

The Power of the Press: Teaching Research and Writing Using a Class Newspaper

Grade Level or Special Area: Fourth Grade

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Length of Unit: Nine lessons (approximately two weeks (nine days), one day = 45 minutes)

I. ABSTRACT

This unit uses a classroom newspaper to teach the Core Knowledge writing, research, grammar, and usage components for fourth grade. The unit is also applicable for the fifth and sixth grades as well. Students learn how to write and edit their news stories through a variety of teaching styles. The unit includes rubrics, check lists, and assessments, which allow students to know what is expected and allows teachers the tools to evaluate student progress. Over the course of the unit, students will not only develop skills in writing, but they will learn to classify, summarize, and organize information from articles, so they can increase their comprehension.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
2. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
3. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)

C. Skill Objectives

1. Students will produce a variety of types of writing – including stories, reports, summaries, descriptions – with a coherent structure or story line.
2. Students will demonstrate competence in the general skills and strategies of the writing process: includes prewriting, drafting and revising, editing, and publishing.
3. Students will choose vocabulary that communicates their messages clearly and precisely.
4. Students will create readable documents with legible handwriting or word processing at the appropriate time.
5. Students will organize their writing.
6. Students will sort information as it relates to a specific topic or purpose.
7. Students will give credit for borrowed information through proper attribution.
8. Students will distinguish between fact and opinion.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Fiderer, Adele. *40 Rubrics and Checklists to Assess Reading and Writing*. New York: Scholastic Inc., 1999. ISBN 0-590-01787-X

2. Olien, Rebecca. *Getting the Most Out of Teaching with Newspaper*. New York: Scholastic Professional Books, 2002. ISBN 0-439-22256-7.
 3. White, Tekla; Cheney, Martha and Moore, Jo Ellen. *Target Real-Life Reading Skills*. Monterey, CA: Evan-Moor Educational Publishers, 2001. ISBN 1-55799-831-0
- B. For Students
1. Core Knowledge language arts: writing and spelling, grammar, and usage for third grade (p. 65-66 of the *Core Knowledge Sequence*).

IV. RESOURCES

- A. Access to newspapers for every student

V. LESSONS

Lesson One: What is News? (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)
 2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
 3. Skill Objective(s)
 - a. Students will sort information as it relates to a specific topic or purpose.
- B. *Materials*
1. Overhead projector and overhead markers
 2. A newspaper journal for each student, which consists of Appendix A, B, C, D, E, F, G, I, J, K, L, M, N, O, P, R, and T
 3. A transparency of Appendix B
 4. Copies of a local or national newspaper for each student
- C. *Key Vocabulary*
1. Newsworthiness – a judgment as to the value of an article, which ultimately determines whether it makes it into the newspaper or not
- D. *Procedures/Activities*
1. Before starting this unit, contact your local newspaper and inquire about the Newspaper in Education program, which is national program encouraging the use of newspapers in the classroom. Many local newspapers have NIE coordinators who work directly with teachers, often pairing them with sponsors whose donations pay for a weekly class set of newspapers for the entire school year. If you cannot set up a system with a local newspaper, ask students to bring in yesterday's paper from home each day. You might even assign several different students to bring in a newspaper as part of their regular homework assignments. Lastly, you can also obtain many copies of old newspapers from recycling bins.
 2. To begin the unit, introduce the idea that the class is going to start a school newspaper. The purpose of the project is to give the students writing experience, provide a service to the school, and to have fun! Explain that over the course of the next two weeks, the students will learn about how to write news stories, how to conduct an interview, how to copy edit a news story, and what jobs are available in the newspaper field. Explain that after the class has a basic

understanding over how a newspaper works, they will then apply for jobs for the class newspaper. We will then work to create our first class newspaper for distribution.

3. The first lesson is to teach the students what exactly is news. Set out a variety of newspapers (both local and national) and have the students work in small groups to come up with a list of newsworthy items. Instruct them to look for common denominators in news stories, such as why do stories about famous people get in the newspaper but not stories about a common person doing common things? The small groups should come up with a list of items that constitute news to share with the whole group.
4. Give the students 15 minutes or so to thumb through the newspapers and come up with their lists. Have one member from each group write their responses on the black board. Gather the students together and look at the lists. Find commonalities and have the group members clarify their responses, if necessary.
5. Explain to the students that before every story makes it into the newspaper, reporters and editors sit down and determine the “news value” or the “newsworthiness” of a story. Distribute the students’ newspaper journals and have them write their names on the outside of the journals. Work through Appendix B as a group. Here are some examples to use if the students can come up with one:
 - a. Stories that are out of the ordinary (example: A 63-year-old woman gives birth.)
 - b. Items that would be of interest to a large crowd (example: There was an airplane crash.)
 - c. Items that have human interest (example: A little boy gets AIDS from a blood transfusion.)
 - d. It’s a story that hasn’t been told before (example: A local professor does his dissertation on outhouses.)
 - e. It has importance to the community (example: A town’s main water source has traces of lead in it.)
 - f. It is controversial (example: The school board is thinking of cutting the athletic budget.)
 - g. It reflects diversity (example: The local school district is trying to attract more minority teachers to the area.)
 - h. It happens within a close proximity (example: There is a fire in the town where the newspaper is distributed.)
 - i. It has an element of fame or prominence (example: Michael Jackson stops in at a local restaurant.)
 - j. It teaches us a lesson (example: If residents water their yard during no-water days, they will be fined.)
 - k. It increases awareness (example: Because of the shortage of crossing guards, drivers are asked to be more careful at busy intersections when children are present.)
 - l. It shapes opinion (example: Polls show that most Americans prefer Coke to Pepsi.)
 - m. It has oddities (example: A man owns more than 4,000 banana-related object. He even lives in a banana-shaped house.)
 - n. It reflects a trend (example: Studies show that violent crimes are down for 2003.)
6. Collect the newspaper journals for tomorrow’s lesson.

- E. *Assessment/Evaluation*
1. Fill out Appendix C, a rubric for day one's activities.

Lesson Two: Find it in the Newspaper (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)
2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
3. Skill Objective(s)
 - a. Students will choose vocabulary that communicates their messages clearly and precisely.
 - b. Students will create readable documents with legible handwriting or word processing at the appropriate time.
 - c. Students will organize their writing.
 - d. Students will sort information as it relates to a specific topic or purpose.

