

300 Ways
to use the
Newspaper
In your Classroom

with
Illinois Learning Standards



Table of Contents

LANGUAGE ARTS / Elementary. Page 1

LANGUAGE ARTS / Secondary. Page 4

SOCIAL STUDIES / Elementary. Page 8

SOCIAL STUDIES / Secondary. Page 9

MATHEMATICS / Elementary. Page 13

MATHEMATICS / Secondary. Page 15

SCIENCE, HEALTH & SAFETY / Elementary. Page 17

SCIENCE, HEALTH & SAFETY / Secondary. Page 18

NEWSPAPERS / All. Page 20

The activities in this book are aligned with the Illinois State Standards in use at the time of the publication in 2004. They are suggestions only. Teachers may find activities that will align with several standards, or may adapt an activity to fit different standards. The newspaper can be a powerful learning tool, and it is our hope that this book will be a valuable resource for teachers in meeting state learning standards.



Language Arts - Elementary activities:

1.A.1a **1.** From your newspaper, cut out the letters you would need to spell your first and last name. Paste them on a piece of paper.

4.A.1b **2.** Listen to the teacher read the information describing a picture and then tell the who, what, where, when, why and how.

1.B.1d **3.** Find all the words in headlines you can read in the newspaper and cut them out. Paste them on a piece of paper and practice reading them to the class.

1.A.1a **4.** Cut out all the letters in the alphabet and paste them to a piece of paper. Can you find a word that starts with each letter and cut them out of your newspaper?

1.A.1a **5.** In your newspaper, find and clip examples of a short and a long vowel sound for each of the five vowels. Glue them in your notebook.

1.A.1a **6.** Cut apart the words in three headlines and put them into alphabetical order.

1.A.1a **7.** Find as many words as you can in your newspaper that describe size and cut them out.

1.A.1a **8.** Look through the newspaper and cut out words that describe you. Paste them on a silhouette of yourself cut from your favorite part of the newspaper.

1.B.1c **9.** Select a newspaper article you like and circle all the different kinds of punctuation you find in it.

1.A.1a **10.** In your newspaper, find ten words that have double vowels, ten that have double consonants and ten that have blends.

1.B.1c **11.** In a feature story, underline as many nouns as you can find, and circle the action verbs. Circle all the words on a page of the newspaper that have something to do with the sense of touch.

1.A.2a **12.** Make three columns on a piece of construction paper and label them as prefixes, suffixes and root words. Cut words out of the newspaper, and then cut them apart and paste them in their correct columns.

1.A.2a **13.** Find 10 plural words in the newspaper and cut them out. Paste them on a sheet of paper and write the root word next to each.

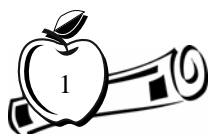
1.A.2a **14.** Divide all the headline words on the first page of your newspaper into syllables.

1.A.2a **15.** Find as many synonyms for the word “said” as you can and clip them from your newspaper. Glue them into your notebook.

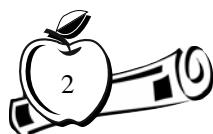
3.A.1 **16.** Choose 5 different newspaper headlines and rewrite each into a complete sentence, making sure to use proper punctuation.

1.B.1c **17.** Have a spelling bee using words from the newspaper as the testing list.

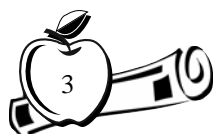
3.B.1a **18.** Find a personal ad in the classified section of the newspaper and make up a story about the person who put it in the newspaper and why he or she placed the ad.



- 1.A.2a **19.** Look for as many compound words as you can and divide them into their parts.
- 3.B.2a **20.** Underline the main idea in a feature story and then outline the story.
- 3.C.1a **21.** Take a picture from the newspaper and remove the explanation beneath it. Write a creative story telling what you think could be going on in the picture.
- 1.C.2a **22.** Find a job in the classified ads, and conduct a job interview with a classmate.
- 4.A.2a **23.** After listening to your teacher read a news story out loud, list as many facts as you can remember.
- 4.B.2a **24.** In the classified ads, find an item for sale. Pretend you are that item and give a speech telling why you should be purchased.
- 5.A.2b **25.** Make a collage from newspaper pictures and words that show what different things happened in a book you read for class.
- 3.B.2b **26.** After reading a news article, draw a picture of what happened.
- 2.A.1c **27.** Make a poem, using only words you have found and cut out of the newspaper headlines. Glue them onto a piece of paper and illustrate your poem.
- 4.B.2d **28.** Find three examples of facts and three examples of opinions in your newspaper. Discuss how they are different and where you would generally find opinions.
- 1.A.2a **29.** Have a timed race through the newspaper to clip and paste as many pairs of homonyms as you can find.
- 4.B.2a **30.** Imagine that you are the main character in a news story. After reading the published account, tell your side of the story.
- 1.A.2b **31.** Keep a notebook of new and unfamiliar words that you find in your newspaper reading. Clip them out, paste them in your notebook, and write the definition next to each word.
- 1.A.2b **32.** Play “Stump the Class.” Ask students to search for words they don’t know and they think no one in class knows either. If they can find a “stumper,” they get a point. Write the words on the board and, as a follow-up assignment, have them define the words and use each in a sentence.
- 1.C.2d **33.** Discuss the beginnings of news and feature stories. Have students look for each of the five W’s and H, noting that they are usually found at the beginning of a news story. Point out that the reader need only read a few sentences to know what the story is about and what its most important details are.
- 3.B.1a **34.** Students can assume that they are going to interview someone in the news and write out in advance the questions they think should be asked.
- 3.B.1b **35.** Each student can also write stories based on class and school events. Information for the stories can be obtained from interviews and from first-hand observation.
- 2.B.2a **36.** After gaining an understanding of news story writing style, students should look for other kinds of writing.



