a display advertisement (page number \_\_\_\_\_).

14. What makes it appealing to the reader? \_\_\_\_\_

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15. Find an example of interesting looking text. (page number \_\_\_\_\_).

16. What makes its use visually appealing to the reader? \_\_\_\_\_

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## Lesson 4

### GET READY FOR TOUR DAY

#### Objectives

Students will:

1. Understand appropriate behavior and attire for visiting a professional environment
2. Develop questions about careers and processes involved in publishing a newspaper.

**Related Lessons:** Unit B, Lessons 3, 4, 8, 26; Unit C, Lesson 8.

**Skills—Knowledge:** name; **Comprehension:** describe; **Application:** construct;

**Analysis:** categorize; **Synthesis:** compose; **Evaluation:** justify.

**Vocabulary:** *advertising, editorial, circulation, production.*

#### Looking Ahead

Contact your local newspaper several weeks before you would like to visit. Ask for the Newspaper In Education (NIE) department to make arrangements. If your newspaper does not have an NIE program, the receptionist should be able to direct your call to the appropriate department. Some newspapers may have class size or subscription requirements to schedule a tour, so looking ahead is important.

Along with preparing questions in advance, review safety rules, proper attire and deportment with students. Knowing what is expected will help them maximize the experience.

#### Background

It is important to prepare students for a real or virtual tour of a newspaper. A tour can help them in many different ways.

1. Students can see how all departments work together—editorial, advertising, production and circulation.
2. Students will better understand why teamwork and deadlines are important.
3. Students will become familiar with jobs required to publish a newspaper.

In this lesson, students will develop questions to ask about each department they visit. Ask your host in advance what departments the class can visit and which staff members, if any, may be available to answer questions.

### **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 the different jobs and departments in a newspaper.
2. Assign students into small groups for each department—editorial, advertising, production, circulation.
3. Explain that each group must prepare 10 questions to ask a staff member or representative of its department.
4. Distribute the activity page. Review directions with students.
5. Assign a recorder for each group.
6. Allow students time to generate questions using *Get Ready for Tour Day* as a guide. Have each group share questions with the class. Encourage feedback from other students to clarify or expand questions on the list.
7. As a class, develop questions to be used on the tour.
8. Make copies of the questions and distribute them to students before the tour.
9. If a tour is not possible, ask whether the newspaper has a video, PowerPoint or slide show available for schools or whether a representative could visit class and field questions. If none of these options is available, ask whether students could write or e-mail questions to staff members.

The Los Angeles Times has an online tour that students can take at <http://www.latimes.com/extras/tie/virtualtour/adayinlife/index.html>.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student understands appropriate behavior and attire for the newspaper tour.			
Student contributes to developing questions that will elicit information about careers and steps in publishing a newspaper.			

## Lesson 4 Activity Page

### GET READY FOR TOUR DAY

Name \_\_\_\_\_

**Directions:** Your group will be assigned a newspaper department and told to develop questions to ask on your tour. Use topics below to begin. Remember to write questions clearly so the person will understand what you want to know. Be ready to share questions with the class.

**Department** \_\_\_\_\_

1. Interests suited to the job or department:
2. Skills required for the job or department:
3. Knowledge required for the job or department:
4. Experience required for the job or department:
5. The most interesting thing you want to know about the job or department:
6. The most important thing you want to know about the job or department:
7. The hardest thing about the job or being in the department:
8. Predictions about future changes in the job or department:
9. How and where the job or department fits into publishing a newspaper:
10. Other:

## Lesson 5

### TOUR DAY

#### Objectives

Students will:

1. Understand how teamwork and deadlines affect publishing a newspaper
2. Understand the role and responsibility of each department in publishing a newspaper
3. Understand the connection between learning and the world of work—responsibility, cooperation, rewards and challenges, regardless of industry.

**Related Lessons:** Unit A, Lessons 6, 9, 22; Unit B, Lessons 4, 5, 8.

**Skills—Knowledge:** find; **Comprehension:** predict; distinguish; **Application:** use; **Analysis:** categorize; **Synthesis:** imagine; **Evaluation:** discuss.

**Vocabulary:** Unit B, Lesson 3.

#### Background

Some newspapers may send an advance kit or guidelines for your class that may provide ideas to help prepare students for their visit. You may wish to call a day or two before the tour to confirm the time, how long the tour will take, whether cameras or videotaping are allowed, provisions for disabled access, where to enter the building and the area for bus parking.

#### Media required

None

#### Instructions

1. Review with students appropriate behavior for visiting a workplace—following safety instructions, using quiet voices, staying with the group, etc.
2. Have students bring a small notebook and pen or pencil to take notes, write observations and record answers to questions posed to the newspaper staff. Students

should have a record of their visit for reference as they plan and publish their class or school newspaper.

3. Enjoy your tour!

4. If possible, when the class returns from the tour, allow students time to review and add to their notes.

5. As a class or a homework assignment, have students write a thank-you letter to your newspaper guide.

6. If students will be taking an online tour or watching a video, preview it so you can direct students to questions that you know can be answered from the presentation.

Remember that you may wish to invite someone from the local newspaper to visit and provide additional information and answer questions.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student explains how teamwork and deadlines affect publishing a newspaper.			
Student explains role and responsibility of each newspaper department.			
Student explains the connection between learning and the world of work—responsibility, cooperation, rewards and challenges, regardless of industry.			

**Lesson 5 Activity Page**

**TOUR DAY**

**Name** \_\_\_\_\_

**Directions:** Now that you have visited the newspaper, take time to think about what you learned about teamwork and how each department works together to put a newspaper “to bed.”

1. The most important thing I learned about being a (job) \_\_\_\_\_  
at the newspaper is \_\_\_\_\_  
\_\_\_\_\_.

2. The most important thing I learned about publishing a newspaper is  
\_\_\_\_\_  
\_\_\_\_\_.

3. The department I liked best was the \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.

4. A job I am interested in is \_\_\_\_\_ because  
\_\_\_\_\_  
\_\_\_\_\_.

5. The most interesting or new thing I learned about newspapers is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Lesson 6

### MAKE IT HAPPEN

#### Objectives

Students will:

1. Understand steps and challenges in producing a newspaper
2. Understand steps and challenges in distributing a newspaper.

**Related Lessons:** Unit C, Lessons 5, 20, 25.

**Skills—Knowledge:** describe; **Comprehension:** outline; define; **Application:** show;

**Analysis:** explain; **Synthesis:** predict; **Evaluation:** justify.

**Vocabulary:** *carrier, dummy, imager, offset press, pagination, racks, web press.*

#### Background

Putting pieces together to create a daily newspaper is a complex task. Newspapers may have different kinds of production equipment and presses, but the process is much the same everywhere.

At some newspapers, pages are put together in the pre-press area like pieces of a puzzle. Editors prepare a *dummy* of each page that shows where stories, photos and advertisements will go. The layout is affected by the number of advertisements in that day's edition and if and where color will be used. Most newspapers use computer programs to create each page, although some may still do it by hand.

Laying out the newspaper on a computer is called *pagination*. From computer files, a pagination editor collects all items for the newspaper and designs pages on screen. The finished page is sent to an *imager* that creates a full-page negative. Pages are photographed, and the negative film is used to make metal plates to be placed on the press.

These plates are usually made of aluminum and bear an image of newspaper pages. The plates are put on cylinders on the press, and ink is applied to the plates. This is called *offset printing*. Newsprint is fed along cylinders through the press, and the newspaper is printed on a *web press*.

An average roll of newsprint weighs about 1,700 pounds. Unrolled, it would be about 7½ miles long. Newsprint runs through the presses at about 35 mph, and thousands of newspapers can be printed in an hour. Most newspapers use some or all recycled newsprint. Some newspapers may use newsprint rolls of different sizes and run presses at different speeds.

### **Distribution or circulation**

After newspapers are printed, they are bundled, labeled with routing sheets from the circulation department and put into trucks at a loading dock. The circulation department is responsible for getting the correct number of newspapers to the correct place in a timely way. Drivers deliver newspapers to newsstands, stores and newspaper vending machines (called *racks*) or drop them at places where individuals who have a paper route (carrier) pick them up and deliver them to subscribers' homes.

### **Media required**

- Copies of the newspaper for each student.

### **Instructions**

1. If students have not completed the post-*Tour Day* activity page from Lesson 5, allow class time for them to do so.
2. Recap the tour using *Tour Day* as the basis for discussion of students' experience. Clarify questions.
3. Draw students' attention to their responses about the production and distribution departments. Ask them to describe the most important or interesting things they learned about them. Explain that they will follow a similar process when they create their own class or school newspaper.

4. Distribute the *Flow Chart* activity page. Review directions with students.
5. You may use an overhead projector, or draw on the board and complete as a class or in small groups, the *Flow Chart*.

**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.

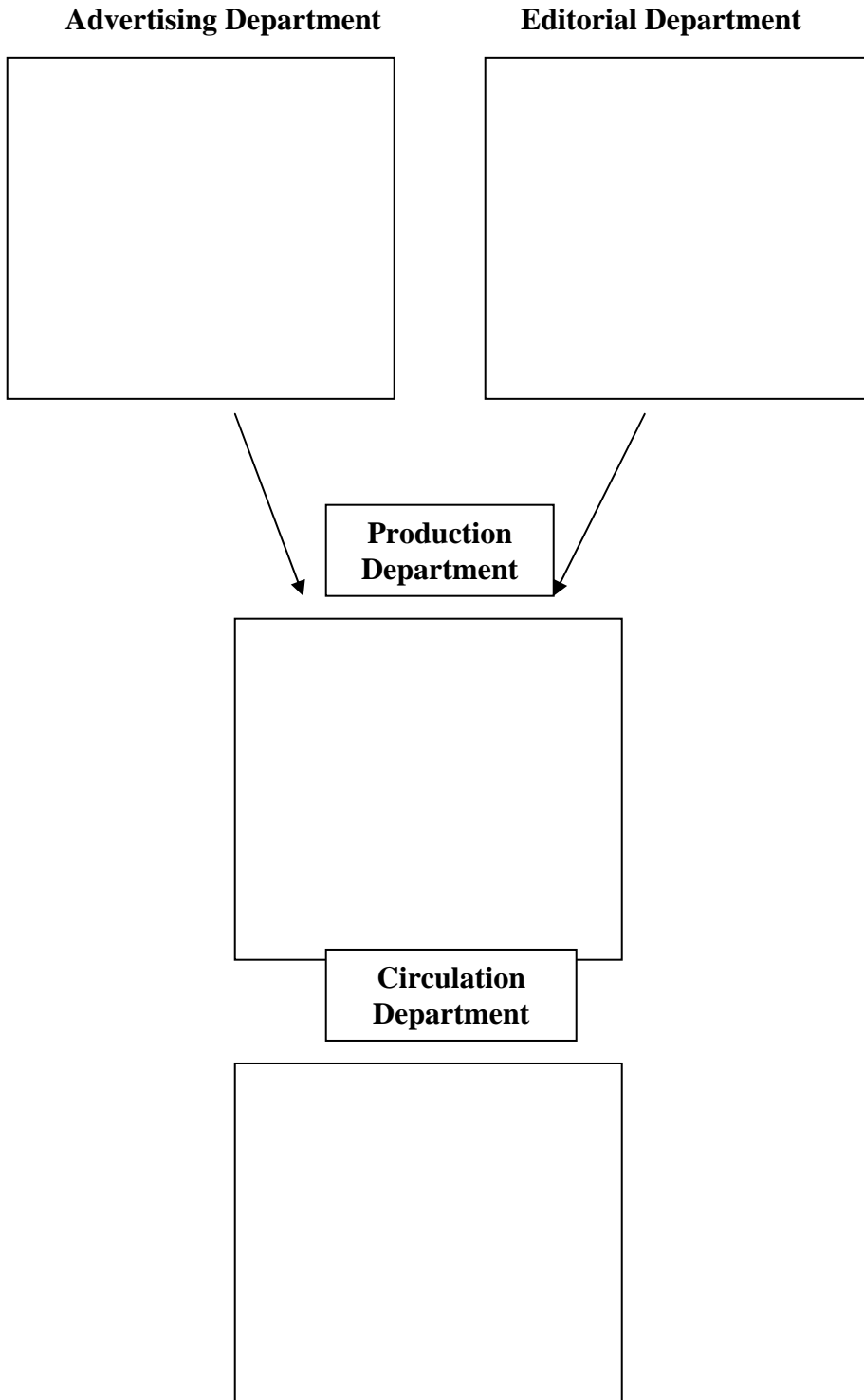
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student explains steps in and challenges of producing a newspaper.			
Student explains steps in and challenges of distributing a newspaper.			

