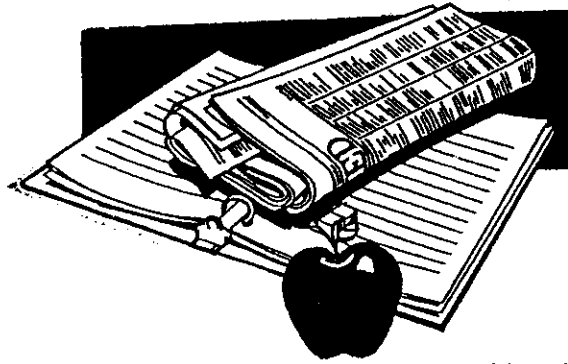


# NEWSPAPER FUN

The  
**Independent**



LEANNAH LESLIE, Newspaper in Education Coordinator  
THE DAILY INDEPENDENT, 226 Seventeenth Street, P.O. Box 311  
Ashland, KY 41105-0311 Phone (606) 326-2683 or 1-800-955-5860

## No Newspaper?



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# SOCIAL STUDIES





## SOCIAL STUDIES

### Political Science

- I. Make a "Who's Who in the News?" bulletin board by clipping out newspaper pictures of world leaders and other government officials. Put a piece of paper under each so students can write their guesses as to the identities of the people.
2. Find an editorial about government. Decide what purpose it has, and tell if you agree with it or not.
3. After studying *The Daily Independent*, write or give a report on whether or not freedom of the press is important.
4. Define the basic freedoms and rights we have as Americans, according to the Constitution and Bill of Rights. Find articles and/or pictures that illustrate these rights.
5. Read about countries that have a censored press. Take an issue of *The Daily Independent* and cross out, in magic marker, all the items that would probably be censored if the U.S. had this policy.
6. Define global interrelatedness, and find newspaper pictures and articles that demonstrate this occurrence. Make a bulletin board of your findings.
7. Carefully read articles dealing with international politics, and any other information you can find in the paper about foreign powers. Assume a global government was going to be installed. Based on your observations, what type of government would it be? How would it work? Would it be effective? Get into small groups to define the workings of this idea over a period of several weeks, and then present your government plans to the rest of the class.
8. Follow newspaper articles dealing with a bill of legislation. Trace its journey to either its rejection or passage into law.
9. Study cause and effect by reading the comics in *The Daily Independent*. Read a comic, and label the frame either cause or effect. Write a paragraph on what you see in the comic, and discuss the importance of this phenomenon.
10. Have students give their visual interpretations of a political rally by cutting out newspaper pictures and/or cartoons of people. Put the figures on a bulletin board, and tell the class to write appropriate "balloon dialogue" for the characters to speak.
11. Clip five articles dealing with problems facing your municipal government. Discuss the problems and how the government hopes to handle them.
12. Make a bulletin board called "Know Your Local Government". Cut out newspaper pictures of your city leaders, council members, school board members and any other important personnel.

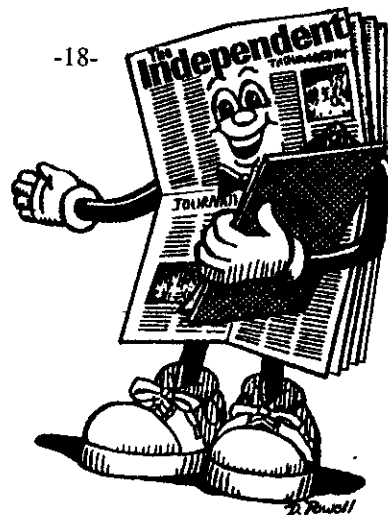
## Sociology and Psychology

13. Find examples in the paper of people getting along with people. Discuss what importance this has.
14. From newspaper pictures and stories, find 10 people who have 10 different jobs. Mount each on construction paper, and then describe their jobs below, including how much money you think they make yearly, and if you'd like that kind of job.
15. Discuss the ads and their impact on the consumer. Find examples in the newspaper of what you consider as being "good ads".
16. Go through all the pictures in The Daily Independent, and list the kinds of jobs held by people in them. What kind of training did these people have, and how much money do they make?
17. Find a picture of a building in the newspaper, and tell what kind of people might work in it.
18. Make a mobile or collage of different kinds of jobs from the newspaper pictures.
19. Keep a file of minority articles. What is being explained? What are the problems? Find editorials or columnists that comment on this.
20. Define bigotry, racism, discrimination and prejudice, and find and discuss articles and pictures that relate to them.
21. Define the propaganda techniques and find articles, ads and pictures that contain them. Discuss their influence on people.
22. Read articles and editorials on gun control. Afterwards, write an editorial stating your opinion on this subject.
23. Go through the job section of the classified ads. What jobs seem to have the most openings? Why? Do they all require comparable skills, education and the like, and offer similar opportunities?
24. Gather newspapers from cities all over the United States. Compare the classified ads of jobs available and the wages given, the housing markets, and tell why or why not you'd care to move to one of those cities.
25. Discuss the psychology of advertising "buy power".
26. Set up a classroom court, with all the students acting as jury members. Read Journal or Sentinel articles to the class involving a local court case, and have the jury determine guilt or innocence. Discuss the reasons for the decision.
27. Go through the comic section of your newspaper, and count the number of different nationalities you think are represented. Why did you categorize people the way you did?
28. Find articles that discuss "classes" of people. Why are these labels given? Are they fair?

29. Define the terms "minority" and "ethnic", and then find examples of both in newspaper articles and pictures.
30. Clip articles about refugee families coming to the United States and the culture shock they faced. How do you think this would be reversed if you emigrated, especially to a country vastly different in its culture?
31. After reading articles about prisons and prison conditions or prisoners of war and their conditions, write a letter to the editor stating your views on one of these issues.

#### Current Affairs

32. Find articles about things happening in Kentucky. Make a notebook of them, and write a brief comment under each telling why the story is important to Wisconsin citizens and to those outside the state.
33. The president is a very busy person. Keep track of him through newspaper articles and pictures, and make a bulletin board about the president's activities.
34. Underline in an editorial all those statements that are opinion. Decide why the editorial writer has those beliefs, and whether they are conservative or liberal. Watch for upcoming letters to the editor about it and discuss the public reaction.
35. Collect political cartoons and identify the use of symbolism. Keep track of how both The Journal and Sentinel lean politically through the editorial pages on major issues.
36. Carefully study the movements and views of an important public figure. Write a list of interview questions you would like to ask this person based on what you read earlier.
37. Clip various newspaper articles and classify them according to the different branches of social studies, such as history, political science, economics, current affairs, sociology, geography and the like.
38. Make a scrapbook of editorial cartoons that deal with a particular person or theme.
39. Compare Bill Sanders' (The Daily Independent editorial cartoonist) viewpoint with that of Stu Carlson (Sentinel editorial cartoonist) on an issue for which both have drawn cartoons.
40. Find newspaper articles and pictures to illustrate this quote by F. P. Dunne, an American journalist: "The job of the newspaper is to comfort the afflicted and afflict the comfortable."
41. Use The Daily Independent to do a comparative study of women's rights in the United States and another country.
42. Watch the development of an incident involving two or more countries, and trace it through its outcome in the newspaper.





### Economics

43. Go through The Daily Independent and circle all the things you would like to buy. Add up the cost, and, knowing how much money you have, go back and check off the things you want the most that are within your budget.
44. Keep track of articles about unemployment, and write an essay on the effects of this on the economy.
45. Find examples of newspaper articles about groups of people who want more pay. State why this problem exists, and how it affects the economy if these people either do or do not get more money.
46. Clip several articles for basic goods from today's The Daily Independent. Look up some back issues of the same paper in five year intervals, and note the increase of the inflation rate.
47. Define productivity, and find examples of it in your newspaper for farming, retailing and manufacturing.
48. Food prices have climbed tremendously over the years. Find articles that explain these price increases. Use food ads, too, for additional comparisons.
49. Have students play the role of investigative reporters researching unemployment, after first becoming acquainted with that type of reporting by reading it in The Daily Independent. The student should begin by contacting unemployed people, local retailers and businessmen, the unemployment office and the like. Make sure the students are well versed on unemployment facts and statistics by reading the newspaper.
50. Write an editorial describing your opinions in management/labor/union relations as reported by your newspaper.
51. Follow a strike situation closely in the paper. Make lists of what you feel are legitimate points on all sides. If you were the arbitrator, what would you do?

### Geography and Culture

52. Clip articles and pictures about a foreign country. Make a scrapbook that will tell you what the country is like. Would you ever want to visit it? Why or why not?
53. Cut datelines out of newspaper stories after reading and discussing them. Paste the city names to a map to show their locations.
54. Make a collage about the United States with newspaper words and pictures that describe life in this country.
55. In groups, make a list of all the countries mentioned in the first section of The Daily Independent. Write a short paragraph about a country from the information found in the articles.

56. Find the names of 10 U.S. cities in the paper. Paste them on construction paper, beginning with the one closest to your hometown. Write a sentence next to each city, telling how you think it's different from the city you live in.
57. Find a map in the paper. Where is the legend and what purpose does it serve? What are the symbols? Are there any on the map? Why was the map included to begin with?
58. Classify news stories as being international, national, regional, state or local only by reading the headlines. Read the stories. Were your initial assumptions correct?
59. Find examples of different types of transportation in the newspaper. How has transportation changed? Which kinds have you been in and where did they take you?
60. Divide the bulletin board into three sections, naming them transportation by air, land and water. Cut out newspaper pictures that show vehicles for each kind of travel, and tack them into the appropriate columns.
61. Have a race through the front page of The Daily Independent to see how many geographical words you can find, such as ocean, river, plateau, hill, etc.
62. Look through your newspaper and find stories about 10 different countries and find them on a world map.
63. Begin a file of articles and pictures dealing with humanistic/cultural subjects in the newspaper, such as drama, art and architecture, music, dance, literature, film and religion.
64. Have a large outline map of the United States drawn on butcher paper. Cut the datelines from as many US. stories as you can, and paste them where you think the cities are located. You can do the same things with maps of Wisconsin, Europe, Asia, Africa, etc.
65. Using the weather information in The Daily Independent over several days, note the temperature and weather in cities around the world. Make a chart or graph of the averages, and make educated observations on the countries' general climates.
66. Have a big map of the United States or Europe drawn on butcher paper with the states or countries drawn in. Using the newspaper, cut out words that describe the area in cultural, geographic and meteorologic ways. Paste them in the appropriate areas.
67. Using the travel section of the newspaper, clip ten ads of trips you would like to take, preferably to foreign countries. Paste each on a large piece of paper, and then list the things you would expect there, for example: climate, physical geography, vegetation, language spoken, dress, food, kind of people, religion, etc. What do you think would be your favorite trip? Your least favorite? Why?
68. Choose a foreign country of interest to you. Clip all the articles and ads you can find about it, and give a short speech about the country based on that information. Make a poster "selling" that country.





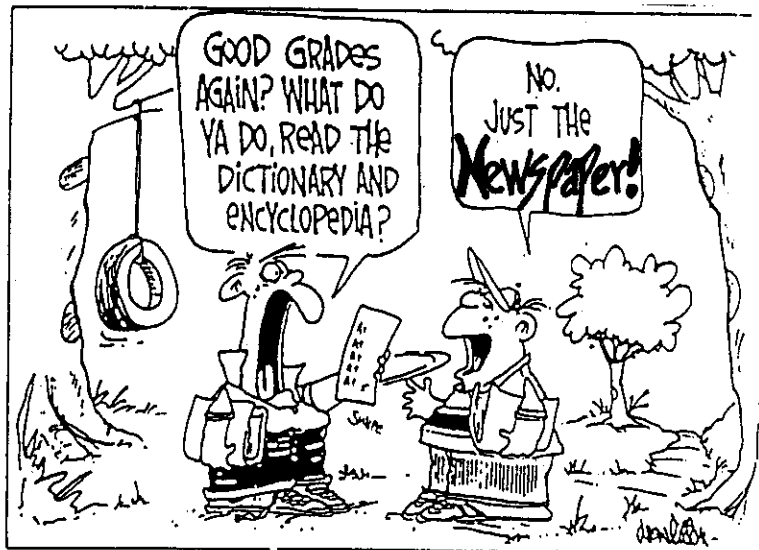
69. Keep a file box about mass transit, and discuss its importance to urban areas.
70. Cut out The Daily Independent pictures of different kinds of comestibles that are mainly imported. Where did they come from? What modes of transportation finally brought them to your neighborhood store? Put a world map on your bulletin board, and place the food pictures around it. With colored yarn, attach the foods and beverages from the countries that produce them.
71. Find and label examples of thematic, physical and political maps in your newspaper. Discuss the reasons for their inclusion in the paper that day.
72. Do an in-depth study about life in a foreign country, based only on newspaper articles gathered and studied over a given period of time.

### History

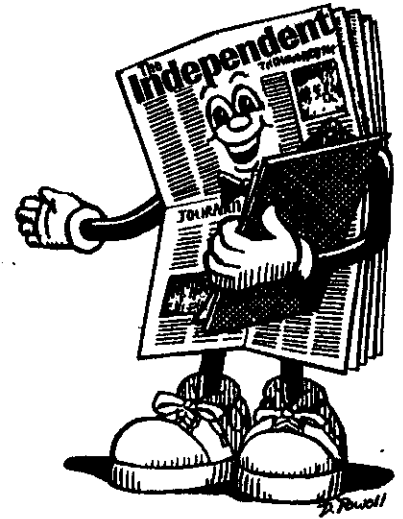
73. Clip the major headline from the news, sports, finance and entertainment sections of the paper every day and make timelines of the year's history in these areas.
74. Write an editorial about an event that was controversial during the period of American history you're studying.
75. Clip articles from the first section of The Daily Independent for a week that you feel will be of the most importance to future history. How do the two papers differ in their outlooks?
76. Choose a person currently important in history. Make a collage of articles, headlines and pictures to give an overall view of him or her.
77. Using the main headline daily on page one, construct a timeline of the school year. Analyze the frequency of reappearance of the same stories, and, at the end of the year, discuss how the world has changed.
78. Recall a past incident in history, like the New Deal or the Civil War. Find articles that discuss the same problems we have today that were in existence then, or that the incident had hoped to solve but didn't.
79. Choose a past historical event and report it, using the inverted pyramid newswriting style.
80. Write an essay on the topic "History repeats itself", using articles from the newspaper that prove this theory.
81. The history of the United States has been marked with major eras, such as the Industrial Revolution, the Space Age and the Nuclear Age. Find articles that exemplify one such era, and show how we are still in it.
82. Familiarize yourself with the Bill of Rights and subsequent amendments. Find articles and pictures that illustrate how they are being upheld or broken by individuals, groups, corporations, etc.



83. Research the original philosophies of the Democratic and Republican parties. See if those original ideals are upheld today by finding articles that demonstrate yes or no.
84. Choose a past president and familiarize yourself with his political ideals. Compare and contrast them with today's president, based on news stories.
85. Find a country we were not always on friendly terms with but are now. Clip articles showing relations between the two countries, and make a determination why the policies have changed.



