

Newspapers

OLE.9

TIME

50 minutes, weekly

OVERVIEW

Students learn about newspapers and their contents through learning activities designed to familiarize them with this medium. They discover what is newsworthy, how a newspaper is organized, and how they can benefit from reading newspapers.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- 2.1.2 *Comprehension Strategies*—Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.
- 2.3.1 *Forms and Genre*—Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports . . .].
- 2.3.2 *Techniques and Elements*—Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people's behaviours.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.

Science

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- inquiry using electronic sources
- word processing

SUGGESTED LEARNING RESOURCES

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Searching the Internet using the terms “newspaper in education” and “newspaper teaching units” will return numerous useful hits.

Print

- newspapers
- news magazines
- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.6#1: Group Work Self-Reflection Log
- BLM OLE.9#1: Characteristics of Our Newspapers
- BLM OLE.9#2: Newspaper Learning Centre
- BLM OLE.9#3: 5Ws + H Chart

TBLMs

- TBLM OLE.6#1: Group-Participation Observation Checklist
- TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers
- TBLM OLE.9#2: Newsworthiness

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Bring daily newspapers to class, or ask students to do so. Get two community/local newspapers or a local newspaper and a national newspaper to compare coverage of news items. Comparing one local newspaper with another will help students see how the same item can be reported in different ways.
Note: Some local newspapers have educational programs and will provide class copies at a minimal cost.
- Bring news magazines to the classroom, or ask students to do so.
- Periodically review newspapers to identify topics or issues that students are expected to find, and set aside or cut out those issues.
- Create a bulletin board on which unit-relevant articles can be displayed.
- Place Bookmarks or Favourites of online news websites on the class computers, or place them as links on the class website.

Activating Strategies

- In collaborative groups, students examine newspapers to identify common characteristics, such as headlines, bold print, columns, table of contents, sports section, classifieds, and so on. Students make a chart of the characteristics using BLM OLE.9#1: Characteristics of Our Newspapers.
- As a class, discuss how our world would be affected if we had no newspapers. Brainstorm the usefulness of newspapers (e.g., they provide local, national, and international news, advertising, notices of upcoming events, book and movie reviews, sports scores, and so on). How would we communicate the above if we did not have newspapers? Would we be as knowledgeable or informed?

- Ask: What is news? Students read news articles and look at photographs to determine why events they read about were chosen to become newsworthy. See TBLM OLE.9#2: Newsworthiness.
- Students compare similar articles in two different community/local newspapers to see how the same item can be reported in different ways.
OR
Students compare coverage of news items in a local newspaper and a national newspaper to see how local and national perspectives vary.
- Introduce students to online newspapers. Discuss the differences and similarities between print and online newspapers.
- Compare the same-day issue of a print newspaper and an online newspaper. Discuss the advantages and disadvantages of reading one over the other.

Acquiring Strategies

- Students record, on Exit Slips, two things they learned about newspapers and two questions they have about being a reporter.
- To practise asking questions and taking notes, pairs of students interview one another about a recent event in their lives. They use BLM OLE.9#3: 5Ws + H Chart.
- Students (“journalists”) write a one-paragraph article about the interview and give the paragraph to the interviewee, who then comments on the accuracy of the content. The journalist rewrites the paragraph to represent the event being described more accurately.
- In a class discussion, students share what has been the most difficult aspect of their journalistic experience and exchange tips on improving their performance.

Applying Strategies

- Invite a reporter or a journalism student to the classroom. Students ask the reporter the questions they have recorded on their Exit Slips and note the answers.
- Each student writes a paragraph “reporting on” the discussion with the reporter or journalism student.
- Volunteers read their paragraphs to the class. Students share their comments regarding similarities and differences between the texts.
- See TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers for suggestions of activities that can be carried out weekly to continue to familiarize students with newspapers.

Variations/Extensions

- Paragraphs composed by students can be read during a Speak Ye! Hear Ye! session (see OLE.7: Speak Ye! Hear Ye!).
- Students create their own online class newspaper.

SUGGESTIONS FOR ASSESSMENT

- Assess student participation, individually and within collaborative groups, when introducing each of the suggested Applying Strategies, using TBLM OLE.6#1: Group-Participation Observation Checklist.
- Students reflect upon their group participation using BLM OLE.6#1: Group Work Self-Reflection Log.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students gain experience that will help them when they write an article, publish a class newspaper, and advertise the *Canadian Youth Forum: Celebrating Community and Diversity*, the culminating task in the *Community and Diversity* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- All students take turns writing a paragraph at the Newspaper Learning Centre. Later, they work with a partner to discuss editing suggestions and make changes.

BLM OLE.9#1: Characteristics of Our Newspapers

Name _____ Date _____

Use the following chart to record characteristics that are common to many newspapers, adding rows as needed. Insert the name of any other community/local or online newspaper and/or news magazine in the columns. A class wall chart may be adapted to suit the needs of the class, using this chart as a model.

