

DOCUMENT RESUME

ED 099 884

CS 201 769

TITLE Newspaper Idea Book for Upper Grades. Revised.
INSTITUTION Kern County Superintendent of Schools, Bakersfield,
Calif.
PUB DATE 73
NOTE 38p.
EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *Critical Reading; Editing; Elementary Education;
*Journalism; Junior High Schools; *Newspapers; News
Reporting; Production Techniques; *Reading Interests;
Reading Skills; *Resource Guides

ABSTRACT

This resource guide is designed to stimulate upper grade students' interest in newspaper writing, editing, and production and to teach young people to read critically, to analyze the message, and to separate fact from fiction. The guide contains an overview of a newspaper, a brief history of journalism, a description of the physical plant of a newspaper, an analysis of the different sections of the newspaper, a section on newswriting, and a discussion of the responsibilities of the newspaper. Each of these sections of the guide contains ideas on how to use the newspaper to improve reading skills. The bibliography contains additional sources describing how to use the newspaper in the classroom. (RB)

ED 099884

201 769

Office of HARRY E. BLAIR
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Kern County Civic Center
1415 Truxtun Avenue
Bakersfield, California 93301

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

NEWSPAPER IDEA BOOK FOR UPPER GRADES

Revised, 1973

FOREWARD

The Newspaper Idea Book is designed to stimulate upper grade students' interest in newspaper writing, editing and production. Another major goal, and perhaps the most important one of all, is to teach young people to read perceptively, to analyze the message, and thereby to separate fact from fiction. First published and distributed by this office in 1966, it has been widely used in Kern County since that time.

We are indebted to Mrs. Barbara Gray for her work in compiling this booklet, and for her work in revising the new edition. Mrs. Gray, who teaches at Greenfield, is also newspaper education consultant for *The Bakersfield Californian*.

We also acknowledge the work of Miss Marcia Fandrem, curriculum consultant with our staff, for her work in coordinating this project.

HARRY E. BLAIR, Ed.D.
Kern County Superintendent of Schools

INTRODUCTION

Our Young people vote at an early age, are exposed to a steady barrage from the mass media, and require many skills to evaluate wisely what they see and hear.

By utilizing newspapers in your classroom you will

provide interest in what's happening NOW

develop vocabularies with ease

increase geographical awareness

distinguish between fact and opinion

discover new subjects for discussion

This Newspaper Idea Book includes: Overview of a Newspaper, History of Journalism, Physical Plant, Analysis of Newspaper Sections, Newswriting, and Newspaper Responsibilities. One or all sections may be used.

The bibliography offers teacher and student sources of information and help.

NEWSPAPERS SPARK YOUR TEACHING

1

They teach the NOW

They awake new interests

They create concern for others

They unite the world

(Are YOU a daily reader?)

OVERVIEW OF A NEWSPAPER

2

WHY NOT · Order a set of one issue for your class

Explain the purpose

to educate

to inform

to entertain

Delve into the history

Display various kinds:

weekly

foreign

trade

administrative

industrial

financial

farm

professional

(WHY are they of value?)

WHY NOT: List on board EVERYTHING students believe a newspaper includes

Illustrate proper method of handling paper to protect its life

Stress need to keep pages in order and follow directions for use

Have monitors distribute and check papers on collection

(This newspaper handling best before recess or lunch.)

WHY NOT: Review world geography

Every article has a "where" involved

Do students know the 7 continents

Map-reading, drawing, will make news reading easier

Game playing to locate countries fits into this picture

WHY NOT: Show WAYS of emphasizing NEWS in TV, magazines and newspapers

by headline size, type, color

by article location on page, in-section

by slanted or factual writing

by width or restriction of coverage

WHY NOT: Discuss the semi-public nature of newspapers

They are selective

They reserve the right and choice of accepting or rejecting material

WHY NOT: Find out about policy

What is your paper's policy toward:

politics

names or pictures of juveniles in trouble

letters to the editor

What changes policy

wars

world economics

politics

society

(WHO determines policy?)