**Lesson 6 Activity Page**

**FLOW CHART**

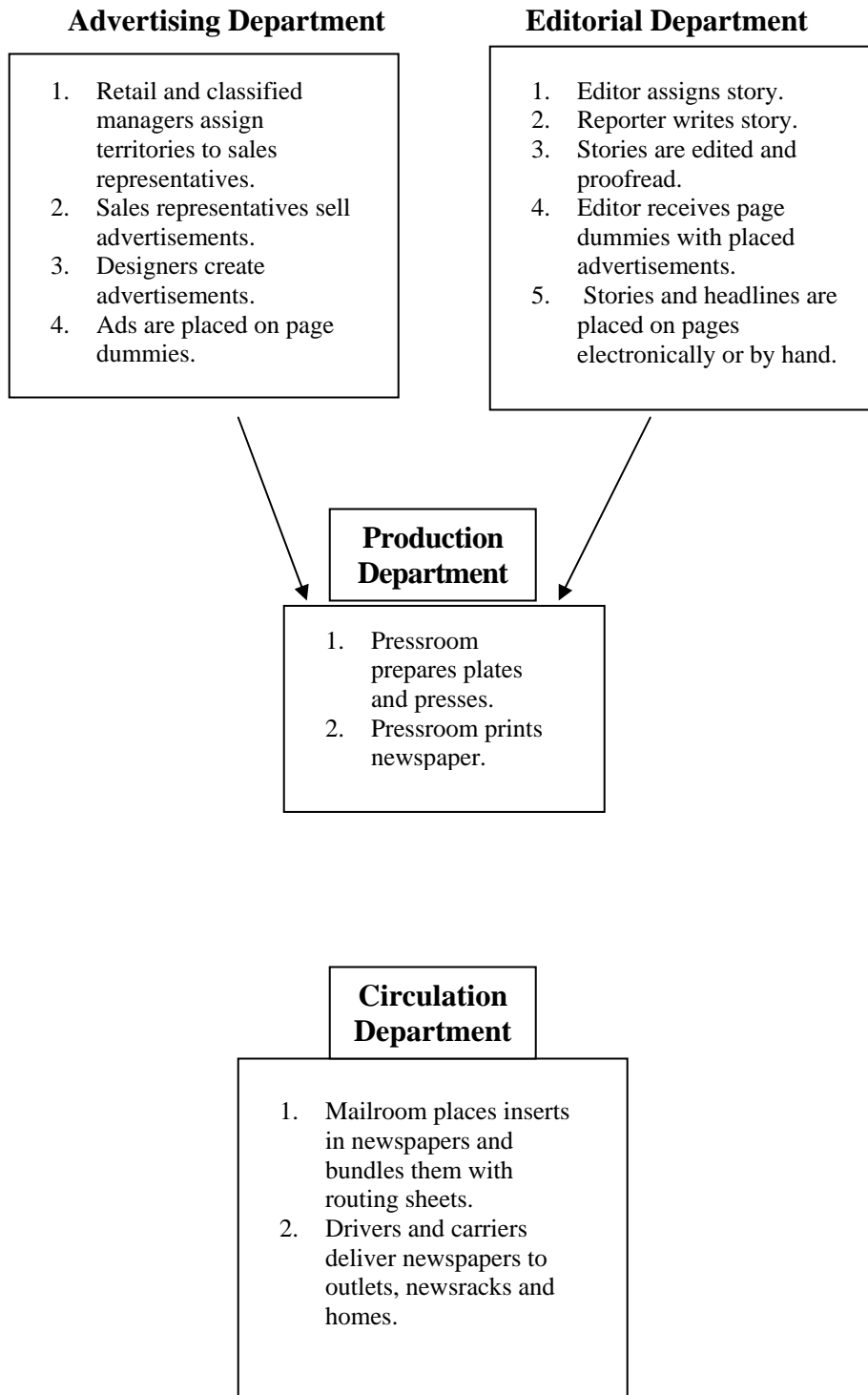
Name \_\_\_\_\_

**Directions:** Use the flow chart to complete steps to produce and distribute a newspaper. Keep this chart as a reference when you begin work on your class or school newspaper.



## Activity 6 Activity Page

### ANSWERS



# **Planning for Publication**

## **Lessons 7-22**

## Lesson 7

### BE THE PRESS

#### Objectives

Students will:

1. Review jobs available in each department of a newspaper
2. Identify skills required for jobs in each department.

**Related Lessons:** Unit B, Lessons 11, 15, 17, 19, 21, 23, 24; Unit C Lessons, 5, 14.

**Skills— Knowledge:** list; **Comprehension:** describe; **Application:** classify; **Analysis:** investigate; **Synthesis:** plan; **Evaluation:** verify.

**Vocabulary:** *circulation, copy editor, editor, reporter, photographer.*

#### Background

Students must become aware of and knowledgeable about jobs available in the newspaper industry to help them decide what role they would like to play in creating the class or school newspaper. At the end of the lesson, students should create a list of jobs for the newspaper staff. They should include most of these—*publisher, editor, reporter, photographer, cartoonist or artist, copy editor or proofreader, and designer*. You may want to add advertising and circulation jobs as appropriate to project needs and goals. Each job should include a brief description of its responsibilities.

#### 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 all the people involved in publishing and distributing it.
2. Assign students into pairs or small groups. Have them cut out or circle a story, photo, feature, advertisement, section or page in which they are interested.
3. Distribute the activity page. Review directions with students.

4. Have students examine their selections and, using *Newspaper Careers*, identify which departments in the newspaper are directly associated with production or distribution of the item, the job of the person associated with it and skills he or she needs.
5. Allow students time to complete *Newspaper Careers*. Encourage students to use it, information from the discussion and the interest and skill inventory, *The Right Stuff*, from Lesson 1 to pick a job or jobs on the class or school newspaper staff.
6. Ask volunteers to share selections and the job and required skills. Discuss.
7. As a class, develop a list of newspaper staff needs and a brief description of responsibilities for each position. You may wish to create a bulletin board or poster of this list.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies newspaper jobs and skills required to perform them.			
Student explains connection between worlds of learning and work.			

**Lesson 7 Activity Page**

**NEWSPAPER CAREERS**

**Name** \_\_\_\_\_

**Directions:** This activity is a review of departments, jobs and skills you learned about when visiting the newspaper. Pick a story, advertisement, image, feature, page or section of the newspaper. Look at your tour notes to help you answer the questions.

**Item** \_\_\_\_\_

1. Department most responsible for its creation: \_\_\_\_\_

2. Department most responsible for its production: \_\_\_\_\_

3. Department responsible for its distribution: \_\_\_\_\_

4. Job title of a person who has a part in its creation: \_\_\_\_\_

5. Job title of a person who has a part in its production: \_\_\_\_\_

6. Job title of a person who has a part in its distribution: \_\_\_\_\_

7. Skills necessary to create the item:  
\_\_\_\_\_  
\_\_\_\_\_

8. Skills necessary to produce the item:  
\_\_\_\_\_  
\_\_\_\_\_

9. Skills necessary to distribute the item:  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 8

### GET A JOB

#### Objectives

Students will:

1. Identify two staff jobs for which they would like to apply
2. Write a letter of application for two jobs on the class or school newspaper staff.

**Related Lessons:** Unit B, Lessons 11, 15, 17, 19, 21, 23, 24, 26; Unit C, Lessons 4, 5.

**Skills—Knowledge:** name; **Comprehension:** restate; **Application:** write; **Analysis:** explain; identify; **Synthesis:** create; **Evaluation:** justify.

**Vocabulary:** *accounting, editorial, distribution, production, publisher, word processing.*

#### Background

Students should be familiar with the variety of jobs available in the newspaper and skills, knowledge and responsibilities associated with them. They must articulate that in selecting and applying for an appropriate staff position. In this lesson, students will write application letters and prepare for an interview. You may wish to create a chart on the board or a handout with these departments or those that will meet your newspaper's goals.

**Management:** publisher (the teacher).

**Editorial:** editor-in-chief, copy editor, opinion editor, photo editor, design editor.

**Reporters:** news, features, sports.

**Art:** cartoonists, photographer, graphics.

**Production:** word processing, design software, printing/copying, assembly.

**Advertising** (optional): sales, design.

**Distribution:** promotion and advertising, sales, routing, delivery.

**Accounting** (optional): tracking costs and income.

### **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 jobs they might like as they look at the different parts of the newspaper.
2. Review departments and jobs needed to publish and distribute your class or school newspaper. Encourage questions about what is required for each department so students will have a good understanding of their responsibilities before applying for a staff position.
3. Explain that students will write letters of application and should use their answers to *The Right Stuff* (Lesson 1) and *Newspaper Careers* (Lesson 7) to guide them in selecting two jobs for which to apply.
4. Review the correct form and conventions of a good business letter. Remind students that correct spelling, grammar and punctuation are important aspects of self-presentation.
5. Explain that in their letters, students should identify jobs for which they are applying. They also should explain why they are a good candidate for the job, highlighting qualifications and interests.
6. Allow students time to review completed activity pages from Lessons 1 and 7.
7. Explain that they should apply for two jobs in which they are interested.
8. Distribute the activity page. Review directions with students.
9. Have students prepare to write their letters using *Can I Do This Job?* as an in-class or homework assignment.
10. (optional) You may have students use the *Letter of Application* activity page as a framework to write letters.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies two newspaper jobs for which he or she will apply			
Student uses appropriate business-letter writing format for application letter.			

**Lesson 8 Activity Page A**

**CAN I DO THIS JOB?**

**Name** \_\_\_\_\_

**Directions:** Use answers from *The Right Stuff* (Lesson 1) and *Newspaper Careers* (Lesson 7) to see how your interests and skills would be good matches for two jobs at your newspaper. Your answers will provide information needed to write a good application letter. Your teacher will give you guidelines for your letter.

A. Review *The Right Stuff* and list the top 10 items that you checked “very interested” or “interested.” Write them here.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

B. Next to each item on the list above, write the skill level “very good” or “good” that you checked on *The Right Stuff*.

C. Review your answers and circle item numbers marked “very interested” and “very good.” Underline those marked “very interested” and “good.” Put an X beside those marked “interested” and “very good.”

D. Your answers should help you determine how well your skills match your interests. Write items that had the best match—“very interested” and “very good.”

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

E. Use the four items and identify two jobs at the newspaper that are good matches for you. Review skills required for each job and write them under each.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| (Skills) | (Skills) |

F. Review your list in D. How well does it match jobs and skills in E? This match should give you the jobs for which to apply. If you have trouble finding a job, discuss your answers with your teacher to help find other choices.

G. You should have been able to pick two jobs you would like and do well. You are ready to write your letter of application. Good luck!

## Lesson 8 Activity Page B

### LETTER OF APPLICATION

**Directions:** Use your best letter-writing skills to ask for a job on the newspaper staff. You will need to tell why you are interested in it and explain why you are the best person for the job. Use the format below to help. Write two letters—one for each job you would like.

Teacher's name  
Class  
School

Date:

Dear (Teacher's Name),

I would like to apply for the position of \_\_\_\_\_. I believe this is the right job for me because ...

As a \_\_\_\_\_, I would ...

Thank you.

Sincerely,

<signature>

(Your name)

## Lesson 9

### WHO ARE THE READERS?

#### Objectives

Students will:

1. Identify the audience for the class or school newspaper
2. Identify and explain why potential newspaper features meet needs and interests of their audience.

**Related Lessons:** Unit A, Lessons 4, 6, 15, 26, 30; Unit B, Lesson 1, 4; Unit C, Lesson 13.

**Skills—Knowledge:** name; **Comprehension:** distinguish, describe; **Application:** show; classify; **Analysis:** compare, categorize; **Synthesis:** propose; **Evaluation:** justify.

**Vocabulary:** *audience, principles of media literacy.*

#### Background

Newspapers are a carefully constructed media form. Students must understand that the project they are about to begin will reflect interaction among the text and its forms, the reader and the culture of your class and school.

Students should understand and be responsive to their audience or readers. They must take time to identify their audience carefully and think about what that group may want and need to know, and to decide how they will create an attractive, informative and interesting product that will serve the audience.

At this point, you may wish to review one or more of the principles of media literacy and how they apply to the task ahead.

1. *All media are constructions.* (They will decide which words or images to use and how to organize them.)
2. *All media are representations of social reality.* (Readers must be able to judge the accuracy of the message.)

3. *Individuals construct meaning from messages.* (Readers bring their own knowledge, experience and preconceptions to the newspaper.)
4. *Messages have political, economic, social and aesthetic purposes.* (Newspapers contain messages that serve many purposes.)
5. *Each form of communication has unique characteristics.* (Newspapers present information in carefully structured ways so readers can find items suiting their needs and interests.)