- 3.A.2 **37.** Make a list of at least 15 descriptive words you find in the advertisements. After compiling your list, write one or two paragraphs describing something. Use as many of the words as you can.
- 1.A.2b **38.** Locate 10 different abbreviations. What is an abbreviation? Clip these out of the newspaper and write out the word they represent.
- 1.A.1b **39.** Read a page of the newspaper and underline all the words and phrases that refer to time. Make a list of all the words and phrases you have found.
- 1.A.2a **40.** Clip 10 adjectives from the advertising section of the newspaper. Paste these onto your paper and beside each write one synonym and one antonym.
- 1.C.1f **41.** Collect pictures of pets from the newspaper. Mount the pet pictures you have collected. Give each of the pets a name.
- 3.C.2a **42.** Find a newspaper picture of an animal you would like to be! Write a story pretending you are that animal.
- 3.B.1b **43.** Using words clipped from the headlines of the newspaper, “write” a sentence or short story by gluing the words to a page.
- 2.A.1c **44.** Select a weather headline that you especially like. Write a poem using the headline as the first line of the poem.
- 2.A.2b **45.** Select an ad from the personals column in the classified ads. Pretend that you know the person who might have placed the ad and write a character sketch of him or her.
- 2.B.2a **46.** List all the different punctuation marks used in a news article. Read the articles aloud and notice the influence of your voice in determining the place of the punctuation.
- 1.A.1a **47.** Circle all the singular nouns and pronouns in a news article in red and all plural nouns and pronouns in blue.
- 1.B.2a **48.** Collect pictures from the newspaper that shows different facial expressions. Label each picture with descriptive words.
- 1.A.2a **49.** Identify as many sets of antonyms, homonyms and synonyms as you can by scanning your newspaper headlines.
- 1.A.1a **50.** Use the front page of your newspaper and draw a circle around every blend. Make a list of all the blends you find.
- 1.B.2c **51.** Choose one story from the front page of today’s newspaper. Find the answers to these questions: Who? What? When? Why? Note the organization of details in this story. Which is the most important? Where is it found? Does the headline highlight the most important fact? If not, where did the information for the headline appear in the story?
- 5.B.1a **52.** Clip “how-to” articles from the newspaper. Mix up the steps by cutting the article apart. (Be sure to number the correct order on the back!) Challenge a classmate to put them in the correct order again.



5.A.2a **53.** Imagine that you are in charge of preparing a time capsule that will be opened in 200 years. Cut items that you think would tell the most about our lives today from the newspaper.

3.B.2a **54.** Divide your paper into two columns. List all the facts from an editorial in one column and all the opinions in the second column.

3.B.1a **55.** Cut apart several comic strips until each student has one panel. Students match up their panel to other students' panels until the whole strip is re-created in sequential order.

3.B.2b **56.** Look through the classified ads to identify the kinds of things that are sold. Read a few ads and list important facts included in an ad (item description, condition, price.) Ask students to draw a picture of some toy they have. Next, pretend you are going to sell it and write a classified ad below the picture.

3.C.2a **57.** Students can keep a journal of thoughts as they interact with the newspaper. The students react in writing to what they read. Entries can be shared with the class if they wish to do so.

1.B.2d **58.** Whenever possible, allow students some time to read the newspaper for enjoyment. This will help develop a life long reading habit.

Language Arts - Secondary activities:

3.A.3 **1.** Find a news article written in past tense. Clip it out of the newspaper, and then rewrite it in the present tense.

1.A.3b **2.** Find five different sets of antonyms in the newspaper. Clip them out and then check with a dictionary or thesaurus to double-check your answers.

3.B.4a **3.** Create, for the index of your newspaper, a sentence summary of five news and/or feature stories you think would be of special interest to readers.

3.B.4b **4.** Look for unfamiliar words in each week's newspaper. Make a list of them, and when you have 20 words, define them and make a crossword puzzle. Try submitting it to your community newspaper for publication.

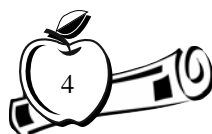
3.B.3a **5.** Find newspaper pictures that illustrate moods. Clip them out of the newspaper and write a free verse poem, haiku or cinquain about each. You could also use the picture as the basis for a short story.

3.B.4a **6.** Write an obituary for the main character in your book, after reading the obituary column in your local newspaper. Try writing an epitaph for the character as well.

5.C.4a **7.** Find, keep, and classify examples of figures of speech found in the newspaper. Make a poster illustrating your findings.

1.B.4c **8.** Do timed readings using newspaper articles.

2.B.5b **9.** Read the editorial(s) in each week's newspaper and keep them. Decide if the writer logically constructed the piece, or if it tends to be emotionally constructed. Classify the editorials as being explanatory, praiseworthy, critical, entertaining, persuasive or a combination.



2.B.4a **10.** Select a feature story from the newspaper and then compare and contrast it to the style of a short story.

3.C.3a **11.** For impromptu writing assignments, use the “pick-a-plot” method. Cut out names, places, dates (motives, weapons, situations and other items if needed), and put each grouping in a paper bag. Choose one of each, and use them as the basis for creating a short writing assignment.

3.B.4a **12.** Imagine you are the main character in the novel you are currently reading. As the character, place a classified ad, write a letter to the editor and submit a news story to the teacher.

4.B.3a **13.** Choose a news or feature photo and pretend that it’s the year 2200. Try to explain the contents of the picture and what ideas it gives you about the society in the late 1900’s.

4.B.4b **14.** In a small group, write two different television commercials based on a product advertised in the newspaper. For one of your commercials be sure to use the same persuasion technique used in the newspaper.

1.A.4a **15.** In a news story, draw arrows from all pronouns to their antecedents.

1.C.4b **16.** Choose an editorial and clip it out of the newspaper. Take a piece of paper and divide it into two columns. Labeling one “fact” and the other “opinion.” List the information from the editorial into the appropriate columns.

1.B.4b **17.** Find a news story, and then read it carefully, identifying the sentence types in it. Choose your answers from simple, compound, complex and compound/complex.

1.A.4a **18.** Find all the gerunds and participles in a particular sports story.

1.A.4a **19.** Using a straight news story, circle all the direct objects in blue, the indirect objects in red and the objects of prepositions in green.

3.A.5 **20.** Scan your newspaper and select three news articles and write new headlines for them. After doing this, write new leads for each, perhaps changing the emphasis from “when” to “who,” and using a new grammatical approach.

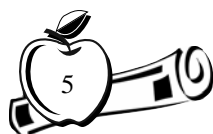
3.A.4 **21.** Select a sports story that is of interest to you and rewrite active voice sentences into passive voice, and passive voice sentences into active voice.

1.A.4a **22.** On the front page of the newspaper, circle in red all forms of the verb “to be,” and in blue, all forms of the verb “to have.”

4.A.4d **23.** Occasionally newspaper headlines can accidentally (or on purpose) have dual meanings. Over the period of several weeks, clip any headlines which you feel could have more than one meaning, and discuss your reasons why.

4.B.4a **24.** Using editorials as your basis, set up a classroom debate team and discuss the pro and con side of the issue presented.

4.B.4c **25.** Find a feature article that is particularly well-suited for interpretative reading. After practicing it, present it to the class.