B. *Materials*

1. For bulletin board:
 - a. The front page of a local newspaper
 - b. Tag board
 - c. Scissors
 - d. Clear tape
 - e. A marker
 - f. Glue
 - g. Stapler
2. A newspaper per student
3. Newspaper journals

C. *Key Vocabulary*

1. Flag – the newspaper's name (also called the nameplate)
2. Headline – the story's title or summary, in large type above or beside the story
3. Byline - the writer's name, often followed by other credentials
4. Cut line – information about a photo or piece of art
5. Mug shot – a small photograph (usually just the face) of someone in the story
6. Photo credit – a line giving the photographer's name (often adding the paper or wire service he or she works for)
7. Sidebar – a related story, often boxed that accompanies the main story

D. *Procedures/Activities*

1. A colorful bulletin board can be made by taking the front page of a newspaper and cutting windows around important parts of the newspaper. For example, cut around the sides and bottom of a byline, making sure not to cut the top, so that it creates a window that can be lifted. Reinforce the window with clear tape for durability. Then mount the newspaper onto tag board and write a description of the parts of the newspaper under the corresponding windows. For example, under the headline window you would want to write "The story's title or summary, in large type above or beside the story." Mount the newspaper onto a bulletin board labeled "It's news to me!" or some other catchy phrase.

Encourage students to lift the flaps to see the official names of the newspaper parts. Other newspaper parts you may want to include are:

- a. Teasers – These promote other stories inside the paper (also called promos or skyboxes).
 - b. Display Head – A jazzed-up headline adding graphic emphasis to special stories.
 - c. Initial Cap – A big capital letter set into the opening paragraph of a special feature (also called a drop cap).
 - d. Header – A label used for packaging special items (graphics, teasers, briefs, columns, etc.)
 - e. Index – A guide to contents.
 - f. Logo – A small, boxed title (with art) used for labeling a special story or series.
 - g. Jump line – A line telling the reader what page this story continues on.
 - h. Refer – A brief reference to a related story elsewhere in the paper.
 - i. Infographic – A diagram, chart or map conveying information pictorially.
 - j. Deck – A smaller headline added below the main headline.
2. Review what was learned yesterday during Lesson One. Tell the students that today the focus is on what is in a newspaper. Hand each student a newspaper. Walk them through the parts of newspaper such as the front page, headlines, bylines, mug shot, cutline, sidebar, photo credit, and flag. Direct the students to the newspaper bulletin board, if they want to find out more.
 3. Once they have the general gist of the parts of a newspaper, help them get acquainted with the sections. Newspapers are usually divided into sections, which focus on different types of information. A newspaper might have these sections: national and international news, local news, classified ads, stock market reports, sports, and entertainment.
 4. Distribute the students' newspaper journals and have the students work individually to complete Appendix D, Newspaper Scavenger Hunt, which is page 2 in their newspaper journals.

E. *Assessment/Evaluation*

1. Collect the journals and grade Appendix D. Record their grades on the summary sheets in the back of their newspaper journals.

Lesson Three: Basic News Writing – Lead Writing (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
 - c. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)
2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
3. Skill Objective(s)
 - a. Students will produce a variety of types of writing – including stories, reports, summaries, descriptions – with a coherent structure or story line.

- b. Students will demonstrate competence in the general skills and strategies of the writing process: includes prewriting, drafting and revising, editing, and publishing.
 - c. Students will choose vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.
 - e. Students will organize their writing.
- B. *Materials*
- 1. Newspaper journals
 - 2. Examples of works written in first, second, and third person
 - 3. A newspaper per student
- C. *Key Vocabulary*
- 1. Lead – the first sentence of a news story, which reflects the content of the story
- D. *Procedures/Activities*
- 1. Review lessons from the previous days by going over the correct answers on Appendix D. Inform the students that today they will start learning how to write a news story. Compare the process to that of which they are familiar. Perhaps, you have spent a lot of time on the writing process; this is very similar to news writing.
 - 2. The first sentence in a news story is one of the most important. It is called a lead, and it is used to tell the reader what to expect in the story. The writer has just a few seconds to catch the reader’s interest. In a great opening, the first lines reach out and hook the reader. Students must learn that in this technologically rapid world readers do not hang around long – you could say that the opening is like an advertisement for the piece. Students must learn to capture their reader’s attention as quickly as possible; they must move beyond the familiar to an opening that shouts, “Read this!”
 - 3. Here are some guidelines for writing leads to share with your students:
 - a. Leads should be 25 words or less.
 - b. In hard news stories, it is important to include who, what, when, where, and how.
 - c. Start with the most newsworthy aspect of the story. Sometimes in feature writing, you can break this rule and save a kicker for the middle or end of the story. But in general, readers should never be left guessing what your story is about.
 - d. Leads are a quick summary of the story.
 - e. Make it as interesting as possible but never exaggerate or lie.
 - f. Make it different than other leads. Try to avoid clichés.
 - g. Start with the facts that most affect readers or are the most unusual.
 - h. Do not start with a quotation.
 - i. Avoid opinions.
 - j. Always write in past tense, third person.
 - 4. It is probable that you will need to go over what it means to write in the third person. Perhaps, reading some examples that are written in first, second, and third person would give them an idea of what is expected.
 - 5. Take time to read some leads in the local newspaper. Evaluate, as a class, the leads based on the guidelines presented above. Next, have the students write some of their own leads by completing Appendix E, which should be page 3 of their newspaper journals. Go over the guidelines expected for the assignment, which are listed on Appendix F.

- E. *Assessment/Evaluation*
1. Collect the journals and grade Appendix E using the rubric on Appendix F.
Record the grade on the summary sheet.