Pottsville (Pa.) Republican



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## SOCIAL STUDIES SCAVENGER HUNT

Using The Daily Independent, find an example of each of the following:

- 1 - name of the first president
- 2 - where the presidents live
- 3 - city of your state capitol
- 4 - name of a leader in the Middle East
- 5 - name of a country currently at war
- 6 - name of your governor
- 7 - 2 countries involved in World War I
- 8 - 2 countries involved in World War II  
(must be different answers than in number 7)
- 9 - 2 main countries that fought in the Revolutionary War
- 10 - country the Spanish-American War was fought in
- 11 - the largest city in your state population-wise
- 12 - name of a Cabinet member
- 13 - an ally of our country
- 14 - the first and last states admitted to the Union
- 15 - the first state to secede from the US. during the Civil War
- 16 - names of our two major political parties
- 17 - name of a senator
- 18 - a country from which we have accepted many refugees
- 19 - a country in the Common Market
- 20 - city where the United Nations is
- 21 - name of a past president
- 22 - country which gave us the Statue of Liberty
- 23 - one of the states formed out the Louisiana Purchase
- 24 - the state that had the Gold Rush of 1849
- 25 - the state Ponce DeLeon thought the Fountain of Youth was in



## GEOGRAPHY SCAVENGER HUNT

Using your daily newspaper, find an example of each of the following:

- I - your state
- 2 - the state south of yours
- 3 - biggest city on the East Coast
- 4 - biggest city of the West Coast
- 5 - country directly north of the US.
- 6 - main north/south river in the U.S.
- 7 - name of an ocean
- 8 - name of a Great Lake
- 9 - a country in South America
- 10 - a country in northern Africa
- II - a country in two continents
- 12 - a mountain range in the U.S.
- 13 - a country in Asia
- 14 - a country where Spanish is spoken
- 15 - a city in Europe
- 16 - a river not in the U.S.
- 17 - a Middle Eastern country
- 18 - a landlocked country
- 19 - a northeastern US. state
- 20 - a city in the southwestern U.S.
- 21 - a place earthquakes occur
- 22 - a city with over 1 million people
- 23 - a country with a jungle
- 24 - a country with a desert
- 25 - an island

NEWSPAPER  
IN  
EDUCATION

The  
**Independent**

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# Lesson 1

- Objective** To increase student awareness of current events at local, national and international levels
- Materials needed** Newspapers, scissors
- To start** Ask students to recall some of the biggest local news events of the year. Can they do the same for national news? World news? Which stories affect them directly? (Teachers' strikes, park closings, etc.) Which stories affect them indirectly? (World hunger, rising oil prices, etc.) Which stories do not affect them at all?
- Group activity** Section off the class bulletin board into three categories: local, national and world news. Break the class into three groups, one for each category. Every day for a week or so, have each group clip from the newspaper two or three articles and photos they feel are most important or interesting. Each group should arrange its examples on the bulletin board.  
At the end of the week, have students report on one of the events pictured on the board. The oral reports should include the 5Ws and H—the who, what, when, where, why and how of the story—as well as why the group felt the event was important.
- Follow-up** When a major local, national or world news story breaks, bring it to the class' attention; challenge students to find follow-up stories in the days that follow. Have them summarize events that have occurred. Story examples might include natural disasters, political crises, major crime investigations, disease outbreaks, organ transplant operations, etc. (Note that as the days go on and the story becomes less timely, it may be harder to find follow-ups. You might make the assignment a challenge: who will be the first to uncover the news?)

# Lesson 2

**Objective** To focus student attention on current issues in the news of special importance to them

**Materials needed** Newspapers

**To start** Talk about a problem or issue at school or in the community that bothers students personally: say, graffiti, dress codes, smoking, etc. Write a list of these issues on the board. Select one issue that seems to interest all your students, and hold a "rap session." Encourage students to voice differences of opinion; don't hesitate to do the same!

**Group activity** Now turn the discussion to some of the controversial issues in the news today—nuclear war, world hunger, prisoners' rights, election issues, and so on. Pick a topic that evokes the most interest; look for related articles in your class newspaper or distribute copies of articles you have selected beforehand, preferably those that show all sides of the story. Assign the articles as class reading and discuss the issue. Where do students stand?

On the board, list arguments on both sides of the issue. Then draw an imaginary line on the floor, one end representing "for" and the other "against" the issue at hand. Ask students to "take a stand," literally, on the line where they feel they belong. They can stand at either end or anywhere in between, depending on the strength of their beliefs. (In the unlikely event that all are on one side, play "devil's advocate" and stand on the other side.)

When everyone is standing, open the floor to debate. Spokespersons for each side should argue their positions. The goal is to have some people move, closer to one point of view. At the end, people can be standing anywhere but in the "undecided" middle position.

**Follow-up** Have students explain in writing their views on the above issue. Each can write his or her own editorial on the issue, based on what has been learned and discussed in the previous activity.

# Lesson 3

- Objective** To examine all areas of current events through the newspaper
- Materials** Newspapers, Worksheet Q
- To start** Ask students for their definition of a "current event." Go around the room asking each student to give an example.
- Group activity** Explain that current events deal not only with serious issues but important trends and fads as well. Give each student a newspaper and Worksheet Q. Students should scan the newspaper and write the requested current event information in each worksheet column.  
When the worksheets are completed, draw a similar chart on the board. Ask students for some of their worksheet answers and record them. Ask them to summarize one event orally, using the 5Ws and H as a guide. They should explain why they think the event is of interest to people.
- Follow-up** Divide the class into teams and hold a weekly current events quiz. Post articles on the bulletin board during the week, and stress that the teams are responsible for reading the posted items. Remove the articles on the day of the quiz. Ask questions based on the articles and see which team can answer the most correctly. Impose time limits if necessary.

*Directions: Find a current event described in the newspaper for each category below. Name the event and then write a brief summary of it.*

Category	Event	Summary
Government		
Crime		
Sports		
Fashion		
Entertainment		
Health		
Science		

# Lesson 4

**Objective** To examine different cultures of the world

**Materials needed** Newspapers, poster paper, scissors, glue

**To start** Define the word "culture" on the board. Have the class give examples of things that make up American culture (music, clothing, food, democratic government, etc.). Then ask if all people in the United States are alike; lead into a discussion of "subcultures." For example, Vietnamese immigrants might espouse the American culture while holding on to parts of their original culture as well.

**Group activity** Break the class into small groups. Have each group make a poster-size "half and half" collage. On one side of the paper, they should paste articles, pictures and ads representing the general American culture. On the other side they should attach items that represent the wide variety of subcultures in America, including varied ethnic and regional groups. Students who themselves are part of a particular subculture might want to focus entirely on that subculture.

Students should strive to find examples of several categories named in the definition for culture—music, clothing, government, etc. Afterwards, hang the posters around the room for a one-of-a-kind cultural display.

**Follow-up** Ask one of your newspaper's travel writers to speak to the class about travel in other countries and ways that foreign cultures differ from ours. Or look in the newspaper for a travel agent, and call with the same request.

# Lesson 5

**Objective** To make geography come alive for students via the newspaper

**Materials needed** Newspapers, globe, maps, atlas, travel stories

**To start** Have students find the names of foreign countries in the newspaper. List each on the board. Then ask who can locate one on the globe. Students keep trying until all the countries on the board have been located. Teachers may want to impose a 60-second time limit to add a little excitement and competition to the activity.

**Group activity** Set up four or five learning stations on geography with the following activities:

- Provide students with a blank map of the United States (drawn to scale) and have students fill in all the American cities featured in the weather section. Then, using the scale, have them compute approximate distances between each city.
- Challenge students to find and write down names of all the foreign cities they can find in the newspaper. Then have them locate each in a world atlas, noting the page number on which each city is found. (If necessary, place a card at the station explaining how to use an atlas.)
- Mount on separate sheets of construction paper several descriptive travel stories. On the back of each paper, write questions about the climate, terrain, points of interest, etc. Each student at this learning station should select one story and answer the questions on the reverse side.
- Challenge students to find newspaper examples of as many of the following geographical items as possible. They may be named, described or pictured in the newspaper.
  - Body of water
  - Mountainous area
  - Desert
  - Coastal city
  - Peninsula
  - Jungle or forest
  - Plain or farmland
  - Island
  - The name of a place above the equator
  - The name of a place below the equator
- Articles in the news about unfamiliar places often are accompanied by maps. Clip these out when you see them and mount each on construction paper. Write questions on the back of each paper, to students' map skills.

**Follow-up** Have students write a research report about an area that interests them, climate, terrain and points of interest. Some information might be found in newspaper articles, with additional material taken from library sources.

# Lesson 6

**Objective** To familiarize students with the interdependency of nations

**Materials needed** Newspapers

**To start** Define "natural resource" and ask students for examples of America's natural resources. Point out that America is fortunate to have so many. Countries that lack resources must depend on others to fill voids. For example, U.S. supplies grain to many countries unable to grow their own. Also point out that even as well off as we are, the U.S. still depends on other countries for some things, including oil. Explain that this give-and-take between countries is called "interdependency."

**Group activity** Countries not only are dependent on each other for natural resources, but for manufactured resources as well. To illustrate, have students go through ads in the class newspaper to find out how many advertised items originate in other countries. (German cars, Japanese radios, French wine). Have students call out examples as they find them; list answers on the board. Briefly explain imports and exports to students; discuss advantages and disadvantages of this system of exchange. Should we only support American-made products? Or should we buy from whomever offers the best buy for our money—domestic or foreign? Discuss.

**Follow-up** Have students draw an editorial cartoon (or comic strip) on interdependency among nations. If possible, post examples of several different editorial cartoons as models.

# Lesson 7

**Objective** To have students recognize the diversity of cultures in America

**Materials needed** Newspapers, poster board

**To start** Ask students what they think is meant by that old-time saying, "America is a melting pot." Ask students who know their family history to describe their family origins to the class; or tell them something about your own background.

**Group activity** Look for articles about new immigrants to this country. Have the class read the articles; then ask students to try to imagine what life is like for these new Americans—new language, new schools, new jobs, etc. What day-to-day problems might they face? What changes would they need to make in their life styles? How might we help new Americans adjust?

To drive home the "melting pot" idea, make a big black kettle out of poster board. Hang it at the base of the bulletin board. Coming out of the top of the kettle could be a montage of student-selected newspaper articles and photographs that reflect America's diverse population.

**Follow-up** Try to arrange for recent immigrants to speak to the class about what it was like to leave one country for another. Or invite a representative of the local immigration department to talk about what a person has to do to become an American citizen; the speaker also might touch on other challenges new immigrants face. Have students develop questions beforehand, based on their newspaper reading.

# Lesson 8

**Objective** To learn about newspapers published in other cities

**Materials needed** Newspapers from around the U.S., red markers

**To start** What is important news in one state may not be as important in another. Distribute copies of your local newspaper and have students look at its major stories. Ask: Which stories would be of interest only to people in our state? Our city? Have students draw a red "X" through news stories that they think would not have been printed in newspapers elsewhere. How many news stories are left?

**Group activity** To help students understand what makes news in other cities and states, have them try a target-dating activity. Pick a date; have students write to a newspaper in another city and request a copy for that date. (Your local library should have a copy of *Editor & Publisher*—a directory of newspapers in each state. Make a random selection or ask students to choose a city of interest.) Students should write at least two to three weeks in advance; they might want to send extra letters to make up for the few newspapers that do not respond. (Do not request Sunday newspapers; mailing costs would be prohibitive for most.)

When the newspapers come in, students should make a display of front pages from around the country. Your local newspaper might go in the middle, with other newspapers around it. Compare front-page coverage from city to city. What are similarities in the news? What are differences? Did many newspapers focus on the same national stories? Discuss.

**Follow-up** Students can use newspapers from around the country to compare editorials. How are they different? Similar? What can you tell about the concerns of a city, as expressed in letters to the editor of its newspapers? Discuss.

# Lesson 9

**Objective** To focus students' attention on their rights and responsibilities as Americans

**Materials needed** Newspapers, Bill of Rights (Worksheet R)

**To start** Give each student **Worksheet R**, which lists and explains the Bill of Rights. Ask students why they think these rights are important. They might try to think of examples that show how Americans exercise the rights guaranteed them under the first 10 amendments to the Constitution.

**Group activity** Have students examine current newspaper stories for examples of rights being exercised, upheld or abused. An article on capital punishment might elicit a classroom discussion of the prohibition on cruel and unusual punishment. A political rally will suggest the right to assemble.

Challenge students to find as many other examples in the newspaper as they can, clipping the articles, pasting each on paper and labeling each with the appropriate right underneath. (The First Amendment alone should provide numerous examples, since it deals with rights protecting freedom of religion, speech, press, assembly and petition for redress of grievances.)

**Follow-up** Ask students to imagine that alien beings have taken over our country and have forced us to give up one right guaranteed under the Bill of Rights. Which might it be?

Why? Have students answer in writing or base a class debate on the question.

## The Bill of Rights

*The first 10 amendments to the U.S. Constitution*

### Amendment I.

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.

*(This amendment guarantees freedom of speech, freedom of the press, freedom of religion and freedom for the people to assemble peacefully in meetings.)*

### Amendment II.

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.

*(This amendment guarantees people the right to keep and bear arms.)*

### Amendment III.

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.

*(This amendment says that the government may not force people to provide food and shelter for soldiers in peacetime.)*

### Amendment IV.

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.

*(This amendment says that the government must have a search warrant issued by a court before police can search a person's property; in addition, police may not take a person's property—to be used as evidence in a trial—unless they have received permission from a judge beforehand. That judge must show "probable cause"—that is, he or she must have a way to show that there was a reason to believe the person had committed a crime.)*

### Amendment V.

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.

*(This amendment states that people who are accused of committing crimes have legal rights; the "due process" of law must be followed before a person can be punished. People cannot be tried twice by the same court for the same crime. No one may be forced to say things against himself.)*

**Amendment VI.** 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.

*(People accused of crimes have a right to speedy, public trials; use lawyers; see, hear and question witnesses at their trials; and force witnesses to speak, if it would help in their defense.)*

**Amendment VII.** 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 re-examined in any court of the United States, than according to the rules of the common law.

*(This amendment says that jury decisions in a court are final; people who are suing others for more than \$20 may have jury trials.)*

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

*(This amendment says that judges may not set bail at dollar amounts that are excessive; it also says that cruel and unusual punishments are prohibited.)*

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

*(People have many rights that are not specifically stated in the Constitution; this amendment says that the government may not take away people's rights just because those rights are not spelled out by the Constitution.)*

**Amendment X.** 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.

*(This amendment says that the federal government can use only those powers that are granted in the Constitution. Certain powers (for example, the power to set up public school systems) have been retained by State governments; other powers and freedoms are to be kept by the people.)*

# Lesson 10

- Objective** To encourage students to think about the world of the future
- Materials needed** Newspapers, poster paper
- To start** Ask students to think about how newspapers have changed over the years, in keeping with changes in society. (If possible, get a copy of a historic front page from your local newspaper's archives.) Talk about issues, events and problems common today that did not exist 100 years ago: nuclear war, pollution, driver safety, etc. What about issues that have survived 100 years? (Crime, disease, poverty, etc.) Discuss. Students should have no trouble seeing how newspapers mirror the time.
- Group activity** What problems or issues do students think Americans will face 100 years from now? Have students imagine that they are editors of newspapers published in 2086. Have them choose an area of news to cover—say, general news, health, life styles, sports, travel, etc.  
Have students write an article for their chosen area that they think might appear 100 years hence. Encourage students to be creative; point out that much of what sounded "crazy" to people only 50 years ago is now a reality: moon landings, space travel, heart transplants, etc. Nothing is impossible!  
Students also may want to draw pictures of the future world to accompany their articles. Post the artwork on the board for a futuristic visual display.
- Follow-up** Science fiction aside, there are some current issues that may negatively affect our future. Isolate a few of these issues and discuss them in class. Students might write editorials on one or more of these issues, expressing their hopes for solutions.

# 20 More

**The Independent**

# Social Studies

What community problems are discussed in the daily letters to the editor section? Make a list of these problems and discuss some of them as a class. Do students agree or disagree with the people who wrote?

A newspaper carries good news as well as bad news. Each week, assign an "editorial staff" to clip "good news" articles from the newspaper. Make a "Good News" bulletin board to use as a resource for class discussions.

Have students create a collage entitled "Community." Students can use newspaper articles, ads and pictures to show the many different aspects of their community.

Challenge students to find articles that represent "man vs. nature" and "nature vs. man." Use the articles to create a display on interdependencies among human beings and nature.

How many different articles or photos depicting land use can students find in the newspaper? (Shopping centers, stores, parks, farms, etc.) Ask: Why is land considered a precious resource?

Have students keep a newspaper scrapbook on world leaders in the news. Under each clipping, students can write their opinions about the person described.

Have students collect articles about people employed in the three branches of government. Use these clippings to make a display on the three branches; try to include materials that describe responsibilities and functions of each branch.

Ask class members to look for examples in the news of laws being upheld or broken. List each law. Do students feel that each of these laws is important to society or not? Discuss.

Ask students to imagine that beings from outer space found a newspaper's comic section floating in space. What would they learn about our society from the comics? What might be misleading?

Challenge students to find "clues" in articles about foreign countries that suggest differences between our culture and theirs. Make a list of these, categorized by country.

How many different forms of governments are mentioned or described in the newspaper? (Democratic, communist, socialist, monarchy, etc.) Have students write brief descriptions of each form of government identified.

Discuss what is meant by the "norms" of a society. Have students find examples in the newspaper of behavior that deviates from the norm. Discuss.

Discuss our government's concept of "checks and balances." Ask students to describe the role a free press plays in this system. Have them explain their views in writing.

Make a display of articles and pictures of persons or groups that oppose our government in some way. Talk about these articles in class. Is it un-American to disagree with the government? Or is it uniquely American to be able to do so?

Have students make posters to illustrate "America, the Land of the Free." Students can use newspaper ads, articles and pictures for their posters.

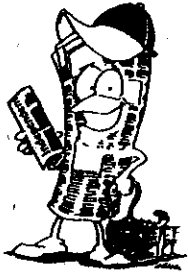
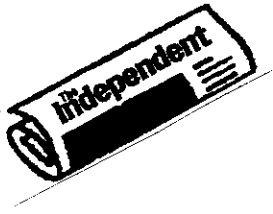
Consult the newspaper's feature and entertainment sections for ideas for field trips to museums, fairs, cultural events, and so on. Take a class vote to decide which place to visit.