### **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 how different features of the newspaper appeal to different audiences.
2. Remind students that all messages are constructions and can be created for different audiences.
3. Have students think of something happening at your school, such as an athletic event, assembly, academic competition, etc. Have them identify different audiences that might be interested in it, such as parents, students, members of the community, etc. Discuss ways the message could be presented in the newspaper—for example, as a news story, feature story, letter to the editor or advertisement.
4. Tell students that their job is to determine the best audience for the class or school newspaper. Explain that this decision will affect what they include in the newspaper, how they present it and how readers may evaluate or respond to their messages.
5. Assign students into small groups. Have them create a list of potential audiences—for instance, all students in the school, grade-level students, teachers, parents, school staff, etc.
6. Bring the groups together and have them share lists. If necessary, narrow the list to groups you believe would have the best access to the newspaper.

7. Lead the class in assigning the groups into categories, such as largest, most important to the school, most diverse, most accessible, etc. Tell students that a group can be in more than one category.
8. Review the groups and identify those that fall into the most categories. Explain that this group or groups will most likely be their audience.
9. Assign students into groups again to brainstorm potential features for their newspaper based on the audience(s) they have identified.
10. Distribute the activity page. Review directions with students.
11. Have them use *Who is Our Audience?* and ideas from their review of the newspaper to guide them.
12. Bring the class together and have each group share its ideas and list them on the board. Using one or more principles of media literacy, have students vote on and prioritize features they want to include in their newspaper.
13. Have students submit possible names for the newspaper and take a class vote.

### 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies appropriate audience for a newspaper.			
Student explains relationship of audience to content and features in a newspaper.			

## Lesson 9 Activity Page

### WHO IS OUR AUDIENCE?

Name \_\_\_\_\_

**Directions:** Discuss these questions with your group. Your answers will help to decide who would be interested in reading your school or class newspaper and what this audience would want to read.

1. The audience for our newspaper is: \_\_\_\_\_.

2. This is what I know about it:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. These are some things I need to find out about the audience:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. These are some things the audience would be interested in having in our newspaper:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

j. \_\_\_\_\_

5. These things could be included in our newspaper to meet the audience's needs and interests:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

j. \_\_\_\_\_

## Lesson 10

### LOOKING GOOD

#### Objectives

Students will:

1. Identify and explain use of art and graphic elements in a newspaper
2. Understand modular newspaper design
3. Re-create a dummy of a newspaper page.

**Related Lessons:** Unit A, Lessons 9, 13, 24, 25; Unit B, Lesson 2.

**Skills—Knowledge:** describe, locate; **Comprehension:** explain; **Application:** create;

**Analysis:** examine; **Synthesis:** design; **Evaluation:** select, justify.

**Vocabulary:** *ad, banner or flag, column inch, cutline, dummy, font, gutter, index, headline, modular design, photographs, point size, rules, teaser or skybox, text, tombstone, white space.*

#### Background

A newspaper page contains several visual elements arranged to make the page attractive and easy to read. Most newspapers today use a *modular design* in which headlines, text, cutlines and photographs are arranged in rectangular blocks rather than long vertical columns. Sometimes, stories are boxed with *rules*.

Newspaper elements are measured in *column inches*. A 2-by-5 story is two columns wide and five inches deep (long). The number of columns per page varies by newspaper.

Each page is sketched on a *dummy* by hand or on a computer. Stories, photographs, cutlines, text and other graphic elements are placed on the page to attract the reader's attention and convey the importance of each story, as determined by the editor. The most important story is usually placed in the upper-right corner and has a photo associated with it nearby. Headline size decreases down the page so the largest and most prominent headline is at the top.

Students should become familiar with and understand each design element and how each is most effectively used. In this lesson, they will create a dummy of a real newspaper page. They also will begin to articulate what they will need to plan and create their own newspaper pages.

### **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 note the different design elements.
2. Have students identify examples of design elements and explain how they are used to attract the reader's attention and support the text. Encourage them to identify and show examples of these elements—*photo, headline, graph, map, chart or infographic, gutter, teaser, pullout quote, rule line, spot color, white space, font types and size.*
3. Ask students which elements they could or would like to include in their school or class newspaper. Discuss how they could use these elements in that newspaper.
4. Using the front page, explain (or review) that stories and headlines are generally placed together in horizontal or vertical rectangular units in a *modular design*. Show how cutlines accompany photos they explain and headlines are placed above stories they summarize.
5. Explain or review that the most important story is often placed in the upper-right section with the dominant photo nearby. Have students find an example in their newspaper.
6. Explain (or review) and illustrate that the headline point size should decrease down the page and that two headlines should not be *tombstoned* or placed directly next to each other. This makes both headlines difficult to read.
7. Explain or review and illustrate that ads are typically grouped near the bottom of the page and should not run above an article or photograph.

8. Remind students they should use the same design elements and techniques when creating the class or school newspaper.
9. Distribute the activity page. Review directions with students.
10. Have students complete *The Dummy* as an in-class or homework assignment.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies and explains use of art and graphic elements in newspapers.			
Student explains the concept of modular design.			
Student re-creates a newspaper page dummy.			



## Lesson 11

### TECHNOLOGY BASICS I

#### Objectives

#### Students will:

1. Keyboard a story accurately
2. Import text into a text box or template
3. Create and modify an image and import into a text box
4. Modify text and a headline by changing fonts, type size and color.

**Related Lesson:** Unit A, Lesson 4.

**Skills—Knowledge:** locate; **Comprehension:** explain; **Application:** construct, use, complete, illustrate; **Analysis:** explain; **Synthesis:** construct; **Evaluation:** choose.

**Vocabulary:** *crop, import, keyboard.*

#### Looking Ahead

You must explore several basic desktop publishing software programs and become familiar with at least one in advance of this unit. Or you may choose to arrange for a knowledgeable person to assist or lead the class instruction.

Consider using Broderbund's *The Print Shop* and *The Print Shop Pro Publisher* or *Canvastic 2*. If possible, demonstrate each step on the computer and project the image with an LCD or overhead projector, or distribute handouts.

#### Background

This lesson will vary based on accessibility of technology and students' software and computer skills.

#### Media required

- Copies of the newspaper for each student
- Desktop publishing software (see list above)

- Computer(s)
- LCD or overhead projector.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to look at how pages are created.
2. The following activities may be completed in small groups, individually or as a class over one or more periods. The directions are generic and assume that students have computer access and are adapted to the software used.
3. Explain to students that they will practice basic steps to create and place stories and images for their newspaper. Discuss problems and successes as students move through each step.
4. *Create text.* Select a short article from the newspaper for students to retype. Have them create a document, then type the article. Remind students to be accurate in keyboarding. When the article has been typed, tell them to save and name it.
5. *Import text.* Have students import the text into a template or text box. If necessary, have students adjust the text to fit into a column.
6. *Modify text.* Direct students to select the text and modify it with a different font style and size. Allow them time to experiment with different fonts and sizes.
7. *Create headline.* Have students type and place the headline. Remind students that a headline should be in a larger point size than the text and must fit above it.
8. *Insert rule.* Have students find the line (rule) icon and place a rule around the text. Allow students time to adjust the point size to complement the text box.
9. *Add color.* Have students select the text and direct them to the font color menu to choose a color to apply to the text. Allow time for them to experiment and change the color of the text and rules.
10. *Select image.* Direct students to find clip art or graphics from the software or online that would be appropriate to the story and to select an image to import.
11. *Import image.* Have students import the image into the text block.

12. *Crop and size image.* Tell students to fit the image into the text block by clicking on the sizing icon. Explain that they must size the entire image or it will become distorted. Have students crop the image if the software allows it.
13. If possible, print copies of students' work to discuss and display. Distribute the activity page. Review directions with students.
14. Have students complete *Technology Basics I* as an in-class or homework assignment.

### 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student keyboards story accurately.			
Student imports text into text box or template.			
Student creates, modifies and imports image into text box or template.			
Student modifies text and headline by changing fonts, type size and color.			

**Lesson 11 Activity Page****TECHNOLOGY BASICS I****Name** \_\_\_\_\_**Directions:** For each item, check the answer that best describes how you did in creating a newspaper story. Use your answers to decide where you need more practice.

1. The name of the software I used is called \_\_\_\_\_.
2. Keyboard text
  - I was able to keyboard the article with no mistakes.
  - I was able to keyboard the article with just a few mistakes.
  - I need to practice keyboarding to be more accurate.
3. Import text
  - I was able to import text with little or no problem.
  - I had to try a couple of times to import text.
  - I need to practice importing text.
4. Clip art
  - I was able to find clip art and import it with little or no problem.
  - I had trouble finding and importing clip art.
  - I need to practice finding and importing clip art.
5. Modify text
  - I was able to change the size, color and font of the text with little or no problem.
  - I had trouble changing the size, color and font of the text.
  - I need to practice changing the size, color and font of the text.
6. Draw and modify a rule
  - I was able to draw and modify a rule with little or no problem.
  - I had trouble drawing and modifying a rule.
  - I need to practice drawing and modifying a rule.
7. Creating this story was the same as at a newspaper because \_\_\_\_\_.
8. Creating this story was different than at a newspaper because \_\_\_\_\_.
9. The most important lesson I learned from this activity was \_\_\_\_\_.

## Lesson 12

### TECHNOLOGY BASICS II

#### Objectives

Students will:

1. Become familiar with functions and use of a digital or other type of camera
2. Become familiar with importing or scanning images
3. Understand application of one or more principles of media literacy to use of photographs or other images in newspapers
4. Understand standards of ethical behavior for photojournalists.

**Related Lessons:** Unit A, Lessons 1, 4; Unit B, Lesson 8.

**Skills—Knowledge:** locate, name; **Comprehension:** explain; **Application:** use;

**Analysis:** identify, explain; **Synthesis:** create; **Evaluation:** argue.

**Vocabulary:** *import, photo illustration, photo journalist, photoshopping, scan.*

#### Background

**NOTE:** This lesson will vary based on accessibility of a digital or other camera and scanner. Photos from other than digital cameras also can be used and the images scanned and imported. If necessary, you may arrange for someone knowledgeable about use of digital or other cameras and how to import photos to assist or lead class instruction.

Students must learn to be knowledgeable users and consumers of technology and understand various ways it can be used and manipulated. This lesson builds on earlier lessons on principles of media literacy:

1. All messages are constructions.
2. All messages are representations of a reality.
3. Messages are created for different purposes.
4. Different people will interpret messages differently.
5. Messages have their own language, form and symbols.

### **Media required**

- Copies of the newspaper for each student
- Digital, disposable or other easy-to-use cameras
- Computer(s)
- Scanner (depending on camera and source of images)
- PowerPoint
- LCD or overhead projector.

### **Instructions**

1. The following activities may need to be completed in small groups, individually or as a class over one or more periods. Directions that follow are generic and should be adapted to the camera, hardware and software used.

2. Allow students time to look through the newspaper. Call special attention to the type, quality and use of photographs.

3. Explain to students that they will practice basics of creating and placing art elements and photographs in their newspaper. Discuss problems and successes as students take each step.

4. Before working with cameras and imaging software, take time to discuss the ethics of photograph and image use. Recall with students the ethical standards for reporters discussed in an earlier lesson. Explain that news photographers or *photojournalists* also must adhere to ethical standards of behavior.

5. Discuss with students circumstances under which a photograph should not be used and who is responsible at a newspaper for deciding what photos to use and where to use them.

Lead a discussion in which students reflect on questions such as:

- Do certain kinds of photos reflect complicated attitudes and issues?
- Are certain images understood differently by different audiences or groups?
- Is the purpose of the photo clear?

6. Explain that digital imaging hardware and software is very affordable and that manipulating images has become much more commonplace and difficult to detect.

Altering photos is referred to as *photoshopping*, a word derived from Adobe PhotoShop, a popular graphics editing program. If a photo has been altered, the photographer must

label it as a “photo illustration.” Help students become familiar with issues involved when they create images for school newspaper by asking:

- Where did this photo come from? Do I have permission to use it?
- Why do I want to change this photo?
- How would the reader respond or interpret this photo?
- How would the reader react or interpret this photo without editing?
- Is the photo supposed to reflect the truth, or is it art?

7. Assign students to small groups and review functions of camera(s) students will use. You may wish to develop instructions on a PowerPoint program and project it with an LCD, use an overhead projector or distribute handouts.

8. Allow students time to practice taking photos.

9. Following instructions from the camera and software, import or scan the photos to a computer.

10. Distribute the activity page. Review directions with students.

11. Have students complete *Technology Basics II* as homework or an in-class assignment.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student describes functions and use of digital or other camera.			
Student can import or scan an image.			
Student explains how media literacy principles apply to use of photographs or other images.			
Student explains standards of ethical behavior for photojournalists.			