WHY NOT: Meet the news services

AP – Associated Press

UPI - United Press International

McClatchey

Copley

}

in California

WHY NOT: Study the great newsmen:

Benjamin Franklin

Ernest Hemingway

William Allen White

Ernie Pyle

Damon Runyon

Mark Twain

O. O. McIntyre

Joseph Pulitzer

Horace Greeley

W. R. Hearst

(For oral reporting this will only start the list.)

WHY NOT: Review sections and services offered by newspapers

Where do you find international news

Where would stock reports be

Where is school news reported

WHY NOT: Compare local with another paper

format

column size

type

features

headlines

sections

WHY NOT: Suggest students redesign a front page but include:

paper's name

headline

1 or more photos

news column

(Creativity is encouraged if art teacher joins the project.)

WHY NOT: Encourage team activity in designing journalism notebooks with examples of

8

masthead

bold face

body type

cut

sig

box

headline

italics

cartoons

byline

WHY NOT: Let student spies find references to little known places around the world – cut, paste and label countries with continents

(Dictionaries are vital to studying newspapers.)

- WHY NOT:** Talk about news in the Stone Age
- in Europe before the printing press
 - in Europe after the press invented
 - in China during ancient times
 - in Colonial America
 - in the U.S. since TV

WHY NOT: Compare the first American daily with one of today

Is there a future for newspapers? Why?

TV

NEWSPAPERS

- We hear and see
- We cannot go back
- We may cut in for late news

- We read and look
- We may reread
- We must print by a deadline

WHY NOT: Devote time to feature writers

10

Deadline importance

Chance to build up characters or situations

Importance of feature articles

WHY NOT: Discover the dual role of photo-journalists

Value

Need

(What makes feature writers and photo-journalists effective?)

WHY NOT: Discuss the **NEWSPAPER'S** physical plant

circulation department

advertising department

credit department

personnel department

purchasing department

editorial department

WHY NOT: Present varied career opportunities here

(Teachers should visit these departments before discussion in class. Perhaps a field trip with some of your students is possible at a later date.)

ANALYSIS OF NEWSPAPER SECTIONS

12

WHY NOT: Discuss the Editorial department

sports

local news

editorials prepared

morgue

women's news

selection of wire service news

preparation of photographs

WHY NOT: Ask a representative of your paper to visit your class

(Have some student questions ready.)

WHY NOT: Compare EDITORIALS (usually unsigned) from different papers

13

Discuss values of each

expressing public opinion

influencing public opinion

attracting public notice to conditions

creating concern for change

educating the public

What is libel?

What is slander?

(In order to find stirring controversial editorials, start looking NOW.)

WHY NOT: Introduce syndicated columnists to your class

Art Buchwald		for satire and reading aloud
Ann Landers		for a look at our society and problems of people
William Buckley	}	for investigative reporting
Jack Anderson		
Morrie Ryskind	}	for political comments
Joseph Alsop		
Tom Tiede		for verbal pictures of man

(Vocabulary growth results from reading the columnists.)

Use your paper's TV schedule

Notify class of specials

Request brief reviews for extra credit

Have panels speak for and against certain programs, stressing WHY

Make up a list of programs considered valuable

(Parents welcome this.)

WHY NOT: Learn to read pictures

Cartoons point up conditions in

politics

society

economics

Recognize

the focus

caricature

chiaroscuro

symbolism

Why is a "frame of reference" necessary to read cartoons

How do cartoons differ from comics

(Cartoon collections must include the meaning.)

WHY NOT: Study the comics

17

Read Dick Tracy

watch him crusade for tolerance

Read Li'L Abner

for current social ills

for ironic social situations

for parodies of names, songs, and places .

Why do people say the comics aren't funny

Is B.C. humorous to you? Why?

Is Andy Capp amusing to you? Why?

WHY NOT: Have a Charlie Brown week

Bring in characters and posters from Peanuts

Write a Peanuts play

Why has cartoonist Charles Schultz approached universality with Charlie, Linus and Snoopy

He appeals to all ages

He relates to all ages

(The Charles Schultz books are good for reading aloud.)