Have students find five places mentioned in the newspaper that are located in different time zones. For one of the places found, students might imagine what people there are doing while students here are eating lunch, in school, sleeping, etc.

Encourage students to make crossword puzzles based on recent current events. The puzzles can be distributed among classmates for fun and competition.

Collect quotations of world leaders that appear in newspaper articles. Write the quotations on the board and ask students to decide which might become famous sayings, or which might be recorded in history as important remarks.

Collect advice columns that deal with problems relevant to young people: drugs, alcohol, adolescence, etc. Ask students whether or not they agree with the columnist's answer. If not, what are their views on the subject?



# Let's Go on a Trip

Using the travel section (advertisements and news articles) from your newspaper, plan a trip to somewhere in the United States (Alaska and Hawaii included).

Be sure to include the following:

What form of transportation will be used?

How much will it cost?

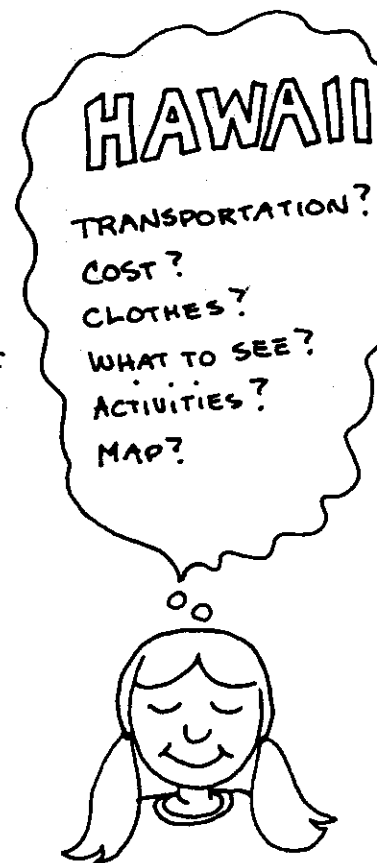
What kind of clothes will you need to take (clip ads from the newspaper for this)?

What special points of interest do you want to see?

What special activities are scheduled that you do not want to miss?

Include a map showing your travel route.

This report can be given orally using your visual aids, or written.

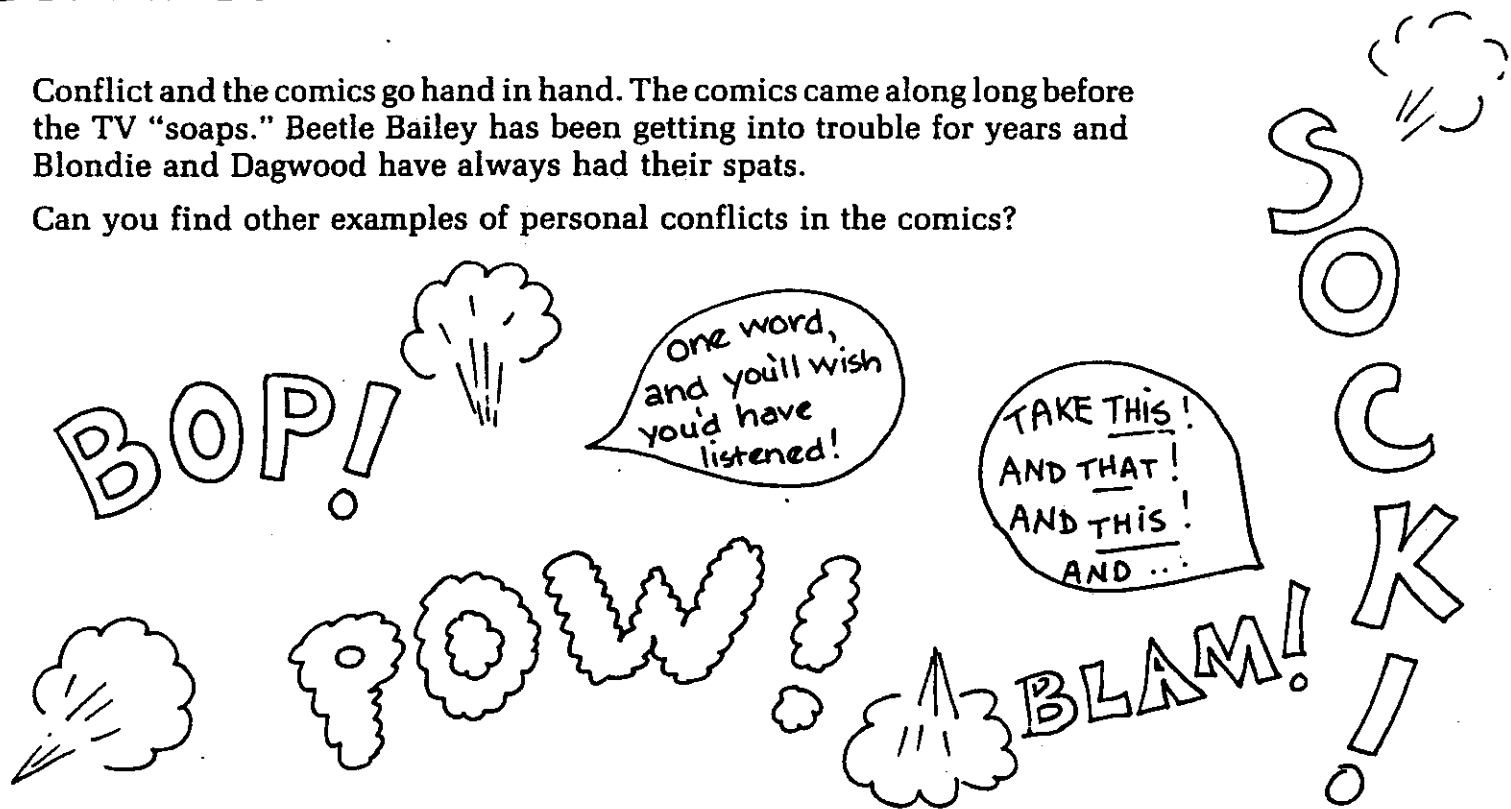


SS

# Conflict

Conflict and the comics go hand in hand. The comics came along long before the TV "soaps." Beetle Bailey has been getting into trouble for years and Blondie and Dagwood have always had their spats.

Can you find other examples of personal conflicts in the comics?



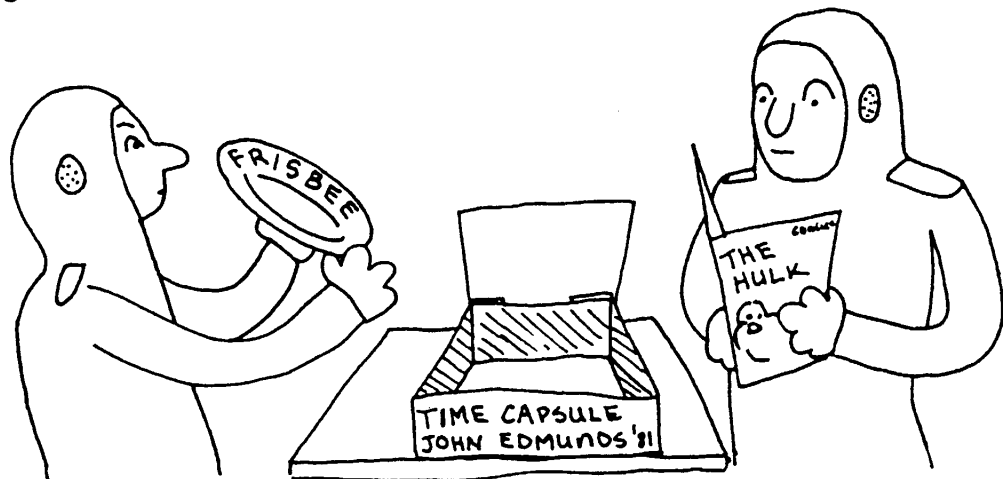
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# Making History

How would you like our society to be remembered by history? Make a time capsule from a small box.

Cut pictures, advertisements, and stories that are typical of today's society to put in the box. These newspaper clippings will tell people of the future what it was like to live during our period of history.

Compare your time capsule with those of some of your classmates. Did you include many of the same things? How did you decide what would go into your time capsule?

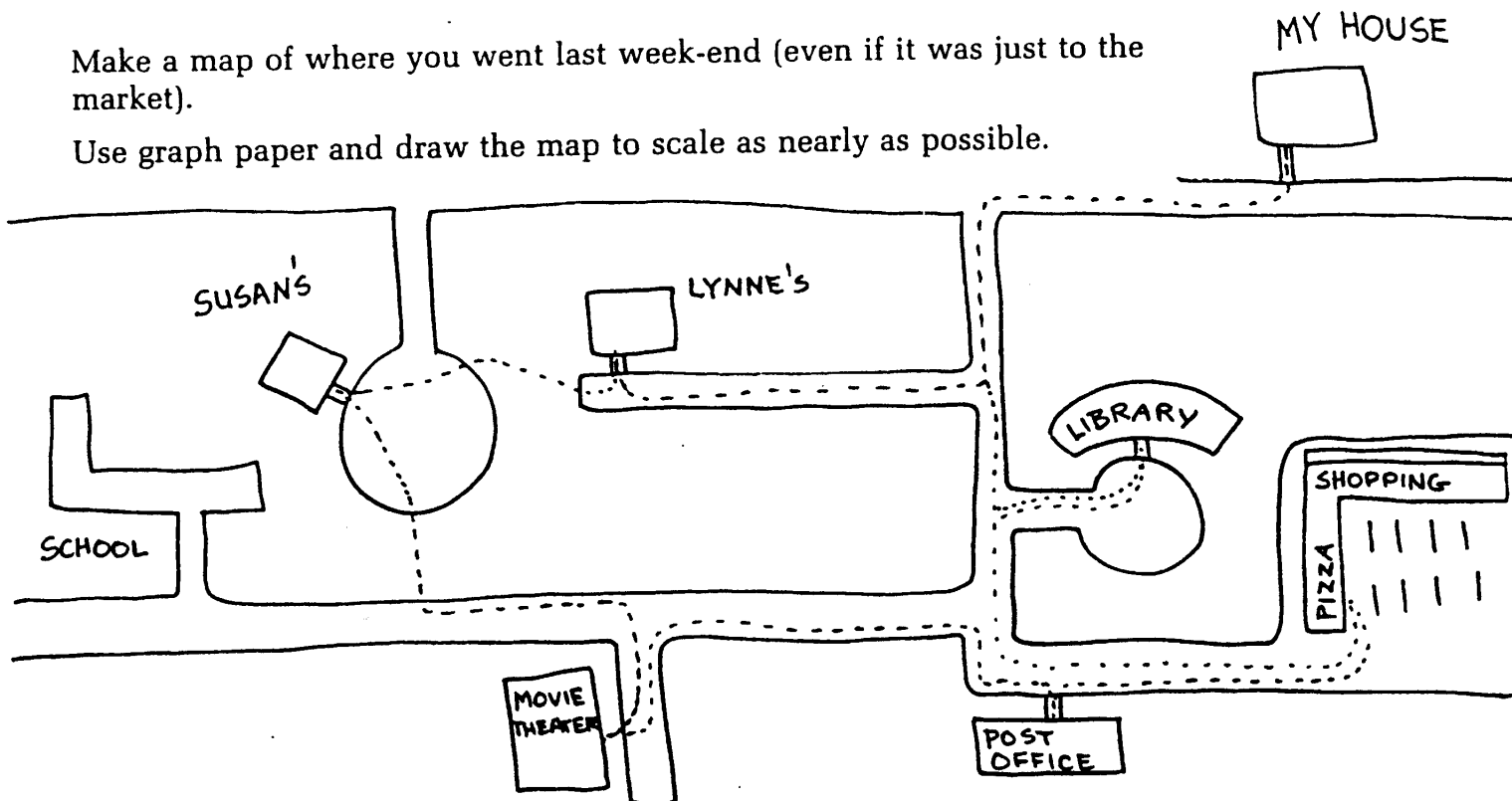


SS

# Where Were You?

Make a map of where you went last week-end (even if it was just to the market).

Use graph paper and draw the map to scale as nearly as possible.



SS

# History is Fun

Time to go back in history or in the future.

Write a news story which might have appeared on July 4, 1776 or December 7, 1941.

Write a news story which might appear in the paper on September 16, 2025.



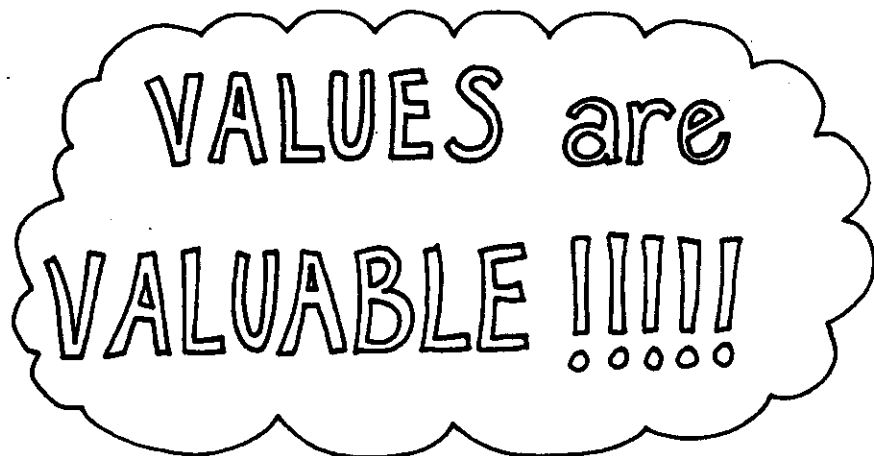
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## Value Identification

When you look through the newspaper you will find examples of different values. The advice columns support certain values, editorials support values, letters to the editor let you know the values of the newspaper readers.

Make a list of different values you found in today's paper.

Which values do you feel are most important?



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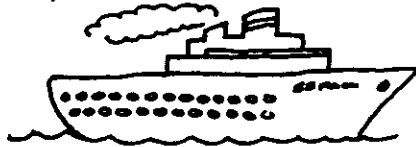
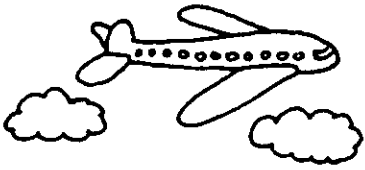
# In The World

Look in the first section of the newspaper. Each day many countries are named.

Read about the news from different countries. Use a globe or map of the world to locate the countries mentioned in the articles.

Describe how you would get to each country from your city. For example: to get to Tokyo, travel northwest from Texas. Fly to San Francisco and take a ship or fly to Japan.

Point A to Point B , Point B to Point C , Point C to Point D , Point D to ... ?