4.B.4a **26.** Find examples of several different ads in the newspaper that deal with the same product or service, such as grocery stores, restaurants or automobile repair shops. Compare and contrast the ads in terms of layout, prices, claims and the like. Choose the ad in each category that you prefer and state your reasons why.

2.B.5a **27.** Read an editorial and then try to write a one-sentence summary of the author's view and feelings.

1.B.4a **28.** Have students select from the newspaper five articles with headlines that clearly present the main idea of the articles. Each student should use a different part of the newspaper. (For this reason several issues may be needed.) The student cuts the headlines from the articles, places all ten pieces in an envelope and trades envelopes with another student. The reading task is to reunite each story or articles with its headline.

1.B.5c **29.** Students will note that most headlines give the main idea of the article and are in fact usually brief sentences with articles and connectives omitted. What words in the headline are left out which you might use if you were telling the story? Why are they left out? Has omitting these words made the headline harder to understand?

3.B.4a **30.** Students might also be given stories and asked to write suitable headlines. They should be told to make their headlines as short as possible. These would then be compared with the originals.

3.B.4b **31.** News stories or editorials can be rewritten in shorter form.

3.B.4a **32.** Classified ads can be written for an item or service the student "wants" to sell, an item or service he or she wants to buy or for something to give away. Compare different kinds of classified ads.

3.A.4 **33.** Students can write news or feature stories of their own about local or school events. They can then be instructed to make another copy, leaving out a prescribed part of speech. These can be exchanged, the blanks filled in, and then compared with the original.

3.A.4 **34.** Students can write news or feature stories of their own about local or school events. They can then be instructed to deliberately make two to four errors in the writing. Exchange your article with another student. Students become copy editors and identify the errors.

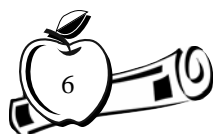
1.B.5c **35.** Take four news stories of three or four paragraphs each. Subtract verbs from one story, leaving underlined blanks. Subtract nouns from another, modifiers from the third, and articles from the fourth. Ask students to rewrite the stories by filling in each blank with a logical verb, modifier, noun or articles. When student work is completed, distribute copies of the original articles. For discussion: Which part of a speech gives the most meaning to a sentence? Which of the four stories was the hardest to reconstruct?

3.C.5b **36.** Students can write advertisements for school events.

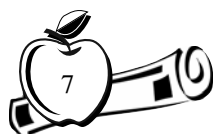
3.C.4a **37.** Students can write letters to the editor on subjects of school or community concern; either practice letters or for submission to your local paper.

1.A.5b **38.** Scan the front page of the newspaper and see how many phrases of attribution you find in the stories.

1.A.4b **39.** Turn to the sports section of the newspaper. Clip from the newspaper all the synonyms for "win" and "lose" you can find. Paste these onto a sheet of paper.



- 1.B.4b **40.** Find two examples of each of the four kinds of sentences: interrogative, declarative, exclamatory, imperative. Clip and paste onto your paper.
- 1.C.5b **41.** Find examples of editorials that are written to inform the reader, interpret the news for the reader, entertain the reader, and influence the reader.
- 1.B.4c **42.** Find newspaper examples of paragraphs written in present, past and future tenses. Be aware of paragraphs containing clumsy shifts in tense.
- 4.B.4d **43.** Discuss in a theme, with specific illustrations, the employment situation or the trends in housing as portrayed in the want ads.
- 4.B.4a **44.** Choose an editorial from the editorial page in the newspaper and underline each fact and circle each opinion. Discuss the logic of the ideas and the organization and development of the arguments.
- 2.A.4a **45.** Clip and mount newspaper reviews of books you would like to read. List them under headlines such as: fiction, biography, travel, autobiography, etc.
- 1.A.5b **46.** Go through the newspaper and make a “survival vocabulary list” of words that a person should need to know to be a good responsible citizen in today’s world. Be sure to list the legal terms you find that we assume all people understand.
- 1.B.5d **47.** Look at a feature article closely to see what words and sentences help to make you have certain feelings about the article. Make a list of these words and sentences.
- 3.B.4a **48.** Locate a satirical column in the newspaper. Write an analysis of the column indicating the elements that are used to achieve the satire (hyperbole, metaphor, simile, etc.).
- 5.C.4a **49.** Compile a list of words that you are not familiar with in your newspaper reading. Make a crossword puzzle using these words with your definitions.
- 3.B.4b **50.** Find a news article written in past tense. Clip it out of the paper and then rewrite it in present tense.
- 3.B.4b **51.** Create, for the index of you newspaper, a sentence summary of five news and/or feature stories you think would be of special interest to readers.
- 3.B.4a **52.** Look for slogans used by businesses in your community in their newspaper advertisements. What is the reason for these slogans? Are they believable to you? To whom do they appeal, and what propaganda device is used? Make up five businesses and write slogans for them.
- 2.A.4a **53.** Choose an editorial and read it carefully. Decide which statements or parts of statements are facts, which are opinion, and whether or not the tone of the editorial is conservative or liberal. Watch for upcoming issues to see if there is any reaction to the editorial in the letters to the editor column.
- 3.C.5a **54.** Collect a variety of articles on one topic or issue for a period of time. (editorials, letters to the editor, feature stories, news stories) Analyze the style of writing and tell how it was different for each audience.



1.A.5a **55.** Make a chart showing examples of the vocabulary variations that appear in different sections of the newspapers. For instance, the jargon used by the food editor and sports editor would probably be quite different.

4.B.4a **56.** Students can keep a journal of thoughts as they interact with the newspaper. The students react in writing to what they read. Entries can be shared with the class if they wish to do so.

1.B.4c **57.** Whenever possible, allow students some time to read the newspaper for enjoyment. This will help develop a life long reading habit.

Social Studies - Elementary activities:

18.C.1 **1.** Find examples in your newspaper of how people can get along with each other. Tell why it is important for people to get along.

18.B.2b **2.** Who works here? Find a picture of a building in the newspaper and tell what kind of jobs people could have who work in that building.

18.B.2a **3.** Use your whole newspaper to find pictures of, or stories about five people who have five different jobs. Paste each one on a piece of construction paper and then describe their jobs as best as you can. Include any training you think they had and how much money they make.

18.A.2 **4.** Be artistic and make a collage of pictures from the newspaper of different kinds of jobs. Include words and advertisements.

15.B.1 **5.** In your newspaper cut out all the things you would like to buy, and then add up the cost of all those things. Now decide how many of those things you could really afford.

18.B.2a **6.** Go through your newspaper and cut out words and pictures that describe life in your town as you see it. Make a collage and display it in your classroom.