Lesson Four: News Writing – The 5 W’s (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
 - c. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)
 2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
 3. Skill Objective(s)
 - a. Students will sort information as it relates to a specific topic or purpose.
- B. *Materials*
1. Newspaper journals
 2. A copy for each student of a hard news story
 3. A blank sheet of paper for every three students
 4. Glue
- C. *Key Vocabulary*
1. 5 W’s – the questions who, what, where, when, and why that reporters and other writers try to address in expository writing
 2. Nut graph – a paragraph that tells the meat of the story in a “nut shell.” It usually contains the answers to most of the 5 W’s
- D. *Procedures/Activities*
1. Newspaper reporters must be sure to cover all the facts when they write about events that happen. They use the 5 W’s to help them. The 5 W’s are Who, What, Where, When, and Why. Choose a story from the local newspaper that would interest your students. Copy the story and distribute it to the class. Have the students read the article and then as a group find the 5 W’s.
 2. The students will probably notice that a good portion of the 5 W’s are contained in either the lead or the paragraph directly below the lead. This is called the “nut graph.” This allows the reader to know very early on what exactly the story will be about. To give the students some background information, newspaper editors often have to shorten stories at the last minute due to advertisements that eat into the news space. (Of course, this governs all newspapers because the advertising pays the bills. Subscriptions only cover a small cost of running a newspaper. This means the amount of news articles in a newspaper is dictated by the amount of space the advertising takes up. Advertising gets first dibs on the space, unless it is a monumental news day such as September 11 or the like.)
 3. The way that editors cut down the length of news stories if they are up against deadline is that they will cut from the bottom of the story. This is one of the reason journalists write in an inverted pyramid style. In other words, they write the most vital or interesting information at the top of the story and work their way down to the least meaningful details at the end of the story. Take a moment to share this concept with your students by drawing a picture of an inverted

pyramid on the board. Read a hard news article and show the students how the main idea and details are prioritized according to their importance. Play the 5 W's, inverted pyramid game by giving each group of three students a copy of Appendix G. The students should cut out the sentence strips and glue them on to a new piece of paper in order of importance. The most important fact should be at the top, followed by the next important and so on.

- E. *Assessment/Evaluation*
1. Go over the group's work using Appendix H, which is the answer sheet. Grade the students using Appendix I; record the grade on the summary sheet.

Lesson Five: Interviewing (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
 2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
 3. Skill Objective(s)
 - a. Students will produce a variety of types of writing – including stories, reports, summaries, descriptions – with a coherent structure or story line.
 - b. Students will demonstrate competence in the general skills and strategies of the writing process: includes prewriting, drafting and revising, editing, and publishing.
 - c. Students will choose vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.
 - e. Students will organize their writing.
 - f. Students will sort information as it relates to a specific topic or purpose.
- B. *Materials*
1. Newspaper journals
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. A big part of being a journalist is interviewing. Most reporters interview at least five people per story, but some articles require as many as 50 to even 100 interviews to assure accuracy. Today's lesson is on tips for interviewing. The teacher will present these tips and then use volunteers from the class to demonstrate what is recommended. The tips are listed below with the suggestion for use of a volunteer in parenthesis.
 2. *Before the interview:* Be sure to get in touch with the person to be interviewed in advance, explaining your project carefully and setting a time for a conversation. Outline the main points of your interview so the interviewee has a chance to prepare. (Have a student come forward and pretend to call the principal to set up an interview about his position on snow days. Before making the pretend call, brainstorm as a group what kinds of information would be needed to write a story about when to call a snow day.)

3. *After setting up the interview:* Write down questions you want to ask, and prioritize the questions from most important to least important. Sometimes interviews get cut short so you want to have the questions that cover the 5 W's early on. Have the students take a scrap piece of paper and write down some questions that they would ask the principal if they were assigned the story: How does the school district decide to call it a snow day and what procedures does it take to get the information to the public? Go over the students' suggestions as a group and comment on the questions that directly ask the 5 W's.
 4. *To get the interview started:* Situate both yourself and the person being interviewed in a comfortable position. Try to arrange things to avoid distractions, interruptions, and such background noises as those caused by radios, television, or traffic. Try to carry a conversational style into the interview, encouraging the easy flow between questions and answers. Do not interrupt, and take notes on the person's answers. Do not write every little detail, but record the main points. Be sure to check the time as most interviews do not last more than an hour. (Have a student come up and act like he is the principal, and you are the student who is conducting the interview. Go through the tips such as asking him if he is comfortable when he sits down, state the purpose of the interview, and ask him a question or two. Be sure to show what it means to listen attentively and take notes to show the class.)
 5. *During the interview:* Remind yourself that the point of the interview is not to display your knowledge, but to get the person being interviewed to tell his or her story. Ask questions that require more than a yes or no answer. Keep your questions brief and to the point. Don't let periods of silence fluster you; the person being interviewed needs time to think. Do not break in on a good story because another question has occurred to you or because the person being interviewed has wandered from the planned questions. Try to find gentle ways and the appropriate time for pulling the conversation back on track. Try to make eye contact, but it's okay to take notes. Remember to aim your questions at getting specific information. (Invite a student up as a volunteer. Conduct an interview with the student where you, as the interviewee, break all the pre-discussed guidelines. Be sure to interrupt the student, not look him in the eye, ask pointless questions, and talk a lot about yourself. Ask the class to give you tips on how you could improve your interviewing skills.)
 6. Have the students pick a partner and interview the person for 10 minutes about their most embarrassing moment. Give the students a copy of Appendix K to use as a checklist while being interviewed. The person being interviewed will fill out the checklist and talk to the interviewee about what he did or didn't do during the interview. The person conducting the interview should also take notes, as she will be writing a simple news story from the interview.
 7. Assign the students a writing project. They are to use the rubric on Appendix K to see what is required in their writing sample. Take a moment to review the use of quotation marks, so that students can use them appropriately in their stories, if they choose.
- E. *Assessment/Evaluation*
1. Have the student complete Appendix K in their newspaper journals; grade the student's writing according to the grading scale listed at the bottom of Appendix K. Record the students' grade on the summary sheet.

Lesson Six: Attribution and Journalistic Ethics (approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
3. Skill Objective(s)
 - a. Students will give credit for borrowed information through proper attribution.
 - b. Students will distinguish between fact and opinion.