SS

# Countries In The News

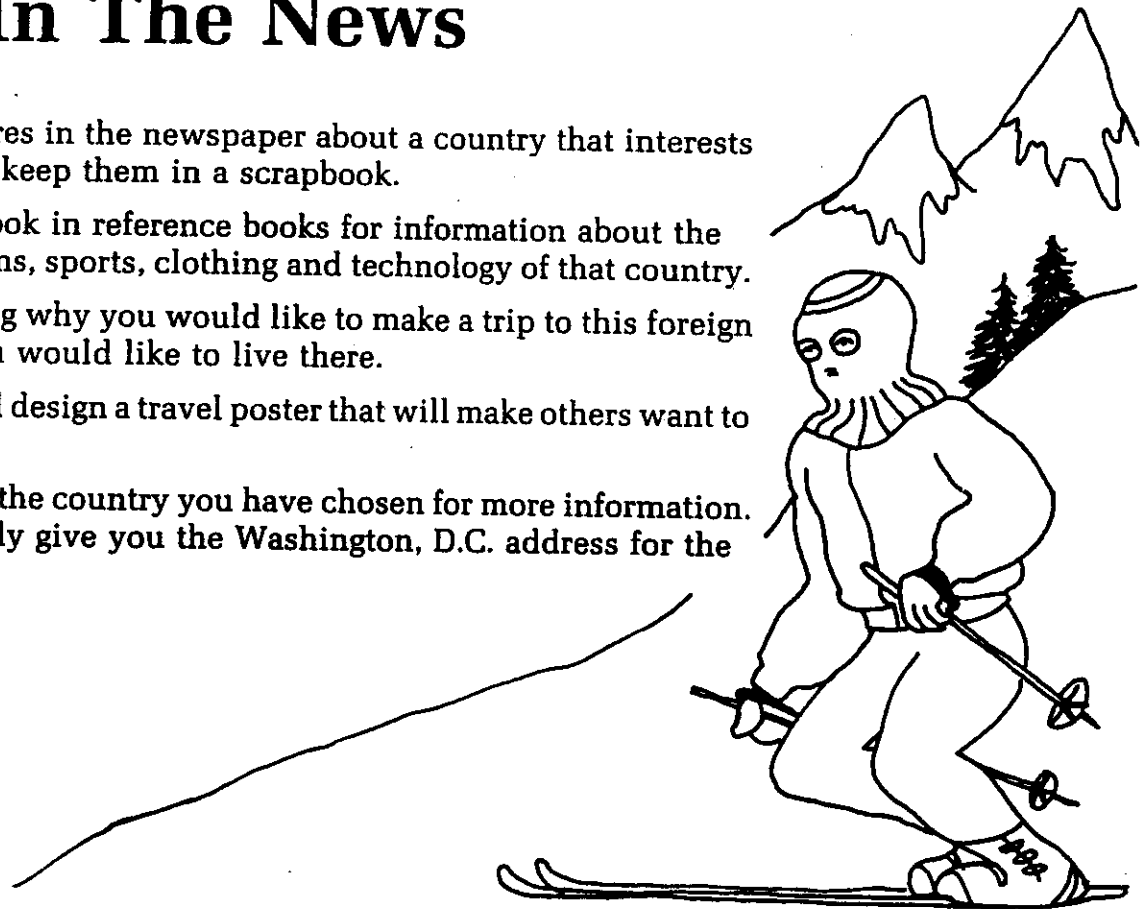
Find articles and pictures in the newspaper about a country that interests you. Cut them out and keep them in a scrapbook.

Go to the library and look in reference books for information about the climate, special problems, sports, clothing and technology of that country.

Write a paragraph telling why you would like to make a trip to this foreign country or tell why you would like to live there.

**Bonus:** Be creative and design a travel poster that will make others want to visit this country.

Write to the embassy of the country you have chosen for more information. The library will probably give you the Washington, D.C. address for the embassy.

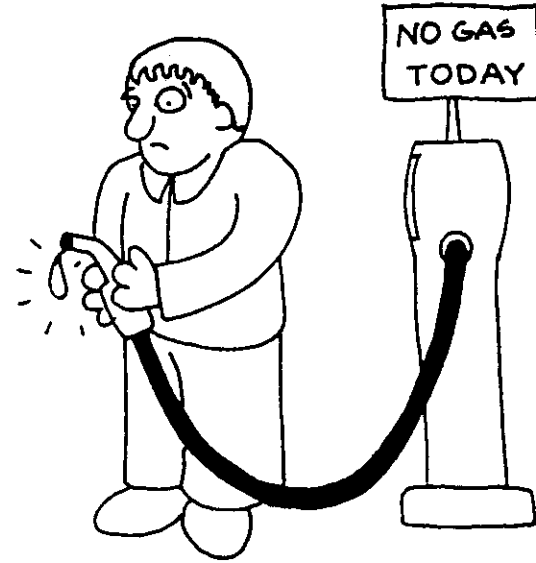
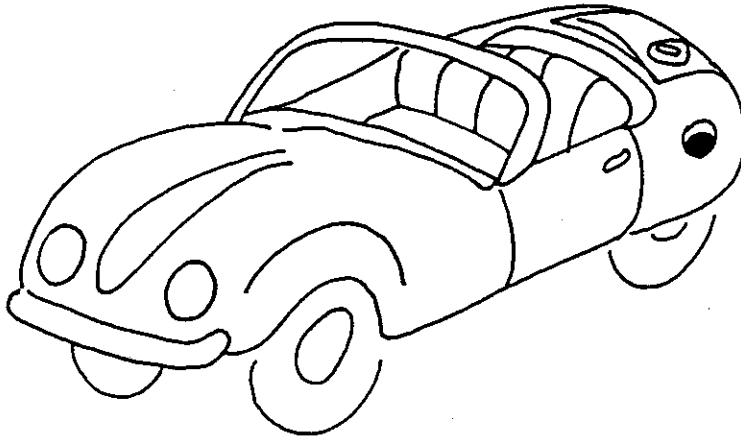


SS

# Supply and Demand

Almost every day there is an article in the paper about the greater demand for our natural resources and our diminishing supply.

Find such a story and write a paragraph about what you would do to solve the problem.



SS

## Up . . . Up . . . and Away

Pretend you're taking a trip to Florida and you want to see Mickey Mouse and "friends" at Disney World in Orlando and then go further South to spend some time on the beach.

Look in the newspaper for ads on special fares to Florida. Check the buses, the trains and planes.

Which travel plan is best for you? Why?

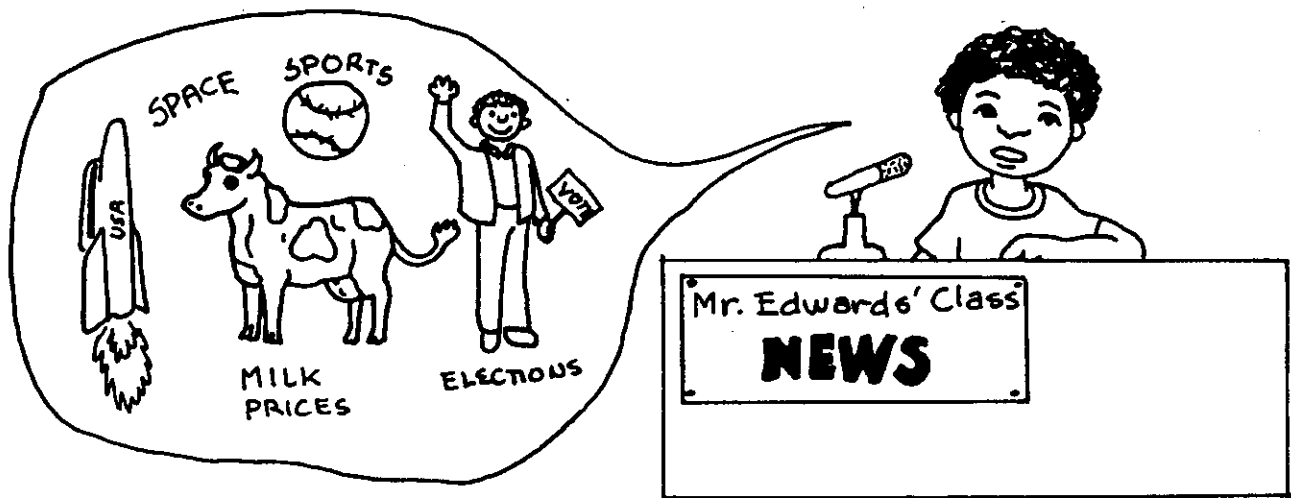


SS

# Current Events

Take 15 minutes to scan the headlines and stories in the first section of today's newspaper. Pretend you are presenting a news synopsis for your class. Which stories do you think would interest your class the most?

Write a one-paragraph summary of each story.



SS

# Our State

Collect pictures and stories for a scrapbook about your state. You will have a lot of material, so divide your scrapbook into sections. You might want to include sections on PEOPLE . . . SCHOOLS . . . TRAVEL . . . WEATHER . . . INDUSTRY . . . GOVERNMENT.



SS

8

# Respecting Rules

Rules are made to be kept. Find stories about people who broke rules. What rules were broken?

Select one story about a person who broke a rule and think of a fair way to deal with this person.



... LATER



SS

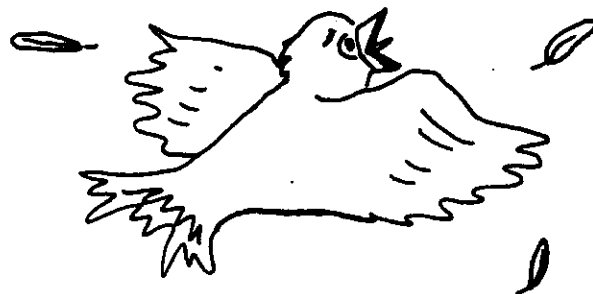
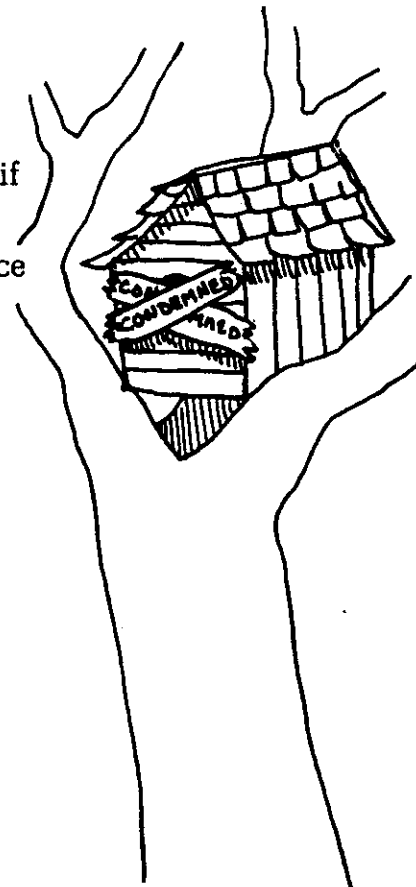
# Your Land and Mine

Think of a place near your home that is special to you. How would you feel if someone took this place away from you?

Find a story in the newspaper about someone having his or her special place taken away. How do you think that person or group of people feels?

If someone tried to do this to you, how could you stop them?

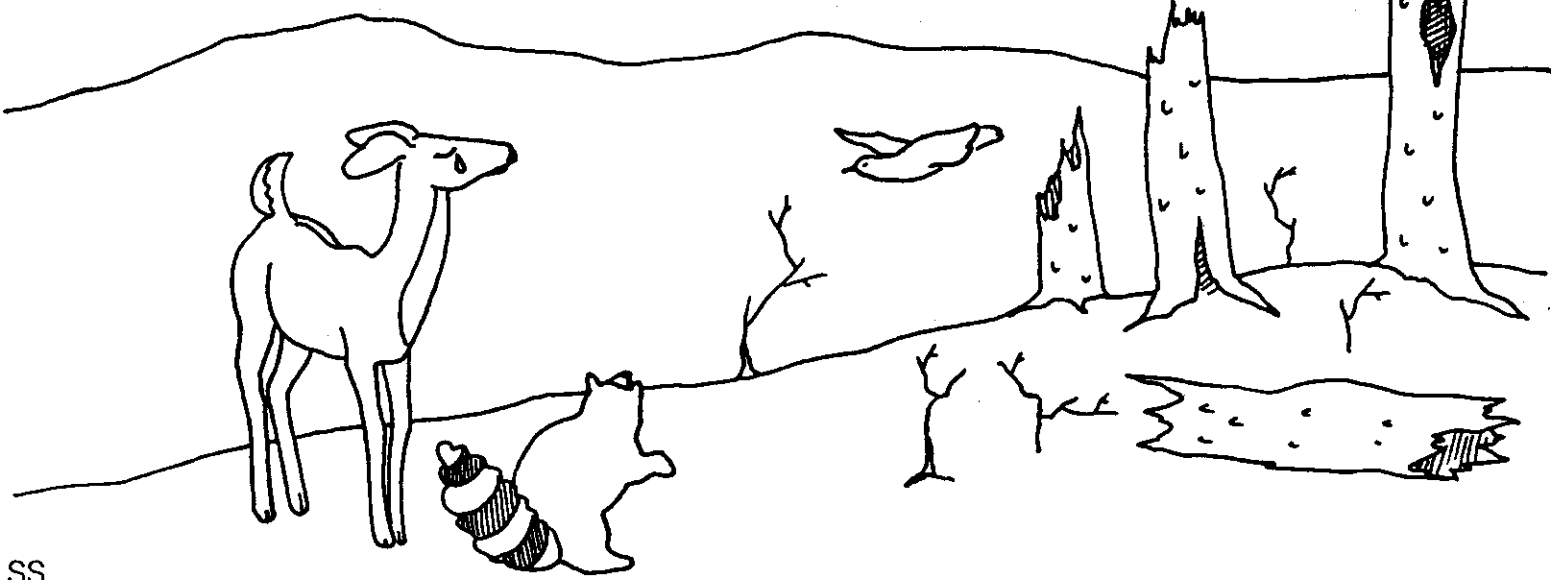
How can you help preserve your land and your favorite places?



SS

# Fire Prevention

Fires destroy many homes and lives each year. Find an article in the paper about a disaster which was caused by a fire. What was the outcome of the fire? Could the fire have been prevented? How?



SS

# Beginnings and Endings

Everything has a beginning and an end. Can you find examples of beginnings and endings in the newspaper? You may see a picture of a baby and a senior citizen . . . of a building being built and one being torn down.

Cut out the pictures and label the beginnings and the endings.



*Before...*



*After...*

SS

# People Who Serve Us

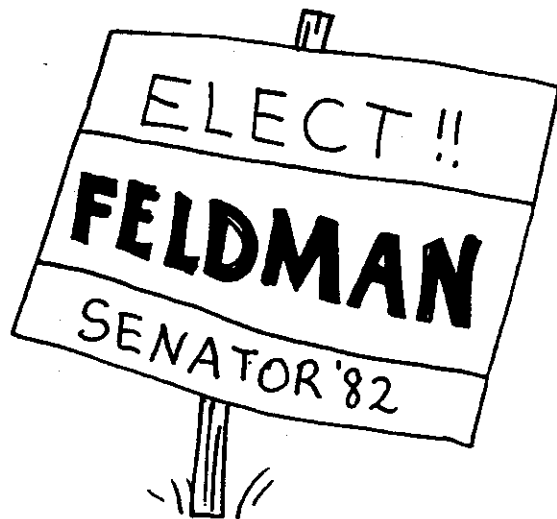
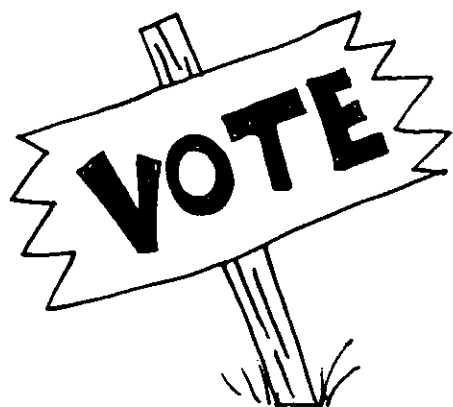
Look through the newspaper and find the names of people who serve us in public office.

Pick one person and find out how he or she got into office.

Write a complete sentence that tells what is happening to that person now.

How long will that person be in office?

Tell why you would or would not vote for that person.



SS

# Helping People

Our society has many services to help people. Look in today's paper and find a story about helping someone else. Read the story. Do you think the person needed help? Why? Or why not?



SS

# This Is Your City

Articles about your city appear in the newspaper daily.

See if you can find and cut out an article for each of these:

Police Department

Fire Department

School District

Local TV Station

Mayor and/or City Council

What is the most exciting article you found? Write a short paragraph telling why you think so.

... The Crossman School District closed three of its schools today due to power failure. Administrators were upset over possible future closings, however, students felt differently...

**YAY!**  
Allri-i-ight!

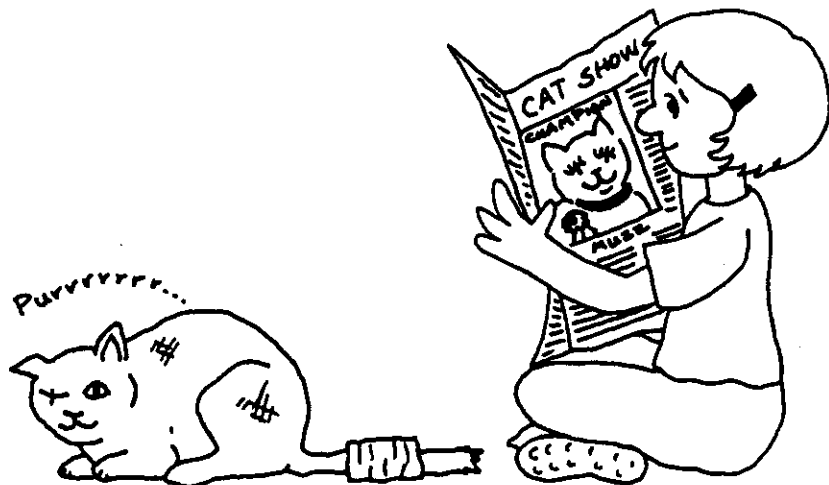
SS

## Another Way to Look at It

Beauty is different things to different people. Add to your *BEAUTY IS . . .* scrapbook.