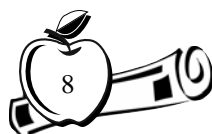
17.A.1b **7.** Look for a map in the newspaper and discuss why it was included. Read the key to the map, and then compare it to other maps in your classroom atlas.

16.E.1 **8.** Every week clip the main headline on page one out of your newspaper, and pin it to the bulletin board. At the end of the school year read the headlines and discuss how your community has changed, and what the important things were that happened. Did you find any stories that were the main news event for more than one week?

18.B.2a **9.** Establish a calendar of future local events, and then collect the stories about those happenings after they occurred. Did anything unusual or funny happen?

16.A.1a **10.** Look through your newspaper for different kinds of transportation, and discuss how transportation has been changing throughout history. What kinds of transportation have you used and where did you go?

18.B.1b **11.** What product or service is your community best known for? Find examples of it in your newspaper and mount the examples on the bulletin board.



18.B.2a **12.** Select a community problem to study for a period of time making use of all parts of your newspaper, from news stories to editorials. Watch how the issue develops each week, the location it receives in the newspaper and why it got to that part of the newspaper. Was the issue resolved? If so, how? If not, discuss possible solutions.

17.A.1b **13.** Have a race through the newspaper to find as many geographical words as you can, like “hill,” “river,” “lake,” “plateau,” and the like. Find examples of as many of them as you can on a map of your state.

16.B.1b **14.** Pretend you are a famous person in history, like George Washington or Betsy Ross. Be prepared to answer the questions the rest of you classmates, who will be reporters, will ask you.

15.A.2b **15.** How many different careers can you find mentioned in the news? What preparation do you think was needed for each of them?

15.C.2a **16.** Choose one page from the newspaper, and then think about how many different jobs are involved in creating that one page. List them.

16.E.1 **17.** Write letters to the editors of other community newspapers in your state and ask for a copy of a particular week’s newspaper. Study the differences and similarities between the newspapers themselves, and then compare the communities. Which newspaper do you like the best, and why?

16.B.1a **18.** Does your newspaper tell enough about police activities? What, in your opinion, are the most important police duties? What is your attitude toward police? Do you have a more favorable or a less favorable opinion of police than you did when you began this study?

16.A.1b **19.** Take a sheet of paper. Look through the newspaper and find things that happen in the city and things that happen in the country.

17.A.1b **20.** Place news items or pictures about each state on a large outline map of the United States. See how many states you can find in the news in two weeks.

16.E.1 **21.** Chart community crimes for one-week using reports and articles in the newspaper. Chart the type of crime, age of the criminal, location, etc.

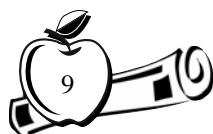
17.A.1b **22.** Travel by means of the newspaper. Clip pictures of a country. Find articles about the country. Then write a story about the things you might do and see if you visited that country.

Social Studies - Secondary activities:

15A.4a **1.** Over a period of several weeks, clip articles that deal with problems and /or issues facing your local or county government. Discuss the reasons for these problems, and how the government hopes to solve them.

14.D.3 **2.** Create a bulletin board for your classroom concerned with the men and women holding positions in your local government. Clip newspaper pictures of school board members, the city, town or village leaders and any others you feel should be included.

14.A.5 **3.** Is freedom of the press important? After reading your newspaper for several weeks write a report on whether or not you feel freedom of the press is a vital need in our society.



14.A.5 **4.** Study the Constitution and Bill of Rights and become familiar with what we, as Americans, have guaranteed under these documents. Go through your newspaper and find as many examples of each of these rights as you can, either being upheld or not.

15.C.3 **5.** Discuss newspaper advertising and its effect on the consumers who see it. Find what you consider to be a “good” newspaper ad and explain your reasons.

15.B.3b **6.** Define the persuasion techniques used in advertising, and then find an example of each in your newspaper. Discuss the ads and see which ad the class likes most, which is least-liked and why.

15.C.3 **7.** Discuss the nature of news. On the board, write, “When dog bites man, that is not news, but when person bites dog, that is news.” Ask students to respond and tell what they think the statement means and what news really is. Are their stories in your newspaper that student do not consider news? Why do they think these stories are included?

15.A.3b **8.** Carefully read through the classified advertising help wanted section. What jobs seem to have more openings? Why? Do they require comparable skills and education and offer similar opportunities?

15.A.5b **9.** Gather newspapers from all over the United States and compare the classified ads of jobs available and wages given, and the housing market situation and tell from the newspaper sections why you might or might not like to live in that city or state.

15.A.3b **10.** Check the salary levels for unskilled workers in your newspaper’s want ads, and compare the salaries to those for skilled laborers or professional positions. What are the differences, and why?

14.A.4 **11.** Choose an editorial and read it carefully. Decide which statements or parts of statements are fact and which are opinion, and whether or not the tone of the editorial is conservative or liberal. Watch for upcoming issues to see if there is any reaction to the editorial in the letters to the editor column.

15.A.5b **12.** Define productivity, and find examples of it in your newspaper as related to agriculture, industry and retail sales.

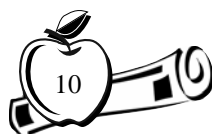
15.A.5a **13.** From your newspaper, clip several advertisements for basic goods. Go to the newspaper, office or library to look up back issues for three, five and ten years ago. What has the inflation rate been for these products?

18.A.5 **14.** Construct timelines of the school year using the main headline on page one, the sports page and any other favorite section you have. Group them around the room and at the end of the school year discuss the history of your community and the changes experienced.

16.A.5b **15.** From you history book, choose an historic event and report it using the inverted pyramid style of writing.

16.A.5b **16.** Study the role of the newspaper during colonial American, Civil War times, during the two world wars, Korea and Vietnam wars.

18.C.3b **17.** Follow “crime” in your local area and try to determine the cycles of criminal activity. What is the cost to the community? When criminals are apprehended, how are they dealt with? What is the crime rate? Are all crimes reported in your newspaper?



15.A.4d **18.** Students should find stories which describe community problems and discuss how these problems affect their own lives. Is there anything we can do to help these problems?

17.A.4b **19.** Geographical references in any news or feature story will add reality to the study of geography. Travels of local persons and visitors from other countries are frequently noted in newspapers. Newspaper reading should also increase knowledge of local geography. A good classroom map of the local area should be regarded as essential.

17.B.3a **20.** Environmental concerns make news. Sewage disposal, air and water pollution problems, and controversies surrounding them are likely to be important items. Among other activities: a debate based on facts discovered in news stories.