WHY NOT: Study the classified section

What is the charge for a HELP WANTED ad

List divisions covered by classified

WRITE ads:

FOR SALE

HELP WANTED

FOUND

LOST

(Correct each other's work.)

WHY NOT: Give a review of the vocabulary in journalism

Can all students define and locate:

column

teletype

bold face

cut

dateline

box

masthead

correspondent

mat

byline

2 page spread

feature story

columnist

filler

deadline

subhead

copywriter

white space

reporter

news service

MATCH THE FOLLOWING WORDS WHEN REFERRING TO NEWSPAPERS

- 1. freedom of the press _____
- 2. horoscope _____
- 3. semi-public _____
- 4. syndicated _____
- 5. policy _____
- 6. point _____
- 7. byline _____

- a. entertaining predictions based on astrology, not a science
- b. never found in countries controlled by dictators
- c. unit of measurement of type
- d. newspapers have a choice in accepting or rejecting material
- e. author's name at head of story
- f. features or columnists appearing in many papers
- g. plan of action

(Astronomy is a science, but what is astrology?)

WHY NOT: Translate headlines

22

Write a headline on board

Explain how to paraphrase the words

Practice with class

Use overhead projector to work out more headlines

Work from your set of papers

WHY NOT: Ask students to bring in examples and their translations of headlines from other sources

WHY NOT: Become copywriters

Explain necessity for 5 W's

Who or What

When

Why

Where

and 1 H

How

Journalistic style suggests use of short clear sentences

Emphasize need for precise understandable words and phrases

WHY NOT: Teach proof-reading skills

23

Is each sentence capitalized? C

Is each sentence punctuated? P

Is each word correctly spelled? SP

Does each sentence make sense? SS

Students check their own work

Qualified students may then recheck using symbols in margins

Emphasize need for careful copyreading

WHY NOT: Take an historical event of the past and have students write a factual news report

24

Ask them to print the article in upper and lower case letters

Ask them to double space

Be a copywriter for a school event

Try factual reporting of an imaginary happening

(Students may enjoy working together on these.)

WHY NOT: Locate unusual words, abbreviations, and phrases in the newspapers

25

Have class discuss timely topics such as

energy crisis

E.S. P. (extrasensory perception)

Ms.

recycling

megalopolis concepts

biodegradable materials

third world

skylab

smog controls

detente

(This is only a platform for a great verbal opportunity.)

WHY NOT: Examine copy as it relates to vocabulary

In Franklin Delano Roosevelt's first presidential acceptance speech he used (70%) words from Thordike's 500 most commonly used word list.

a first grader has approximately 17,000 basic words
7,000 derivatives

a twelfth grader has approximately 46,000 basic words
33,500 derivatives

(It's not easy to write simply and clearly.)

LOADED

NEUTRAL

The United Nations disagreed violently

The U.N. debated two hours

The dropout lives in a shack

The young man lives in a small house

The rabble rouser ignited the crowd

The speaker excited the group

The senator gave his pitch for the bill

The Senator spoke in favor of the bill

(Find examples in your paper.)

WHY NOT: Compare the unreadable press with the readable

28

"President Truman recommended to Congress today a sweeping revision of legislation under which the Executive Branch of the Government has been exercising extraordinary powers pursuant to declarations of a state of emergency by President Roosevelt in 1939 and in 1941. This step was foreshadowed in his message to Congress February 3."

Students could write a simpler form

"President Truman today asked Congress to repeal 24 wartime control laws outright and listed 78 others he wanted to be extended or allowed to lapse."

(Unfortunately, it is easy to find horrible examples.)

WHY NOT: Print the following on the board and see how your students translate it

29

"Were it left to me to decide whether we should have government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter."

Thomas Jefferson, 1799

(Why do dictators insist on controlling the media?)