Collect stories and pictures from the paper about things that are beautiful to other people. Can you appreciate other people's beautiful things?

In your scrapbook, make a list of the ways you can show appreciation for other people's treasures.



SS

# Wants or Needs

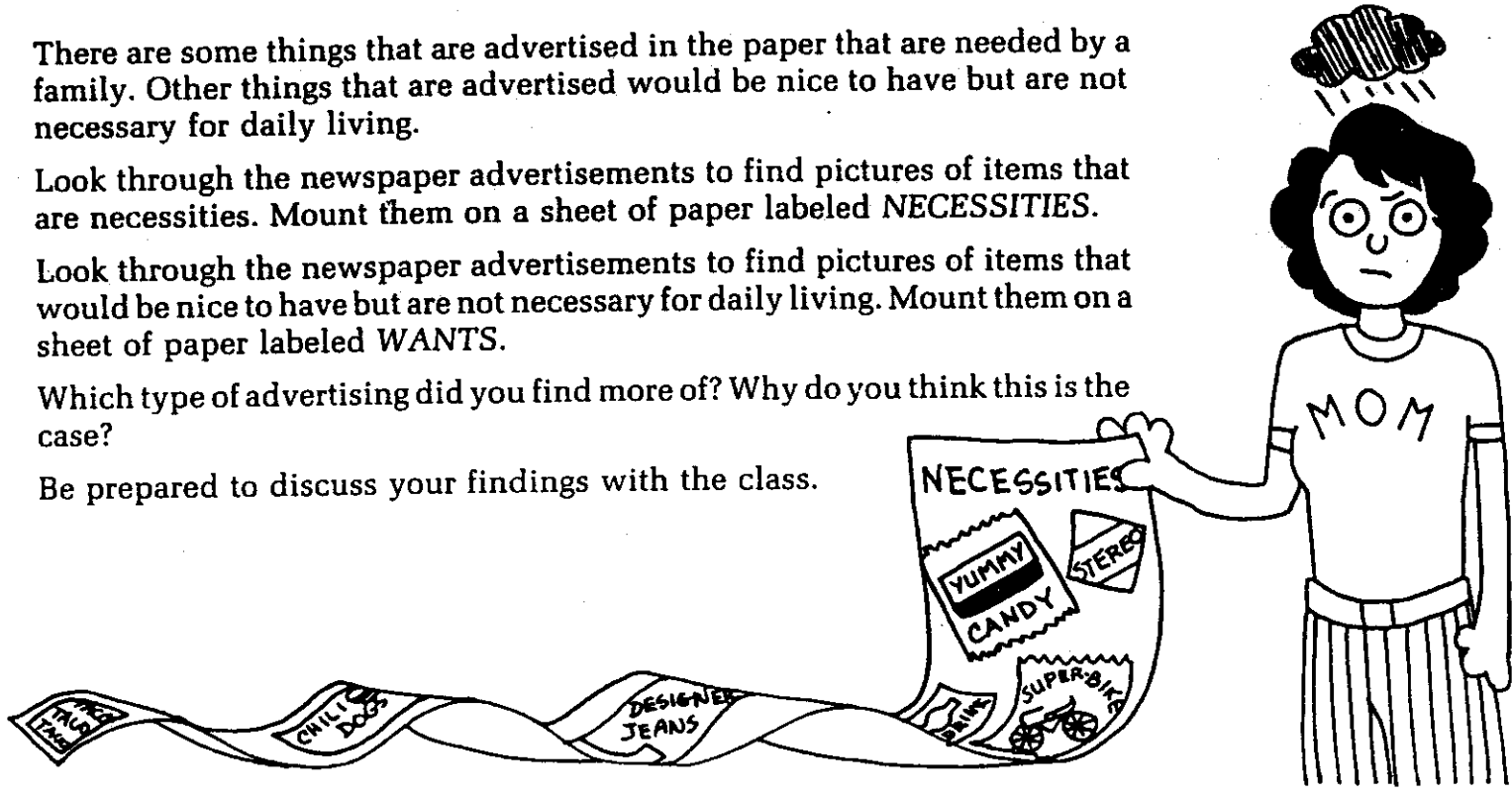
There are some things that are advertised in the paper that are needed by a family. Other things that are advertised would be nice to have but are not necessary for daily living.

Look through the newspaper advertisements to find pictures of items that are necessities. Mount them on a sheet of paper labeled **NECESSITIES**.

Look through the newspaper advertisements to find pictures of items that would be nice to have but are not necessary for daily living. Mount them on a sheet of paper labeled **WANTS**.

Which type of advertising did you find more of? Why do you think this is the case?

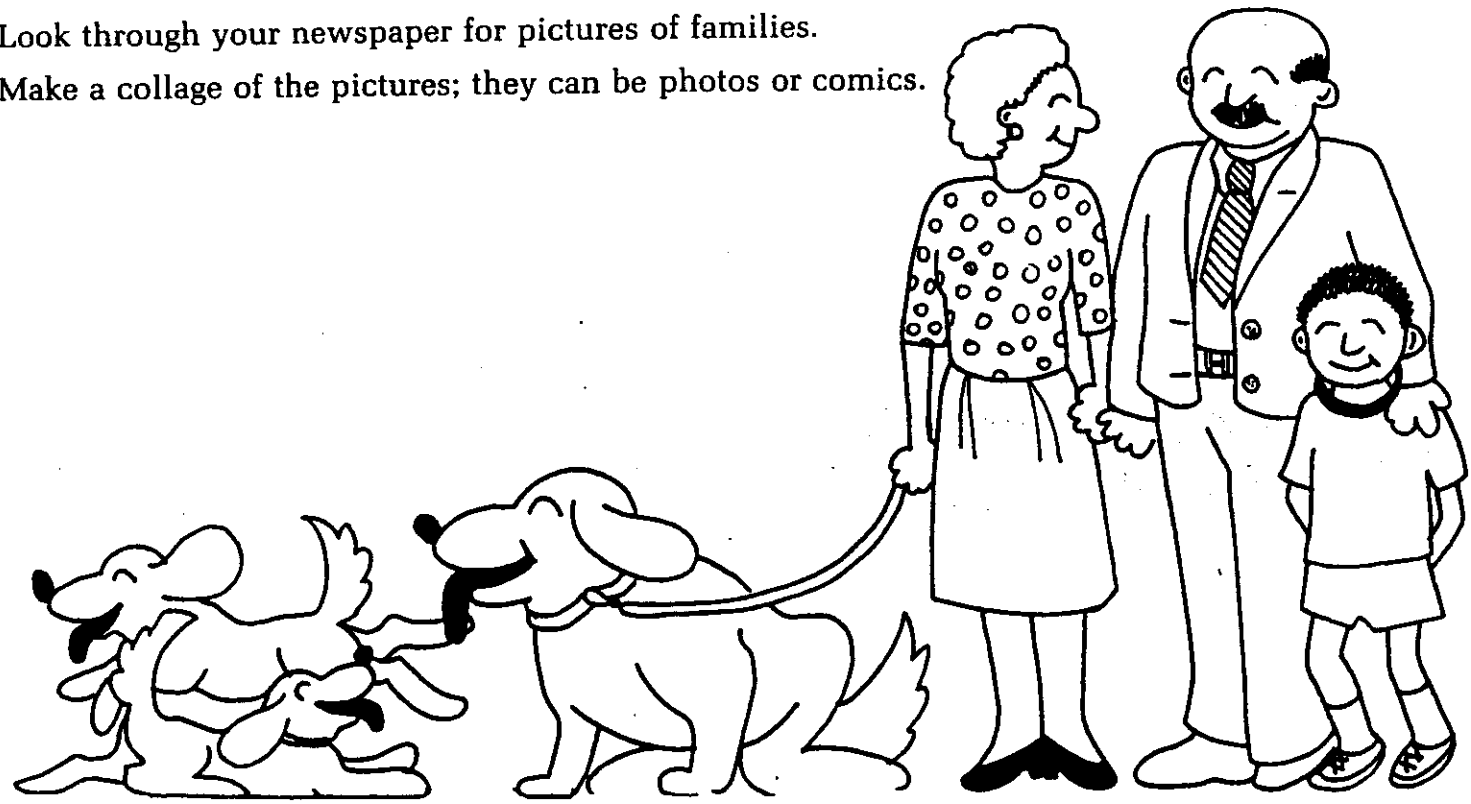
Be prepared to discuss your findings with the class.



SS

# Families

Look through your newspaper for pictures of families.  
Make a collage of the pictures; they can be photos or comics.



SS

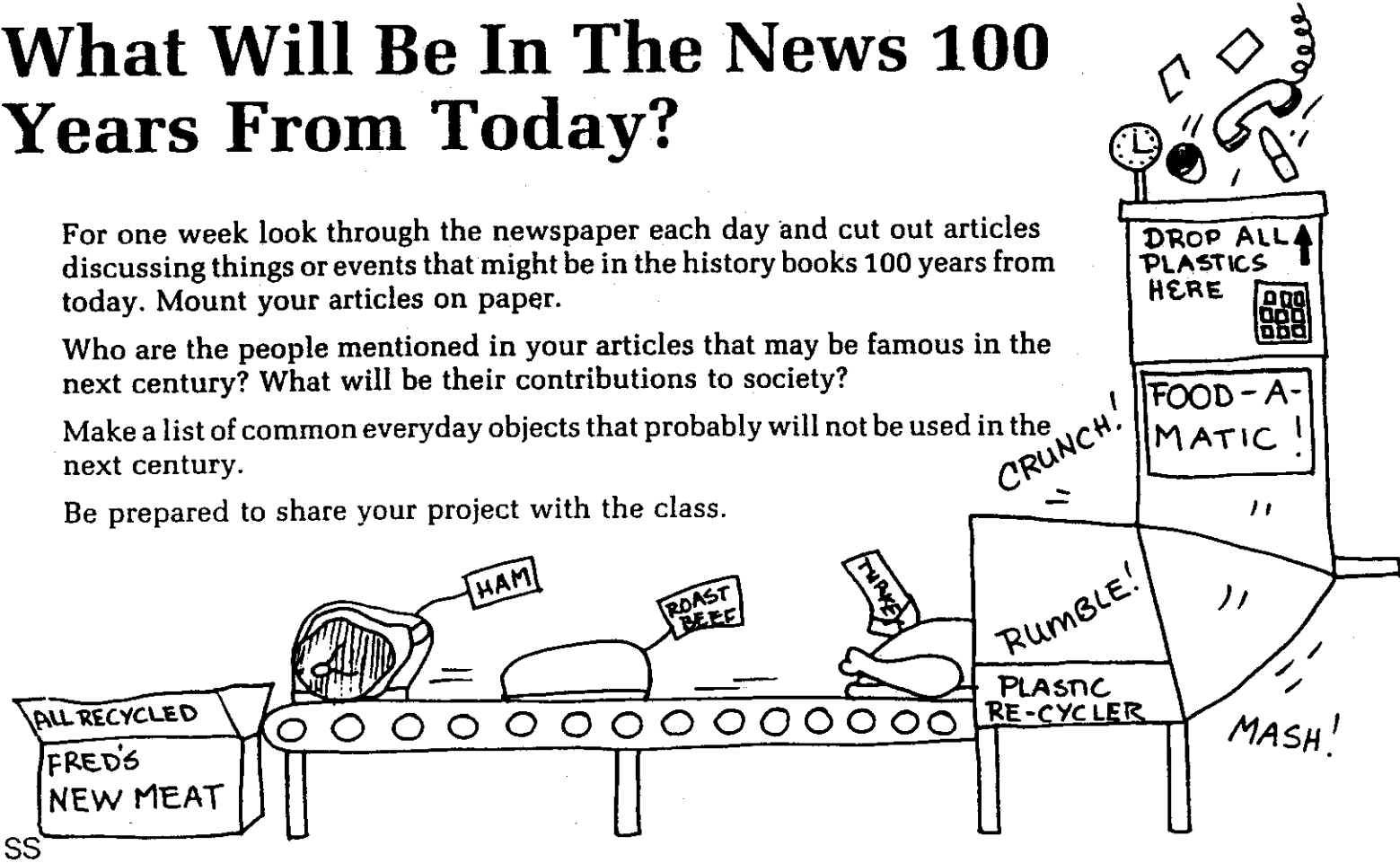
# What Will Be In The News 100 Years From Today?

For one week look through the newspaper each day and cut out articles discussing things or events that might be in the history books 100 years from today. Mount your articles on paper.

Who are the people mentioned in your articles that may be famous in the next century? What will be their contributions to society?

Make a list of common everyday objects that probably will not be used in the next century.

Be prepared to share your project with the class.



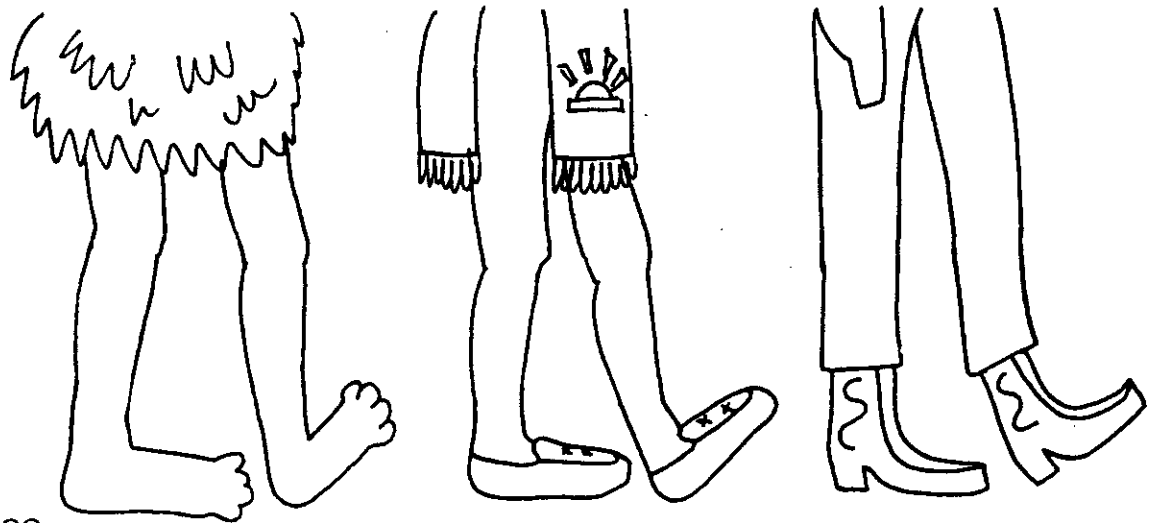
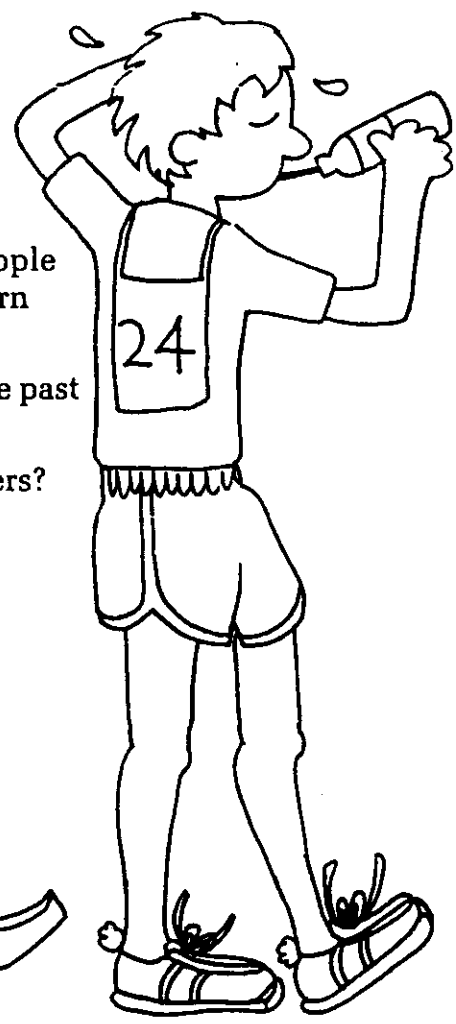
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# Transportation

Look through your newspaper to find pictures of different ways people travel. Paste these pictures on a piece of paper with the title 'Modern Transportation.'

On another sheet of paper draw pictures of ways people traveled in the past and entitle it 'Transportation of the Past.'