B. *Materials*

1. Newspaper journals

C. *Key Vocabulary*

1. Attribution – crediting a source, whether it is human or a reference book, with a piece of information in a news story; give credit where credit is due

D. *Procedures/Activities*

1. Take time to review the skills taught before in previous lessons. Read excerpts or the leads of student work that is exceptionally good. For today's lesson, the focus is on attribution. Attribution is giving credit where credit is due. In any story all the facts have a source. Some come from witnesses or officials, some come from records or books, or in this day in age, some come from the Internet. It would be possible to place attribution in every sentence in a story. But attributing every fact in a story would make the story almost unreadable.
2. Explain to the students that attribution is needed to showcase a person's opinion, to quantify controversial information, to protect the writer, and to add credibility to the story. Here is an example of attribution used to showcase an opinion: The PTO should not hold its annual Halloween festival due to the controversy surrounding the costumes, the principal said. The key element for knowing when to attribute in this sense is being able to tell the difference between fact and opinion. Go through the following statements as a group and distinguish between fact and opinion.
 - a. I like the Rockies, but the Royals stink.
 - b. There are more than 50 charter schools in Colorado.
 - c. Public schools teach students more than private schools.
 - d. The government is giving out \$100,000 grants to school districts with a high number of at-risk students.
 - e. The principal was lying when he said we had no money in the activities fund.
3. The next place where attribution is required is when the writer needs to be protected. This ensures the reader that the story is presenting the newsmaker's point of view, not the writer's. For example, you would attribute the quote: "The students at this school are snootier than my last school," the new student said. Because this statement could be interpreted as controversial, it is important to connect it to the person who said it. Then it is not seen as the writer's opinion.
4. Lastly, attribution can add credibility to a story. This type of attribution shows that experts stand behind the information presented in the article. For example, if

a writer wrote: “School will be dismissed early today,” the principal said. This has credibility because it is coming from a credible source. But the writer must make sure the statement is true before printing it!

5. This leads to a point that needs to be discussed, which is ethics. The duty of a journalist is to serve the truth. If a writer constantly misquotes sources or makes up information in his/her story; the reader will no longer believe what they read in that reporter’s stories. It can also carry over to the rest of the newspaper. A reporter has a lot of weight on his/her shoulders, as an entire newspaper’s reputation relies on him/her being truthful and ethical in their reporting and writing. There are three key ethics that most journalists follow. Go over these ethics with the students by holding a discussion about what each means.
 - a. Journalists do not accept gifts, favors, or special treatment for printing in a favorable (whether it be true or untrue) story about a certain company, person, or organization.
 - b. Journalists do not interview people who are close to themselves such as relatives or close friends; rather they seek out individuals who would give a more objective side to the story.
 - c. Journalists do not lie, plagiarize, or exaggerate their information.
 6. Take a moment to have students fill out the code of ethics, which is Appendix L.
- E. Assessment/Evaluation
None

Lesson Seven: Writing a Complete News Story (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
3. Skill Objective(s)
 - a. Students will produce a variety of types of writing – including stories, reports, summaries, descriptions – with a coherent structure or story line.
 - b. Students will demonstrate competence in the general skills and strategies of the writing process: includes prewriting, drafting and revising, editing, and publishing.
 - c. Students will choose vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.
 - e. Students will organize their writing.
 - f. Students will sort information as it relates to a specific topic or purpose.
 - g. Students will give credit for borrowed information through proper attribution.

B. *Materials*

1. Newspaper journals

C. *Key Vocabulary*

None

- D. *Procedures/Activities*
1. Review the key elements to writing a news story, such as having a lead, a nut graph, using quotes with attribution, and writing in an inverted pyramid style. Explain that journalists must write their stories to be understood by people not familiar with the situation. A news story should create a picture in the reader's mind; it should inform them and not leave them asking, what was this writer trying to say?
 2. Today, the students will write a news story based on the facts provided in Appendix M. They should consider the facts in Appendix M their notes from an interview. The students should try to use their own words as much as possible and not just rearrange the facts and rewrite them. If they have further questions, encourage them to ask you, and you will fill in the gaps.
 3. Have them refer to Appendix N for a checklist to help them remember all that needs to be included in their news story. They may also look at the rubric to see how the assignment will be graded.
- E. *Assessment/Evaluation*
1. Grade the students' writing using the rubric on Appendix N. Record their grade on the summary sheet.

Lesson Eight: Copy Editing (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
 - c. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)
 2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
 3. Skill Objective(s)
 - a. Students will demonstrate competence in the general skills and strategies of the writing process: includes prewriting, drafting and revising, editing, and publishing.
- B. *Materials*
1. Transparency of Appendix O
 2. Newspaper journals
 3. Overhead projector
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Take time to review the skills taught before in previous lessons. Read excerpts or the leads of student work that are exceptionally good. For today's lesson, the focus is on editing. Every reporter and any writer, for that matter, needs to know how to copy edit his/her own work and how to read the copy editing symbols that may be placed on his/her work from a teacher or another student. Present the copy editing symbols listed in Appendix O. Talk about each one and describe examples of where a student might see that symbol, using the overhead transparency of Appendix O.

2. Give the students their newspaper journals and have them open to Appendix P. The students will practice their copy editing by completing the worksheet.
- E. *Assessment/Evaluation*
1. Have the student complete Appendix P in their newspaper journals; use Appendix Q (answer sheet) to grade the work. Give Appendix R, final assessment, and grade it using Appendix S (answer sheet). Then figure the student's grade for the entire newspaper unit using the summary sheet on Appendix T. To figure the student's grade, add up all the point values and divide by 7. Round the numbers, if necessary. Totals that result in 5 = A, 4 = B, 3 = C, 2 = D, and 1 = F. Record the grades on the summary sheet in the back of the newspaper journals and return them to the students. Encourage the students to keep the journals at school, as they will need them as a resource when they actually start writing for the class newspaper.