18.A.4 **21.** Pretend you are living in a society in which there are no newspapers. Make a list of all the functions provided by the newspaper.

14.D.5 **22.** Find a newspaper article that is about each of the following: a city government meeting, a press conference, a disaster or unexpected happening and a story about the schools.

14.A.4 **23.** Find a news story mention of your area's state legislators and U.S. congressman. Identify their role in the article's topic or issue.

14.A.4 **24.** List the ways in which persons named in the news are identified. How many ways do you find in which people of your country earn their living? Add to this list your own knowledge of the work that residents of the county do.

15.E.5a **25.** Clip pictures or news items from the newspaper to illustrate the various ways our tax money is spent.

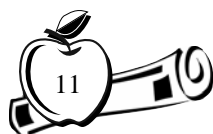
15.E.4c **26.** Students will read about local aspects of the "energy crisis." They should look for news stories and advertising which seem related to energy problems. Some discussion topics: What would our lives be like now if we did not have gasoline, fuel oil, natural gas or coal? If we did not have these fuels, what would be our energy sources? In what ways are our lives now being changed by real or threatened energy shortages?

14.B.5 **27.** During election years the local election process can be read about and studied in detail. When are elections held? How are the candidates chosen? The work of each office for which there is a candidate can be reported on by a student. In what ways can each office affect your life? Who can vote in an election? Should everyone eligible to vote do so? How do voters decide for whom to vote? What is a political party? Is it as important in city and county elections as it is in state and national elections? If not, why not? What is a majority? A plurality?

15.A.3b **28.** Students can read the classified section help wanted advertising and decide what kinds of work may be available to them when they are a few years older. Some questions: In what other ways do people find work? What kinds of work do you want to do when you are grown? How do you prepare for the kind of work or job you want?

15.A.5d **29.** Although many budget decisions are made during summer months, it is possible that some stories concerned with budgets will be published during the school year. City or county budgets can be examined in a number of ways in addition to their mathematical analysis.

14.D.4 **30.** Students can study the role of the police in their county and city. They should decide objectively if police are needed and become aware of what police do in addition to arresting traffic law viola-



tors and suspected criminals. In addition to keeping clippings showing police activities over a period of several weeks, they may want to interview one or more members of the local police force. Two or three students may be assigned to do the interviewing. A writing assignment can be developed from such an interview. The interviewers will report their findings to other class members who can take notes, ask questions, and then write their own reports.

16.A.4a **31.** In many schools little attention is paid to local history. This is largely the result of a lack of text materials. The newspaper will frequently supply some of these materials. Many newspapers publish 5, 10, 25, and 50-years-ago columns, or have archived stories available. Reading these should develop awareness on the part of students that their community does have an interesting history.

16.B.3c **32.** Editors should be encouraged to select items with student interests and needs in mind. Write an editorial on a topic of controversy for the period of history you are studying. Study some of the editorials in today's newspaper before doing this activity.

14.D.3 **33.** Clip and trace a political cartoon from the newspaper. Write a new caption for the cartoon.

14.B.5 **34.** Research good and bad relationships between the United States and other countries. Try to categorize the reason these relationships may exist.

14.B.5 **35.** Using the newspaper, give some names and titles of international and political leaders. Describe their roles, as you understand them from articles you have read.

16.E.5a **36.** Find and read newspaper articles concerning pollution, overpopulation or major social problems. Make a list of the various items or the social problem you have selected. List some reasons that these articles are carried in the newspaper. Prepare a poster or write an essay telling how you would deal with solving this social problem.

14.A.5 **37.** From the library files compare newspapers from the Civil War period, World War I and World War II. How do these differ from newspapers today? Evaluate the content with regard to the First Amendment to the Constitution.

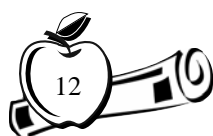
18.A.4 **38.** Project yourself into a society in which there are no newspapers. Make a list of all the functions provided by the newspaper, including such things as providing news, serving as an advertising medium, social announcements, upcoming events, critical reviews, etc. How would each of these functions be met in the newspaperless society?

16.C.5b **39.** Scan your newspaper and name some of the beats covered by reporters. If you were a reporter, what beat would you like to cover and why?

15.A.5a **40.** Look in the classified ads to find job listings for the medical/health professions. What is the median pay range? Job requirements? Educational requirements? Benefits? Opportunities for advancement?

15.A.5b **41.** Using the classified ads, find a job in one of the following areas: nursing, bookkeeping, general office, secretarial, accounting, computer, social services or sales. Write a letter of application for it, being sure to include a resume.

15.B.5a **42.** Every week, check through the job listings and put a red X through those jobs that could not be filled by a high school dropout. Put a black X through those that could be filled by a person with technical school or college training. Discuss your findings.



15.A.4d **43.** Check the salary levels for unskilled workers in your newspaper's want ads, and compare the salaries to those for skilled laborers or professional positions. What are the differences and why?

15.A.5b **44.** Clip ads that are representative of the businesses and/or industries in your community. Make a collage of them and include any articles and pictures that may appear as well. Write a brief essay telling of the importance and influence of the companies in your area.

15.C.5c **45.** Have a discussion of employment trends and demands in your community, based on the help wanted section of the classified ads and any related articles.

Mathematics - Elementary activities:

10.A.1a **1.** How many pictures of happy people can you find in the newspaper? How many sad people? Cut them out and paste them on a sheet of paper and try to tell why you think the people are happy or sad.

6.B.1 **2.** Count the number of pictures in this week's edition of the newspaper.

10.B.1b **3.** Look for numbers that are the same size and clip them out of your newspaper. Cut a piece of paper into a circle and glue numbers to it to make a clock face. Make hands out of black paper and practice telling time.

9.B.1b **4.** Look through your newspaper to find the following shapes: squares, circles, rectangles, triangles, ovals and cylinders. Take a magic marker or crayon and trace over them.

7.A.2b **5.** Lucky you! You were just given \$100.00 to spend on 10 things you would like to have. Take your newspaper and circle the 10 things you would like to buy, but remember, you can't spend more than \$100.00.

8.A.2b **6.** Look through the food ads in your newspaper and find something that is selling by the pound. How much would it cost if you bought three pounds? Seven pounds? One-half of a pound?

6.C.1a **7.** Circle all the numbers on the first page of the sports section and add them.

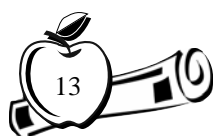
10.B.1b **8.** In your newspaper, find 10 different ways numbers have been used. Cut them out and paste them on a sheet of paper. Label each of them according to how they were used.