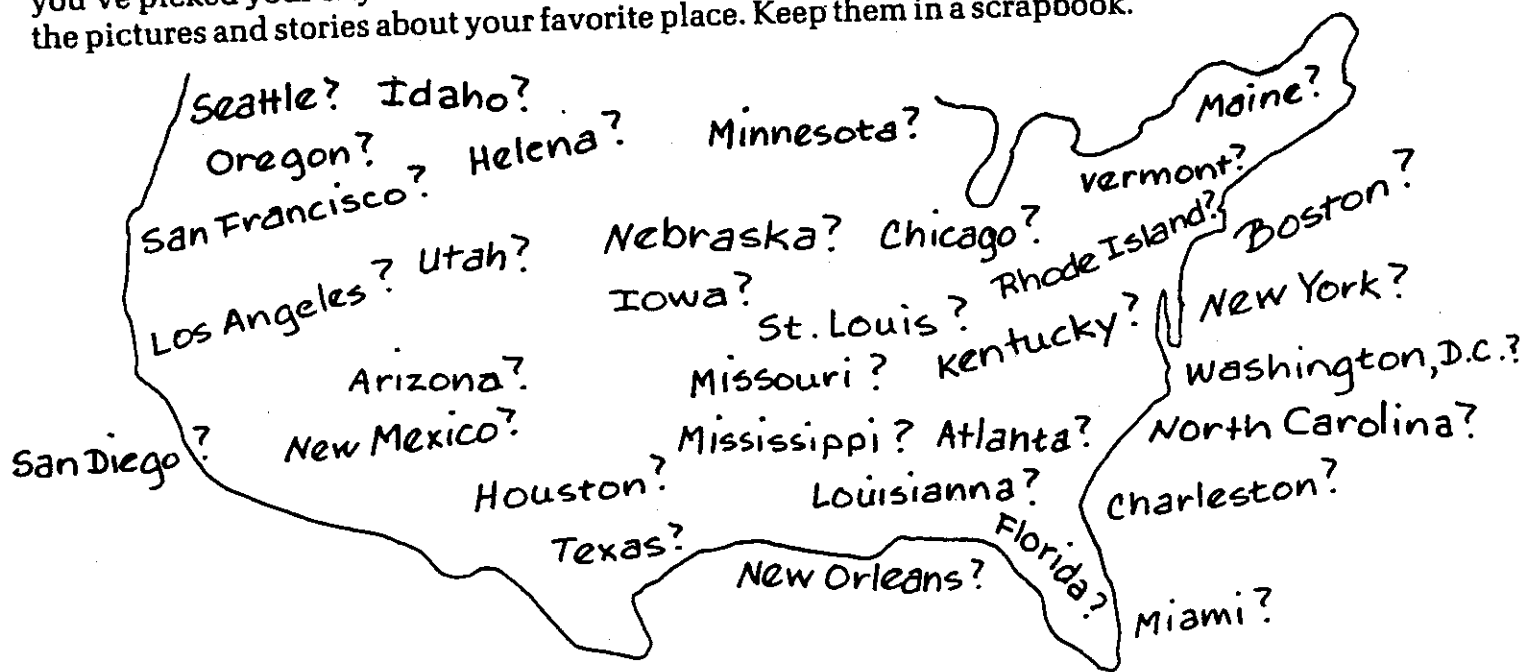
Are there some of the same methods of transportation on both papers?



SS

# Your Favorite Spot

Where in the world would you like to live? What city? Which state? After you've picked your city and state look through the newspaper and clip all of the pictures and stories about your favorite place. Keep them in a scrapbook.



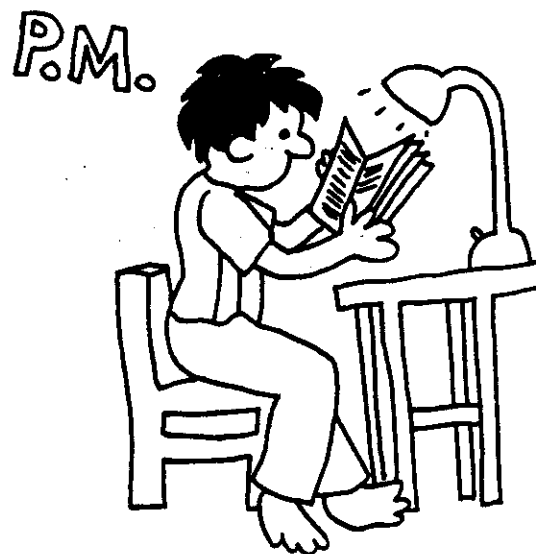
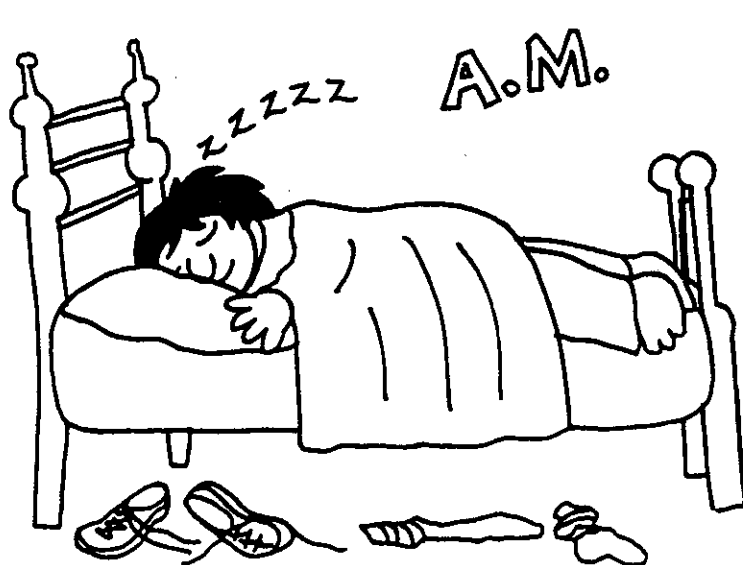
SS

# Your Time

What do you do with your time?

Find pictures in the newspaper to tell your time story. What do you do in the morning . . . at noon and in the afternoon after school?

What's for dinner and what is on your schedule for the early evening hours?

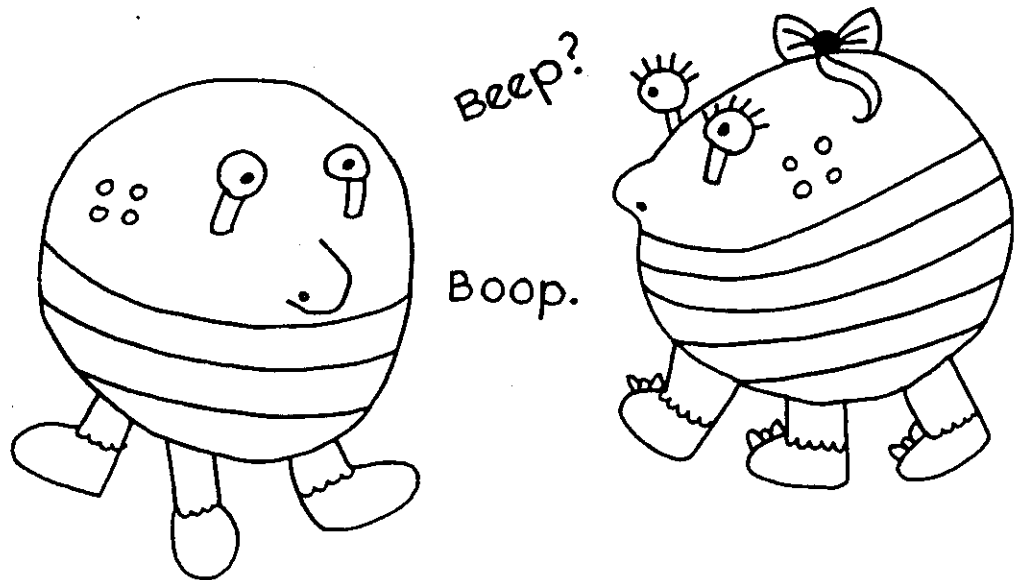


SS

# Different Cultures

Find a story in the newspaper about people whose culture is different from yours.

Can you identify the social behavior of these people and describe in one or two paragraphs how their behavior is different from yours?



SS

# Trust

Whom do you trust? Do you know why?

Can you find a picture in the newspaper of someone you trust?

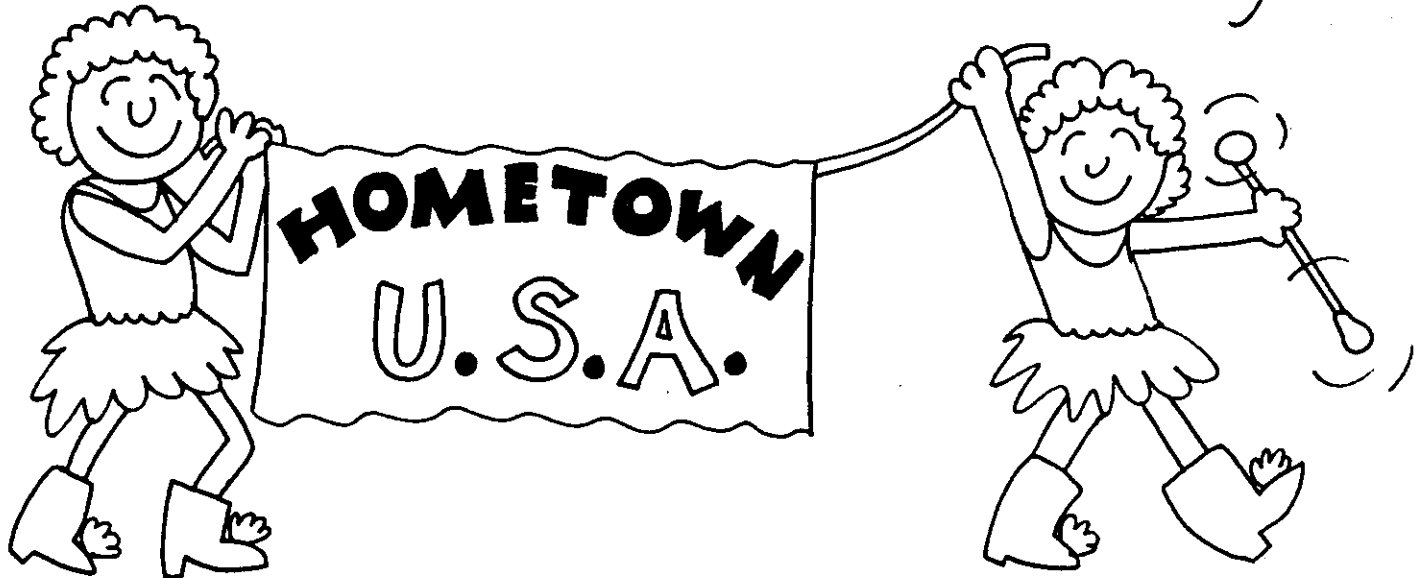
Can you find a picture of someone you would not trust? Do you know why?



SS

# My Hometown

Your hometown is important. Make a scrapbook about your hometown. Include sections on **PEOPLE . . . BUSINESS . . . SCHOOLS . . . ENTERTAINMENT & RECREATION . . . CLUBS . . . HISTORY . . . GOVERNMENT, MAYOR & CITY COUNCIL.** Use your newspaper to find pictures and stories for your scrapbook.



SS

# Where in the World

Using the front page of the newspaper, make a list of all the cities that appear in datelines.

Use the wall map or an atlas to locate each of the cities.

Beside each city you have listed, write the name of the country in which it is located.

How many continents are represented in your list?

How many front page articles were written from places in the United States?

Should a local newspaper have more local news than any other kind? Why or Why Not?

Would you like to write to a newspaper located in one of the places you found on the map?

How do you think a foreign newspaper would be different from a local newspaper?

TORONTO  
FT. WORTH  
SIDNEY  
LONDON  
PARIS  
SAUDI ARABIA

WASHINGTON, D.C.  
BANGKOK  
ISTANBUL  
NEPAL  
STOCKHOLM  
RIO  
MEXICO CITY

SS

# Freedom of the Press

Read carefully the First Amendment to the Constitution. What does it mean? Write it's meaning in your words.

Using the newspaper, clip articles that show protection or dangers to freedom of the press.

Mount articles showing protection of freedom of the press on a sheet of paper labeled SAFEGUARDS.

Mount articles showing dangers to freedom of the press on a sheet of paper labeled DANGERS.

Be prepared to share your work with the class.

The Bill of Rights

Amendment I.

safeguards



Dangers



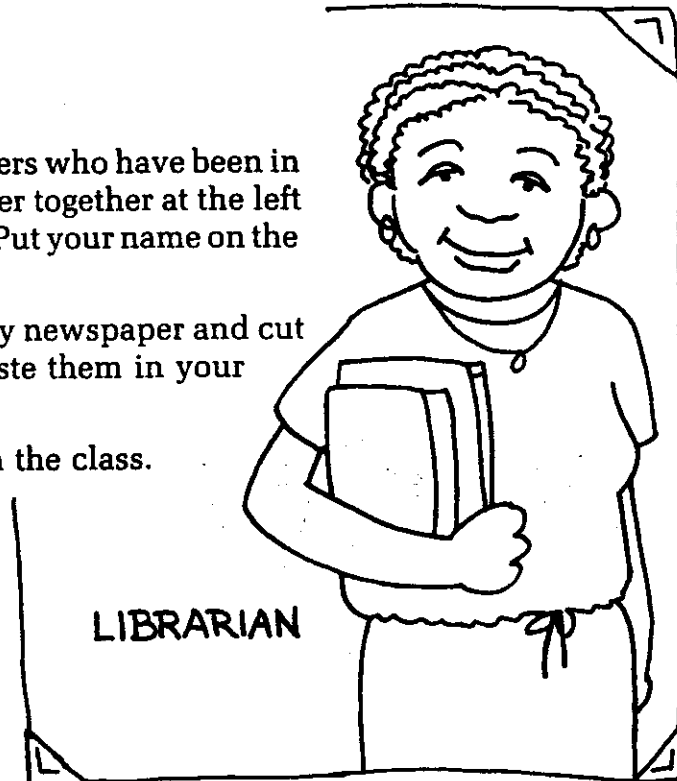
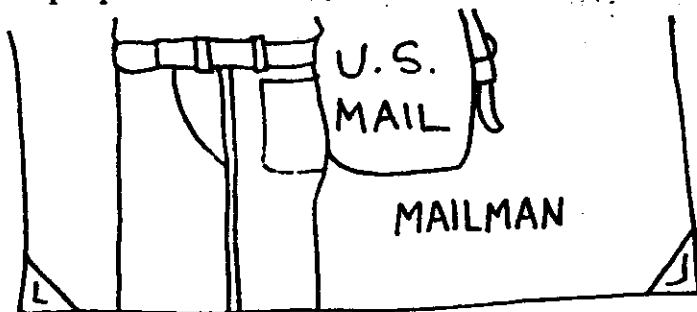
SS Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

## Community Helpers in the News

You are going to make a scrapbook of Community Helpers who have been in the newspaper. Carefully staple 10 sheets of plain paper together at the left side. Draw a cover for your scrapbook on the first page. Put your name on the cover.

Each day for two weeks you will look through the daily newspaper and cut out pictures or articles about community helpers. Paste them in your scrapbook.

Be prepared to share your completed scrapbook with the class.



# What's So Funny?

In the editorial section of the newspaper, locate a political cartoon that appeals to you. Mount the cartoon on a sheet of paper.

Answer the following questions about your cartoon:

What is the main idea of the cartoon?

What symbols does the artist use?

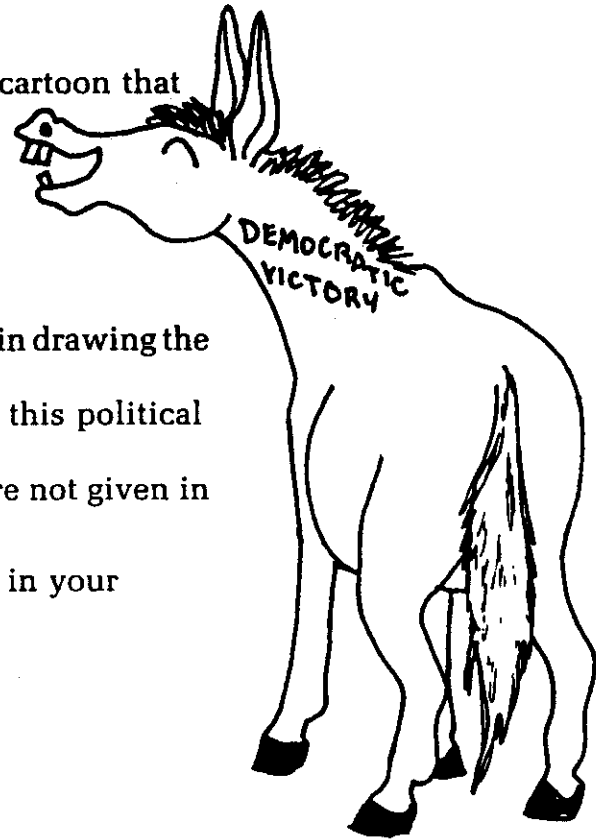
Who is the artist?