NEWSPAPER RESPONSIBILITIES

WHY NOT: Discuss the responsibilities of newspapers

During peacetime

During crisis or war

Discuss the following quoted from the United Press Edict, 1941, after Pearl Harbor

"We must raise our guard uncommonly high against putting into circulation any rumors which might cause alarm; we must be especially careful not to mislead our editors by giving undue credence to stories containing enemy claims. . .

News is a more explosive weapon now than ever before. An error in news judgment can put men's lives in jeopardy. Don't speculate. Stick to facts."*

(If you see it in print, is it true? Why?)

*MacDougall, Curtis, Interpretative Reading, p. 244.

Why is freedom of the press included in the U. S. Constitution as part of the first amendment?

Explain: "Only the educated are free."

"No dictator can afford freedom of the press."

"Let the people speak."

"Free enterprise requires a free press."

What are some restrictions on the press

time

libel laws

space

local customs

public officials

red tape

Kern County Library

Adler, Ruth. A Day in the Life of The New York Times. J. B. Lippincott.

Krieghbaum, H. Pressures on the Press. Thomas Y. Crowell Company, New York, 1972.

McLuhan, Marshall. Understanding Media: The Extension of Man. McGraw-Hill Book Company, 1964.

Merrill, John C. The Elite Press: Great Newspapers of the World. Pitman Publishing Corporation, N. Y., 1968.

Minor, Dale. The Information War. Hawthorne Books, Inc., N. Y., 1970.

Myers, John. Print in a Wild Land. Doubleday and Company, Inc., N. Y., 1967.

Overseas Press Club of America. How I Got That Story. E. P. Dutton and Company, Inc., N. Y., 1967.

Preston, Charles. The New World of the Wall Street Journal. Simon and Schuster, New York, 1963.

Rivers, William L. The Opinion Makers. Beacon Press, Boston, 1965.

Ross, Lillian. Reporting. Simon and Schuster, New York, 1964.

Silverman, Alvin. The American Newspaper. Robert B. Luce, Inc., Washington, D. C., 1964.

White, D. M., and Abel, R. H. The Funnies: An American Idiom. The Free Press of Glencoe, Collier-Macmillan, Ltd., London, 1963,

Wolfe, Tom. The New Journalism. Harper and Row Publishers, N. Y., 1973.

Professional Library—IRC

- American Newspaper Publishers Association. How to Get More Out of Your Newspaper. St. Louis Globe-Democrat, St. Louis, Missouri, n.d.
- American Newspaper Publishers Association. The Newspaper in the Classroom. Copley Newspapers, California, c. 1966.
- American Newspaper Publishers Association. 740 Ways to Use a Newspaper in the Senior High Classroom. Courier Journal and Louisville Times Co., Louisville, Kentucky, c. 1965.
- American Newspaper Publishers Association. The Teacher and the Newspaper. The Flint Journal, Flint, Michigan, n.d.
- American Newspaper Publishers Association. Units on the Study of the Newspaper for English Classes, Grades 7–12. Am. Newspaper Publishers Association, N. Y., N. Y., n.d.

Pamphlets and Curriculum Guides—IRC

- Long Beach Unified School District. Guide for Teaching Journalism 1–2. 1969.
- Los Angeles City Schools. Senior High Schools—Journalism 2 & 3. 1970.
- Sweetwater Union High School District. Course Notes & Suggestions for Senior High School Journalism I and Advanced Journalism. 1969.
- Sweetwater Union High School District. Course Notes & Suggestions for Junior High School Journalism 8 and Journalism 9. 1969.
- "Two Units on Journalism for English Classes." Indiana State Department of Public Instruction in cooperation with the Newspaper Foundation, The Wall Street Journal, Bulletin No. 501.

Audio-Visual Aids—IRC

34

The Newspaper in America. FS-TR Kit, 1969.

The Finished Newspaper
Preparing News for Print
Reading Daily Newspapers
Understanding Feature Stories
Weeklies and Other Publications
Writing for Newspapers

Getting the News. Film 16 minutes, color, 1967.