**Lesson 12 Activity Page**

**TECHNOLOGY BASICS II**

**Name** \_\_\_\_\_

**Directions:** For each item, check the answer that best describes how you did taking photographs and scanning or importing them. Use your answers to help decide where you need more practice.

I used a \_\_\_\_\_ camera and \_\_\_\_\_ software.

1. Taking a picture

- I was able to take a photograph with little or no problem.
- I had to try more than once to take a photograph.
- I need practice in taking a photograph.

2. Importing or scanning a photograph

- I was able to import or scan a photograph with little or no problem.
- I had to try more than once to import or scan a photograph.
- I need practice to import or scan a photograph.

3. One thing a photographer must remember when taking photos is to \_\_\_\_\_  
\_\_\_\_\_.

4. One thing that affects whether a photograph is used in the newspaper is \_\_\_\_\_  
\_\_\_\_\_.

5. The most important lesson I learned from this activity was \_\_\_\_\_  
\_\_\_\_\_.

## Lesson 13

### SHOW ME THE MONEY

#### Objectives

Students will:

1. Identify financial resources needed to publish a newspaper
2. Review advertising's role in a newspaper.

**Related Lessons:** Unit A, Lessons 24, 25; Unit B, Lessons 4, 24, 25, 26; Unit C, Lesson 9.

**Skills—Knowledge:** describe; **Comprehension:** explain; **Application:** show; **Analysis:** identify, explain; **Synthesis:** formulate; **Evaluation:** justify.

**Vocabulary:** *agate, column inch, classified ad, display ad, news hole, preprints, rate card, run of press.*

#### Looking Ahead

Some classroom and school newspapers are produced as part of regular assignments, and the school assumes the cost of publishing. In some cases, outside funding is necessary. Before selling advertisements and newspapers, determine whether a school policy exists about such activities for students. Clear fundraising activity with your administrator.

You must develop a budget as part of class activity for the project and consider the cost of one or more of the following—computer(s), camera(s) scanner, software (renting, purchasing), paper, ink or cartridges, or commercial duplicating services.

#### Background

At this point, students should have a good understanding of what is required to publish and distribute a newspaper. They also must learn and experience, in some way, the economics of creating and distributing a product.

The number of pages in a newspaper is determined not by the newsroom but by the amount of advertising sold for that day. As a rule, newspapers print slightly more

advertising than news. Ads may fill 60 percent or more of a newspaper. The ratio of ads to news must be high because newspapers cannot stay in business without advertising revenue. The space for editorial content is called the *news hole*. The advertising and editorial departments do not influence each other's content.

The three types of newspaper advertising are:

- **Display ads**—With photos and graphics, these can cost thousands of dollars depending on size and the newspaper's circulation. Generally placed by department stores, movie theaters and other businesses, display ads may be prepared by an advertising agency or the newspaper ad department. They are called run-of-press ads and produce the most revenue.
- **Classified ads**—Often called “want ads,” these appear in a small typeface called *agate*. Individuals trying to buy or sell items, businesses seeking workers and/or tradespeople offering services buy classified ads. These ads are affordable, popular and highly effective in reaching potential customers.
- **Inserts**—Large national chain stores often use this form. Inserts, or *preprints*, are delivered to newspapers in bundles for local distribution and placed in newspapers after they come off the press. Newspapers charge for distributing inserts and have no control over their content or print quality.

If you do not to sell ads or charge for the newspaper, students can still create and place make-believe ads and understand their role in the economics of newspaper publishing.

### **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 particular attention to the type, location and number of advertisements.

2. Discuss students' observations about advertisements. Review the role ads play as a service to readers and income for a newspaper. Explain that space for editorial content after ads have been placed is called the *news hole*.
3. Have students identify resources necessary to create, publish and distribute the class or school newspaper and list them on the board. Sort the list into categories based on what resources are available through the school and what must be purchased, borrowed or rented. At a minimum, resources should include equipment and supplies to create and duplicate the newspaper.
4. Share with the class what you estimate each category will cost and the total cost to publish the newspaper. Discuss possible funding options and whether students can sell advertisements (based on school policy). Explain that if they do not sell ads, creating and placing them will still be part of the project.
5. Review with students what they learned on their newspaper tour about established rates for advertisements based on size and use of color. Explain that the price of ads depends on a newspaper's circulation, that newspapers with large circulations charge more for ads. Discuss why this is possible (the greater the number of readers, the greater the potential to reach prospective customers.)
6. This would be a good time to review the earlier class discussion (Lesson 9) about a newspaper's audience or market, how large the newspaper could be and how many copies students could distribute or sell. Explain that the greater the number of copies printed, the lower the printing cost per unit.
7. Remind students that ads are measured in *column inches*. Have students measure one or two ads in the day's newspaper and report their size in column inches. (Ads are measured in the same way as images and text.)
8. Use estimated costs and circulation as a basis to develop a rate card (how much advertisers will be charged for an ad.)
9. Discuss whether you will sell or give away the newspaper. Remind students that sales typically generate about 25 percent of a newspaper's income. If you choose to sell and school policy allows it, decide together on a reasonable price. Remind students that newspapers strive to keep the price per copy affordable so it is accessible to as many readers as possible.

10. Project potential income from selling ads and copies of the newspaper. Discuss whether this goal is reasonable and what students must do to accomplish it.
11. Distribute the activity page. Review directions with students.
12. Have students complete *Show Me the Money* as a group or homework assignment.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies financial resources necessary to publish a newspaper.			
Student explains role of advertising in a newspaper			

### Lesson 13 Activity Page

### SHOW ME THE MONEY

Name \_\_\_\_\_

**Directions:** Answer the following questions as a review of what you have learned about advertising and circulation sales.

1. There are three kinds of ads in the newspaper:  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. Advertisements usually provide about \_\_\_\_\_ percent of a newspaper's income.
3. Ads are sold in units called \_\_\_\_\_.
4. One thing that can make an ad cost more is \_\_\_\_\_.
5. Newspapers try to keep the price of a newspaper as inexpensive as possible so that \_\_\_\_\_.
6. Name four possible businesses or organizations that might be interested in buying an ad in your class or school newspaper.  
\_\_\_\_\_  
\_\_\_\_\_
7. Name four ways you could sell or give away copies of your class or school newspaper.  
\_\_\_\_\_  
\_\_\_\_\_
8. I would (not) be interested in creating ads because \_\_\_\_\_.
9. I would (not) be interested in selling ads because \_\_\_\_\_.
10. This is a plan to sell ads \_\_\_\_\_.

## Lesson 14

### THE WRITE SITE

#### Objectives

Students will:

1. Understand responsibilities of each job on the newspaper staff
2. Understand importance of teamwork and meeting deadlines
3. Be familiar with and have access to materials and tools necessary to complete assigned tasks.

**Related Lessons:** Unit A, Lesson 30; Unit C, Lessons 7, 16, 17, 18, 19.

**Skills—Knowledge:** describe **Comprehension:** explain; **Application:** construct, complete; **Analysis:** separate; **Synthesis:** create; formulate; **Evaluation:** argue; select.

**Vocabulary:** *deadline*.

#### Background

The newspaper is a product of many departments working together. At this point in the unit, you should have reviewed students' applications and conducted interviews for staff positions and made assignments. It should be possible for students to have more than one assignment. Refer to the list of jobs and responsibilities developed in Lesson 7.

Before beginning the real work of creating the newspaper, review steps in newspaper production independently or with input from students. You will find a sample flow chart in this section. Students may need to work at their jobs in class, as homework and outside of class time, especially in newsgathering and ad sales.

#### 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 job assignments with students.
3. Review the newspaper tour and how each department depends on others to complete jobs in a timely and professional way. Help students understand when and how they do their jobs will affect the outcome of your newspaper.
4. Display and review production steps, discussing what activities will happen simultaneously and what must be completed by the production deadline.
5. As a class, establish assignments, responsibilities, schedules and deadlines for each department.
6. You may want to set up areas in the classroom where each department will work and assemble necessary materials.
7. Distribute the activity pages. Review directions with students.
8. Allow students time to meet in their departments to develop and review plans for stories, features, photos, graphics, ads, etc. Determine who is responsible and set deadlines using *On Track* and *The Write Site* as guides.
9. You may wish to move among groups, offering suggestions and guidance.
10. Bring the class together to review plans, schedules and deadlines. Write them on the board. Be sure students have an understanding of what is expected of them, how they will meet their responsibilities and deadlines, and have fun, too.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student explains responsibility of each staff job.			
Student explains importance of teamwork and meeting deadlines.			
Student is familiar with and has access to materials and tools necessary to perform assigned tasks.			

**Lesson 14 Activity Page A****ON TRACK**

Name \_\_\_\_\_

**Directions:** Use this checklist to help keep you and your department staff organized.

<b>To Do</b>	<b>Who</b>	<b>By When</b>
Decide what is newsworthy		
Gather facts, do interviews and take photos, if possible		
Draft news, editorial, sports, column or feature		
Revise news, editorial, sports column or feature		
Proofread news, editorial, sports, column or feature		
Sell advertisements and/or subscriptions		
Design ads, create cartoons, puzzles, etc.		
Proofread ads, news, sports or feature stories, features		
Lay out pages		
Print newspaper		
Distribute newspaper		

**Lesson 14 Activity Page B**

**THE WRITE SITE**

Name \_\_\_\_\_

**Directions:** Use this checklist to help you plan and organize your work.

1. I will be working in the \_\_\_\_\_ and \_\_\_\_\_ departments.

2. My job(s) will be to \_\_\_\_\_  
\_\_\_\_\_.

3. Other people in my department are:

_____	_____
_____	_____
_____	_____

4. I will need the following materials and equipment to do my job. Be sure to think of everything you will need. Share this list with your teacher as a check. Cross out each item when you have it.

_____	_____
_____	_____
_____	_____

5. My deadline is \_\_\_\_\_.

6. The first thing I need to do is \_\_\_\_\_  
\_\_\_\_\_.

7. This is my schedule for the next five days and what I need to do:

Day One \_\_\_\_\_

Day Two \_\_\_\_\_

Day Three \_\_\_\_\_

Day Four \_\_\_\_\_

Day Five \_\_\_\_\_

## Lesson 15

### ON ASSIGNMENT I: PLANNING

#### Objectives

Students will:

1. Complete the work plan
2. Understand scope and work on assignments
3. Understand the importance of meeting deadlines.

**Related Lessons:** Unit B, Lessons 11, 13, 15, 17, 18, 19, 21 and 23; Unit C, Lessons 16, 17, 18, 19, 22.

**Skills—Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose, propose, plan;

**Evaluation:** judge, select, assess.

**Vocabulary:** *deadline, draft, revise.*

#### Background

This lesson prepares students for work in the coming week. They will spend five days drafting, writing, revising, organizing and laying out the newspaper. Most of that time will involve researching and writing stories, and conferring with you and their peers.

The next several days will be busy for everyone. Students must feel prepared and motivated as they move through this challenging and exciting time. As “publisher,” you must see that each department makes daily progress, can solve problems that may arise and meet deadlines.

#### 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 focus on tasks of their real-life counterparts.
2. Review tasks and deadlines for each department and answer questions students may have.
3. Distribute the activity page. Review directions with students.
4. Use the *Make It Happen* guides for each department to help students as they plan and work on assignments. Encourage students to use them throughout the week.
5. Allow class time for students' work on assignments. You may wish to move among groups and help as necessary by referring to appropriate lessons and activities from Unit B.
6. By the end of class time, students should have finalized their plan, made assignments and started on them.

### 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student completes work plan.			
Student understands and works on assignment.			
Student sets deadlines.			

**Lesson 15 Activity Page A**

**ON ASSIGNMENT: *Editorial***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write an editorial about \_\_\_\_\_.

2. It will be interesting and important to readers because \_\_\_\_\_  
\_\_\_\_\_.

3. If I have any questions or need help, I will \_\_\_\_\_  
\_\_\_\_\_.

4. My opinion on the topic is \_\_\_\_\_  
\_\_\_\_\_.

5. The opposing opinion on the topic is \_\_\_\_\_  
\_\_\_\_\_.

6. I will need to gather facts and information from these sources to support my position:  
\_\_\_\_\_.

7. I will need to gather facts and information from these sources to discuss the opposing position: \_\_\_\_\_  
\_\_\_\_\_.