Lesson Nine: Create a Class Newspaper (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing #4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences (Colorado State Standard, Reading and Writing #2)
 - c. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)
 2. Lesson Content
 - a. Language Arts: Writing and Research; Grammar and Usage (*Core Knowledge Sequence* pp. 87-88)
 3. Skill Objective(s)
 - a. Students will produce a variety of types of writing – including stories, reports, summaries, descriptions – with a coherent structure or story line.
 - b. Students will demonstrate competence in the general skills and strategies of the writing process: includes prewriting, drafting and revising, editing, and publishing.
 - c. Students will choose vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.
 - e. Students will organize their writing.
 - f. Students will sort information as it relates to a specific topic or purpose.
 - g. Students will give credit for borrowed information through proper attribution.
 - h. Students will distinguish between fact and opinion.
- B. *Materials*
None
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Now that the students have the basics down, you are ready to start a class newspaper. Begin by brainstorming the sections of the newspaper. Write the name of each section as a heading on a large sheet of chart paper. Discuss each section to develop a brief description of its purpose and the kinds of information

- found in that section. Some examples include school news, international/national/state news, entertainment, sports, and editorial.
2. Next, discuss with your students the various tasks that must be accomplished in order to produce each section. For example, the school news page might require the services of reporters to cover events and happenings around the school, schedules of upcoming events, and profiles of people interesting people in the school. Add your list of jobs to each chart. Read the job descriptions listed in Appendix U to help the students further clarify what jobs are available in the newspaper industry.
 3. Discuss with students the fact that gathering the information and writing the stories and features for the newspaper is only part of the job. Production of the paper involves selecting which stories will be published (editing), checking for grammar and punctuation mistakes (copy editing) and organizing them in an attractive, readable manner (layout). In addition, people are needed to print, collate, and distribute the newspaper. On an additional chart list these jobs: Editing, Copy Editing, Layout, and Printing/Distribution.
 4. Look over the charts with your students. Discuss which sections might be most appropriate for your class to include in their paper. Remove the chart for any sections that you do not wish to include in your class paper, at least for the time being. You can always expand your coverage as time goes on.
 5. Now, the fun begins. Ask students to look over all the available jobs and choose the one they would most like to have. Some students may wish to share a large job or take on two or three small ones. This will depend on the number of sections you undertake and the number of students in your class. Tell the students that they will all have an opportunity to be an reporter because part of their language arts or writing grade will depend on submitting one news article every other week. Once the student has settled on a job, have him/her fill out Appendix V, which is a job application. The teacher or another adult could conduct job interviews as part of the “hiring” process.
 6. The production of the paper will demand a great deal of time and energy from all concerned. If you become concerned about the amount of time that is being devoted to the project, remember that much is being accomplished. Students are practicing the real-life skills of communication, cooperation, and responsibility, along with research, reading, and writing.
 7. Decide with your class how often the paper will be published. Monthly publication is generally most realistic. Set aside a regular time period to work on the paper in class. Check to see if your principal will allow your reporters to make local calls from the school office.
 8. Set deadlines for all articles to be completed and turned in to the editors for corrections and approvals. Make it clear that only clean, finished work will be considered for publication. Remind students that they will be graded on the work they submit.
 9. Lay out the newspaper using a word processing program. Print your newspaper on a copy machine, and deliver fresh copies of your paper to your readers! If the printing of your paper becomes too costly, you could ask a local office supply store, a printer, or even your local newspaper for help with supplies and copying. Other businesses might be happy to make donations in exchange for the publication of small advertisements in your paper.

E. *Assessment/Evaluation*
None

VI. CULMINATING ACTIVITY

- A. Tour a local newspaper to see how a real newspaper works.

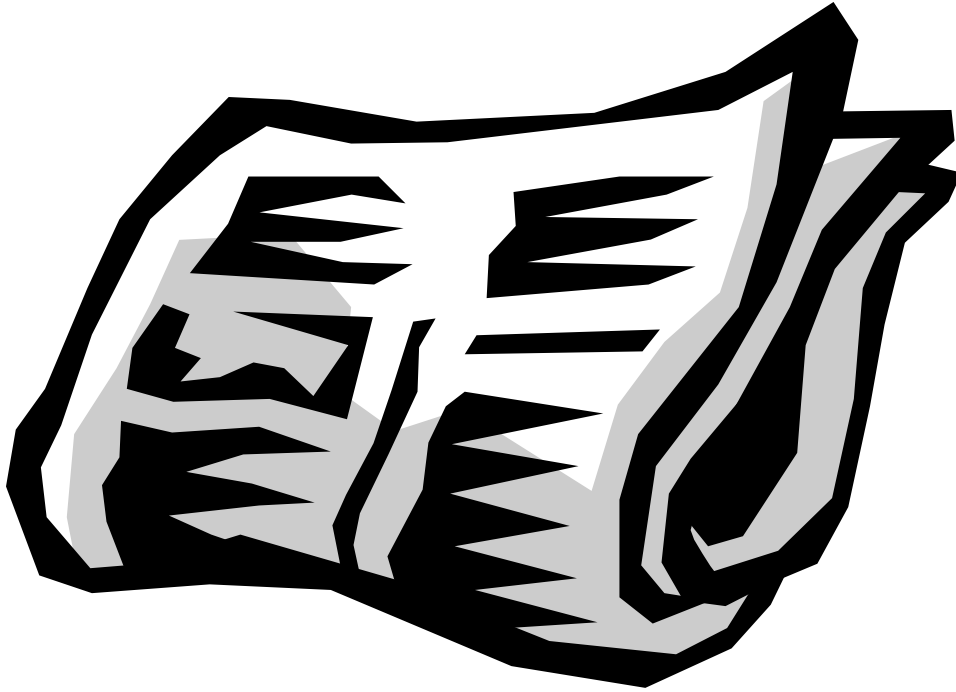
VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Newspaper journal cover
- B. Appendix B: What is news? worksheet
- C. Appendix C: Rubric for Lesson One
- D. Appendix D: Newspaper scavenger hunt
- E. Appendix E: Let's write some leads
- F. Appendix F: Lead writing check list and grading rubric
- G. Appendix G: 5 W's, inverted pyramid game
- H. Appendix H: 5 W's answer sheet
- I. Appendix I: Rubric for Lesson Four
- J. Appendix J: Lead and nut graph worksheet and grading checklist
- K. Appendix K: Student check list for interviewing
- L. Appendix L: Code of Ethics
- M. Appendix M: Facts for news story
- N. Appendix N: Student checklist and grading rubric
- O. Appendix O: Copy Editing Symbols
- P. Appendix P: Let's practice copy editing
- Q. Appendix Q: Copy editing answer sheet
- R. Appendix R: Final examination
- S. Appendix S: Answer sheet for final
- T. Appendix T: Grade summary sheet
- U. Appendix U: Newspaper job descriptions
- V. Appendix V: Job application

VIII. BIBLIOGRAPHY

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Appendix A



_____’s Newspaper Journal

Appendix B, page 1

What is news?