10.A.1b **9.** Look in the classified advertising section of your newspaper and find the land for sale column. What is the cost for a single acre of land, such as rural lots or farm acreage?

10.B.2a **10.** Use newspaper ads to create your own word problems. Each week give a quiz of these student-created word problems.

6.C.2a **11.** How much would it cost if you bought everything shown in the display ads? Each class member should take one page of the newspaper and add up the amount of money necessary to purchase everything on that page. Add all the page amounts to get the total.

7.C.2a **12.** Go through your newspaper each week to find examples of different kinds of graphs and charts. Label what kind they are and what purpose they had in your newspaper.



7.A.2b **13.** You have been given \$30.00 to feed yourself for a week. Look at the food ads in your newspaper and “shop” for your food. Make meal plans of balanced meals for that week.

6.B.2 **14.** Find a recipe in the newspaper that sounds particularly good to you. Now cut the ingredients in half. How many people could you serve? If you needed to double the ingredients in the original recipe, how much of each item would you need?

6.C.2a **15.** In the classified ads column, find a job that lists an annual salary. Compute the dollar amount that job would pay per month, per week, per day and per hour.

7.B.2a **16.** Each week for four weeks, do the following activity to understand your newspaper’s contents better: measure in column inches all the local news, feature material, editorials, photographs, advertisements, sports, artwork, obituaries and miscellaneous. Which category had the most inches each week? For the month?

7.C.2a **17.** For six weeks measure in column inches the amount of space given the reporting of boys’/men’s sports and girls’/women’s sports. Make a graph of the results each week and at the end of the six-week period analyze your findings.

6.C.2a **18.** Look for a display advertisement about a sale. What is the difference between the regular and sale price of a particular item? What is the percentage difference?

7.C.2b **19.** Choose 10 newspaper display ads and photographs. Figure out the perimeter and area of each of them.

10.A.2a **20.** Cut out advertisements or pictures from the newspaper that show the use of math. For example: a pair of shoes, sizes.

10.A.2a **21.** Race through the newspaper! You have five minutes. See how many numbers from 1-25 you can find. Circle each number as you find it.

6.B.1 **22.** Circle the largest and smallest numbers on a newspaper page. Subtract the two numbers you have found. Add the two numbers.

7.A.2b **23.** Spend five imaginary \$20 bills on five items advertised in the paper. Keep the amount of “change” you receive from each purchase to less than \$1. Record the amount of change left.

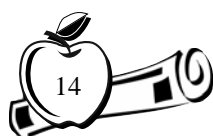
6.A.1a **24.** Cut words from the newspaper that relate to quantity. For example: all, none, many, few, fewer, more, less, most.

6.B.2 **25.** Use recipes from the newspaper. Double the recipe, halve the recipe and triple the recipe.

8.A.2b **26.** Write a word problem that uses a newspaper advertisement as its basis. Let a friend write the equation for the problem, give it back to you, and then solve it.

6.B.2 **27.** Refer to the entertainment section of the newspaper and find something you would like to do, and a restaurant where you would like to eat. Determine the total cost of your outing for one person, for two and for your family.

6.C.2a **28.** Choose any three digits and any two-digit numbers from the newspaper. Do the following: Find the product of the two numbers. Find the sum of the two numbers. Find the difference between the



two numbers. Find the quotient of the two numbers to the nearest hundredth. Now, find the sum of all the answers above.

7.A.1b **29.** Read a page of the newspaper and underline words and phrases that refer to time such as: annual, bicentennial, 90-day warranty, next week, etc.

Mathematics - Secondary activities:

6.C.3a **1.** Check your local newspaper to learn the cost of a classified advertisement, and then determine the cost of different sized ads in that section. Write an ad that you would like to place in the newspaper and figure out how much it would cost you to do so.

6.C.3b **2.** Using a ruler figure out the percentage of space on a given page for ads, pictures, stories and headlines.

10.A.4b **3.** On the front page of your newspaper, circle all the numbers you can find and give the range. Determine also the mean, median and mode.

6.D.4 **4.** Find a recipe you like in the newspaper and then go to the food advertisements and figure the approximate cost of the recipe's ingredients.

10.B.4 **5.** Look for examples in the newspaper of items that could illustrate the concept of congruence and explain your reasoning.

9.D.4 **6.** Determine the ratio of sales jobs to factory jobs in the classified ads.

6.B.4 **7.** Using the marriage announcements calculate the average age of marriage for both men and women. Do this over a period of several weeks.

7.C.3a **8.** Newspaper photographs are not always the same size as the size that shows up in your newspaper. Reduce and enlarge the pictures according to the specification you desire.

6.D.4 **9.** Read your newspaper's birth announcements and obituaries. Figure out the ratio of births to deaths, and the ratio of births of boys to girls.

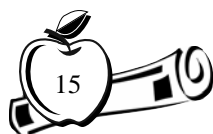
7.A.4b **10.** Using the classified ads find the average prices of similar recreational vehicles such as boats, snowmobiles, motorcycles, camper/trailers and the like.

7.A.5 **11.** Locate sentences or paragraphs in news stories which could be rewritten in the "if...then" formula.

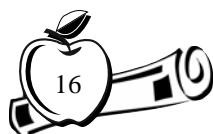
7.B.4 **12.** Black out the actual costs of items in several display ads and have students estimate the costs of the products or services shown.

9.C.4b **13.** Look for and identify in your newspaper examples of perpendicular, parallel and intersecting lines.

7.A.4b **14.** In the classified ads find 10 used cars for sale where mileage is given. Change the miles to kilometers. With those same 10 used car ads, figure out the average price and average model year.