8. I have checked my facts and know that they are accurate. \_\_\_\_\_

9. This is my challenge to the opposing position I will include in my editorial:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

10. I will appeal to the reader by \_\_\_\_\_  
\_\_\_\_\_.

11. I have told the editor that I have all the information I need to write my editorial and will have it ready by the deadline. \_\_\_\_\_

12. I have written a draft that:

- a. includes a lead paragraph \_\_\_\_\_
- b. states the problem \_\_\_\_\_
- c. offers my opinion \_\_\_\_\_
- d. contains facts that support my opinion \_\_\_\_\_
- e. presents the opposing argument \_\_\_\_\_
- f. criticizes it fairly \_\_\_\_\_
- g. repeats my argument \_\_\_\_\_
- h. draws a conclusion \_\_\_\_\_
- i. proposes a solution \_\_\_\_\_

13. I have reread my story and checked spelling, grammar and structure. \_\_\_\_\_

14. I have revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from writing an editorial is \_\_\_\_\_

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**Lesson 15 Activity Page B**

**ON ASSIGNMENT: *News Reporting***

Name \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a news story about \_\_\_\_\_.
2. It will be interesting and important to readers because \_\_\_\_\_  
\_\_\_\_\_.
3. If I have any questions or need help, I will \_\_\_\_\_  
\_\_\_\_\_.
4. I will need to interview \_\_\_\_\_ for this story.
5. I know how to contact this person and have made an appointment to meet. \_\_\_\_\_  
I have directions and know where to go. \_\_\_\_\_
6. I need a photo to go with this story and have arranged for the photographer to take one.  
\_\_\_\_\_
7. The meeting or event I will attend is at \_\_\_\_\_ on \_\_\_\_\_.  
(time) (date)
8. I know how to get there and where to go. \_\_\_\_\_
9. Here are five questions I want to ask:
  - 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?
10. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_
11. Here are answers to the five Ws and H:  
Who \_\_\_\_\_  
What \_\_\_\_\_  
Where \_\_\_\_\_  
When \_\_\_\_\_

Why \_\_\_\_\_

How \_\_\_\_\_

12. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

13. My lead uses \_\_\_\_\_  
\_\_\_\_\_ to get the reader's attention.

14. Here is a quote I want to use in my story: \_\_\_\_\_  
\_\_\_\_\_.

15. I have written a draft of my story. I have used the inverted pyramid. \_\_\_\_\_

16. I have reread my story and checked the spelling, grammar and structure (a lead, middle and an end). \_\_\_\_\_

17. I have revised my draft \_\_\_\_\_ and given it the editor \_\_\_\_\_.

The most important lesson I learned from writing a news story is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Lesson 15 Activity Page C**

**ON ASSIGNMENT: *How-to or Advice Column***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a column about \_\_\_\_\_.

2. I would like to write this column because \_\_\_\_\_  
\_\_\_\_\_.

3. It will interest readers because \_\_\_\_\_  
\_\_\_\_\_.

4. If I have questions or need help, I will \_\_\_\_\_  
\_\_\_\_\_.

**ADVICE COLUMN**

1. I will research and prepare for writing my column by:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. These are the main points I want to cover in my column: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**HOW-TO COLUMN**

1. I will research and prepare for writing my column \_\_\_\_\_ by doing the following things:

\_\_\_\_\_  
\_\_\_\_\_.

2. This is how I will make a connection to the reader:

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3. This is the special or technical vocabulary:

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4. These are the steps required to \_\_\_\_\_

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

Add more steps as needed.

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5. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_

6. I have checked my facts and know that they are accurate. \_\_\_\_\_

7. I have written a draft of my column. \_\_\_\_\_

8. My lead uses \_\_\_\_\_  
\_\_\_\_\_ to get the reader's attention.

9. I have reread my column and checked spelling, grammar and structure. \_\_\_\_\_.

10. I have revised my draft \_\_\_\_\_ and given it to the editor \_\_\_\_\_.

The most important lesson I learned from writing a column is \_\_\_\_\_

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**Lesson 15 Activity Page D**

**ON ASSIGNMENT: *Sports Story***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a sports story about \_\_\_\_\_.

2. It will interest readers because \_\_\_\_\_  
\_\_\_\_\_.

3. If I have questions or need help, I will \_\_\_\_\_  
\_\_\_\_\_.

4. The meeting or event I will attend is at \_\_\_\_\_ on \_\_\_\_\_.  
(time) (date)

5. I know how to get there and where to go. \_\_\_\_\_

6. I will need to interview \_\_\_\_\_.

7. I know how to contact this person and have made an appointment. \_\_\_\_\_

I have directions and know where to go. \_\_\_\_\_

8. I need a photo to go with this story and have arranged for the photographer to take one.  
\_\_\_\_\_

9. Here are five questions I want to ask:

- 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?

10. Here are answers to the five Ws and H:

Who \_\_\_\_\_

What \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

Why \_\_\_\_\_

How \_\_\_\_\_.

11. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_

12. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

13. I have written a draft of my story. \_\_\_\_\_. It includes the name of the game, where and when it took place, who played, the sequence of events, quotes, descriptive language, the final score, game highlights and information about the rest of the season (cross out each item).

14. My lead uses \_\_\_\_\_  
\_\_\_\_\_ to get the reader's attention.

15. I have reread my story and checked spelling, grammar and structure (a lead, middle and an end) \_\_\_\_\_.

16. I have revised my draft \_\_\_\_\_ and given it to the editor \_\_\_\_\_.

The most important lesson I learned from writing a sports story is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Lesson 15 Activity Page E**

**ON ASSIGNMENT: *Comics and Puzzles***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to create a \_\_\_\_\_.

2. It will be interesting and fun for readers because \_\_\_\_\_

\_\_\_\_\_.

3. If I have questions or need help, I will \_\_\_\_\_

\_\_\_\_\_.

4. I will need the following materials to create my feature: \_\_\_\_\_

\_\_\_\_\_.

5. The topic of this feature is \_\_\_\_\_.

6. I will need to research \_\_\_\_\_ to create this feature.

7. I need hand-drawn or clip art to go with this feature and have arranged with the design or production department to find it. \_\_\_\_\_

8. I have talked to the design or production department on what it must do to produce this feature. \_\_\_\_\_. The department can do it. \_\_\_\_\_

9. I have told the editor that I have all the information and materials I need and will have my feature ready by the deadline. \_\_\_\_\_

10. I have created a draft of my feature. \_\_\_\_\_

11. I have reviewed and revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from creating this feature is: \_\_\_\_\_

\_\_\_\_\_.

**Lesson 15 Activity F**

**ON ASSIGNMENT: *Reviews* (movie/video game/book/CD/restaurant)**

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a review about \_\_\_\_\_.

2. It will interest readers because \_\_\_\_\_

\_\_\_\_\_.

3. If I have questions or need help, I will \_\_\_\_\_

\_\_\_\_\_.

4. I will need to read \_\_\_\_\_ or

I will need to watch \_\_\_\_\_ or

I will have to listen to \_\_\_\_\_ or

I will need to play \_\_\_\_\_ or

I will have to eat at \_\_\_\_\_.

5. I know how to get a copy of the book, DVD, CD or video game. \_\_\_\_\_ Or, I know which restaurant or movie to see, where it is and when it is open. \_\_\_\_\_

6. I need a photo taken or art scanned for this review and have made arrangements with the photographer or production department. \_\_\_\_\_

7. This is my opinion about what I have reviewed: \_\_\_\_\_

\_\_\_\_\_.

8. The focus of my review is \_\_\_\_\_.

9. Here are five things I need to tell my reader about the book, CD, movie, game or restaurant:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

10. I have told the editor that I have all the information for my review and will have it ready by the deadline. \_\_\_\_\_

11. My lead uses \_\_\_\_\_  
\_\_\_\_\_ to get the reader's attention.

12. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

13. I have written a draft of my review. \_\_\_\_\_

14. I have reread my story and checked spelling, grammar and structure. \_\_\_\_\_

15. I have revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from writing a review is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Lesson 15 Activity Page G**

**ON ASSIGNMENT: *Feature Story***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to write a feature story about \_\_\_\_\_.

2. It will interest readers because \_\_\_\_\_

\_\_\_\_\_.

3. If I have questions or need help, I will \_\_\_\_\_

\_\_\_\_\_.

4. These are the sources I will use to write the feature story:

\_\_\_\_\_

\_\_\_\_\_.

5. I need a photo to go with this story and have arranged with the photographer to take one. \_\_\_\_\_

6. Here are five questions I want to ask:

f) Who is the subject of the story?

g) What happened?

h) When did it happen?

i) Where did it happen?

j) Why/how did it happen?

7. Here are answers to the five Ws and H.

Who \_\_\_\_\_

What \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

Why \_\_\_\_\_

How \_\_\_\_\_

8. I have checked my facts and quotes and know that they are accurate. \_\_\_\_\_

9. The focus of my story is \_\_\_\_\_.

10. My lead uses \_\_\_\_\_

\_\_\_\_\_ to get the reader's attention.

11. Here is a quote I want to use in my story: \_\_\_\_\_

\_\_\_\_\_.

12. I have told the editor that I have all the information for my story and will have it ready by the deadline. \_\_\_\_\_

13. I have written a draft of my story. \_\_\_\_\_

14. I have reread my story and checked spelling, grammar and structure. \_\_\_\_\_

I have given my story to the editor. \_\_\_\_\_

15. I have revised my draft. \_\_\_\_\_

The most important lesson I learned from writing a feature story is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Lesson 15 Activity Page H**

**ON ASSIGNMENT: *Copy Editing***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to \_\_\_\_\_.

2. I will need these materials to do my job:

\_\_\_\_\_  
\_\_\_\_\_

3. If I have questions or need help, I will \_\_\_\_\_

\_\_\_\_\_.

4. The editorial staff has set and agreed on deadlines for all stories, photos, features and advertisements. \_\_\_\_\_

5. A chart of deadlines for each department and person has been created. \_\_\_\_\_

The first items due are \_\_\_\_\_.

The last items due are \_\_\_\_\_.

6. These are steps I will use to review all of the copy

\_\_\_\_\_  
\_\_\_\_\_

The most important lesson I learned about being a copy editor is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**Lesson 15 Activity Page I**

**ON ASSIGNMENT: *Advertising***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your assignment.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to \_\_\_\_\_.
2. If I have questions or need help, I will \_\_\_\_\_  
\_\_\_\_\_.
3. I understand what a column inch is and what a rate card means. \_\_\_\_\_
4. A rate card, showing how much we will charge for ads, has been made. \_\_\_\_\_

**SELLING ADS**

1. This is a list of businesses, people or organizations that might be interested in buying an ad:  
  
\_\_\_\_\_  
\_\_\_\_\_
2. I have their names, addresses and telephone numbers and know to whom I must talk. \_\_\_\_\_
3. I have written a draft of what I will say. It includes my name, school, what I am selling, why it would be a good idea to buy an ad, what I need from the advertiser to create the ad and when I need it. \_\_\_\_\_
4. I will call or visit possible advertisers on (day/date) \_\_\_\_\_.
5. I have sold an ad and have all the information I need to create it or have a camera-ready ad (one designed in advance and ready for production) to give the production department. \_\_\_\_\_
6. I have collected the correct amount of money for the ad and given it to the teacher or business manager. \_\_\_\_\_

7. I have received the ad from the production department and am sure the information in it is complete and correct. \_\_\_\_\_

The most important lesson I learned from selling an ad is \_\_\_\_\_

\_\_\_\_\_.

### CREATING AN AD

1. The advertiser is \_\_\_\_\_.

2. The size of this ad is \_\_\_\_\_ by \_\_\_\_\_.

3. The audience for this product or service is \_\_\_\_\_.

4. I will use these elements to attract the reader's attention. (check one or more)

- Bold type
- Photographs
- Art
- Borders
- White space

5. This is what I want the reader to do or think and how I will say it:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Here are one or more benefit(s) of this product or service and how I will tell the reader:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. This is information the reader must have to take action.

Location \_\_\_\_\_

Phone number \_\_\_\_\_

Web address or e-mail \_\_\_\_\_

Hours and days of operation \_\_\_\_\_

Price \_\_\_\_\_

Other \_\_\_\_\_

8. I have told the editor that I have all the information for my ad and will have it ready by the deadline. \_\_\_\_\_

10. I have checked my facts and know that they are accurate. \_\_\_\_\_

11. I have created a draft of my ad. \_\_\_\_\_

12. My ad uses \_\_\_\_\_

\_\_\_\_\_ to get the reader's attention.