Instructions: These are some of the values reporters and editors use in determining whether a story should go in the paper. Can you think of examples of stories you've seen in the newspaper that would indicate these news values? Please write your example on the lines provided.

1. Stories that are out of the ordinary:

Example: _____

2. Items that would be of interest to a large crowd.

Example: _____

3. It has a human interest.

Example: _____

4. It is a story that hasn't been told before.

Example: _____

5. It has importance to the community.

Example: _____

Appendix B, page 2

6. It reflects a controversy or conflict.

Example: _____

7. It reflects diversity.

Example: _____

8. It has proximity or closeness to a source of news.

Example: _____

9. It features a famous person.

Example: _____

10. It teaches us a lesson.

Example: _____

11. It increases our awareness.

Example: _____

Appendix B, page 3

12. It helps shape our opinion or shows trends.

Example: _____

13. It features oddities or news of the weird.

Example: _____

Appendix C

Rubric for Day 1

Subject/Topic: _____

Comprehension of Subject/Topic:	3	2	1
Followed directions:	completely	mostly	barely
Was a productive group member:	thumbed through papers and offered viable ideas of newsworthiness	thumbed through papers and offered haphazard ideas of newsworthiness	choose not to partake
Was respectful during whole group activities:	followed classroom rules and participated thoughtfully in the discussion	followed rules and showed limited participation in the discussion	didn't follow rules or did not participate

Newspaper Scavenger Hunt

Instructions: Answer the following questions by looking in your copy of a local newspaper.

1. How many different sections are in your newspaper? _____

2. In what section could you find the TV guide? _____

3. In what section could you find a weather report? _____

4. In what section could you find a letter to the editor? _____

5. In what section could you find an obituary, or a brief article about someone who has died? _____

6. In what section could you find a help wanted ad? _____

7. In what section could you find the comic strips? _____

8. In what section could you find out if the Rockies won last night? _____

An index to the newspaper can usually be found on the front page of the paper. Use your index to write the section and page number where these features can be found.

Weather _____

Sports _____

Comics _____

Car Ads _____

Editorials _____

Movie Listings _____

Appendix D, page 2

Find an example of each kind of news in your newspaper. Write the title of the article.

1. International (news from other countries):
2. National (news from the United States):
3. State (news from across the state):
4. Local (news from the community):

Grading Scale:

All correct or missed 1:	5
Missed 2 to 3:	4
Missed 4 to 5:	3
Missed 6 to 7:	2
Missed more than 7:	1

Appendix E

Let's write some leads!

Instructions: Using the facts listed below, write leads that follow the guidelines presented today.

The facts:

The Colorado Rockies won last night 7-0 with Shawn Chacon pitching. It was Chacon's first game back after wrist surgery. He pitched a no-hitter. The win puts the Rockies in the play-offs.

Write your lead using 25 words or less:

The facts:

The parking lot after school is busy with cars, as our school has more than 70 parents drop off and pick up their children. It has become a health hazard because one student was nearly hit yesterday. The student darted in front of a car and was narrowly missed. The upset driver went to the principal to demand new rules be put into place for students exiting the building into the parking lot.

Write your lead using 25 words or less:

The facts:

Anton Kolb has won the Colorado State Lottery. He's a chauffeur, and he's 51-years-old. He just received the news last night that he won, and he said that he plans to give some of it to this school, which is where his grandson, Mike, goes to school. He's worked all his life and has never taken a vacation, which he now plans on doing. His wife says she is thrilled also.

Write your lead using 25 words or less:

Appendix F

A Lead Writing Checklists

Instructions: Check to be sure that you are following the guidelines established for lead writing. Go through these questions for every lead you write.

Student Checklist

1. I read my lead to myself to see if it made sense.
2. My lead is under 25 words.
3. I wrote about the most newsworthy aspect of the story.
4. I made it interesting without exaggerating or lying.
5. I did not start with a quotation.
6. I did not put my opinion in my lead.
7. I wrote in third person.
8. I edited for grammar, misspellings, and punctuation.
9. I wrote in past tense.
10. My lead catches the reader's attention.

Appendix F, page 2

Lead Writing Rubric

Comprehension of Subject/Topic:	Proficient 20 points	Developing 10 points	Not Proficient 5 points
Lead length	25 words or less	26 to 30 words	31 or more words
Importance of information	Most important information is in the lead	Most important information is in the lead in addition to secondary details	The most important information is not in the lead
Mechanics (spelling, punctuation, capitalization, grammar)	No errors	Few errors, does not take away from meaning	Errors make lead difficult to understand
News writing style	Written in past tense, 3rd person	Mostly written in past tense, 3rd person	Not written in past tense and/or 3rd person
Overall impression	Made sense, writer does not express his/her opinion in lead	Mostly makes sense, writer does not express his/her opinion in lead	Doesn't make sense or the writer expresses his/her opinion in lead
Total Grade Points _____/_____ Grade: _____	Comments:		

Appendix G

The 5 W's, inverted pyramid game

Instructions: Cut out the sentences strips below and discuss as a group which statements are most important, less important, and least important. Then arrange them in order of importance on another piece of paper and glue them down.

The school board plans to discuss moving Excellent Elementary students at its regular board meeting on June 4.

Noise can be unbearable while students are in class, and there also could be temporary power outages during construction.

The district might be able to save upwards of \$2 million by moving Excellent Elementary students to Awesome Elementary for the school year while Excellent is being remodeled.

The addition of a construction crew also would create more havoc with parking than already exists at Excellent Elementary.

Excellent Elementary students would move to Awesome Elementary because it is a new school with only two grade levels represented at the site at this time. The addition of 200 more students to the building would not pose a problem, Superintendent Fred Christianson said. Keeping the students at Excellent while the construction takes place would be a problem, however.

"There are some safety issues in terms of construction. With asbestos removal with kids in the building, you'll open yourselves up to lawsuits from parents. And there's the issue of co-mingling with the construction workers and students," Christianson said.