Characteristics	<i>Winnipeg Free Press</i>	<i>Winnipeg Sun</i>	<i>The Globe and Mail</i>	<i>National Post</i>	Community Newspaper	Online Newspaper
Several separate sections	Yes	No	Yes	Yes	Yes	Yes
Sports section						
Table of Contents						
Colour pictures						

BLM OLE.9#2: Newspaper Learning Centre

Overview

At this learning centre, you will write a paragraph for the class newspaper.

Resources

- word-processing software
- BLM OLE.9#3: 5Ws + H Chart

Tasks

- Use BLM OLE.9#3: 5Ws + H Chart to record notes from interviews.
- Using the notes on your chart, write a one-paragraph article for the class newspaper.
- In a peer conference, have a partner comment on your paragraph. Discuss editing suggestions. Make the necessary changes.

Suggestion(s) for Collaboration

- Decide how to rotate pairs for writing and editing at the computer.

What to Do with the Results of This Learning Centre

- Email your paragraph to your teacher to be included in the class newspaper.

Assessment Criteria

- The one-paragraph article is completed, edited, and submitted to your teacher.

BLM OLE.9#3: 5Ws + H Chart*

Name _____ Date _____

When?	Who?	What?	How?	Where?	Why?
<i>Example:</i> Last night, Wednesday	Mrs. Jones and her son	Mrs. Jones tripped on the step Her son helped her	Her heel fell in the crack He caught her as she was falling	At her home on the front steps	Because the step was broken

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-67.

TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers

1. Compare news headlines on the same day in two local newspapers. Discuss the slant each newspaper has taken, and which one is more effective, more sensational, more respectful of the people involved, and more accurate.
2. Provide students with a newspaper headline and ask them to predict what the article might be about. Then provide them with the article. Was the headline accurate? What would have been a better one?
3. Have students
 - calculate the area covered by advertisements on a page or in a section of a newspaper. What is the equivalent in percentage?
 - calculate the number of pages devoted to chosen sections, such as Sports, World Events, Local Events, and Arts and Entertainment. What percentage of the whole newspaper is devoted to each section? How does this percentage range between local, national, and online newspapers?
4. Give students a newspaper article and ask them to highlight the 5Ws (When? Who? What? Where? Why?). Ask them to list the 5Ws in their favourite children's story, nursery rhyme, or fairy tale, and write a short news event article about it. (See BLM OLE.9#3: 5Ws + H Chart.)
5. Give students a newspaper article and ask them to record the 5Ws on a separate piece of paper. Students exchange the papers and write an article based on the 5Ws. Compare the articles written by the students with the original article. (See BLM OLE.9#3: 5Ws + H Chart.)
6. Have students use the Classified section of a newspaper to find materials or services that would assist them in getting past the following challenges:
 - a barbed wire fence
 - a hungry lion
 - a 6-metre deep moat filled with piranhas
 - a 15-metre vertical cliff
 - a locked steel door
7. Give each group an envelope filled with articles and ask students to categorize them and label each category. Groups report on the categories they identify. Are there common groupings?
8. Give each group an envelope with 10 articles, with the headlines cut off and placed in a separate envelope. Students match the headline with the article it describes. Students reflect on which details helped them to complete the match. Were they correct in their assumptions?
9. Have students examine and use newspaper vocabulary.
 - Students scan a newspaper to find an adjective for each letter of the alphabet. They write the sentence in which the adjective was found, and then write a new sentence with the same adjective.
 - Students find and highlight signal or transition words in a newspaper article.
 - Students find 10 words used in the newspaper with which they are not familiar. They record each word in their Vocabulary Database, along with a definition and an example of the word used in a sentence. (See OLE.2: Daily Edit.)
10. For one week, groups of students search for stories, photographs, display advertisements, and classifieds describing random acts of kindness. Students put their selections in a group scrapbook and make a presentation about the one that was most meaningful to them. The group can vote for the random act of kindness of the week. If students are writing a class or school newspaper, they report random acts of kindness in the school or local community.

For more ideas, search the Internet using the terms “newspaper in education” and “newspaper teaching units.”

TBLM OLE.9#2: Newsworthiness

Why are certain events selected to be in the news and others are not? Newspaper editors judge the newsworthiness of events and stories according to several factors. The most common ones are listed below:

- **Timeliness:** A story that just happened is more newsworthy than a story that happened last week.
- **Relevance:** A story that unfolds in a community will be more newsworthy to that community than a story from an outside community.
- **Significance:** The bigger an event is, or the larger the number of participants, the more newsworthy the event is considered to be. A hailstorm in a small town may be considered less important than a hailstorm in a large city where many houses and cars are damaged.
- **Impact:** The more people are affected by an event, the more important it is. A concert attended by 50 000 people is typically more newsworthy than a school concert.
- **Unusual:** A unique or unusual occurrence has a greater chance than a commonplace event of being newsworthy. A teacher's willingness to kiss a goat if his or her students read x number of books may be newsworthy, if this has not been done before.
- **Prominence:** The actions of someone important or well known are of interest to many people. A famous hockey player coming to the city to play in a special game or help with a fundraising event will likely be newsworthy.
- **Human Interest:** Stories of courage, honesty, caring, love, or daring are likely to be newsworthy.