13. I have checked my draft for appearance, interest, accuracy, spelling and grammar.

\_\_\_\_\_

14. I have revised my draft \_\_\_\_\_ and given it to the editor.

The most important lesson I learned from creating an ad is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Lesson 15 Activity Page J**

**ON ASSIGNMENT: *Production***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to \_\_\_\_\_.
2. If I have questions or need help, I will \_\_\_\_\_.
3. I have the name and contact information of who will print/copy our newspaper.  
\_\_\_\_\_
4. I have confirmed the day and time the pages will be delivered to the printer. \_\_\_\_\_
5. I have confirmed the day and time the newspaper will be ready to distribute. \_\_\_\_\_
6. I have checked to see that we have all necessary materials and equipment. \_\_\_\_\_
7. I have the staff necessary to do the job. \_\_\_\_\_

The people on the staff are:

\_\_\_\_\_

8. I know, or someone on the staff knows, how to use materials and equipment that we need. \_\_\_\_\_
9. I have a copy of and understand the production schedule and deadlines for every department and person. \_\_\_\_\_
10. The first deadline is \_\_\_\_\_. I should get copies of \_\_\_\_\_ from \_\_\_\_\_ on that day.
11. I have steps in place to review the dummies and materials as they are ready to put in the newspaper. \_\_\_\_\_
12. The people who will help to do that are:

\_\_\_\_\_

13. \_\_\_\_\_ will review the newspaper for the final time before it goes to the printer. He or she will have final pages to review on \_\_\_\_\_.

The most important lesson I learned from producing the newspaper is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Lesson 15 Activity Page K**

**ON ASSIGNMENT: *Circulation***

**Name** \_\_\_\_\_

Use this checklist to help you plan, organize and complete your job.

**My deadline is:** \_\_\_\_\_.

1. My assignment is to \_\_\_\_\_.

2. The newspaper will be ready to distribute on \_\_\_\_\_.

3. I know where and what time the newspapers must be picked up. \_\_\_\_\_

4. If I have questions or need help, I will \_\_\_\_\_  
\_\_\_\_\_.

5. I have to create my advertising plan by \_\_\_\_\_.

6. I need to have the flier or posters finished by \_\_\_\_\_.

7. I have created fliers and posters and have had them reviewed by the teacher or publisher. \_\_\_\_\_ I will need \_\_\_\_\_ fliers.

8. All the fliers and posters have been distributed. \_\_\_\_\_

9. I have created an order form \_\_\_\_\_ and have enough copies of the order form \_\_\_\_\_.

10. This is a list of businesses, people, teachers, schools or clubs that might be interested in buying or receiving copies of the newspaper or helping to sell or distribute it:

\_\_\_\_\_  
\_\_\_\_\_

11. I have their names, addresses and telephone numbers and know to whom I must talk.  
\_\_\_\_\_

12. I have written a draft of what I will say. It includes my name, school, why it would be a good idea to buy or distribute our newspaper and how much it will cost. \_\_\_\_\_

13. I will call or visit possible buyers and sellers or distributors on \_\_\_\_\_ .

14. I have been in touch with everyone who could help us sell or distribute or would buy or want the newspaper. \_\_\_\_\_

15. I have determined how many helpers I will need to sell and distribute the newspaper, based on the number of places and people who said they would buy or obtain the newspaper. \_\_\_\_\_

16 I have a list of everyone who will distribute the newspaper, including when and where they will do it. \_\_\_\_\_

17. The newspaper has been sold and distributed. \_\_\_\_\_

18. We sold \_\_\_\_\_ newspapers and collected \$\_\_\_\_\_. (optional)

19. We have counted and checked the amount of money collected. It is the correct amount. \_\_\_\_\_

20. We have given the money to the business manager or teacher. \_\_\_\_\_

The most important lesson I learned from selling and distributing the newspaper is

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## Lesson 16

### ON ASSIGNMENT II: WORKING

#### Objectives

Students will:

1. Complete assigned tasks in accordance with procedures and deadlines
2. Seek help when necessary.

**Related Lessons:** Unit C, Lessons, 14, 15.

**Skills—Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose propose, plan;

**Evaluation:** judge, select, assess.

**Vocabulary:** Unit B, Lesson 3.

#### Background

As “publisher,” you must monitor progress in each department, help students solve problems and ensure that workflow is timely so deadlines will be met. Encourage and support students as they continue their work.

#### 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 tasks, steps and deadlines for each department. Answer students’ questions.
3. Remind students to review their progress using planning guides from the previous day.
4. Allow class time for students to work on assignments. You may wish to move among groups and offer help as necessary.
5. By the end of class, students should be collecting information, graphics and photos for news and feature stories. They should have identified and made contact with

potential advertisers and created a sales/marketing plan. Students also should have identified and drafted non-news features, contacted the printer/copier and confirmed the publication date.

**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.

	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Revisit</b>
Student makes progress on assigned task.			
Student seeks help as necessary.			

## Lesson 17

### ON ASSIGNMENT III: WORKING

#### Objectives

Students will:

1. Complete assigned tasks in accordance with procedures and deadlines
2. Seek help when necessary.

**Related Lessons:** Unit C, Lessons 14, 15.

**Skills—Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose propose, plan;

**Evaluation:** judge, select, assess.

**Vocabulary:** Unit B, Lesson 3.

#### Background

As “publisher,” you *must monitor* progress in each department, help students solve problems and ensure timely workflow. Encourage and support students as they continue work.

#### Media required

- Copies of the newspaper for each student

#### Instructions

1. Allow students several minutes at the beginning of class to read the newspaper.
2. Review flow chart, tasks and deadlines for each department and answer students’ questions.
3. Remind students to review progress using planning guides from days one and two.
4. By the end of class, students should have collected information for news and feature stories, graphics and photos and started to process them. They should be drafting news and feature stories, selling ads and beginning to design them, readying sales and marketing materials for distribution and firming non-news features.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student makes progress on assignment.			
Student seeks help when necessary.			

## Lesson 18

### ON ASSIGNMENT IV: WORKING

#### Objectives

Students will:

1. Complete assigned tasks in accordance with procedures and deadlines
2. Seek help when necessary.

**Related Lessons:** Unit C, Lessons, 14, 15

**SKILLS—Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose propose, plan;

**Evaluation:** judge, select, assess.

**Vocabulary:** Unit B, Lesson 3.

#### Background

As “publisher,” you must monitor progress in each department, help students solve problems and ensure that the workflow is timely. At the end of this class period, the publication should have been drafted and revised. Encourage and support students as they continue their work.

#### 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 flow chart, tasks and deadlines for each department and answer students’ questions.
3. Remind students to review their progress using planning guides from previous days.
4. Allow class time for students to work on assignments. You may wish to move among the groups and offer help.

5. By the end of class, graphics and photos should have been collected and processed.  
 News and feature stories should be revised, ads sold and their design in progress.  
 Sales and marketing materials should be distributed and non-news features should be near final forms.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student makes progress on assigned task.			
Student seeks help when necessary.			

**Lesson 19****ON ASSIGNMENT V: WORK COMPLETED****Objectives**

Students will:

1. Demonstrate appropriate form and content in their assignment
2. Complete assigned tasks in accordance with procedures and deadlines
2. Seek help when necessary.

**Related Lessons:** Unit C, Lessons, 14, 15.

**SKILLS— Knowledge:** locate, name; **Comprehension:** outline; **Application:** solve, complete; **Analysis:** identify, explain; **Synthesis:** create; compose propose, plan;

**Evaluation:** judge, select, assess.

**Vocabulary:** Unit B, Lesson 3.

**Background**

As “publisher,” you *must monitor* progress in each department, help students solve problems and ensure that timely workflow. At the end of this class period, the publication should be nearly complete. Encourage and support students as they continue their work.

**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 flow chart, tasks and deadlines for each department and answer students’ questions.
3. Remind students to review progress using planning guides from previous days.
4. Allow class time for students to work on assignments. You may wish to move among groups and offer help.

5. By the end of class, all news, editorials, columns, features, graphics, photos and advertisements should be completed and edited. Posters and fliers should be posted. Subscription orders should be placed, outlets identified and distribution materials ready (cash envelopes, checkoff sheets, etc.). Publication day and time should be confirmed with the printer/copier.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student completes assignment.			
Student's assignment demonstrates appropriate form and content.			
Student seeks help when necessary.			

## Lesson 20

### HOW DOES IT LOOK?

#### Objectives

Students will:

1. Understand principles of page design
2. Implement principles of page design
3. Assess effectiveness of page design.

**Related Lessons:** Unit A, Lesson 9; Unit B, Lessons 10, 24; Unit C, Lessons 5, 6.

**Skills—Knowledge:** locate, name; **Comprehension:** distinguish, interpret; **Application:** construct, solve, complete; **Analysis:** identify, explain; **Synthesis:** construct; propose, plan; **Evaluation:** judge, recommend.

**Vocabulary:** *dummy, flag, index, masthead.*

#### Background

At this point, students should be familiar with basic elements of design and how the features of a daily newspaper are developed and placed. Although it is important for them to know and understand principles and processes in publishing a newspaper, flexibility should be allowed as they create and lay out the class or school newspaper.

Putting together all the pieces of the newspaper should be a challenging and exciting event for the class. Here is a review of design principles from previous lessons:

- Place the most important story in the upper-right corner or across the full width of page one
- Use a photo or graphic with the lead story
- Use boxes around some stories for emphasis
- Avoid placing two headlines next to each other
- Be sure the size of headlines decreases as you move down the page.

### **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 how a newspaper is laid out and designed, reminding them that advertisements are placed first and the rest of the space is filled with standard features (*flag, masthead, index, etc.*) and news.
3. Review that the number of pages is driven by the number of ads sold for that edition and that the ratio of ads to news is typically 60-to-40.
4. Explain that they will have more flexibility and that pages will accommodate all ads, stories and features but will be built starting with the ads (real or make-believe).
5. Members of the editorial and advertising departments should lead this lesson because they have been collecting, tracking, processing and evaluating each piece all week and should have developed page dummies.
6. Students should explain steps and processes they used to plan dummies, discuss problems they had and solutions they found.
7. Have students work in departments on dummies. You and members of the editorial department can move among or lead groups.
8. Have each group hang its pages on the board. Distribute sticky notes and allow students time to write suggestions, corrections, etc., and place the notes on the pages. Explain that these notes will be the basis of discussion and revision of pages before the newspaper goes to press.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student describes principles of effective page design.			
Student implements principles of page design.			
Student contributes to assessment of effective page design.			

**Lesson 21****CHECK IT OVER****Objectives****Students will:**

1. Identify changes and corrections to be made to content, page layout and design using one or more media process skills
2. Implement changes and corrections to page content, page layout and design using one or more media process skills.

**Related Lessons:** Unit A, Lessons 4, 5, 9.

**Skills—Knowledge:** find; **Comprehension:** distinguish, interpret; **Application:** write, solve, complete; **Analysis:** identify; **Synthesis:** propose; **Evaluation:** select, justify.

**Vocabulary:** *layout*.

**Background**

In this lesson, students can step back and objectively assess their work using four media process skills as a framework (*access, analyze, evaluate, create*). They will make revisions as necessary and appropriate. Model how to make suggestions or identify errors. Students will have worked hard on their pages and may be sensitive to what they believe are inappropriate or unnecessary comments.

**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 make comparisons with their newspaper.
2. Hang all layout pages on the board with sticky-note comments.
3. Review the four media process skills with the class. Explain that they will use one or more of the skills as they assess design and content.

4. Assign students sections or pages to evaluate. Allow time to review sticky notes on pages.
5. Distribute the activity page. Review directions with students.
6. Have students use *Checking It Twice* as a guide.
7. They should reach consensus on evaluations, using comments on sticky notes and their own observations. Students should be prepared to present evaluations to the class.
8. Assign a staff member to record feedback on a specific page and explain that it will be used to make necessary or appropriate changes. Allow time for each group to present evaluations.
9. Discuss evaluations as a class and determine what, if any, changes must be made to content or page design.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies changes or corrections to be made to page content, layout and design using one or more media process skills.			
Student contributes changes or corrections to content, layout and design using one or more media process skills.			

**Lesson 21 Activity Page**

**CHECKING IT TWICE**

Name \_\_\_\_\_

**Directions:** Use this framework to review pages of draft paste-up pages to suggest changes or make corrections.

**1. ACCESS**

Page number or item		Easily	With some effort	With great effort
	I can find information.			
	I know what kind of information.			
	I can understand the information.			

This is what I think should be changed \_\_\_\_\_

because \_\_\_\_\_.

**2. ANALYZE**

Page number or item		Easily	With some effort	With great effort
	I understand why this item was included.			
	I understand its different elements.			
	I understand why the different elements were included.			

This is what I think should be changed \_\_\_\_\_

because \_\_\_\_\_.

**3. EVALUATE**

<b>Page number or item</b>		<b>Without question</b>	<b>With some question</b>	<b>With doubt</b>
	I believe the statements and facts are true.			
	I believe the statements and facts are accurate.			
	I believe the statements and facts are important to readers.			

This is what I think should be changed \_\_\_\_\_  
 \_\_\_\_\_  
 because \_\_\_\_\_.

