

# NEWSPAPER UNIT



Teacher

## Skills

Research Materials      Fact/Opinion  
 Dictionary                  Vocabulary  
 Parts of a Newspaper



**Teacher's Note:**

If possible, provide your student with a printed newspaper, which can be bought at some convenience stores, drug stores, gas stations, grocery stores, etc. You can also access archived newspapers on the Internet. If you can't find a copy, students can use the sample newspaper in Lesson 23.

**Day 1 and 2**

**John Peter Zenger - (1697-1746)** Zenger was a German-American journalist and printer who founded the "New York Weekly Journal."

When he criticized the colonial governor, he was arrested and imprisoned for seditious libel. He went on trial and was declared not guilty. This was a milestone in American freedom of the press.

**Benjamin Franklin - (1706-1790)** Among many contributions, Franklin is associated with the American newspaper. As a young boy he often wrote articles anonymously for his brother's newspaper, the *New England Courant*. His brother was imprisoned and forbidden to publish his newspaper because of an article written by Benjamin, considered offensive by the colonial authorities. Later, he completed his training as a printer and eventually bought the *Pennsylvania Gazette*.

**Day 4**

- a. Freedom of the press

**Days 1 - 2**

The printed newspaper played a central role in the early days of our country. The first newspapers appeared in the late 1600's. Newspapers were the main source of what was happening in the rapidly expanding country. At one time, they were sold on many street corners and delivered to most homes.

This week you will learn about how newspapers began in our country. Read about the lives of these people. Decide what part you think they played in the development of the newspaper in America.

John Peter Zenger  
Benjamin Franklin

**Day 3**

- a. Once the information on the two individuals has been found, discuss what you have learned about this person and his involvement with the newspaper. After discussion with your teacher, write at least three sentences about each individual, giving the facts that seemed most important to you.
- b. Optional: Enrichment (SAB)
- c. Optional: Enrichment (SAB)

**Day 4**

- a. John Zenger and Benjamin Franklin worked for the freedom of the press, or the right to tell the truth in the newspaper. Look at the first ten amendments of our United States Constitution known as the Bill of Rights in this lesson. These amendments were ratified, or made law, in 1791, over 200 years ago. Read this with your teacher. Look at the first amendment and copy the part of the amendment that you think would affect newspapers.
- b. Optional: Enrichment (SAB)

## Amendments to the Constitution

The first ten amendments were ratified Dec. 15, 1791, and form what is known as the Bill of Rights.

### Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

### Amendment 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

### Amendment 3

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

### Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

### Amendment 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

### Amendment 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

### Amendment 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

### Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

**Day 4**

- c. 1) verb  
 2) verb  
 3) noun (or verb)  
 4) verb  
 5) noun

- c. Look through the information gathered from Days 1-3, and make a list of at least five words that were new to you. Use the dictionary to find these words and write a definition of each. Find the abbreviations (letters with a period after them) listed after the word telling the part of speech.

Ex: **n.** means noun.

List the part of speech for each word defined.

OR

Use the following suggested words taken from the First Amendment:

- 1) prohibiting
- 2) abridging
- 3) petition
- 4) redress
- 5) grievances

**Day 5**

- a. 1) prohibiting - forbidding  
 2) abridging - lessening  
 3) petition - a request to the court for action  
 4) redress - to set right by making reparations  
 5) grievances - a wrong regarded as a cause for complaint

**Day 5**

- a. Match the vocabulary words to the correct definition.

- |                |   |
|----------------|---|
| 1) prohibiting | a request to the court for action         |
| 2) abridging   | to set right by making reparations        |
| 3) petition    | lessening                                 |
| 4) redress     | a wrong regarded as a cause for complaint |
| 5) grievances  | forbidding                                |

- b. Using the information you gathered this week, talk about the effect the First Amendment has on those who publish newspapers. Also discuss what guidelines you think a newspaper should go by if they are free to publish anything.

Make a list of three to five guideline ideas from your discussion. Number your paper and write your idea in a few words. You do not need to write complete sentences.

Ex: 1. the protection of the public

**Day 1**

a. Printed newspapers are not widely used today. Major newspapers publish the news on their website, but they still have the same types of jobs that the printed papers had. Look up these three words in the dictionary and write the definition in your own words.