Why are the symbols used appropriate for the artist's purpose in drawing the cartoon?

Is there a news article in the paper about the same topic as this political cartoon? Cut it out and mount it below the cartoon.

What opinions does the article express in the cartoon that are not given in the news article?

Draw your own cartoon about something that is happening in your classroom. Be sure your name is on it.



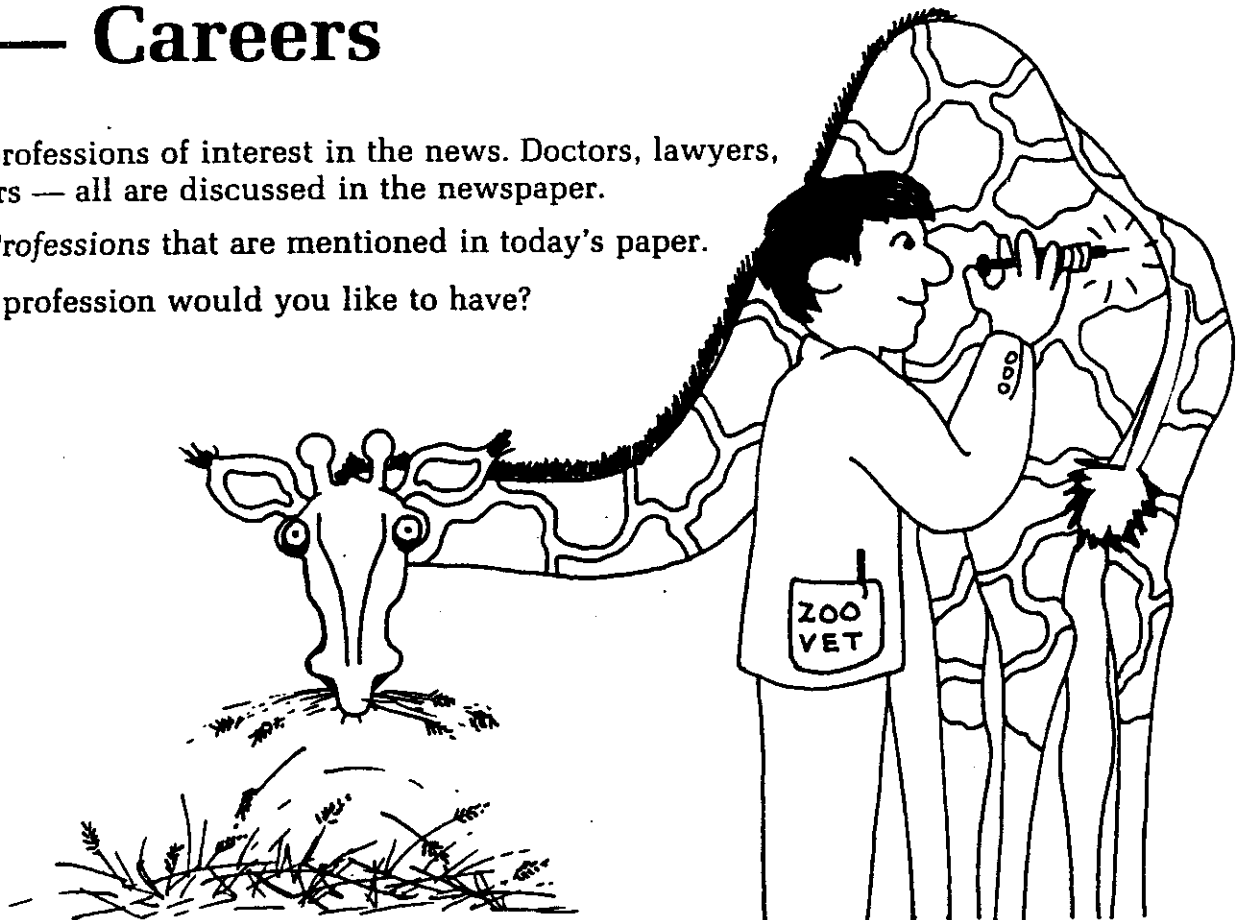
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# Careers — Careers

There are many professions of interest in the news. Doctors, lawyers, candlestick makers — all are discussed in the newspaper.

Write down ten Professions that are mentioned in today's paper.

Optional: Which profession would you like to have?



SS

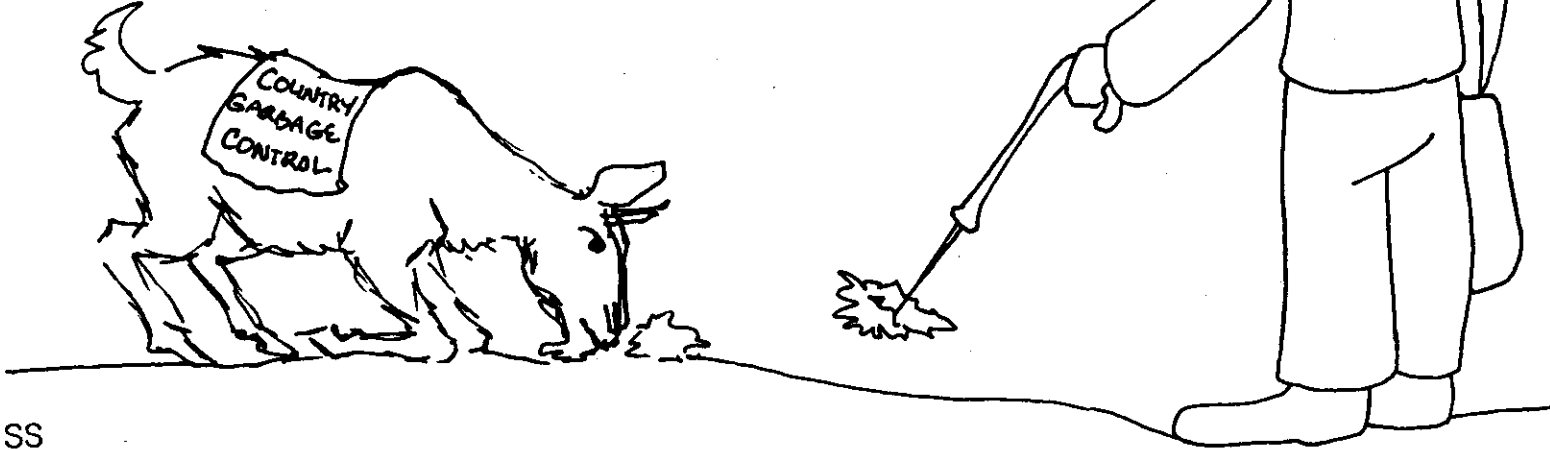
# City or Country?

Take two large sheets of paper. Label one **CITY**. Label the other paper **COUNTRY**.

Look through the paper carefully to find pictures showing things that happen in the city and things that happen in the country.

On your **CITY** paper paste the pictures showing things that happen in the city.

On your **COUNTRY** paper paste the pictures showing things that happen in the country.



SS

## Current Events - News Personalities

Play "Who Am I?" Display pictures of personalities in the news on a bulletin board in your classroom for several days.

Cover the names of the different personalities, and have a classmate try to give the correct names.

Change the personalities on your "Who Am I?" board each week.

Keep the pictures you take down in a folder, and at the end of a month play "Review." How many personalities can you and your classmates remember?



SS

# Problem Solving

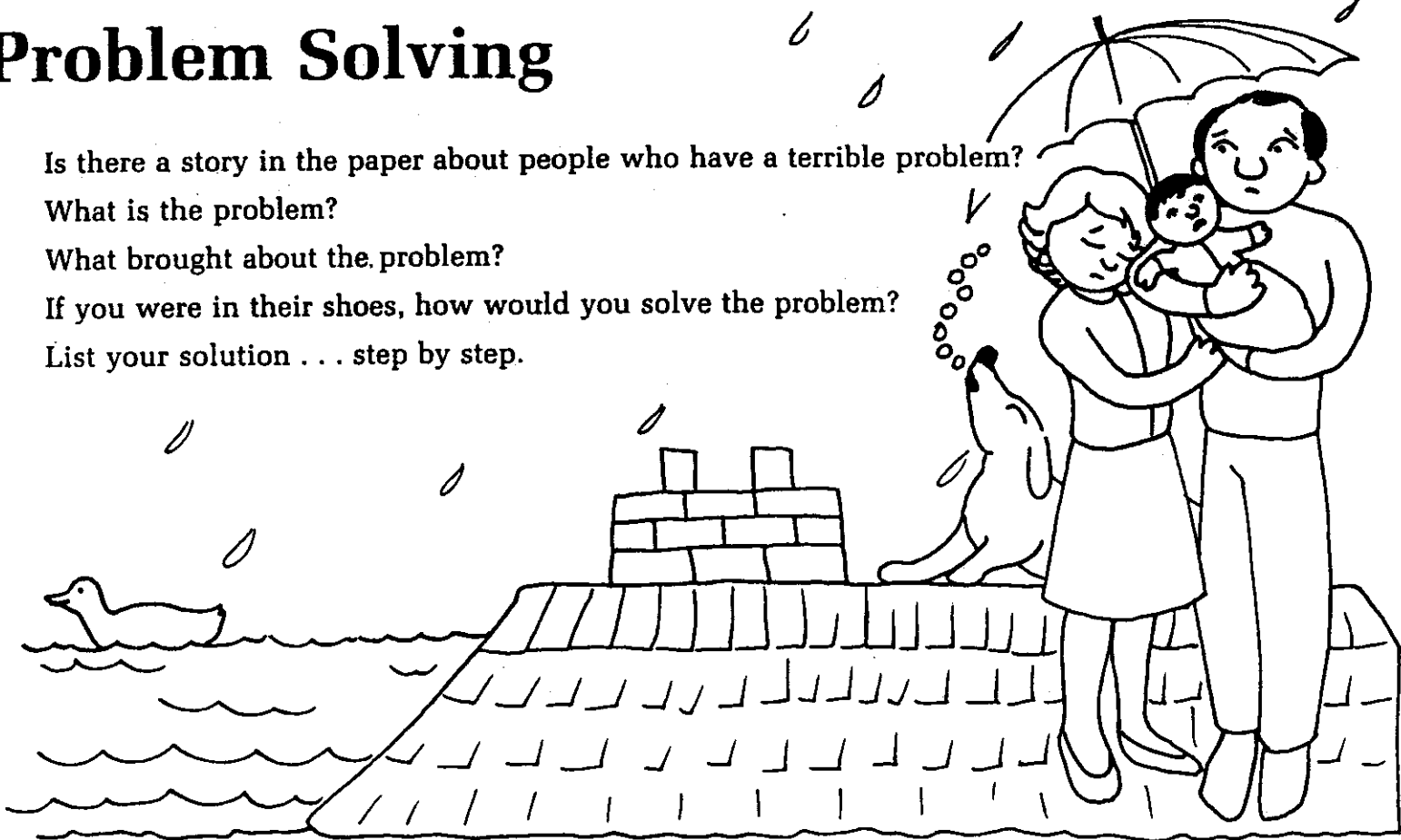
Is there a story in the paper about people who have a terrible problem?

What is the problem?

What brought about the problem?

If you were in their shoes, how would you solve the problem?

List your solution . . . step by step.



SS

# News Around the World

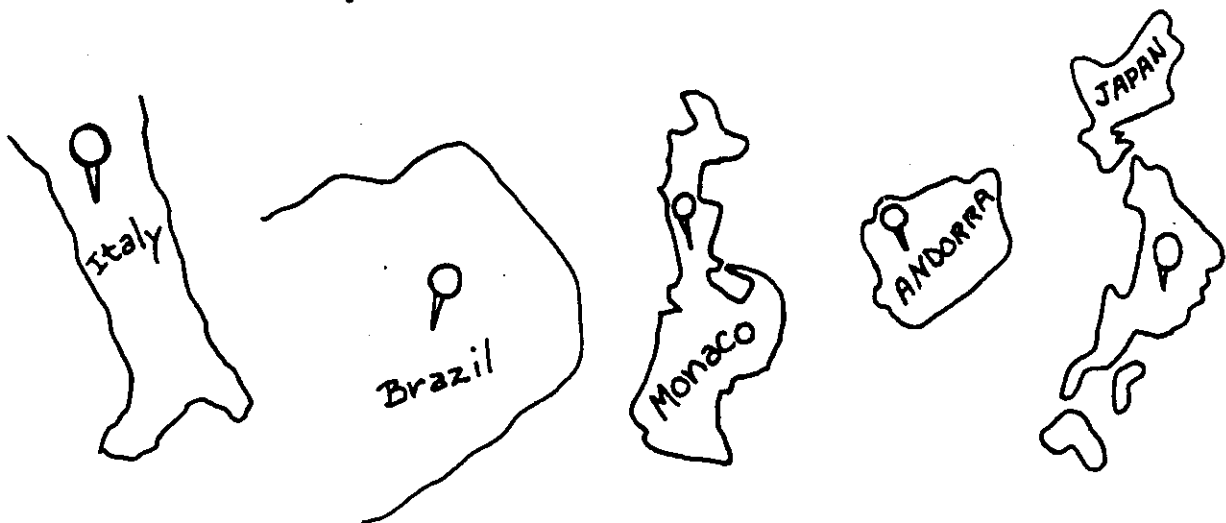
Look through the newspaper to locate world news articles.

Find the names of five different countries. Write the names on your paper.

Locate each of your countries on the world map.

Using your world map, mark each country.

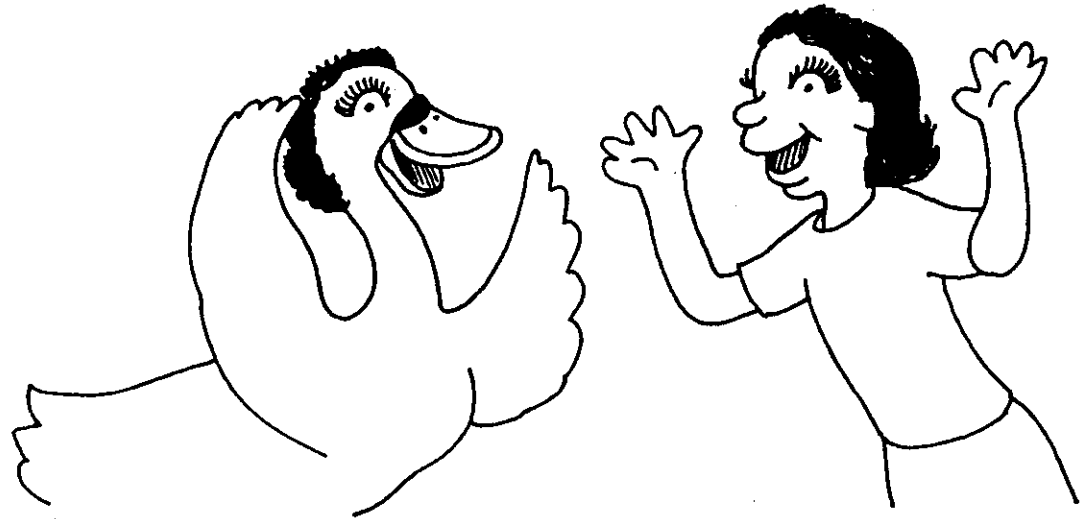
Write two sentences about each country.



SS

# Stereotypes

Did you ever read the comics and find a character who was “just like” someone you know? Look at the comics and see how many “just like” characters you can find. List the comic strip, the character and the stereotype.



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## Where Are Our Friends?

There are lots of kids in school.

Look through your newspaper and find stories about other schools.

Where are each of these schools—what city? Is it far from your school?



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# Where the President Goes

You are going to keep track of the travels of the President of the United States. Each day for one month you are to look through the newspaper to see if there is an article about the President. Where has he gone?