**4. CREATE**

<b>Page number</b>		<b>Very</b>	<b>Somewhat</b>	<b>Not at all</b>
	The page used technology effectively.			
	The page attracts the reader's interest and attention.			
	The page used text effectively.			
	The page used images and graphics effectively.			
	The page used type face and size effectively.			

This is what I think should be changed \_\_\_\_\_  
 \_\_\_\_\_  
 because \_\_\_\_\_.

## Lesson 22

### ROLL THE PRESSES

#### Objectives

##### Students will:

1. Make final changes to content and design
2. Review final pages
3. Confirm printing and distribution plan.

**Related Lesson:** Unit C, Lesson 15.

**Skills—Knowledge:** locate, name; **Comprehension:** distinguish, interpret; **Application:** solve, complete; **Analysis:** judge, verify; **Synthesis:** propose; **Evaluation:** recommend.

**Vocabulary:** *production*.

#### Looking Ahead

Sale and distribution of the newspaper may have to take place before and after school or during lunch hour. Make accommodations based on school policy, free time, class schedules and student availability.

#### Background

In this lesson, students can make revisions based on media principles and process skills. They also will prepare pages for production.

#### Media required

- Copies of the newspaper for each student.

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
2. Allow students time to make editorial or design changes based on feedback and evaluations from the previous day.
3. You may want to move among departments, providing help and support as necessary.

4. You and student editors should make a final review of pages for accuracy and completion.
5. Review status of newspaper orders and distribution plans with the circulation department to ensure it has a method to track sales and/or the number, location and schedule of distribution.
6. Review with the advertising department how it will provide copies of the newspaper to advertisers and its accounting of income.
7. Deliver pages to the printer/copier.
8. Confirm delivery day and time.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student makes changes to content and design.			
Student reviews final pages.			
Student contributes to confirmation of the production and distribution plan.			

# **Reflecting on Publishing**

## **Lessons 23-30**

## Lesson 23

### ONLINE NEWSPAPERS

#### Objectives

Students will:

1. Identify why online newspapers are published
2. Navigate an online newspaper
3. Identify the variety of features of online newspapers.

**Related Lessons:** Unit A, Lessons 27, 28; Unit B, Lesson 29; Unit C, Lesson 2.

**Skills—Knowledge:** locate, name; **Comprehension:** distinguish, interpret; **Application:** construct, solve, complete; **Analysis:** identify, **Evaluation:** assess, rate.

**Vocabulary:** *online newspaper*.

#### Looking Ahead

For comparison, you may wish to have students use the out-of-town newspaper they used earlier or your local newspaper.

#### Background

Newspapers are portable and inexpensive and will always have a presence in journalism. The Columbus (Ohio) Dispatch offered the first electronic newspaper in the country to its readers in 1980. *NewsVoyager.com*, the Newspaper Association of America's "gateway to newspaper Web sites around the world," included more than 4,000 newspapers as of July 2008.

Online newspapers are updated throughout the day, so computer users can receive up-to-the-minute information. Online readers can find stories, photos, advertisements, related links and even archived information and stories. In the aftermath of Hurricane Katrina in August and September 2005, some newspaper facilities in Gulf Coast states were severely damaged. However, these newspapers published online until they found ways to produce print versions.

The following Web sites provide links to newspapers across the country and around the world that offer online versions of their publications: [www.newspaperlinks.com](http://www.newspaperlinks.com), [www.thepaperboy.com](http://www.thepaperboy.com) and [www.onlinenewspapers.com](http://www.onlinenewspapers.com). You may wish to explore one or more of these and identify newspapers for students to read and evaluate.

Some newspapers have produced student versions with colorful graphics, sound and animation. They cover national and international news from a young person's perspective and provide word games, puzzles and comprehension questions to test what they have read. Other features may include extended coverage of past events and opinion polls.

Links to youth sections nationwide can be found here:

<http://www.naafoundation.org/Home/NAAFoundation/YEA/SitestoSee.aspx>.

How and whether you will complete this lesson depends on Internet access in the classroom or school. You may wish to assign this lesson as homework and allow several days for students to obtain computer access to complete it.

### **Media required**

- Copies of the newspaper for each student
- Computer(s) with Internet access.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Ask students why they think many newspapers are creating online versions of their products (*competition, technology, increased market/readers, etc.*).
3. Tell students that many U.S. newspapers are on the Internet in various forms and that some are directed specifically at the youth market.
4. If they have read an online newspaper, ask students why they have gone online and what they like and dislike about online newspapers.
5. Explain that they will have the opportunity to read and evaluate one or more online newspapers.

6. You may select sites for students to visit that support their social studies curriculum, other areas of student interest or a Target Date newspaper they have reviewed. Or allow students to choose newspaper sites to explore on their own. Refer to Web site information provided above in “Background.” Alternatively, if your local newspaper has a print and online version, you may want to have students compare them.
7. Distribute the activity page. Review directions with students.
8. Allow students time to complete *Online Newspapers* as an in-class or homework assignment.
9. When the class has completed the assignment, bring students together to present and discuss analyses and 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student explains why online newspapers are developed.			
Student navigates through an online newspaper.			
Student explains features of online newspapers.			

**Lesson 23 Activity Page**

**ONLINE NEWSPAPERS**

**Name** \_\_\_\_\_

**Directions:** Use this form to help you evaluate an online newspaper. Be prepared to discuss your answers in class.

1. The name of the online newspaper I read is \_\_\_\_\_.

2. It is published in \_\_\_\_\_.

3. The most important story of the day was about \_\_\_\_\_.

I know that because \_\_\_\_\_.

4. There were \_\_\_\_\_ ads on the home page. I liked \_\_\_\_\_ I did not like \_\_\_\_\_

seeing ads on the home page because \_\_\_\_\_.

5. I was able to find out what was in the online newspaper by \_\_\_\_\_

\_\_\_\_\_.

6. I was able to find features like \_\_\_\_\_ and \_\_\_\_\_

and \_\_\_\_\_.

7. I was able to find related articles that had been published earlier. \_\_\_\_\_ Yes \_\_\_\_\_ No

8. I could interact or make contact with other readers or the staff by \_\_\_\_\_

\_\_\_\_\_.

9. I found a way to print an article because there was a printer-friendly icon to help me.

\_\_\_\_\_ Yes \_\_\_\_\_ No

10. I could not go to the entire newspaper because I was not a subscriber.

\_\_\_\_\_ Yes \_\_\_\_\_ No

**Lesson 24****COMPARE AND CONTRAST****Objectives**

Students will:

1. Compare a print and online newspaper
2. Evaluate challenges and rewards of launching an online version of their newspaper.

**Related Lessons:** Unit A, Lesson 30; Unit B, Lesson 29.

**Skills—Knowledge:** locate, name; **Comprehension:** distinguish, interpret; **Application:** construct, solve, complete; **Analysis:** compare and contrast; **Synthesis:** formulate;

**Evaluation:** rate, discuss.

**Vocabulary:** *online newspaper*.

**Background**

In this lesson, students will compare what they have learned about reader accessibility, design and content in print and online newspapers. They also will consider challenges and rewards of launching an online version of their newspaper.

**Media required**

- Copies of the newspaper for each student
- Computer(s) with Internet access.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.  
Encourage them to think about which stories they would put in an online version.
2. Distribute the activity page. Review directions with students.
3. Have students complete *Online and Print Newspapers* as an in-class or homework assignment.
4. Bring students together to discuss their reading and analyses of online and print newspapers.

5. Lead the discussion and draw students’ attention to these issues or topics:
  - a. Reader access
  - b. Use of graphics and photographs
  - c. Placement and use of advertisements
  - d. Ease of locating information
  - e. Ability to update news
  - f. Unique features
  - g. Limits to space and amount of information
  - h. Ability to interact with newspaper staff and other readers
  - i. Variety of features
  - j. Portability.
6. Discuss the possibility of launching their newspaper online. What are potential advantages? Disadvantages? List them on the board.
7. What steps would they need to take to put their paper online? List them on the board.
8. As a class, decide whether and when they could put their newspaper online.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student compares print and online newspapers.			
Student contributes to ideas about challenges and rewards in launching an online newspaper.			

**Lesson 24 Activity Page**

**ONLINE AND PRINT NEWSPAPERS**

Name \_\_\_\_\_

**Directions:** Use this checklist to help compare online and print newspapers. Use a scale of 1 to 3 in which 1 = very effective, 2 = somewhat effective and 3 = not effective. Be prepared to share responses with the class.

	<b>Online newspaper</b>	<b>Effectiveness</b>	<b>Print newspaper</b>	<b>Effectiveness</b>
Use of graphics and photos				
Placement and use of ads				
Ease of finding information				
Updating information				
Quality of features				
Amount of news and information				
Contact or interaction with newspaper staff and other readers				
Easy to find and use				

A feature unique to the online newspaper was \_\_\_\_\_  
\_\_\_\_\_.

A feature unique to the print newspaper was \_\_\_\_\_  
\_\_\_\_\_.

The online and print newspaper were alike \_\_\_\_\_.

## Lesson 25

### HOW DID IT GO?

#### Objectives

#### Students will:

1. Evaluate organization of their newspaper
2. Evaluate design of their newspaper
3. Evaluate content of their newspaper
4. Evaluate procedures and use of technology in their newspaper
5. Evaluate strategies used to market and distribute their newspaper.

**Related Lessons:** Unit A, Lessons 3, 4, 5, 9, 26; Unit C, Lesson 6.

**Skills—Knowledge:** locate, name; **Comprehension:** distinguish, interpret; **Application:** construct, solve, complete; **Analysis:** identify; **Synthesis:** propose; **Evaluation:** recommend, debate.

**Vocabulary:** *self-assessment*.

#### Background

In this lesson, students will assess how they did on organizational structure, design, content, procedures, marketing, distribution technology in comparison with the local newspaper.

#### Media required

- Copies of the newspaper for each student.

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class.
2. Explain to students that they will assess their work on the newspaper and discuss data from their reader survey.
3. Review the *Production Flow Chart* from Lesson 6 and ask students whether it was appropriate and useful for their classroom newspaper.

4. Discuss what, if anything, they would change in a second newspaper. How does their organization compare to that of the local newspaper?
  5. Discuss news, features and editorials of the newspaper. Elicit students' opinions about whether this content met their audience's needs and, if so, how effectively. Discuss how class-produced content compared to that of the local newspaper.
  6. Review and discuss the layout and design process, including use of technology. How does their work compare with that of the local newspaper?
  7. Discuss how they sold or distributed their newspaper was similar to or different from strategies used by the local newspaper.
  8. Help students identify lessons they learned—responsibility, accountability, teamwork, deadlines, meeting audience needs.
  9. Take a poll to determine the most important lesson(s) learned. Discuss.
  10. Take a poll about whether students are interested in newspaper careers and identify which department(s). Discuss.
- .

**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.

	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Revisit</b>
Student participates in evaluation of newspaper organization.			
Student participates in evaluation of newspaper design.			
Student participates in evaluation of newspaper content.			
Student participates in evaluation of newspaper procedures and use of technology.			
Student participates in evaluation of newspaper marketing and distribution strategies.			

**Lesson 26****GET FEEDBACK****Objectives****Students will:**

1. Understand the purpose of a survey
3. Understand the reason for and makeup of sample group
3. Develop questions that will result in useful reader feedback
4. Disseminate, tabulate, assess and apply survey data.

**Related Lessons:** Unit A, Lessons 4, 5, 22, 26.

**Skills—Knowledge:** tell; **Comprehension:** interpret, explain; **Application:** construct; **Analysis:** investigate; **Synthesis:** design; **Evaluation:** assess, discuss.

**Vocabulary:** *survey*.

**Background**

Now that the newspaper has been published and distributed, students must solicit feedback from readers to determine how well they met goals and objectives.

In this lesson, students will develop, disseminate and tabulate a questionnaire for a sample of their readers. The size of the sample will be determined by the total number of readers and should reflect their audience. Questions should be framed to provide students useful feedback. A sample list of questions is provided.

**Media required**

- Copies of the newspaper for each student.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Discuss with students the need to have feedback from readers about how well they met goals and objectives.

3. Explain that a sample survey of readers that reflects their audience should provide the kind of information they desire. As a class, determine the size and composition of their sample group.
4. Assign students into departments or teams and have them develop three to five questions they would like to ask readers.
5. Bring the class together and have each group share questions. Revise as necessary and agree on survey questions that include references to each department.
6. Determine how and when the questionnaire will be disseminated, collected and the results tabulated.
7. Implement the survey plan.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student explains purpose of survey.			
Student explains reason for and composition of the sample group.			
Student contributes in developing questions to obtain reader feedback.			
Student contributes to tabulation, analysis and use of survey data.			