- 1) reporter
- 2) editor
- 3) publisher

b. Look up each of the following people in a reference book or online and read it with your teacher. Remember to look up their last name. Your teacher will give you any help needed.

- Ernie Pyle
- Edward Bok
- Frederick Douglass
- William Randolph Hearst

c. Tell what job (reporter, editor, or publisher) each of these people had.

- 1) Ernie Pyle
- 2) Edward Bok
- 3) Frederick Douglass
- 4) William Randolph Hearst

d. Do you think they were good at their jobs?

e. Do you know anyone else who does one of these jobs?

**Day 2**


a. Today we will begin a project that is based on the printed newspaper model. While this type of newspaper is not widely available, you can still find them in libraries, or you can find digital copies online. To complete some of the activities in this unit, you can use a printed newspaper, or you can make a copy of the sample newspaper found on pages 185 and 186 of your Student Book and use it to cut up the different portions.



**Day 1**

- a. 1) one who reports news for a newspaper, magazine, etc.
- 2) someone who oversees the written material for publications such as newspapers, magazines, etc., or a writer of articles expressing an opinion on some issue
- 3) one who publishes a book, magazine, etc.

- c. 1) reporter
- 2) editor
- 3) publisher
- 4) publisher

 **Teacher's Note:**  
Digital magazines and newspapers can be found online. Use these at your discretion.

## Day 2

b. *Happy Town Herald* Teacher's Note:

This is only a sample of a newspaper poster. You may move the clippings around to allow everything to fit.

- c. 1) herald - a messenger  
 2) gazette - an official publication  
 3) tribune - in Roman history, an official chosen by the common people to protect them against oppression

They all indicate a written document.

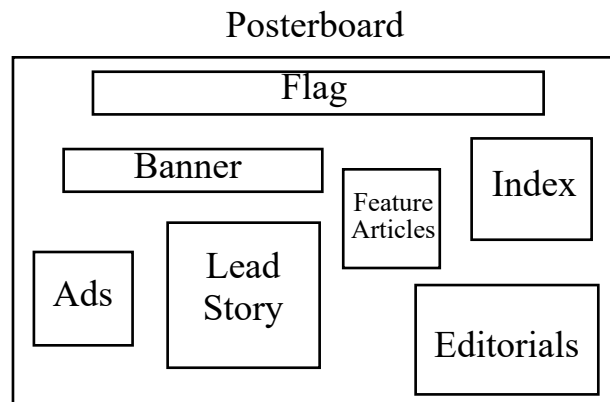
- e. Check for capitalization and underlining.

For the next few days, you will be clipping portions of the newspaper, gluing them onto a poster board, and labeling them. Refer to the diagram below as you complete this activity.

- b. Look at the copy of our make-believe newspaper in Lesson 23. It has many features of a real newspaper. Find the name of the paper in large letters at the top of the page. This is called the **flag**.

What does the flag say?

If possible, look at a real newspaper and find the flag. If not, cut out the flag of the sample newspaper and glue it on the posterboard as illustrated below, and label it "Flag."



- c. Common names of newspapers often include words like *herald*, *gazette*, and *tribune*. Look up these three words in your dictionary and tell your teacher, in your own words, why you think these words are included in newspaper names.
- 1) herald
  - 2) gazette
  - 3) tribune
- d. Are any of these words used in the titles of your newspapers?
- e. Notice the capitalization in the name of a newspaper. In a title of a newspaper, like a title of a book or movie, capitalize the first word and every other important word in the title. Titles of newspapers are underlined if handwritten and italicized if computer generated. Write the name of your local newspaper.

- f. Look on the first page of the *Happy Town Herald* and find the list of where to find things in the newspaper. This is called the **index**. Look at your real newspaper and find the index. Is every part of the newspaper listed in the index?
- g. Can you find the comics using the index?
- h. Use the index to find the weather report.
- i. Cut out the index from the real newspaper or from the *Happy Town Herald* and glue it on the posterboard as illustrated. Label it "Index". (See diagram **2b**).
- j. Now that we have begun to look at the newspaper, let's think about why newspapers are published. The index told us some of the things included in a newspaper. What sorts of things can you expect to find in the newspaper?  
Ex: - things for sale  
- sports scores  
- news about the community  
- what's on at the movies, etc.
- k. Using your list discuss with your teacher why newspapers are published.