- 7.A.3b **15.** In your newspaper, find and circle words that illustrate the concepts of size, location, time quantity, value and money.
- 7.A.4b **16.** Figure out the square footage in your classroom for the following: the floor, walls, ceiling and windows. Using the newspaper, find ads for paint, carpet or tile and draperies and determine the amount of each you would need and how much it would cost.
- 10.B.5 **17.** Write an editorial stating why you believe the United States should or should not change to the metric system.
- 6.D.4 **18.** Choose a recipe in your newspaper and convert all the measurements into metric.
- 7.A.4b **19.** Research the monetary unit of a foreign country, and then change the prices in 10 display ads in your newspaper into the foreign currency.
- 6.B.4 **20.** Look for a grocery ad with a soft drink advertisement. Figure how many fluid ounces are in the eight-bottle carton or six-pack, and break it down into pints, quarts, gallons and liters.
- 10.A.4c **21.** Collect newspaper advertisements that encourage savings. Put these onto your paper. Answer the following questions: What ads encourage savings? How do the ads encourage savings? What ads only appear to encourage savings? What are some of the hidden costs?
- 7.A.4b **22.** Select three apartments listed in the classified ads for rent. Do the following for each of the apartments you have chosen: Compute the total rent for a year for each of the apartments. Determine the average monthly rent based on the three apartments you have chosen. Which of the three apartments you have chosen appears to be the better choice for the money and why?
- 7.A.4b **23.** Your newspaper will publish school athletic league standings, showing games won and lost and percentages for each team. The accuracy of the percentage figures can be checked by the students.
- 7.A.4b **24.** Your newspaper will probably publish a summary of the previous week's weather. What was the average high temperature? If the temperatures were given only in Fahrenheit, convert to Celsius. What was the high Celsius reading? The lowest Celsius reading? What was the precipitation in centimeters?
- 6.B.4 **25.** Compute from the stock market reports in the newspaper the percentage of profit and/or loss for a specific stock.
- 6.B.4 **26.** Check your local newspaper to learn the cost of classified advertisements, and then determine the cost of different sized ads in that section. Write an ad that you would like to place in the paper and figure out how much it would cost you to do so.
- 7.B.4 **27.** Using a ruler, figure out the percentage of space on a given page for ads, pictures, stories and headlines.
- 6.D.5 **28.** Find a car to buy in the classified section. In the financial section, find a car loan rate. Calculate your monthly car payments. Or, find a house to buy and look up mortgage rates and calculate.
- 10.B.4 **29.** Challenge your class to defy the truth that a piece of newspaper cannot be folded more than eight times. Let them go on to try any other type of paper, from tissue to crepe!



Science, Health & Safety - Elementary activities:

11.A.1c **1.** Many things around the home need electricity to work. Go through your newspaper and find as many things as you can that need electricity. How many did you find? How many of them do you have in your house?

13.A.1a **2.** Have a safety lesson and go through the newspaper and clip ten things that can be dangerous if used incorrectly, like knives, spray cans and tools.

12.B.2a **3.** Make collages of wild animals and tame animals or pets using newspaper pictures and headline words.

12.E.1a **4.** Cut out newspaper pictures of different things you might be studying, like rivers, clouds, lakes and tornadoes. Mount them on paper and label them.

12.E.2a **5.** For your classroom bulletin board make a display of things you find in the newspaper that can cause water, air and noise pollution.

12.E.1b **6.** Why are weather reports important? Read articles about weather and tell how the weather is important to children, farmers, firefighters and others.

12.E.2b **7.** Find an article about fire. List three ways fire can be useful and three ways it can be harmful.

13.A.1a **8.** Read articles about home fires as they appear in your local newspaper. Discuss the causes of the fires and whether or not anyone was killed or injured. What preventive measures could have been taken to avoid the fires?

13.A.2c **9.** Look for tips on how to take good care of pets and make a scrapbook of your information.

23.B.1 **10.** Make a poster about good dental care using words and pictures from the newspaper. Talk about why good dental care is important.

13.A.2c **11.** Find stories about accidents and write safety tips on how they could have been prevented. Write a skit to demonstrate your safety tips to the rest of the class.

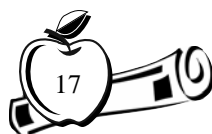
13.B.2d **12.** Pretend you are living 200 years from now. What has happened to the world because of all the pollution in the 1900's Write a news story telling about this future world.

11.A.2a **13.** Keep a notebook of any words about science with which you are unfamiliar. Write a definition next to each one.

12.B.2a **14.** Be on the watch for newspaper articles discussing the impact of hunting and fishing seasons on the wildlife near your community.

12.E.1c **15.** Design on paper a machine that you think would be helpful in saving energy. Write a news story that could appear in your local newspaper telling about your invention and why it is important.

12.E.2c **16.** Make a scrapbook of pictures and news stories about conservation. You might look for articles about hunting and fishing seasons, tree planting, energy crisis, etc.



13.B.2b **17.** Make a poster from pictures, advertisements and articles showing how machines help people do different things.

13.B.2a **18.** Make a “first” notebook. Use newspaper articles about science “firsts” or discoveries.

11.A.2b **19.** Begin a vocabulary list of science words found in the newspaper. Record the spelling, meaning and use of each word. Some examples might be: exploration, narcotics, energy, pollution, preventative, analysis, comet, weather, antibiotic, invention, alcoholism, theory, artificial, transplant, medicine, etc.

12.A.2b **20.** Make a chart that is divided into four parts: spring, summer, fall, winter. Cut out pictures of clothing you would wear during each season. Paste the pictures under the right word.

12.A.2b **21.** Prepare a mobile using pictures and words taken from the newspaper depicting various groups of foods. Examples might be: favorite foods, party foods, picnic foods, snacks, etc.

13.B.2c **22.** Collect newspaper ads for home cleaning products. Prepare commercials to sell their products. Tape the commercials to share with the class.

13.A.2c **23.** Prepare menus using food advertisements in the newspaper. Example: Christmas dinner, Italian dinner, etc.

20.C.2a **24.** September is National Breakfast Month. Look through grocery advertisements and cut out foods you would like to have for breakfast. Paste them on a chart of the basic food groups.

Science, Health & Safety - Secondary activities:

13.B.3a **1.** Using your newspaper, collect product and service advertisements of things that were not available 30 years ago. Discuss the scientific advancements that have made these new products and services available to the public.

12.B.3b **2.** Clip pictures of animals and plants from the newspaper and on large sheets of paper, glue them into their species categories.

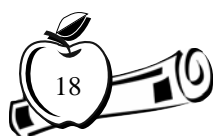
12.C.3b **3.** Study the periodic chart of the elements and then take a red magic marker and mark the appropriate chemical symbols or name on articles, ads and anything else that mentions an element.

13.B.5b **4.** Find articles in your local newspaper that discuss water and/or air pollution and discuss the causes and possible remedies. Write a science fiction story telling how life could be in another 100 years if the pollution problem isn't solved soon.

13.B.5c **5.** Using the same articles as for the above activity, have a panel discussion on pollution and its effects.

22.C.4 **6.** Keep a collection of newspaper articles and pictures over the period of a semester that discuss a local health problem, litter control, water fluoridation, flooding, pollution or something similar.

22.A.4c **7.** Find articles about potentially dangerous household substances, such as bathroom cleaners, drain openers, over-the-counter medications and the like. Make a chart of them, classify each substance as being acid or base and list the antidote needed if an accidental ingestion or overdose occurred.