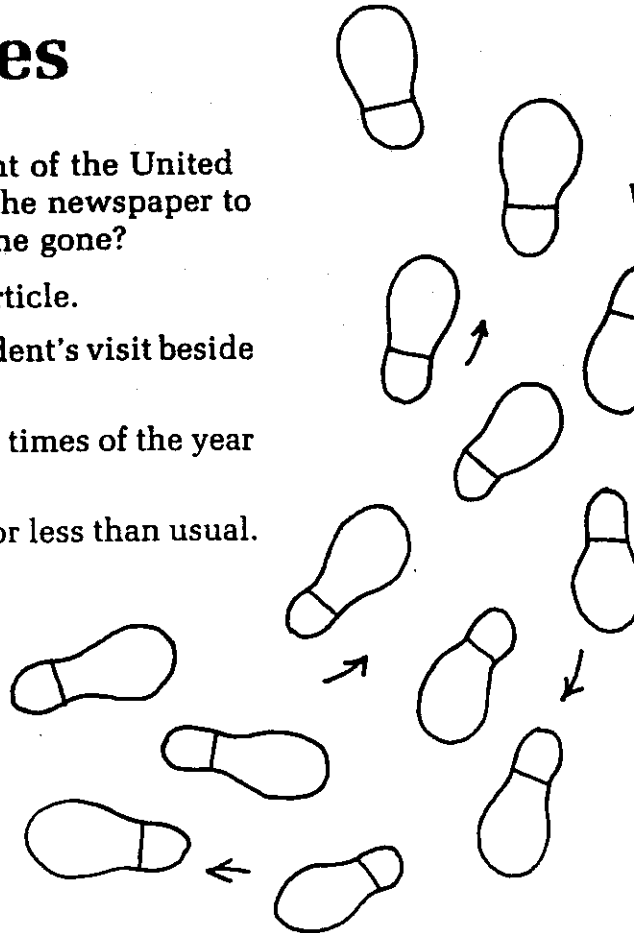
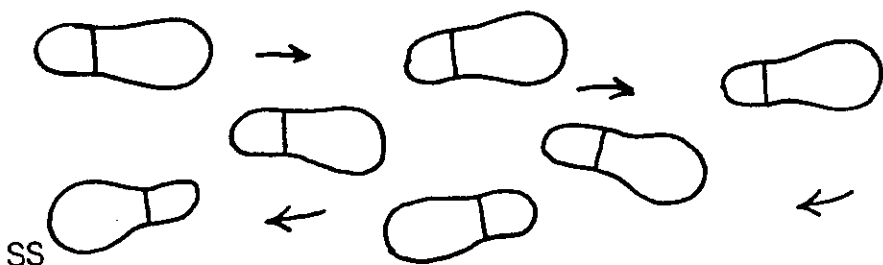
Locate in the Atlas any places mentioned in the news article.

Locate the places on a world map. Put the date of the President's visit beside the city or country visited.

Do you suppose the President travels more during certain times of the year than others? Why?

During an election year would the President travel more or less than usual. Why?

Be prepared to share your findings with the class.

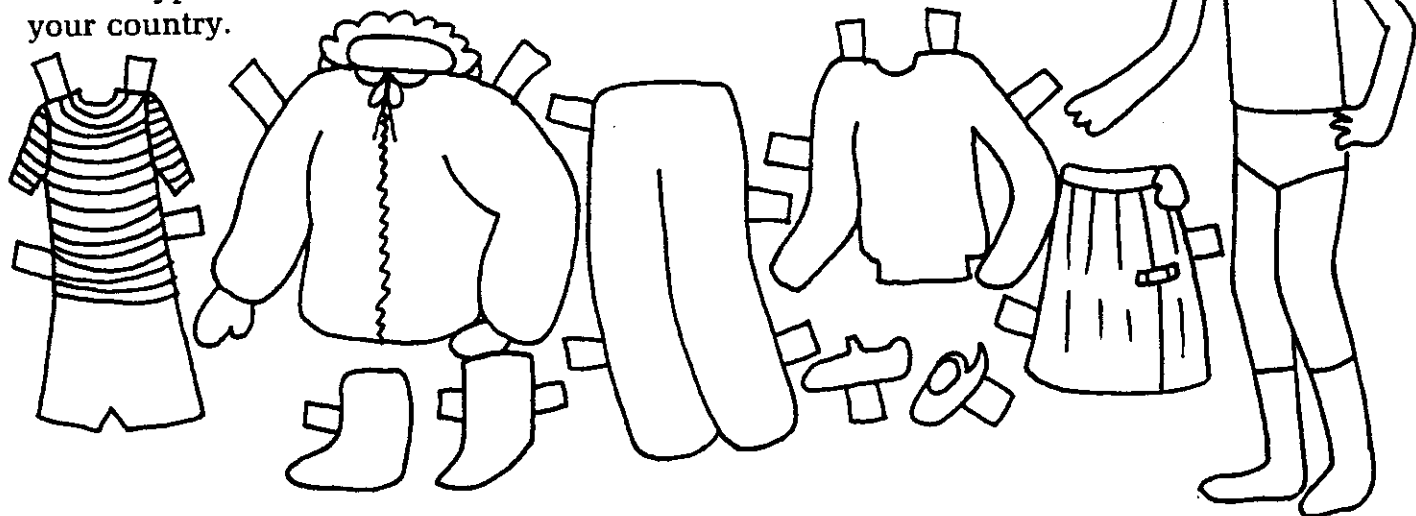


# What Would You Wear?

Locate the weather map in the newspaper. Select three places in the United States that are not located close to one another.

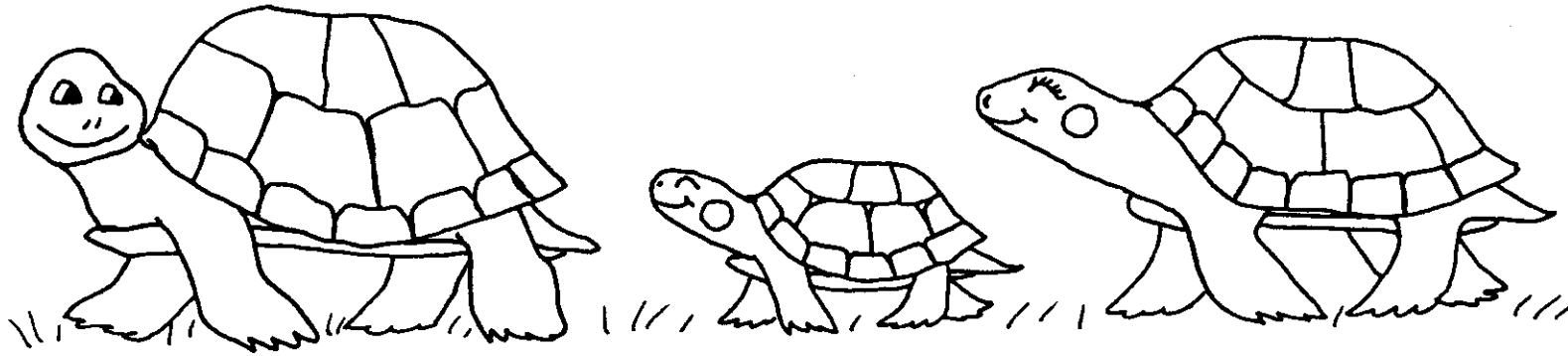
Describe the type of clothing you should have worn today for each of the three locations you have chosen.

Select a country on the other side of the world. Using reference books find out the type of climate in your chosen country. Write a weather report for your country.



# Values . . . What Are They?

Cartoonists often base their stories on American values. Can you find examples of some of these values in the comics today? Look for pride in ownership, maintenance of family, importance of holding a job and belief in the democratic process.



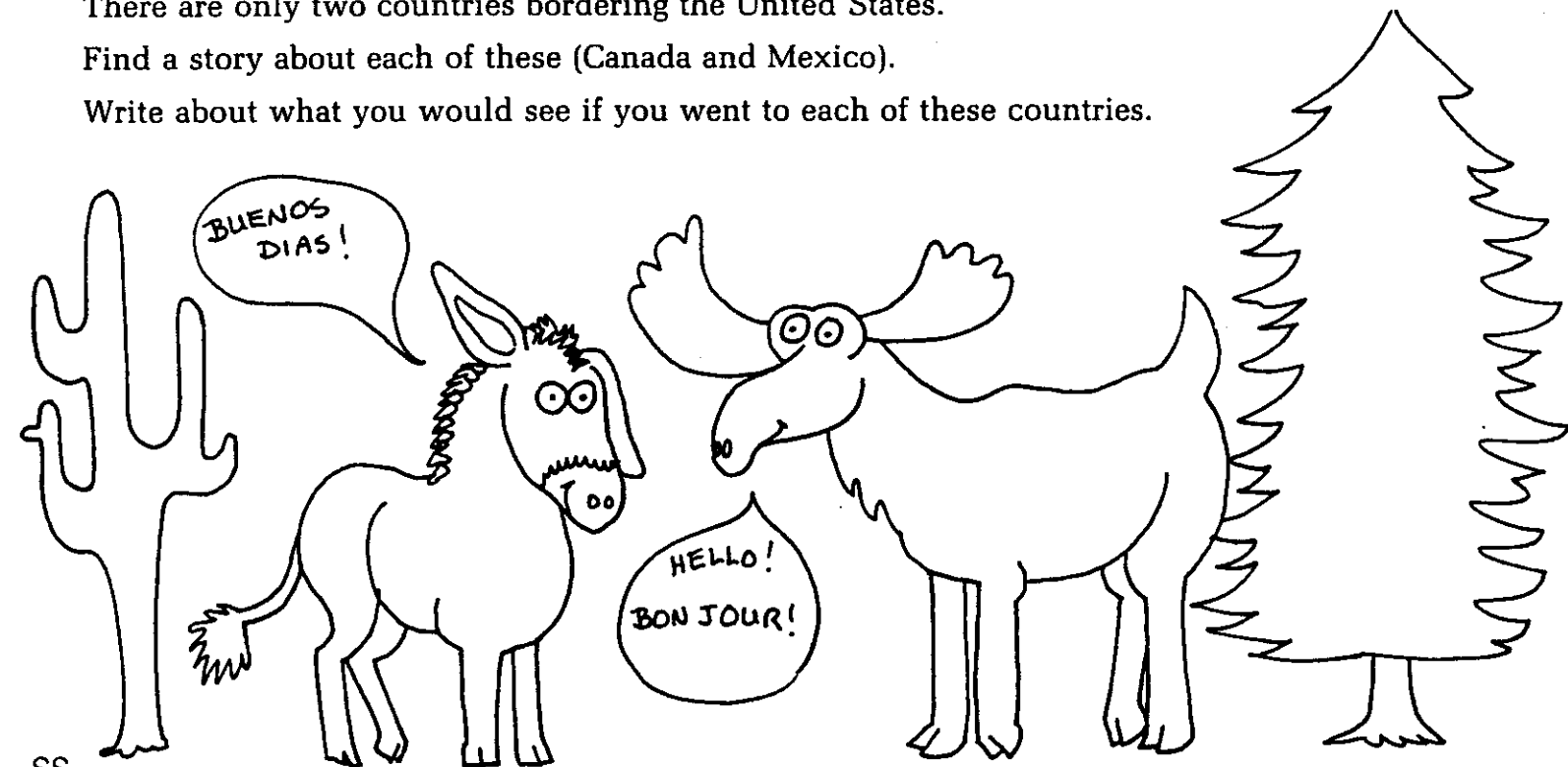
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# Our Neighbors

There are only two countries bordering the United States.

Find a story about each of these (Canada and Mexico).

Write about what you would see if you went to each of these countries.



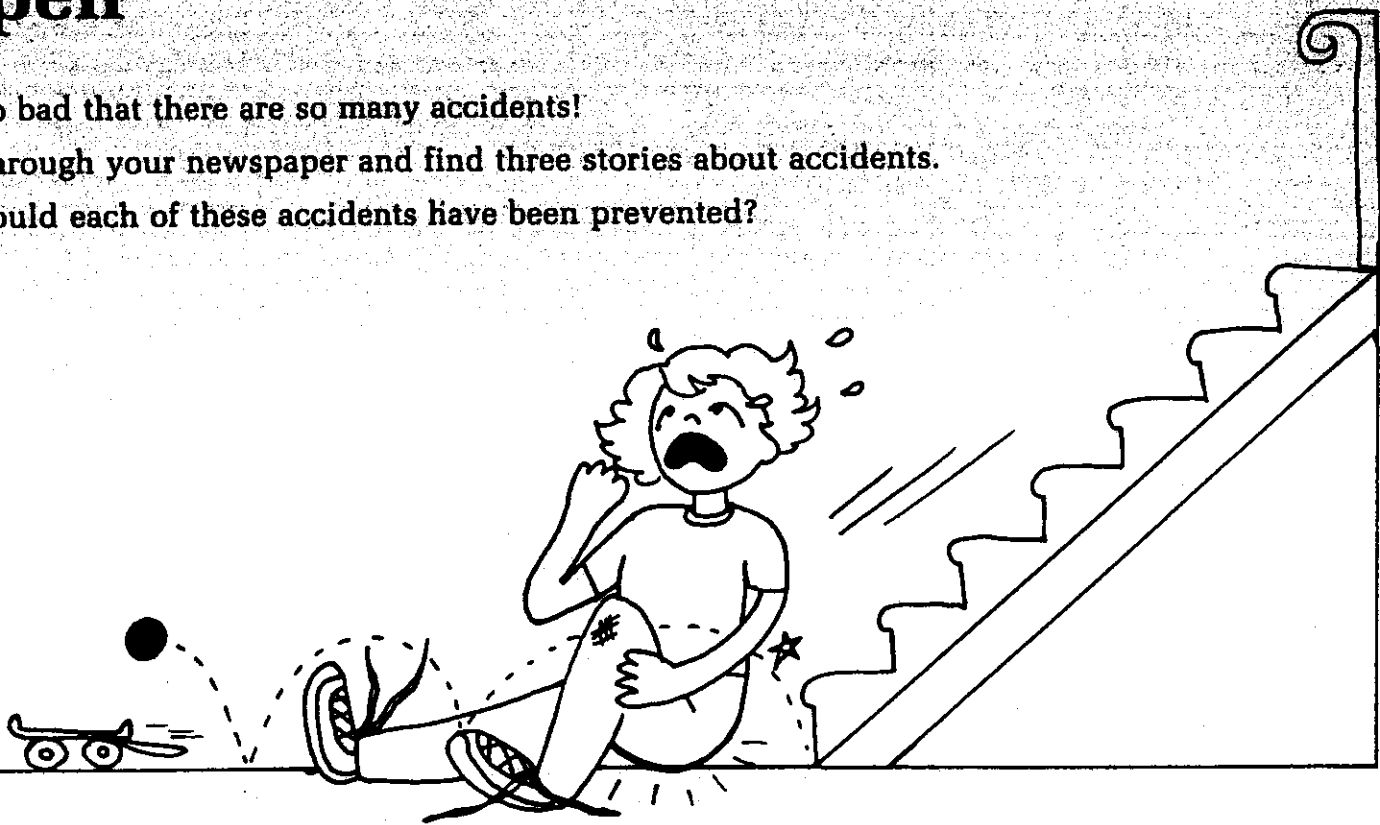
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# Accidents Don't Have To Happen

It is too bad that there are so many accidents!

Look through your newspaper and find three stories about accidents.

How could each of these accidents have been prevented?



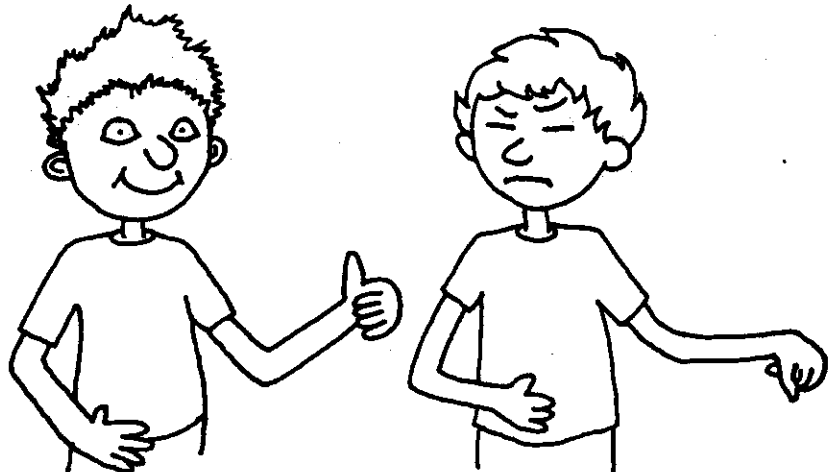
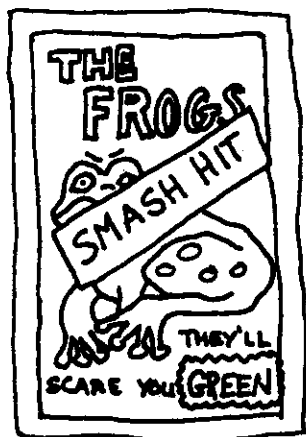
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## Criticism

Newspapers print articles of criticism. An editorial may criticize a government agency or policy. An entertainment writer may criticize a movie or play.

Look through today's paper and find a critical article.

Do you agree with the criticism? Why? Why not?



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