**Day 3**

- a. What kind of articles do you think would appear on the front page of the newspaper?
- b. One of the things that tells you which story is the most important is the very large words above it called the **banner**. A banner is the group of words that go across the page telling about the story. Find the banner on the *Happy Town Herald*. What does it say?
- c. The front page has the **lead story**. It is the story that the editor thinks is the most important news of the day. The banner is over the lead story. Find the lead story on the front of the *Happy Town Herald*. Read the article. What is it about?

**Day 2**

- g. **Yes, most newspapers will have comics in the index.**

- k. **The generally accepted purposes of a newspaper are to present information such as current events, to provide a service to individuals such as weather reports, to provide entertainment such as comics, and to help people understand information such as editorials.**

**Day 3**

- a. **The front page would contain articles which the editor thinks is the most important news.**
- b. **Bank Ground-Breaking Ceremony Today**

- c. **Safe and Sound Bank**

**Day 3**

e. Larger letters may mean bigger news.

f. Yes

g. Possible Answers:

1) War

2) Disasters

**Day 4**

a. Who - Safe and Sound Bank

What - the ground breaking ceremony of Safe and Sound Bank

When - Tuesday, May 7, 2013, at 2 p.m.

Where - corner of Grape and Apple Roads

b. Why - to serve the city and provide new jobs

How - by offering friendly, reliable banking

- d. If using a real newspaper, find the banner and lead story on the first page. If looking online, what is the lead story? Discuss your choice with your teacher. Do you think it is the most important news of the day?
- e. Do you think the size of the letters in the banner means anything?
- f. Do you think the editor would use bigger letters for news he thought was very important?
- g. Can you think of an event in which the editor would choose very large banner letters?
- h. Ask your teacher if she can think of any events that had very large banner letters.
- i. Cut out the banner from the real newspaper or from the *Happy Town Herald*. Glue it on the posterboard as illustrated and label it "Banner."

**Day 4**

- a. One of the reasons for publishing a newspaper is to tell people the news and provide them with information on what is happening. The first paragraph of a story usually has very important information in it. It will usually answer the following questions:

Who?

What?

When?

Where?

Look at the lead story in the *Happy Town Herald*. Using the first paragraph, answer these questions about the lead story. In this particular article, the answer to "where" is in the second paragraph.

- b. The other paragraphs in the story usually tell why something happened and how it happened. These paragraphs usually have details about the event. Read the other paragraph in the lead story to answer these questions:
- Why?
- How?

- c. Find the lead story in the real newspaper you looked at yesterday. Using the lead or first paragraph, tell your teacher the answer to these questions:
- Who?
  - What?
  - When?
  - Where?
- d. Using the later paragraphs of each story, answer these questions:
- Why?
  - How?
- e. Cut out one of the lead stories and glue it on the posterboard as illustrated. Label it “Lead Story.” (See diagram in **2b.**)

### Day 5

- a. Choose an event that happened recently. It can be something that happened at home; it does not have to be a “news” story. Using complete sentences, answer the following questions:
- Who?
  - What?
  - When?
  - Where?

Write your answers in paragraph form remembering to indent the first line. Read this to your teacher and ask her to edit for spelling and punctuation. Make any needed changes.

- b. Discuss the answers to the questions why and how regarding the event. Think of three or four sentences that answer these questions and write them down. Indent the paragraph. Read the paragraph to your teacher and ask her to edit again. Make any needed changes.
- c. A **headline** is the group of words in larger letters over a story in a newspaper. Look up the word *headline* in the dictionary and discuss its meaning with your teacher.