Appendix H

Answer Sheet

The district might be able to save upwards of \$2 million by moving Excellent Elementary students to Awesome Elementary for the school year while Excellent is being remodeled.

Excellent Elementary students would move to Awesome Elementary because it is a new school with only two grade levels represented at the site at this time. The addition of 200 more students to the building would not pose a problem, Superintendent Fred Christianson said. Keeping the students at Excellent while the construction takes place would be a problem, however.

"There are some safety issues in terms of construction. With asbestos removal with kids in the building, you'll open yourselves up to lawsuits from parents. And there's the issue of co-mingling with the construction workers and students," Christianson said.

Noise can be unbearable while students are in class, and there also could be temporary power outages during construction. The addition of a construction crew also would create more havoc with parking than already exists at Excellent Elementary.

The school board plans to discuss moving Excellent Elementary students at its regular board meeting on June 4.

Appendix I

Rubric for Lesson Four

Comprehension of Subject/Topic:	3	2	1
Followed directions:	completely	mostly	barely
Was a productive group member:	thumbed through papers and offered viable ideas of newsworthiness	thumbed through papers and offered haphazard ideas of newsworthiness	choose not to partake
Was respectful during whole group activities:	followed classroom rules and participated thoughtfully in the discussion	followed rules and showed limited participation in the discussion	didn't follow rules or did not participate

Appendix K

Student Checklist for Interviewing

1. The person made sure that I was comfortable prior to the interview and started the interview by explaining his/her project to me.
2. The person carried on a conversational style throughout the interview.
3. The person listened attentively to me and made good eye contact.
4. The person took notes during the interview.
5. The person asked more than yes/no type questions.
6. The person asked the 5 W's questions.
7. The person keeps his/her questions brief and did not interrupt.
8. The person did more listening than talking.

Grading Checklist for Lesson Five writing project:	Yes 10 pts.	No 0 pts.
1. The lead is 25 words or less and is interesting to read.		
2. The second paragraph has the answers to the 5 W's in a nut graph.		
3. The student uses clear writing to describe the embarrassing moment in an interesting way.		
4. The student uses good grammar and punctuation.		
5. The student wrote in past tense, third person.		

Grading Scale:

45 to 50 points	5	30 to 34 points	2
40 to 44 points	4	29 points or below	1
35 to 39 points	3		

Appendix L

Code of Ethics

1. I will not accept gifts, favors, or special treatment for putting in a favorable (whether it be true or untrue) story about a certain company, person, or organization.
2. I will not interview people who are close to myself such as relatives or close friends, if I can help it. I will try to seek out people who would give a more objective side to the story.
3. I will not lie, plagiarize, or exaggerate information in my stories.

Signed: _____

Date: _____

Appendix M

Writing a News Story

Instructions: Use these facts to write a complete news story. Use the checklist on the following page to help to make sure you have included all that is needed for your news story.

The facts:

Mr. Blank, the principal, was interviewed by you yesterday.

He told you the procedure for a snow day. He and the superintendent talk on the phone at 5 a.m. to decide whether to call off school. He usually goes out and drives around to check the roads before calling the superintendent.

"I have been in some pretty bad storms, driving around trying to see if school should be held," he said.

If the roads are too muddy for the buses to safely go down or if it will take an extraordinarily long time to drive down the roads due to mud or snow, school is called off.

If visibility is a problem, school is called off. If the highways are extraordinarily slick, school is called off.

If there is no water or power at the school, it is called off.

The school had 5 snow days last year.

If the school goes over 7 snow days, the days have to be made up at the end of the year.

After Mr. Blank and the superintendent decide school should be called off, he and the secretary call all of the teachers and call the radio and television stations to have it broadcasted.

Mr. Blank likes to sleep in on snow days. He also catches up on his reading and builds a snowman with the neighbor kids.

Appendix N

Checklists for Writing a News Story















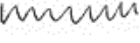

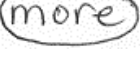

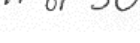
Student Checklist

1. I read my story to myself to see if it made sense.
2. My lead is under 25 words.
3. I wrote in the inverted pyramid style.
4. I made it interesting without exaggerating, lying or plagiarizing.
5. I attributed any quotes that I used.
6. I did not put my opinion into the story.
7. I wrote in third person.
8. I edited for grammar, misspellings, and punctuation.
9. I wrote in past tense.
10. My story covers the 5 W's.

Grading Rubric

Comprehension of Subject/Topic:	Proficient 20	Developing 10	Not Proficient 5
Length of lead	25 words or less	30 to 35 words	over 35 words
Wrote in inverted pyramid style	Story elements are listed from most important to least important	Most story elements are listed from most to least important	Story elements are not arranged in order of importance
5 W's are covered	Questions what, when, where, why, and who are answered	3 of the 5 W's are answered	Only 1 or 2 of the 5 W's are answered
News writing style is used	Written in 3rd person, past tense	Written mostly in 3rd person, past tense	Not written in 3rd person and/or past tense
Correct mechanics (spelling, punctuation, capitalization, grammar)	No errors	Few errors, but still readable	Errors make story difficult to understand
Total grade points _____/100 Grade: _____	Comments:		

Appendix O Copy Editing Symbols

<u>symbol</u>	<u>example</u>
	Delete letters, words or phrases not needed.
	Delete a letter in the middle of a word and close.
	Delete a one-unit symbol - a letter at the beginning or end of a word or a punctuation mark.
	Insert a letter or word.
	Insert a comma says the manual
	Insert quotations marks or apostrophes like this, she said.
	Separate runtogether words.
	Lowercase this Word.
	Uppercase america.
	Do the opposite: 7 means seven; Mich. means Michigan.
	Transpose letters or words: Sue Gordon Secretary.
	Emphasize a penciled-in period.
	Emphasize a paragraph or begin a paragraph.
	Insert hyphenation: out of town team means out-of-town.
	Wavy line indicates boldface.
	Straight under line says italicize these words.
	Story continued on next page ("more" is centered on the bottom of the page).
	Leave as originally written.
	Either of these marks says end of story.

Appendix P

Let's Practice Copy Editing!

Instructions: Make the indicated changes in the following sentences.