**Lesson 26 Activity Page**

**GET FEEDBACK**

**Name** \_\_\_\_\_

**Directions:** Use this worksheet to help you write questions about how well your department did its job in publishing your newspaper.

1. I worked in the \_\_\_\_\_ department.

2. The most important thing I want to learn from my readers is \_\_\_\_\_  
\_\_\_\_\_.

3. My first question is \_\_\_\_\_  
because it will help me to know \_\_\_\_\_.

4. My second question is \_\_\_\_\_  
because it will help me to know \_\_\_\_\_.

5. My third question is \_\_\_\_\_  
because it will help me to know \_\_\_\_\_.

6. My fourth question is \_\_\_\_\_  
because it will help me to know \_\_\_\_\_.

7. My fifth question is \_\_\_\_\_  
because it will help me to know \_\_\_\_\_.

## Lesson 26 Resource

### SAMPLE SURVEY QUESTIONS

1. Why did you read the newspaper?
2. What did you think about how the newspaper looked? What got your attention? Why? What was distracting? Why?
3. What news stories or editorials did you like? Why? What news stories or editorials did you not like? Why?
4. What features did you like? Why? What features did you not like? Why?
5. What advertisements appealed to you? Why? What advertisements did not? Why?
6. What photos or graphics appealed to you? Why? What photos or graphics did not? Why?
7. What would you like to see in a second edition of the newspaper? Why?
8. How did you learn that the newspaper would be available?
9. How did you obtain your copy of the newspaper? What made it convenient to get one? What made it difficult?
10. What would you like to see omitted in a second edition? Why?

**Lesson 27****USE FEEDBACK****Objectives**

Students will:

1. Evaluate survey data
2. Use survey data to modify a possible second edition.

**Looking Ahead**

You will be using survey data in this lesson. Surveys should have been returned and the data tabulated.

**Related Lessons:** Unit A, Lessons 4, 5, 22, 25, 26.

**Skills—Knowledge:** tell; **Comprehension:** interpret, predict; **Application:** show;

**Analysis:** explain; **Synthesis:** propose; **Evaluation:** recommend.

**Vocabulary:** *data*.

**Background**

Self-assessment and survey data should offer students a thorough assessment of their experience and performance. It also should make them more informed and sophisticated media consumers and producers.

In this lesson, students will review, analyze and respond to survey data. This information can be used in conjunction with their self-assessment to identify and reflect on lessons learned about every phase of Unit C—preparation, planning, processes and implementation. It is hoped that students also can assess their departmental and individual contributions to the newspaper's success.

**Media required**

- Copies of the newspaper for each student.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Have those who tabulated survey data distribute copies of their findings.
3. Review and analyze the data with the class, question by question.
4. Elicit responses about how the data compares and contrasts with their self-assessments. Discuss.
5. Have students identify suggestions from the data that could be included in a second edition. List them on the board.
6. Have students explain reasons for accepting, modifying or rejecting the data 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student uses survey data to reflect on departmental and individual contributions to the newspaper.			
Student uses survey data to make modification suggestions for a possible second edition.			

**Lesson 28****OUR PROJECT AND THE FIRST AMENDMENT****Objectives****Students will:**

1. Be familiar with the meaning of the First Amendment to the Constitution
2. Understand why freedom of the press is important in a democracy
3. Review the freedom of the press statement of their publication
4. Identify challenges to and support of freedom of the press in school publications.

**Related Lessons:** Unit A, Lesson 19; Unit B Lessons 5, 7.

**Skills— Knowledge:** state; **Comprehension:** explain; **Application:** show; **Analysis:** compare; **Synthesis:** imagine; **Evaluation:** discuss.

**Vocabulary:** *censorship, First Amendment, Constitution.*

**Background**

Students have read about and experienced publishing a newspaper. It is appropriate for them now to reflect on the First Amendment and how it applies to what they have learned and done. You may wish to refer to Unit B, Lesson 5 and the discussion about potential challenges and lessons as they prepared to publish a newspaper.

**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.*

Here are the principles on which the First Amendment is based. You may wish to use them as the basis of your class discussion.

1. The government must have boundaries in its attempts to control rights of citizens to express themselves.

2. Democracy can survive only if there is freedom of expression.
3. Everyone has rights.
4. Sometimes, the government must intervene when the rights of citizens conflict.
5. The First Amendment requires that we make decisions about how we express ourselves.

### **Media required**

- Copies of the newspaper for each student
- Copy of the First Amendment.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Display or distribute a copy of the First Amendment and review rights it guarantees to citizens.
3. Lead a discussion about why it is important to have and protect freedom of the press in a democracy.
4. Ask students to identify the lesson(s) they learned about press freedom from their experience and how well their press freedom statement from Unit B, Lesson 5 helped to guide their work.
5. You may wish to refer to the five principles to help frame a discussion about how press freedom was reflected in publishing their newspaper and to discuss challenges or issues of press freedom that might have been raised.
6. Ask students to identify ways in which the local newspaper fulfills its role as watchdog and provides the kind of information citizens need to make informed decisions. Discuss.
7. Draw a Venn diagram on the board. Have students identify how their newspaper was received in school and compare that with the local newspaper's role in the community. Discuss.
8. Distribute the activity page. Review directions with students.
9. Assign *Our Project and The First Amendment* as an in-class activity or homework.

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student identifies freedoms named in the First Amendment.			
Student can articulate reasons to protect freedom of the press.			
Student explains implications of the class press freedom statement and publishing its newspaper.			
Student identifies challenges to and support for protecting press freedom for local and school publications.			



**Lesson 29****GET READY****Objectives****Students will:**

1. Identify topics and issues to be included in the report or display
2. Explain why topics or issues will be included in the report or display
3. Create a well-organized and attractive report or display.

**Related Lessons:** Unit A, Lessons 4, 5, 29.

**Skills—Knowledge:** list, tell; **Comprehension:** outline, describe; **Application:** illustrate, construct; **Analysis:** explain; **Synthesis:** create, construct, plan, design; **Evaluation:** choose, justify.

**Vocabulary:** *Glossary*, Units A, B, C

**Background**

Sharing the experience of publishing a newspaper is something about which students can be proud. It also will be instructive and perhaps inspiring for other students in your school. You may choose to have students display their work in any of several ways—a bulletin board in the hallway or school entrance, a video or a PowerPoint presentation that can run independently or be narrated by students. Select the medium you think best meets needs, time and resources of students.

**Media required**

- Copies of the newspaper for each student
- PowerPoint software (optional)
- Computer (optional)
- LCD (optional)
- Screen (optional)
- Television and VCR (optional).

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Tell students they have much to celebrate and share with the student body after having successfully published a newspaper. Discuss which among the following options they would like to use to tell their story—bulletin board display, panel discussion, PowerPoint presentation or video.
3. Discuss time, energy and resources required to create and share each option. Decide which medium they will use.
4. Collect necessary material to create the presentation.
5. Brainstorm as a class the storyboard for the report or presentation. The report should include some or all of the following:
  - a. Departments, staff members and responsibilities
  - b. Workflow chart
  - c. Samples and pictures of work and pages in progress
  - d. The newspaper tour
  - e. Samples of the finished product
  - f. The role of a free press in a democracy and the First Amendment
  - g. Important lessons learned.
5. Assign students into departments to create and assemble their contribution to the presentation.
6. Assemble the pieces and display.
7. Present the report. *Have fun!*

**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.

	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Revisit</b>
Student identifies topics and issues to be included in the report or display.			
Student explains importance of topics or issues to be included in the report or display.			
Student contributes to creation of a well-organized and attractive report or display.			

**Lesson 29 Activity Page**

**TELLING OUR STORY**

**Name** \_\_\_\_\_

**Directions:** Use this guide to plan your department or individual contribution to the class display or presentation.

1. I worked in the \_\_\_\_\_ and \_\_\_\_\_ departments. My department was important because it \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. I would like students in my school to know these things about the work my department did: \_\_\_\_\_  
\_\_\_\_\_.

3. These are the materials or information from my department that I think should be included in our report or display: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

4. These are the steps my department took to publish the newspaper that should be included in our report or display: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

5. This is what I will do to help create our report or display. I will have it done by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Lesson 30

### SHOWTIME

#### Objectives

#### Students will:

1. Present their display or presentation
2. Discuss feedback to the display or presentation.

**Related Lessons:** Units A, B and C.

**Skills—Knowledge:** list, tell; **Comprehension:** outline, describe; **Application:** illustrate, construct; **Analysis:** explain; **Synthesis:** create, construct, plan, design;

**Evaluation:** choose, justify.

**Vocabulary:** *Glossary, Units A, B and C.*

#### Background

This is students' opportunity to show off all their hard work and what they have learned about publishing a newspaper. Encourage them to discuss their decision-making processes, challenges, goofs and corrections, and excitement with other students, teachers and/or parents.

#### Instruction

1. Have students share their product (the newspaper) and process (the display).
2. If students share their display through a presentation to an audience or panel discussion, encourage them to invite questions about challenges and decisions they faced and made.
3. If students share their display on a bulletin board or in a PowerPoint loop at a special school location, provide a means for viewers to respond. For example, include a "Comments" book next to the display.
4. *Celebrate!*

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revisit</b>
Student is prepared and contributes to the display or presentation.			
Student contributes in the discussion of feedback from the display or presentation.			

## Unit C Glossary

**Advice column:** Written for readers on different topics, such as investing, interpersonal issues, etc.

**Audience:** Particular group of readers, viewers or listeners.

**Banner or flag:** Name of the newspaper, typically in large letters atop the page.

**Broadsheet:** Traditional size of most newspapers, about 14 to 15 inches wide and 20 to 22 inches long.

**Circulation department:** Responsible for sale and distribution of the newspaper.

**Clip art:** Collection of artwork, cartoons and images usually free and available on software and the Internet. Used in a variety of publications.

**Copy edit:** Review text for accuracy in grammar, usage, punctuation and facts.

**Crop:** Adjust a photo or image to fit space.

**Cutline:** Caption accompanying a photograph.

**Dummy:** Practice page layout showing shape, format and general content of text, headlines and art.

**Full color:** Ability to use all four printing colors—black, cyan (blue), magenta (red) and yellow.

**Icon:** Small picture on a computer display suggesting purpose of an available function.

**Import:** Bring an item, such as text or an image, from one software application to another.

**Infographic:** Graphic representation of information.

**Modular design:** Rectangular units of text and images.

**News hole:** Amount of space for news after ads have been placed.

**Op-ed page:** Page opposite the editorial page containing letters to the editor, editorial cartoons and columns written by staff and guest writers.

**Pagination:** Process of designing and producing press-ready pages electronically.

**Point:** Unit of print used to measure sizes of type and rule lines.

**Pullout quote:** A quote from a story that is often boxed and printed in type larger than the story text.

**Put to bed:** Finish all steps in pre-press production.

**Rack:** Vending machine containing copies of the newspaper.

**Rule line:** One of varied point size or thickness used to separate stories or surround text or images.

**Spot color:** Use of one of the three colored inks—cyan, magenta, yellow.

**Teaser:** Short headline and phrase on a front page to draw readers inside the newspaper.

**Tombstone:** Placing two headlines near each other on the same horizontal line.

**Typography:** Style, point size and leading of type.

**White space:** Empty space sometimes used as a design element to break up text.

## Educational Standards for Units A, B and C

<b>Standards cited in the curriculum</b>	Unit A	Unit B	Unit C
<b><u>Standards for English Language Arts</u></b> <i>National Council of Teachers of English and International Reading Association</i>			
<b>Reading for perspective</b> 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
<b>Evaluation strategies</b> 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
<b>Communication skills</b> 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
<b>Communication strategies</b> Students employ a 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
<b>Applying knowledge</b> 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
<b>Evaluating data</b> 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
<b>Developing research skills</b> 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
<b>Participating in society</b> Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.	1-30	1-30	1-11, 14-30

<b>Applying language skills</b> 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
<b><u>National Standards for Civics and Government</u></b> <i>Center for Civic Education</i>			
<b>Civic Life, Politics and Government</b> 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	
<b><u>Principles of Democracy</u></b>			
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	
<b><u>Economics Standards</u></b> <i>National Council on Economic Education</i>			
<b>Allocation of Goods and Services</b> 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
<b>Role of Incentives</b> People respond predictably to positive and negative incentives.	24, 26-30	4, 25	14

<b>Role of Incentives</b> 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	
<b>Technology Standards</b> <i>International Society for Technology in Education</i>			
Students demonstrate sound understanding of the 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	
<b>Media Literacy Standards</b> <i>Mid-continent Research for Education and Learning</i>			
Knows characteristics of a 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 the 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, 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 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