### Day 5

- c. **headline** - a summarizing word or words set in bold type

**Day 5**

- e. Walkathon To Benefit  
Happy Town Zoo -  
story about Sally the  
Chimp  
or  
Many Walk for Fun,  
Exercise - story about  
walking for exercise  
and enjoyment**

- d. On a lead story the banner is the headline. On all other stories, the headline is right above the story. Find an online news site and discuss the headlines with your teacher.
- e. Find a story and its headline in the *Happy Town Herald*.
- f. Headlines are not really titles; they tell what the story is about. They also try to catch your attention so that you will read the whole story. Think of a headline for the story you wrote. Write it above your story in letters that are larger than those used in the story. Find several stories and their headlines in your real newspaper.
- g. Optional: Enrichment (SAB)
- h. Optional: Enrichment (SAB)

## Day 1

- When people read a newspaper they may be reading it for several different reasons. They may want to know what is happening in their neighborhood, city, state, country, or anywhere else in the world. When people are reading a newspaper for this reason, they want to find out the facts about what has happened. Look up the word *fact* in the dictionary and write a definition using your own words.
- Which article(s) in the *Happy Town Herald* is made up mostly of facts?
- Look in a real newspaper or an online news site and find an article that has mainly facts in it. These stories are usually the first ones.

Think back to what you discussed about what a reporter does. Discuss with your teacher whether or not a reporter should be writing the facts about what he sees.

- An important difference to notice in things we read or hear is to decide whether they are facts or opinions. Look up the word *opinion* in the dictionary and write the definition using your own words.
- Which article(s) in the *Happy Town Herald* is made up mostly of opinions?
- If possible, look in a real newspaper and find an article that has mostly opinions in it. These articles are usually found in later sections of the paper.
- What job at a newspaper do you think would include writing opinions about things that happen?
- Now that you have learned what facts and opinions are, how are they different?
- Think of two events that have happened around your house. Write a fact and an opinion about each event.

**Teachers Note:**

**Students may use online news sites or online magazines to complete the activities in this week's lesson.**

**Day 1**

- fact - something that is true**
- Bank Ground-Breaking and Happy Town Still Growing**

**d. opinion - a personal conclusion or judgement**

**e. Editorial, Letters to the Editor, and Advertisements**

**g. editor**

**h. A fact is something based on truth.  
An opinion is someone's personal point of view.**

# Happy Town Herald

FINAL

10 PAGES \$1.00

Happy Town, Homeland

Thursday, May 9, 2013

## What's New?

- Sports:**  
Happy Town Bowlers  
Take Ten! p. 4
- Weather:**  
Sunny Skies Today p. 10
- Health:**  
Happy Town Residents  
Walk p. 2

## Index

- Classified: p. 9
- Letters to the Editor: p. 2
- Movies: p. 8
- Recipes: p. 7
- World News: p. 3

## Editorial

by Ann Sunshine

### Town Divided On Trees

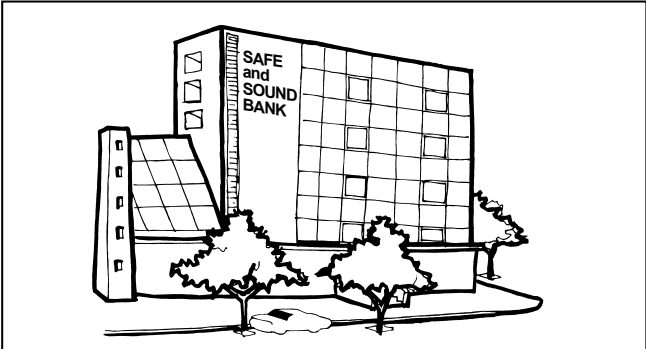
The debate continues all around Happy Town over what type of trees to plant on our new street, Sunny Lane. While there is still time, I would like to make a case for planting walnut trees.

Walnuts trees are neat and clean, have strong, sturdy trunks and limbs, and produce very tasty nuts. Even though most of our trees in town do produce fruit, and this fruit is also tasty, I think it is time for a change. We must not be afraid to try something new.

**Survey:** Make your opinion known! Drop by the Happy Town Herald office and vote for pear or walnut trees for Sunny Lane. Results of our poll will be presented at the next meeting.

## Bank Ground-Breaking Ceremony Today

**Happy Town** - The community of Happy Town welcomes Safe and Sound Bank with a ground breaking ceremony Tuesday, May 7, at 2 p.m. The mayor and town council will be on hand to greet bank president Sam T. Safe as construction on our newest business begins. All residents are welcome to come and witness the dedication of the cornerstone to our town founder, Albie Happy.



This is the model replica of the bank as it will appear at its completion in 2014.

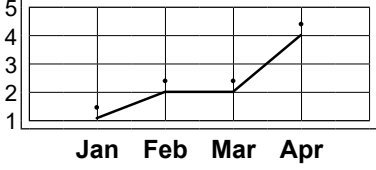
Located on the corner of Grape and Apple Roads, President Safe estimates the bank will employ about 20 Happy Town residents as well as serve all of Happy Town with friendly, reliable banking. The construction company of We Build Smiles, Inc. is in charge of the building, and officials at the company expect to complete construction toward the middle of 2014. We Build Smiles, Inc. is also looking for workers to assist in the project. Overall, Safe and Sound Bank is sure to benefit Happy Town in many ways.

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## Happy Town Still Growing

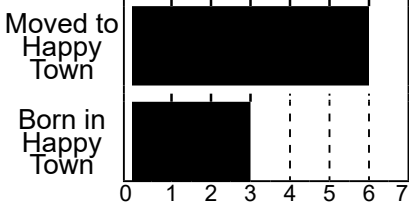
The figures are in for the first four months of the year, and Happy Town's population is still on the rise.

Line Graph



As the line graph shows, growth was the greatest in April.

Bar Graph



The bar graph shows that one third of the new residents were born here in Happy Town this year.

A total of nine new residents are now living in Happy Town.

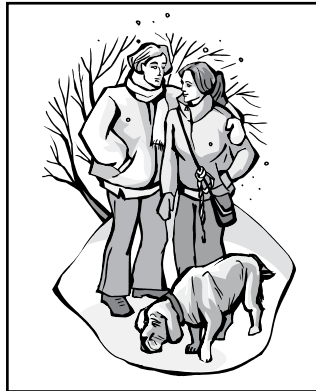
**LOCAL NEWS**

# Many Walk For Fun, Exercise

**Downtown** - On almost any evening in Happy Town, you can see couples, families, and friends out for an evening walk. With mild weather and longer daylight, the streets seem to be teeming with walkers.

“It is a lovely time of year to be outside,” said Mrs. Smiley when asked why she was walking.

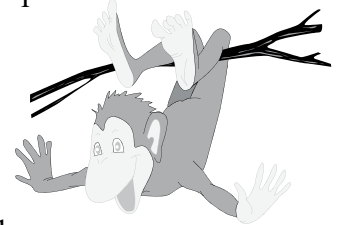
Mr. Smiley added, “Great exercise, too!” This new trend seems not to be limited by age. The Friendly Family children passed by on bicycles, with mom and dad setting the pace on foot. “We have fun going with mom and dad,” said Sally Friendly, age 8.



Dr. Bob Healthy of Happy Town Memorial thought it was a wonderful sight to see. He commented that walking is an excellent choice for health and enjoyment.

# Walkathon To Benefit Happy Town Zoo

**Happy Town Zoo** - Zoo owners hope that a new home can be provided for Sally the Chimp who arrived at Happy Town Zoo yesterday. More room is needed for Sally, so local



zoo supporters are participating in a walkathon Saturday to raise money for a chimp home to be built in the zoo. Walkers are gathering pledges of \$1.00 per lap, (laps will be walked around the zoo), with the walkers beginning at 9 a.m. Bring your sneakers to walk, or money to sponsor someone, to the zoo on Saturday and help us build a home for Sally!

## LETTERS TO THE EDITOR



Dear Editor:

I am the owner of “Henry’s Apple Orchard” and I would like to see more apple recipes in the Recipe Section of your paper. While various other fruits are good for baking and other treats, I feel that apples are being left out. I am sure people who buy my apples would love to try some new dishes also!

Bushels of thanks,

Henry

**Editor’s Note:**

**Sorry, Henry - It was purely an oversight on our part that apple recipes were not often included in the Recipe Section. Please accept our apology, and look forward to many tasty apple recipes very soon!**

If you have any questions or comments that you would like to address to the editor feel free to come by the office or write to:

**Letters To The Editor**  
Happy Town Herald  
123 Sunshine Place  
Happy Town, Homeland  
98765-4321

Dear Editor:

We would like to say that the improvements made to Happy Town’s Park and Camping Grounds are wonderful. Our family had been looking for a campsite nearby where we could spend our weekends. At the suggestion of a friend we camped there last weekend. After seeing the facilities and recreational areas we all agreed that our tax dollars had been well spent. Our two children particularly enjoyed the new swimming area and my husband and I were thrilled by the beauty and splendor of the new nature trail. Thanks to our Town Council for money well spent and a job well done!

Sincerely,

**The Camper Family**

**Day 2**

- a. The editor is talking about what kind of trees to plant. She would like to plant walnut trees.

**Day 2**

- a. One of the jobs at a newspaper is the job of editor. Earlier in Lesson 22, you looked up the word *editor* and found out what he does.

There is a section of the newspaper called the editorials. These are opinions, or thoughts, written by the editor. Find the editorial, or thoughts of the editor, in the *Happy Town Herald*. What subject is the editor talking about, and what does she think about it?

- b. If using a real newspaper, find the editorials. Choose an editorial and read it with your teacher. What subject is the editor writing about? What does he think about the subject?

Cut out this editorial or the one in the *Happy Town Herald* and glue it on the posterboard as illustrated. Label it “Editorial.” (See diagram in Lesson 22 **2b.**)

- c. Discuss the subject of editorials with your teacher. Do you think people should believe only what the editor says? Do you think people always agree with the editor? Do you think it is all right to disagree with the editor?

**Day 3**

- a. Near the editorials in a printed newspaper is a section where there are letters printed that have been sent to the editor. These letters tell what people think about different issues. Find the section in the *Happy Town Herald* that has letters to the editor. Read them with any needed help from your teacher.
- b. If you are using a real newspaper, find the section that has letters to the editor. If you are using an online source, you will find comments from readers following the article. Read and discuss them with your teacher. Do you see any that you agree with? Do you see any that you disagree with?
- c. Since the editor shared his opinion in the editorials, how do people let the editor know what they think of his opinion?

**Day 3**

- c. Letters are sent to the editor.

- d. Ask your teacher to help you look in the editorial section and find the policy of the paper for “Letters to the Editor.”

What do they want you to do if you want to write a letter? Are these good guidelines?

- e. Think of a subject that you have strong feelings about such as a book, a movie, or your favorite sport. Make up a pretend letter to the editor of the *Happy Town Herald* and tell the editor why you feel so strongly. Look at the other letters and make sure yours follows the same form. (Refer to the *Preparation for Research*, Lesson 5, if you need to review how to write a letter.)

#### Day 4

- a. If you watch TV, look in a newspaper or magazine, or even drive around town, you will see advertising. Look up the word *advertise* in the dictionary and write a definition using your own words.
- b. Look through a printed newspaper or magazine and write a list of different kinds of advertisements. Look through magazines or watch a television commercial to add to your list. Are items the only thing advertised?
- c. After looking at many types of advertisements, what do you think is the purpose, or goal, of the advertisers? Discuss this with your teacher.
- d. Look through a printed newspaper or magazine and cut out two advertisements. What kind of statements do you think are used in advertisements — facts or opinions or both?

Using an orange highlighter, mark the parts of the advertisement which are facts. Using a green highlighter, mark the parts of the advertisement which are opinions.

Choose one of your advertisements to glue on the posterboard as illustrated, and label it “Ads.” (See diagram in Lesson 22 **2b**.)

- e. Optional: Enrichment (SAB)

#### Day 4

- a. **advertise - to make known by public notice**
- b. **Services are also advertised.**
- c. **Advertiser’s possible goals: make you desire a product, motivate you to buy it**
- d. **Some facts; mostly opinions**

**Day 5**

a. No

b. **Answers will vary.**  
**Read the ad carefully.**  
**Call the advertiser and ask specific questions about the product or service.**

**Ask friends if they have done business with them.**

c. **Fran's Fancy Fans****Fact**

- price of \$9.95 and up
- address
- phone number

**Opinion**

- strong - lasts a lifetime
- everyone needs it

**Lake Happy****Fact**

- swimming
- sand
- price (with possible change)
- lake

**Opinion**

- fun
- great tan
- perfect for whole family
- everyone's happy
- beautiful

**Day 5**

- a. With your teacher, discuss what you think about advertisements. When we look at an advertisement (or ad), should we believe everything we see?
- b. How can we make sure that what the advertiser is saying is true? Come up with several ways you might check to see if an advertisement is telling the whole story.
- c. Look at the ads on the following page. What do you think is fact and what is opinion? For each ad, make a list of two columns and write "Facts" on the top of one column and "Opinions" on the top of the other column. Write all the facts and all the opinions accordingly.

Ex:

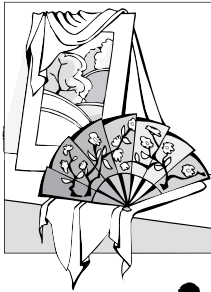
Fran's Fancy Fans

*Facts**made in 50 colors**Opinions**perfect for decorating*

Do you think you are given enough information to make a good decision?

- d. Look for more advertisements and see if you can find any ads that may not give enough information about the item advertised to make a good decision.
- e. Think of something you like or enjoy doing. Make up an advertisement for that thing, place, or activity. Make it neat and attractive, including all the information you think is important. You may use markers, crayons, cutout pictures or anything that you think will make your ad better. Show it to several people and see if they like and understand what you are advertising. Did they have any unanswered questions?

# FRAN'S FANCY FANS

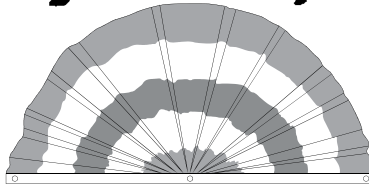


- Perfect for decorating!
- Made in 50 colors!
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- What everyone needs for their home!

**Only \$9.95 and up**

Call Today!

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Or Come By!  
**100 Fancy Street,  
Fancytown**

Come To...

# Beautiful Lake Happy!

*Where everyone is happy!*

**\$5.00**  
per person  
\*Today Only

- ✓ Swimming Fun
- ✓ Play in the Sand
- ✓ Get a Great Tan
- ✓ Perfect for the Whole Family!



\*Prices may change without warning.



## Day 1

- a. The article about walking is different than the article about the new bank because the walking article is for the interest of a selected few rather than the general public, like the new bank.

## Day 1

- a. Another purpose for reading the newspaper is to enjoy stories and to read articles about things that interest you. These are called **feature articles** and are usually not written on the front page. Look at the article in the *Happy Town Herald* about walking. How is it different from the story about the new bank?
- b. If possible, look in a printed newspaper and find at least two stories that are about things people might be interested in, such as books, nature, gardening, health, cooking, etc.

Cut out one of the articles, or the feature article in the *Happy Town Herald*, and glue it on the posterboard as illustrated. Label it “Feature Article.” (See diagram in Lesson 22, **2b**.)

Do you think all the people writing these stories are reporters? Look at the end of the article and see if anything is told about the person who wrote it.

- c. Choose something that interests you. Think about what you want to tell another person about your interest. People may want to learn more or try your activity after hearing about it. Write at least two paragraphs that would help others understand this interest. Indent each paragraph.

## Days 2-5

- a. We have looked at many different aspects of a newspaper, and you have practiced writing many different types of information. For the rest of this week, work on creating your own newsletter or short newspaper.

You could create a newsletter about your family. Include what’s going on with each family member. You could create a newsletter about various clubs or sports teams. Include pictures.

Don’t forget to include a flag, an index, news/articles, headlines, editorials, and feature articles.

Look at your real newspapers and the *Happy Town Herald* to decide how you want your newspaper to look. You may want to do what is called “cut and paste” to give it the look of having information in boxes. Write the information down, cut it out, and then paste it where you want it on your newspaper. You can draw boxes or lines around the different sections. After you finish your “cut and paste,” photocopy your newspaper to hand out to family and friends.

Enjoy the process and come up with a newspaper or newsletter that you can share with others. This may be the beginning of a new tradition for you, your family, or friends.

b. Optional: Enrichment (SAB)

# I C.A.N. Assessment

## Newspaper Unit



After the *Newspaper Unit* is completed, check off each I C.A.N. objective with your teacher.

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

**C** I can **complete** my work.  
I can be **creative**.

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

**A** I can be **accurate**.  
I can do my work with a good **attitude**.

\_\_\_\_\_

**N** I can do my work **neatly**.