23.B.5 **8.** Make a bulletin board of community health services offered in your town, such as rehabilitation centers, poison control centers or Alcoholics Anonymous.

12.E.5 **9.** Draw a map of your county. During the semester look for articles about any type of conservation matters occurring in your county and clip them out of your newspaper. Pin your map on the bulletin board and have the articles surrounding it. With colored yarn, attach the articles to their locations around the country.

24.B.5 **10.** Design a newspaper advertisement for a health care agency to run in your local newspapers, such as the Heart Association, March of Dimes, American Cancer Society or the Blood Center.

23.B.5 **11.** Research the area of drugs, tobacco or alcohol, and write an article that informs the local readers of the dangers of one of the substances.

22.A.4d **12.** Look in the classified ads to find job listings for the medical/health professions. What is the median pay range? Job requirements? Educational requirements? Benefits? Opportunities for advancement?

13.B.5d **13.** Every week, look for any ads that may claim “cures” or “amazing breakthroughs” for diseases or other medical or cosmetic problems. Discuss these ads in class and the persuasion techniques used to hook people into purchasing the product or service offered.

24.B.5 **14.** Clip stories telling of the work and problems of local health agencies and services, or of agencies having health responsibilities along with other duties.

24.B.4 **15.** Look for other health related stories. Possible topics: hospitals, immunizations and contamination, water purification, diet and nutrition, alcohol and other drugs, cigarettes.

24.A.5 **16.** Study each story reporting an accident. Can you determine the probable cause of the accident? Could the accident have been avoided? If someone was injured, and this is usually the case of the accident is the subject of a news story, could the injury have been avoided?

24.C.4 **17.** Notice the health aids listed in advertisements. Discuss their use and probable worth.

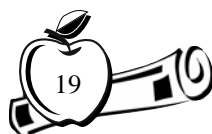
13.B.5b **18.** Using the newspaper, collect advertisement for products that were not available 20 years ago. Can you identify the scientific advances that have made this product possible?

23.B.5 **19.** Find newspaper articles and pictures of accidents involving young people and wagons, bicycles, skates, skateboards, automobiles, motorcycles, boats, animals, etc. How could these be prevented?

11.A.4c **20.** Check today’s weather map in the newspaper. Find areas that had severe weather. Discuss how stories about severe weather can help us prepare for weather emergencies.

12.E.5 **21.** Explore the accuracy of predicted temperatures. Each day for two weeks, record the predicted temperature from the listings in the paper. Record the actual temperature from the next day’s paper. Figure the percentage of accuracy.

12.E.3c **22.** Find newspaper articles, advertisements, etc., that attempt to sell equipment that will help conserve energy such as storm windows or home insulation. What claims are made about savings?



26.A.5 **23.** Draw a rough floor plan of a home. Collect newspaper pictures of furniture and appliances to fill the home and make it comfortable. Determine the approximate cost of furnishing a home by using newspaper ads.

23.C.4 **24.** Clip pictures of toys from the newspaper. Analyze the toy for its safety, durability, cost, interest span, and as an aid in physical and mental growth in relationship to the child.

13.B.5c **25.** Collect pictures, articles and advertisements from the newspaper that demonstrate improved methods, instruments and chemicals for heating homes, cooling homes, painting homes, caring for lawns, remodeling homes. Compile this information in a housing notebook.

24.B.4 **26.** Role-play a situation taken from the newspaper (Dear Abby-Ann Landers) that influences the emotional and/or social growth of children. Determine whether this will have a positive or negative effect on the child.

24.C.3 **27.** Research the area of drugs, tobacco or alcohol, and write an article that informs the local readers of the dangers of one of the substances.

Newspapers - Elementary activities:

Here is a chance to customize your lesson plans! Any of these activities can enhance any subject matter or curriculum area.

1. According to the index, what pages are the following found on: Classified ads, amusements, stock market listings, advice column, and editorial page.
 2. Ask several questions such as, “Where would I find out what’s on TV at 8 p.m. tonight?” or “What section has the stock market listings?” and let students use the index to answer.
 3. Find the following information: If you wanted to start a subscription to the newspaper, what telephone number would you call and what would a year’s subscription cost? Who is the editor of the newspaper? What wire services can you find listed in the newspaper?
 4. Clip and label an example of each of the following: index, byline, outline, dateline and headline.
 5. Find a newspaper article that is about each of the following: a meeting of a government agency, a press conference, a disaster or unexpected happening, the schools.
 6. Find five stories from different cities in your state. Then find five stories from different states and five stories from different countries.
 7. Look at the weather map in the newspaper. Study the various symbols that are used to show the weather across the country.
 8. Play a scavenger hunt game. Make a list of things to find in the newspaper, such as today’s date, a very big number, a funny picture, a map, a picture of an athlete, a national story, someone’s opinion.
- 4.B.4b **9.** Talk about what people who work at a newspaper do. Identify as many jobs as you can.



Newspaper Terms

Cutline: The information below a picture or illustration containing an explanation.

Dateline: The word or words at the beginning of a story telling where the story originated.

Nameplate: Data that identifies the edition of the newspaper by city, state or street edition.

Headline: Large type above a story designed to summarize content and create interest in the article.

Summary Deck: Capsule that highlights main parts of the article.

Wire Services: News-gathering agencies, such as the Associated Press, that distribute news and photos to subscribing newspapers.

Graphic: A combination of artwork and words which helps to visually explain a story.

Index: Alphabetized table of contents of a newspaper that is listed by topic or section page numbers.

Jumpline: Copy that tells the reader where the story is continued.

Weather Capsule: Predicts temperature and cloud activity for the day.

Lead: The opening paragraph of a story.

Flag: Name of the newspaper as it appears on page 1.

Teasers: Tells readers what other interesting stories appear in that day's edition.

Byline: A line at the top of a story identifying the reporter by name.

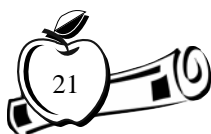
Logo: The newspaper's name printed in special type on the front page.

Lead: Opening lines of a news story.

Photo Credit: Reference to the source of a photograph.

News Story: Factual new information about something that has just happened or about to happen, usually written in the inverted pyramid style.

Inverted Pyramid: Who? What? When? Where? Why? and How? are usually answered in the lead paragraph. Less critical details follow.



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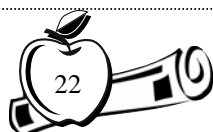
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Illinois Press Foundation

900 Community Drive

Springfield, IL 62703

Phone: 217-241-1300

Email: nie@il-press.com

www.il-press.com