Ignore mistaken change	She received a card.
Add comma	That was a lie he said.
Reverse letters	The bxo was crushed.
Add missing letter	My feet are killig me.
Capitalize letter	greeley is growing.
Lowercase letter	The Candidate spoke loudly.
Add hyphen	It's a non partisan election.
Remove letter	He caught three passes.
Remove word	The radio was was too loud.
Reverse word	The police him arrested.
Add quotation marks	Don't go," he begged.
Abbreviate word	November 2 was a Tuesday.
Add "the"	Did you put dog out?
Indicate a new paragraph	The class began at 9 a.m.
Add period	The boxes collapsed
Add space	Denver is north ofhere.
Close space	Rain po ured down.

Appendix Q

Answer Sheet

Ignore mistaken change

She received ~~stet~~ a card.

Add comma

That was a lie, he said.

Reverse letters

The ~~ba~~ was crushed.

Add missing letter

My feet are killig me.

Capitalize letter

greeley is growing.

Lowercase letter

The ~~c~~andidate spoke loudly.

Add hyphen

It's a non-partisan election.

Remove letter

He caught threee passes.

Remove word

the radio was too loud.

Reverse word

The police ~~him~~ arrested

Add quotation marks

“Don't go,” he begged.

Abbreviate word

~~November~~ 2 was a Tuesday.

Add "the"

Did you put ~~dog~~ out?

Indicate a new paragraph

└ The class began at 9 a.m.

Add period

The boxes collapsed ~~x~~

Add space

Denver is north of here.

Close space

Rain po ured down.

Grading Scale

16 to 17 points

5

10 to 11 points

2

14 to 15 points

4

9 points or below

1

12 to 13 points

3

Appendix R, page 1

Final Examination

1. List two news values or reasons why a story might appear in a newspaper.
2. Give an example of a section in the local newspaper. What kinds of stories and features would you typically see in this section?
3. Why would you use an index to a newspaper?
4. What is typically found on the editorial page of a newspaper?
5. How many words should a lead be?
6. In what tense should you write leads? In what voice do you write leads?
7. Using these facts, write a lead. Facts: Jeffery Johnson, a student at our school, has won the International Spelling Bee, spelling the word "irrelevant". Jeff won the contest last Friday; his parents are Bob and Sue Johnson, who own the bakery in town. Jeff beat out 1,000 kids for the honor and won a \$20,000 college scholarship.

Appendix R, page 2

8. What are the 5 W's?

9. What is a nut graph?

10. List two tips for setting up or conducting an interview.

11. Copy edit the following paragraph.

we have been learning about newspapers this week in fourth grade We will now start to put together our class newspaper said our teachre. we will start this Monday, she said. We are going work hard on the project. The wholeschool will benefit from our efforts.

Appendix S

Answer Sheet

1. Refer back to Appendix B for a list of news values.
2. School news, international news, state news, local news, entertainment, opinion or editorial page, classified or want ads, or sports. These answers will vary. They should list a couple of features found in the section they selected. For example, if they picked the sports section, they might write that it includes stories about sporting events, people in sports, calendars for sporting events, statistics from the games, etc.
3. You would use an index to help you locate the page number where a particular feature in the newspaper can be found. For example, you could look up where to find the TV guide.
4. opinion pieces such as letters to the editor, columnists, and even the newspaper's opinion on local, state, or national issues.
5. 25 words or less
6. past tense, 3rd person
7. Answers will vary. Look to see that the student writes the lead in past tense, 3rd person; that he writes it in less than 25 words; and that he picks the main or most crucial information and puts it in the lead.
8. what, when, where, why, who.
9. A nut graph is a paragraph, usually following the lead that contains the answers to most of the 5 W's. It tells the reader the gist of the story in a "nut shell".
10. Refer to lesson five for interviewing tips.

11. *we* have been learning about newspapers this week in fourth grade. *We* will now start to put together our class newspaper. *she* said our teacher. *We* will start this Monday, *she* said. We are going to work hard on the project. The whole school will benefit from our efforts.

Grading Scale

29 to 32 points	5	19 to 22 points	2
26 to 28 points	4	18 points or below	1
23 to 25 points	3		

Appendix T

Grade Summary Sheet

Topic: What is news?	Point Total for Assignment:_____
Topic: Newspaper Scavenger Hunt	Point Total for Assignment:_____
Topic: Lead writing	Point Total for Assignment:_____
Topic: 5 W's Game	Point Total for Assignment:_____
Topic: Lead and nut graph writing	Point Total for Assignment:_____
Topic: Copy editing	Point Total for Assignment:_____
Topic: Final Examination	Point Total for Assignment:_____
Total points:_____	
Grade for unit:_____	

Appendix U

Newspaper Job Descriptions

Staff reporters: These reporters gather facts and write hard news stories that revolve around the happenings of the school, community events, and classroom activities.

Feature writers: These reporters research and write stories about high-interest topics.

Sports Reporters: These reporters research and write stories about sports.

Photographers: These students plan their photos by deciding what shot best illustrates the topic of the article. Photographers also write accompanying cutlines.

Graphic Illustrators: These students put information into charts and graphs to help readers better understand collected data. These students may also create drawings to illustrate articles that don't have photographs and choose clip art to add flair to the finished paper.

Reviews: These students write reviews of their favorite books, CDs, or movies.

Op-Ed Writers: These students put their persuasive writing skills to use in a real-world format. The students write about his/her opinion on relevant subjects like school dress code or local issues.

Editorial Cartoonists: These students think of humorous situations that would be fun to illustrate.

Advertisers: These students sell ads and then design the ad for publication.

Copy Editors: These students have an important job. They must check over other students' work before it is typed for the final paper.

Production Editor: These students would help layout, type, and photocopy the newspaper.

Appendix V

Job Application

Full Name: _____

Job Applying For: _____

Job Experience:

Job Title	When Employed	Employer's Name	Employer's Phone #
-----------	---------------	-----------------	--------------------

1.

2.

What qualities do you have that would make you the right person for this job?

List 3 reference people, who are not related to you, and their phone numbers.

1. _____

2. _____

3. _____

What is your second choice for a newspaper job?

Any additional information you would like us to know: