



Writing

Reading

Social Studies

Science

Mathematics

*Read All About It!*

**Using the Newspaper in the Adult Ed. Classroom**

**Read All About It!**

**Lesson 1: Language Arts, Writing**  
**The Newspaper - You Are the Editor**

# Read All About It!

- Introduction

Did you know that according to “Facts About Newspapers,” the statistical summary conducted by the Newspaper Association of America:

- More than 45 million newspapers are sold each day in the United States.
- Each newspaper sold is read by an average of 2.1 readers.
- On Sundays, more than 60 million newspapers are sold, averaging 2.2 readers for each copy sold.

# Read All About It!

## **Activity 1 – Why Do We Read Newspapers?**

Even if you are not a regular reader of the morning news, the newspaper is a great resource for learning.

Why read the newspaper?

Think for a few minutes about why people should read the newspaper. You may wish to jot your ideas down on your brainstorming worksheet in your workbook. When you have finished, share your ideas with a classmate.

# Read All About It!

So, why do people read newspapers?

- Newspapers
  - **Inform** readers through news articles
  - **Entertain** through feature stories, humor columns, comics, puzzles, and more
  - **Interpret** and **persuade** through editorials and opinion columns
  - **Serve** through ads and other information that help readers with business, recreation, and daily living.

# Read All About It!

It is important to remember that newspapers differ widely in size, format, features, and style. No two are exactly the same. Some papers have items that others omit. Newspapers from different areas vary in section and feature sequence and type. One will have a “Business Section” while another will call it the “Financial Section.” Large cities have newspapers that differ from those in smaller towns. They may have more national news and additional sections, whereas smaller newspapers may include more local information.

## Read All About It!

All of the activities in the following lessons use newspapers. You may use your local newspaper or a national newspaper, such as *USA Today*, to complete the activities. Although your answers may differ based on the newspaper that you use, the types of skills that you use will be the same as other students who may use a different day of the paper or a different newspaper altogether.

# Read All About It!

Part I of the Language Arts, Writing Test requires that you edit and revise text to create more effective writing. This sounds just like the skills required by a good newspaper editor.

Newspaper editors check articles for such things as:

- Accuracy and interest in the article
- Good organization, including an eye-catching headline and lead sentence
- Effective word choice
- Correct grammar, punctuation, and spelling

# Read All About It!

## Activity 2 – Grammar Scavenger Hunt

Good editors and proofreaders possess many skills in the area of grammar. Before you get started with the editing process, take a few minutes to hone your grammar searching skills. The newspaper is filled with grammar elements. Participate in a *Grammar Scavenger Hunt*. Select one section of the newspaper. Using the *Grammar Scavenger Hunt Worksheet*, see how many points you can make as you find different examples of each listed grammar element.

# Read All About It!

## Activity 3 – Proofing the News

Newspapers must be carefully proofread before they are printed. However, even the best proofreaders occasionally make mistakes. In your Workbook, read the article *To Stem Widespread Extinction, Scientists Airlift Frogs in Carry-On Bags*.

As you are reading the article, proofread it for errors. How many errors did you find?

# Read All About It!

## Activity 3 – Proofing the News

Now read the original excerpt *To Stem Widespread Extinction, Scientists Airlift Frogs in Carry-On Bags*.

Did you locate and correct all of the errors?

Did you check the text that accompanied the pictures?

Did you notice that the pictures did not fit the text?

It is easy to overlook text that accompanies graphics or pictures. A good proofreader checks every piece of text, as well as the pictures.

# Read All About It!

## **Activity 4 – You Are the Editor**

Now it's your turn! Locate a news story of interest from your local paper or a national newspaper such as *USA Today*. If the story is quite lengthy, you may wish to use the first four to five paragraphs. This is called an excerpt. Make sure that you cut out the original story in its entirety.

# Read All About It!

## Activity 4 – You Are the Editor

Rewrite the story to include two unclear statements or inadequate information, as well as three grammatical errors and three misspellings.

Use the *You Are the Editor* worksheet in your Workbook to write your story. Give your story to another student in the class to edit while you are editing that student's article.

Compare the edited version to the original. Discuss how the edited version was the same or different from the original and why.

# Read All About It!

## **Activity 5 – Woops! That Should Not Have Gone to Print!**

Although there are editors and proofreaders, mistakes happen. As you read the newspaper, you may see a small box that indicates a correction has been made to an article. This is the newspaper's way of letting the reader know that incorrect information was given. Sometimes, a name or date may be wrong. As you read the daily paper, cut out errors that you find to share with the class. Editing newspaper text is a great way to improve your skills in the writing process while you are updating your knowledge on current events.

# Read All About It!

Need to access information on grammar?

Get started by going to:

- Guide to Grammar and Writing – Darling, C.  
<http://grammar.ccc.commnet.edu/grammar/>
- The Blue Book of Grammar  
[http://www.grammarbook.com/grammar/cnt\\_gram.asp](http://www.grammarbook.com/grammar/cnt_gram.asp)
- The Elements of Style  
<http://www.bartleby.com/141/index.html>

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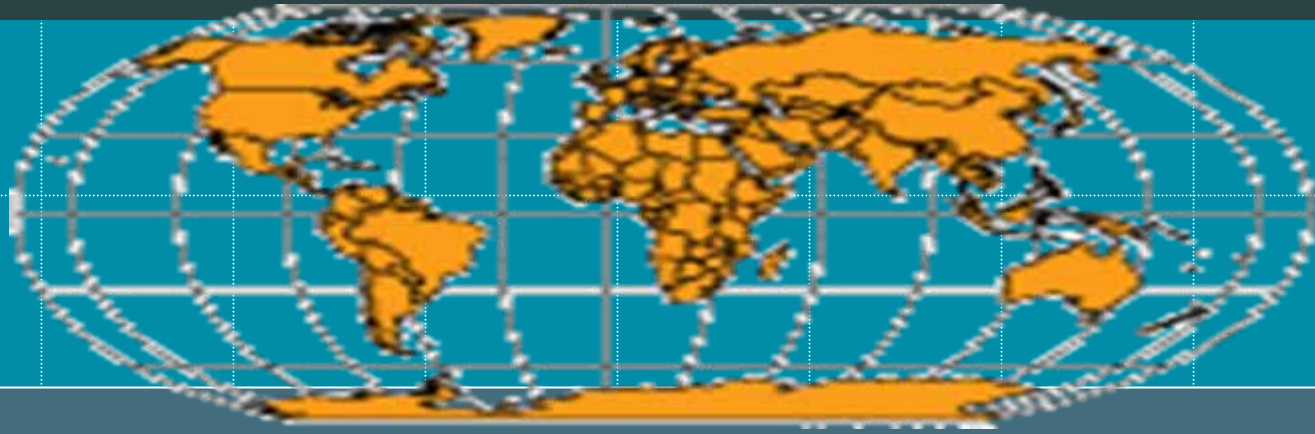
### Research and Development

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## **Lesson 2: Language Arts Writing**

# **The Newspaper - The Wonderful World of Reporting the News!**

# Read All About It!

- Introduction

Pretend that you have just gotten a brand new car that you have always wanted. You call your friend on the telephone and what do you say? Do you tell your friend about all of the different cars that are currently on the market and the gas mileage that each gets or do you tell your friend about the fantastic, absolutely gorgeous new red convertible parked in your driveway? That's easy. You tell your friend all about the fantastic new car that you now own.

# Read All About It!

- Introduction

A story in the newspaper is very much like a conversation. It begins with the most interesting piece of information or a quick overview of the highlights and then works its way down to the least interesting facts.

In this lesson, you will develop some basic newspaper writing skills. Put on your reporter's hat and let's begin!

# Read All About It!

## Components of a News Story

There are three basic components of any news story. They are the:

- **Headline** – title of the story that is written to attract the reader
- **Lead** – paragraph that tells the most important information of a news story
- **Body** – the paragraph that gives more information and detail about the lead

# Read All About It!

## **Without a Headline, You Have Nothing**

- Consider the headline. For newspapers, it's often the most important element on a page. For newscasts, the "coming up next" audio headline makes a viewer put down that channel changer and pay attention. Headlines are important.
- Look at a newspaper. What do you notice? Headlines are generally larger and much bolder than the article itself. It is the headline that often makes the difference between an article being read or not read.

# Read All About It!

## Without a Headline, You Have Nothing

Now, take a look at the following headlines:

- “Conflict Continues in the World.” (Same headline every day, I think I’ll move on and read another article.)
- “Fire Destroys Forest.” (Okay. That’s terrible, but this does happen a lot.)
- “Government Proposed to Pass More Laws.” (Nothing unusual here.)
- “Boy in New York City Attacked by Wolves.” (Hmmm, I’d better read this article. There can’t be wolves in New York City!)

# Read All About It!

## Without a Headline, You Have Nothing

What's happening? Why would you choose to read only the last article? It sounds interesting! In fact, the article might begin as such: *Chad Smith was attacked by wolves while camping with his parents in Wyoming. He was transported to New York City Children's Hospital yesterday afternoon and is in critical condition . . .*

Most people are too busy to read boring, uninteresting articles. They want something interesting, informative, and entertaining.

# Read All About It!

## **Activity 1 – Extra! Extra! Read All About It!**

In your workbook, read the beginning of three short articles and then write a headline for each. Make sure that your headlines capture the reader's attention.

When you have finished, share your headlines with the class.

# Read All About It!

## Activity 2 – Writing Styles in the Newspaper

Besides writing an engaging headline, reporters must also determine what type of writing style they will use. The newspaper contains many different sections with a variety of writing styles.

- Front page articles are generally termed “hard news” and are written in a very factual manner.
- Editorials have a different structure from news stories. They state someone’s opinion about something and attempt to convince the reader to agree with the writer’s viewpoint.
- Editorial cartoons and comic strips both use drawings, but they are different in other ways.
  - Editorial cartoons express an opinion. They are editorials provided in a pictorial format.
  - Comic strips generally entertain, although some do express a political viewpoint as well.

# Read All About It!

## Activity 2 – Writing Styles in the Newspaper

Select a topic in the news. Follow the topic over several days. Collect news stories, editorials or opinion columns, editorial cartoons, and comic strips that deal with your topic.

Using the *Writing Styles in the Newspaper* worksheet in your Workbook, examine and compare the different formats. Write your observations on the worksheet and share them with the class.

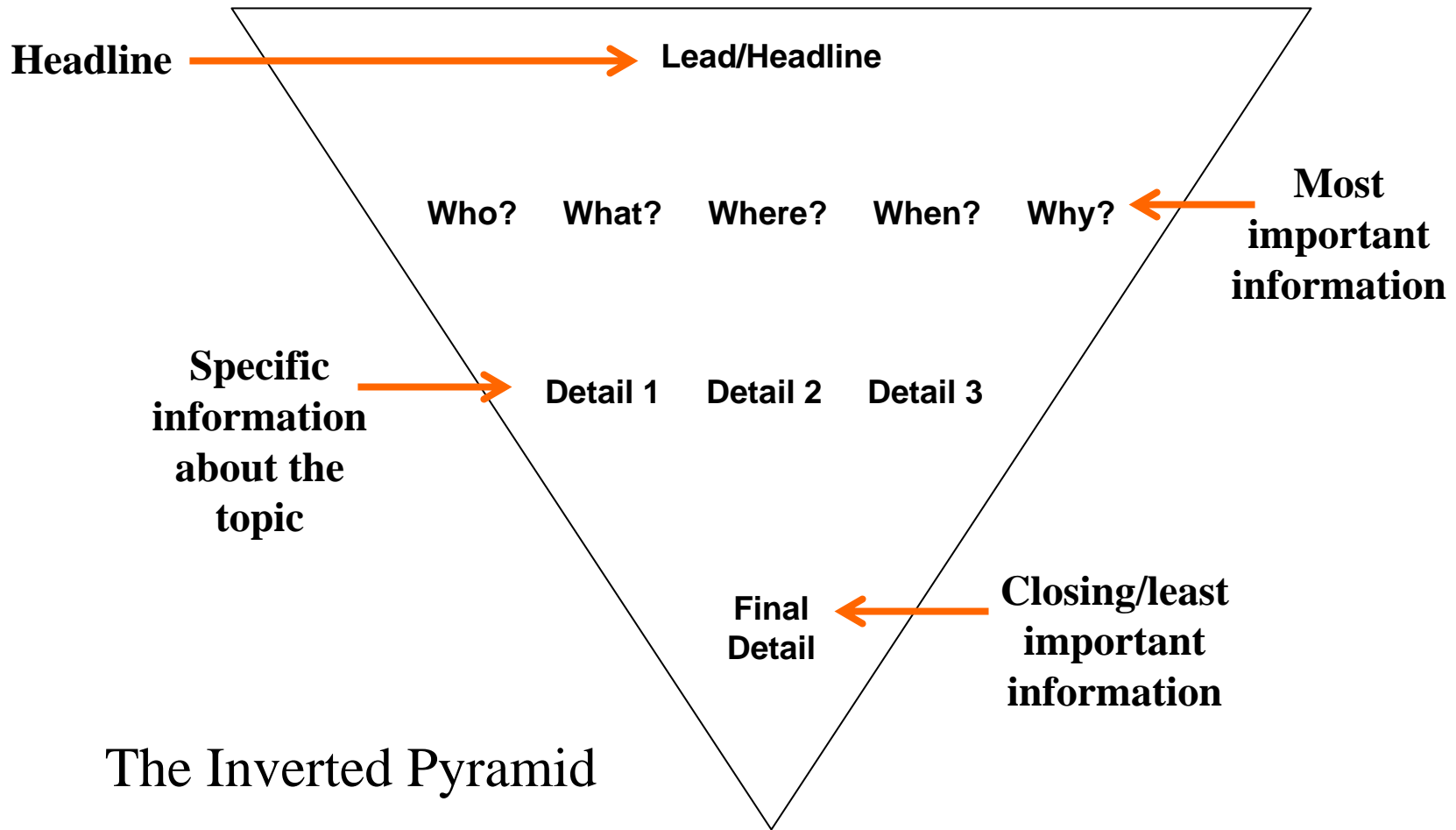
# Read All About It!

## **Format for a Well-Written News Story**

There's more to a story than just the headline and the style. In a news story or column, once you have initially captured the reader's attention, you must make sure that the writing is formatted to keep the person reading until the end.

News stories generally follow a specific format. The format is often called the "inverted pyramid format." The most important information is at the top or beginning of the article and the least important information is at the bottom or end of the article. Let's take a look at the inverted pyramid.

# Read All About It!



# Read All About It!

## Activity 3 – Put On Your Reporter’s Hat!

It’s time for you to draft a breaking news story. As with all writing, you will want to:

- Prewrite
  - Organize
  - Write
  - Edit and Revise
- 
- Look at the picture on the following screen. As a reporter, it is your job to take this picture and write a feature article.



# Read All About It!

## Activity 3 – Put On Your Reporter’s Hat!

Before you begin writing the article, draft and organize your thoughts using the *Newspaper Story Format* in your Workbook to build your story.



# Read All About It!

## Activity 3 – Put On Your Reporter’s Hat!

Now it’s time to write your story. You may wish to use the outline in your Workbook or you may write your story on notebook paper.



# Read All About It!

## Activity 3 – Put On Your Reporter’s Hat!

How does your story look? Before you share it with your teacher and classmates, remember that there is:

**One Last Step Before It Goes to Print!**

Edit and revise your story using the guidelines in your Workbook.

# Read All About It!

## Activity 3 – Put On Your Reporter’s Hat!

### The Final Touch!

When you are done editing and revising, you may wish to word process your story so it looks like a real news article.

Most newspapers use the font **Times** or **Times New Roman**. This is the font being used in this presentation.

Also, most news articles use a two-column format.



# Read All About It!

Want to learn more about how to write like a reporter or journalist?

Go to:

Beginning Reporting

<http://www.courses.vcu.edu/ENG-jeh/BeginningReporting/>

or

High School Journalism

<http://www.highschooljournalism.org/>

and continue to read the newspaper!

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# **Lesson 3: Language Arts, Reading**

## **The Newspaper - Skimming and Scanning**

# Read All About It!

## Introduction

There are different techniques of reading for different situations. The technique you choose depends on the purpose for reading, such as reading for enjoyment, information, or to complete a task.

- If you are exploring or reviewing, you might skim a document.
- If you're searching for information, you might scan for a particular word or phrase.
- To get detailed information, you might use a technique such as SQ3R.

You need to adjust your reading speed and technique depending on your purpose.

# Read All About It!

## Introduction

What types of reading skills do you use when you read the newspaper on Sunday? Remember, the Sunday newspaper is generally quite large with many different sections and definitely lots of advertisements. If you are like most people, you skim and scan the newspaper until you find something that really interests you. Only then do you really stop to read the full article.

# Read All About It!

Skimming and scanning are two important reading comprehension skills. This lesson will provide you with practice in using both of these skills with your local newspaper. Before you begin, make sure that you have a complete version of your local newspaper or a national newspaper such as *USA Today*.

# Read All About It!

## Activity 1 – Let's Get Familiar with the Newspaper

Newspapers are divided into many different sections, depending on the size of the newspaper and often, the size of the city in which it is published. Select and compare two different newspapers. Scan the newspapers to identify the different sections of each newspaper. Chart the names of the different sections in the table in your Workbook.

If possible, use a newspaper from a small or local area and one from a large metropolitan area. If you do not have access to different areas, you may wish to use a daily newspaper versus the newspaper published on Sunday.

# Read All About It!

You have just used a reading comprehension strategy called scanning. You quickly went through the newspaper looking for specific words and phrases – the names of the different sections. Scanning is often used when you first find a resource to determine whether it will answer your questions. Once you've scanned a document, such as a newspaper, you might go back and skim it. You will be learning about skimming later in this lesson.

Now let's use another reading comprehension skill, comparing and contrasting.

# Read All About It!

## **Activity 2 - Scanning for Specific Information – Homonyms/Homophones**

Homophones are two words that sound alike, but are not spelled the same and have different meanings. For example: fair and fare; piece and peace; write and right; two, to, and too.

You have just used the scanning process to locate sections of the newspaper. Now it's time to use your scanning skills to find specific words. You will not be reading the newspaper for content, but will rather be trying to locate homophones.

Look through the newspaper and find as many homophones as you can. Write down each word and its definition in your Workbook. Then use the words correctly in a sentence. For a few hints, you may want to first take a look at the different lists of homophones in your Workbook.

# Read All About It!

Now that you have scanned for basic information, as well as specific words, it's time to try another comprehension skill: comparing and contrasting. Make sure that you have a complete newspaper. You will need to compare and contrast selected sections.

# Read All About It!

## **Activity 3 – Newspaper Section Inspection**

Select and compare two sections of the newspaper, such as the business section and the sports section or the front page and the editorial page. You may wish to consider the following types of questions:

- Where in the paper are the sections or pages located?
- How is the look (layout and graphics) of the sections or pages the same? Different?
- How does the content of the sections or pages differ?
- Do the sections or pages use the same style of writing? How are they the same or different?
- Do the sections or pages use the same style of graphics? How are they the same or different?

# Read All About It!

## **Activity 3 – Newspaper Section Inspection**

Do you have your sections selected? Scan each section asking yourself questions about the section's location in the newspaper, look, content, and style. Write down your observations regarding each section on the chart in your Workbook. Be prepared to discuss your observations with the class. See if your opinions agree with other classmates.

# Read All About It!

## **Skimming - Another Strategy for Comprehension**

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're skimming the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. There are many strategies that can be used when skimming. You might read the title, subtitles, subheading, and illustrations to get the general idea. These are often called pre-reading strategies.

# Read All About It!

## **TIPP? – A Pre-Reading Strategy for Comprehension**

TIPP? is one very useful pre-reading strategy. TIPP? provides you with basic information that you need in order to better understand what you are reading.

TIPP?ing a passage can tell you whether or not you are interested in continuing to read a selected newspaper article.

So, what is **TIPP??**

# Read All About It!

**TIPP?** is an acronym for:

**T**itle

**I**ntroduction

**P**aragraph

**P**ictures

**?**question

Look at the next slide and see what each of these items require of you in order to skim a reading text.

# Read All About It!

## TIPP?ing the Newspaper

<b>T</b> itle	What do the titles/subheadings and layout tell me?
<b>I</b> ntroduction	Skim this to get the main idea.
<b>P</b> aragraph	Read the first line of paragraphs/text boxes.
<b>P</b> ictures	What do the diagrams, photos, and graphs show me?
<b>?</b>	Can I come up with any questions?

# Read All About It!

## **Activity 4 - Now It's Your Turn to TIPP?**

Select a lengthy article from the newspaper. You may wish to select an article from the front page that has a picture or graphic.

- Complete the TIPP? Chart in your Workbook.
- Now read the article in its entirety.
- Was it easier to comprehend? Why?

# Read All About It!

## Summing It Up - Skimming and Scanning

For better comprehension, select the correct reading strategy.

Remember,

- *Scanning* is the reading technique you use when you want to find specific information quickly. In scanning, you have a question in your mind and then you read a passage only to find the answer, ignoring unrelated information.
- *Skimming* refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection before you more closely read it. In other words, **TIPP? It!**

# Read All About It!

Want to learn more about skimming and scanning? Go online and visit:

- Lyndale Secondary College Resource Center  
[http://www.lyndale.vic.edu.au/resource\\_centre/skimming&scanning.html](http://www.lyndale.vic.edu.au/resource_centre/skimming&scanning.html)
- “Pulp Friction” University of Victoria, Canada  
<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm>
- Skimming Skills Quiz, BBC Skillswise  
<http://www.bbc.co.uk/skillswise/words/reading/techniques/skimming/quiz.shtml>
- Scanning BBC Skillswise  
<http://www.bbc.co.uk/skillswise/words/reading/techniques/scanning/index.shtml>

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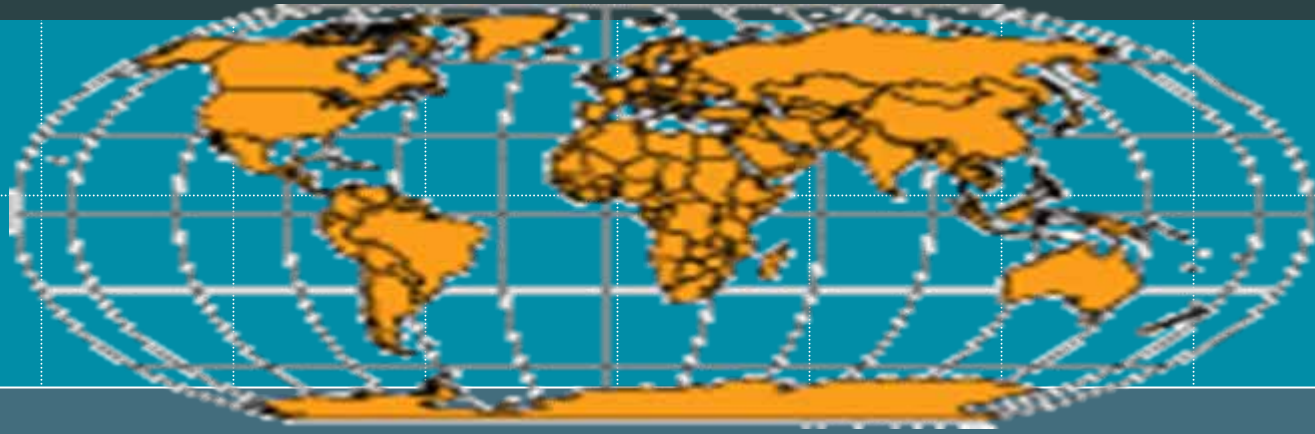
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## **Lesson 4: Language Arts, Reading**

# **The Newspaper - Comprehending Different Types of News Articles**

# Read All About It!

## Introduction

Just like reading textbooks, you need different strategies when reading the newspaper. You may skim and scan the front page until you find something interesting to read. Then, you begin reading the first paragraph. If you continue to be interested, you may read the entire article, reviewing the main points to ensure that you understand what is being said. However, if you are reading the comics or an advice column, you may read more quickly for the gist of what is being said, rather than reading for specific details.

# Read All About It!

## Introduction

Newspapers present different types of text, as well as differing viewpoints. Some articles may be based totally on facts, such as most of the major news articles. However, newspapers also print opinions. These opinion pieces are often termed editorials. An opinion piece provides the reader with a specific point-of-view. It is important to understand point-of-view when reading articles in order to better comprehend what is being said.

# Read All About It!

## Three Types of Writing

When reading the newspaper, you need to be able to recognize the difference between fact and opinion. It is easier to identify what is fact and what is opinion when you understand the three basic types of writing in the newspaper:

- Hard news
- Opinion
- Feature stories

# Read All About It!

**Hard News** – This is a straight story that provides the facts. Hard news does not include the writer's opinion. News stories are written to inform. Usually a news story is written in the inverted pyramid style where the major facts of the story are provided in the first few paragraphs, called the lead. This allows readers to quickly obtain the most important information.

# Read All About It!

## Questions to Ask About Hard News Stories

When reading hard news stories, you should ask yourself the following types of questions:

- Who wrote the story?
- How do you think the reporter got the information needed to write the story?
- Does the reporter tell both sides? Is the story fair?
- What is the best quote in the story?
- What other questions would you have asked?
- Will there be a follow-up story for this news?

# Read All About It!

## **Activity 1 – *Your Newspaper - a look inside a hard news story***

Hard news stories are factual and answer the 5 Ws and the H (who, what, when, where, why, and how). No interpretation or opinion is included, except in quotations.

Find an example of a hard news story in your newspaper. Clip it out and paste it in your Workbook on the page entitled *Your Newspaper – a look inside a hard news story*. Complete the worksheet. When you have finished, share your experience with the class.

# Read All About It!

**Opinion** – There are several places where you will find opinion writing in the newspaper. The most obvious is the clearly labeled Opinion page. Here you'll find editorials expressing the viewpoint of the newspaper's editorial board (generally unsigned), letters to the editor (always signed), editorial cartoons, and political columns. Columns may also appear in other parts of the newspaper. Opinions may be humorous, political, provide advice, give reviews, or simply talk about community happenings. Even feature stories may include a writer's opinion.

# Read All About It!

## Questions to Ask About Opinion Pieces

When reading opinion pieces, you should ask yourself the following types of questions:

- Who is offering this opinion?
- What knowledge of the subject does the writer have?
- Has the writer tried to persuade you? How? Why?
- What facts have been given to support the writer's opinion? Are the facts accurate?
- What facts have been omitted? Why?
- Is the writer appealing to reason or emotion?
- Are the writer's arguments logical?
- What action does the writer want you to take?
- Who will benefit if the opinion being presented is accepted?
- How will you be affected if you do not accept this opinion?
- Where can you find an alternative viewpoint?

# Read All About It!

## Activity 2 – It's Not Just Black and White

Separating fact from opinion requires careful reading.

Opinions may:

- Be expressed as comparisons (more, strongest, less, most, least efficient, but)
- Be expressed by adjectives (brilliant, vindictive, fair, trustworthy)
- Involve a personal evaluation of something
- Use such phrases as:
  - *it seems*
  - *it appears*
  - *it would make sense*
  - *it probably*
  - *this writer*

# Read All About It!

## Activity 2 – It's Not Just Black and White

Select a current topic of interest. Using a local newspaper or a national newspaper such as *USA Today*, find two different editorials that express different viewpoints about the topic. You may use editorials or letters to the editor.

Circle the words or phrases in each of the articles that express an opinion. Next, compare and contrast the two opinions by placing the words in the chart in your Workbook. Be prepared to discuss which opinion you support by writing a short opinion paragraph.

# Read All About It!

**Feature Stories** – These types of newspaper stories cover such areas as social trends, health, fashion, food, and travel. Feature stories deal with facts and information, but they are not considered hard news since they are generally written for entertainment. Feature articles use the writer's imagination and creativity and may contain the writer's opinion.

# Read All About It!

## Questions to Ask About Feature Stories

When reading feature stories, you should ask yourself the following types of questions:

- What feature story did you find most interesting in today's paper? Why?
- Who wrote the story?
- How do you think the reporter got the information needed to write the story?
- What knowledge of the subject does the writer have?
- What information did you gain from reading the story?
- What other information would you like to have?
- Was the writer's opinion part of the story?

# Read All About It!

## Activity 3 – Locating Information in a Feature Story

Feature stories are often located in the Local news or in sections such as Home and Garden or Life and Health. Feature stories are entertaining and often read like a story. Because of their focus, feature stories capture the reader's attention with an interesting lead.

Select a feature story from the newspaper. Evaluate whether or not the writer has used the basics of good storytelling by using the graphic organizer in your Workbook.

# Read All About It!

## Activity 3 – Locating Information in a Feature Story

- Identify the lead of the story. Write it on the graphic organizer.
- Highlight the 5 Ws in the story. Mark them in different colors. Transfer them to the organizer.
- List the 5 Ws in the order in which they appear in the story in the circle that says “Organization.”

Do you believe that this was a good order for the 5 Ws? How would a different order change the story? How might the Writer have improved the story?

## Read All About It!

*"The primary purpose of a newspaper is the gathering of news ... comment is free, but facts are sacred."*

*Charles Prestwick Scott,  
Manchester Guardian, May 6, 1926*

# Read All About It!

**Want to know what is going on around the state of Texas?**

Newslink provides online access to newspapers from across the state of Texas.

Newslink at: <http://newslink.org/txnews.html>

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**Lesson 5: Social Studies**  
**The Newspaper - It's All About**  
**the First Amendment**

# Read All About It!

- Introduction

Have you ever heard someone talk about their constitutional rights? People often talk about the rights guaranteed to them by the First Amendment to the United States Constitution. However, what does this really mean?

One of the skills tested on the GED Social Studies Test is your ability to read and understand historic documents. In this lesson, you will learn about the five freedoms of the First Amendment and how they exist today for each of us.

# Read All About It!

First, let's take a look at the First Amendment. It says:

*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.*

*First Amendment to the United States Constitution*

# Read All About It!

Why was the First Amendment added to the Constitution of the United States? When the U. S. Constitution was signed on September 17, 1787, it did not contain the essential freedoms Americans wanted.

- The First Amendment was written because as America was beginning as a country, citizens wanted a guarantee of their basic freedoms.
- Without the First Amendment, religious minorities could be persecuted, the government could establish a national religion, protesters could be silenced, the press could not criticize government, and citizens could not mobilize for social change.
- The first freedoms guaranteed were written by James Madison in only 45 words.

# Read All About It!

So, what are the five freedoms guaranteed to you in the First Amendment?

They are:

- Freedom of Religion
- Freedom of Speech
- Freedom of the Press
- Freedom of Assembly
- Right to Petition

# Read All About It!

Let's take a look at each of the freedoms and what they mean.

## **Freedom of Religion**

The First Amendment prevents the American government from establishing an official religion. Citizens have the freedom to attend the church, synagogue, temple, or mosque of their choice – or not attend at all. Without the First Amendment, religious minorities could be persecuted, and the government could establish a national religion.

# Read All About It!

## Freedom of Speech

The First Amendment keeps the American government from making laws that might prevent us from expressing personal opinions. People have the right to criticize the government and to share their opinions with others. Without the First Amendment, protesters could be silenced and people would not have the right to speak freely.

# Read All About It!

## Freedom of the Press

A free press means that we can get information from many different sources. The government cannot control what is printed in newspapers, magazines and books, broadcast on TV or radio or offered online without due process. We can disagree with the press and write letters to newspaper editors or request time on television to respond to views with which we disagree. We can have our own Web pages where we make our opinions known. We can pass out brochures or leaflets. Without freedom of the press, neither media nor the people could criticize the government.

# Read All About It!

## Freedom of Assembly

Citizens can come together peacefully in public and private gatherings. They can join groups for political, religious, social, or recreational purposes. By organizing to accomplish a common goal, citizens can share their ideas more effectively. Without this freedom, peaceful protestors could be arrested for merely stating their beliefs, opinions, and/or ideas.

# Read All About It!

## Right to Petition

“To petition the government for a redress of grievances” means that citizens can ask for changes in the government. Citizens can do this by collecting signatures supporting a change and sending them to their elected representatives. The right to petition means that you can write, call, or email your elected representatives and that you can join or support groups that lobby the government. Without this right, many changes would not have been made in our country.

# Read All About It!

The following activities provide you with opportunities to read events from a newspaper and form conclusions incorporating the five freedoms of the First Amendment. These activities require that you use critical thinking, decision-making, summary writing, problem solving, researching, prioritizing, negotiating, and organizing skills.

# Read All About It!

## **Activity 1: Let's begin with a scavenger hunt!**

- Get a local newspaper or a USA Today. It doesn't matter what day you use.
- List the five freedoms guaranteed by the First Amendment.
- Search the entire newspaper to find examples of the five freedoms guaranteed by the First Amendment. Make sure that the examples accurately reflect the freedom.
- Write down the headline from the article or a description of the advertisement, letter, or symbol.
- See if you can be the first person to find all five!
- Use the Worksheet in your Workbook to document your work.

# Read All About It!

## **Activity 2 – It’s Not Fair! (or is it?)**

Courts wrestle daily with First Amendment controversies and constitutional clashes. Read the following well-publicized case *Tinker v. Des Moines*. As you read the case, think about what a court should do. Put yourself in the place of the students and of the school. Write down the arguments that you would make as each party. Remember, this was a very well-publicized case in the newspapers. You may wish to research articles on the Internet by using a search engine.

Use the Worksheet in your Workbook to document your arguments. Click on the next slide to begin.

# Read All About It!

## Activity 2 – It’s Not Fair! (or is it?)

In December, 1965, a group of adults and students decided to publicize their opposition to the Vietnam conflict by wearing black armbands during the holiday season and by fasting on December 16 and New Year's Eve.

The principals of the Des Moines schools heard about the plan and, on December 14, adopted a policy that forbade the wearing of an armband to school. Students who refused to remove such armbands would be suspended until they complied.

On December 16, several students who knew about the regulation wore armbands to school. They were: Paul Tinker, 8 years old and in the second grade, Hope Tinker, 11 years old and in the fifth grade, Mary Beth Tinker, 13 years old and in junior high school, and Christopher Eckhardt, a 15-year-old high school student. The following day, John Tinker, a 15-year-old high school student, also wore his armband to school.

# Read All About It!

## Activity 2 – It’s Not Fair! (or is it?)

These students were suspended and were told not to return to school unless they removed their armbands. They stayed away from school until after New Year's Day, when the planned period for wearing the armbands had expired.

Several incidents took place on the day the students wore the armbands. There were comments and warnings by other students, some poking fun at them, and an older football player warned other students they had better let the protestors alone.

The suspended students, through their fathers, filed a complaint with the United States District Court, asking for an injunction ordering the school officials not to punish them. In addition, they sought nominal damages—a small or token sum of money, usually \$1.00, to show that legal injury has been suffered by the students. The case was appealed to the Supreme Court.

# Read All About It!

## Activity 2 – It’s Not Fair! (or is it?)

What do you think the Supreme Court judges ruled?  
Before you make your decision, review the arguments that you developed for both sides based on the facts of the case.

# Read All About It!

## Activity 2 – It's Not Fair! (or is it?)

Did you have some of the following arguments?

### Students

- Wearing armbands is a form of protected speech
- Wearing armbands is protected by the First Amendment
- These schools had previously allowed wearing of campaign buttons and even the Iron Cross
- These schools did not have a history of disruptions

### School

- Amendment X of the Constitution gives states the power to regulate the educational system
- State courts had sided with the school therefore the school officials believed that the Supreme Court should let the state's decision stand
- These schools were afraid the armbands would cause disruption

# Read All About It!

## Activity 2 – It’s Not Fair! (or is it?)

### The Decision

- The court ruled seven to two in favor of Tinker. The Court did not believe that the students’ conduct would have substantially interfered with the operation of the school. The students’ views were protected by the freedom of speech clause of the First Amendment.

# Read All About It!

## **Activity 3 – It’s My Opinion and I’m Entitled to It!**

- Select a letter from the editorial page of today’s newspaper that presents a viewpoint with which you disagree.
- Underline the author’s purpose and opinion. List two or more points the author uses to support his/her opinion.
- Finally, write a rebuttal letter. You may wish to send your letter to the editor for possible publication.

# Read All About It!

## Activity 4 – Understanding Bias in the News

- All of us access the media. Find a story in today's newspaper related to politics.
- Underline any words that may show the author's bias and discuss implications of those words.
- Remember that bias is going to appear in all newspaper writing. It is not inappropriate unless it seeks to unduly influence the opinion of the reader.
- Replace the words of bias with more objective word choices using a thesaurus or dictionary.
- Share the two different articles with the class. Have them critique which article shows less bias and explain why.

# Read All About It!

Want to learn more about the First Amendment?

Go to the: First Amendment Center

<http://www.firstamendmentcenter.org/>

# Read All About It!

## Credits

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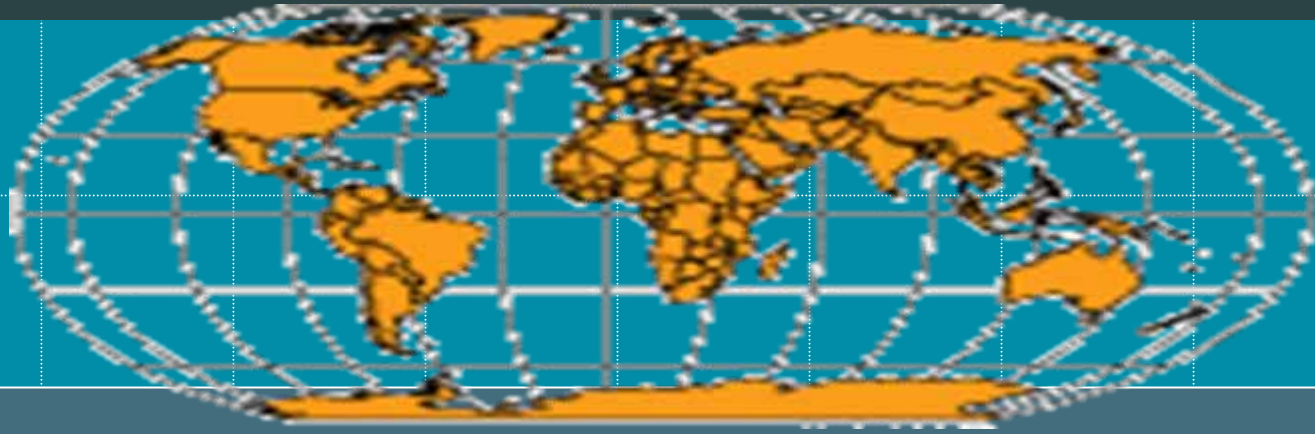
### Research and Development

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Debra L. Hargrove, Ed.D., Florida TechNet



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*Read All About It!*

**Using the Newspaper in the Adult Ed. Classroom**

**Read All About It!**

**Lesson 6: Social Studies**  
**The Newspaper - A Picture Is**  
**Worth a Thousand Words**

# Read All About It!

## Introduction

Look at the front page of the newspaper. What is the first thing that captures your attention? For most people, it's the pictures, especially if they are in color. In fact, most of us look at the newspaper photographs and headlines before we ever read the article.

The world is filled with visual images. In fact, there is a phrase that captures the importance of visual imagery.

*“One picture is worth a thousand words.”*

# Read All About It!

## Introduction

History is filled with imagery. Although we cannot personally experience all of the exciting times in history, we can use pictures and photographs to better understand those moments in time.

Also, viewing a picture or photograph makes social studies come alive! You can actually “see” an event that someone is trying to “tell” you about.

# Read All About It!

## Introduction

The GED Social Studies Test uses many different types of graphics. Approximately 60% of the questions require that you use graphic-based materials. Some of the questions are based on whether or not you can correctly interpret the message of a picture or photograph. That is one of the reasons why you must be able to comprehend, analyze, synthesize, and evaluate what a picture is telling you.

One of the best resources to help you in improving your skills in picture interpretation is the newspaper. This lesson will focus on the important skills of prediction and interpreting images. Let's take a "look."

# Read All About It!

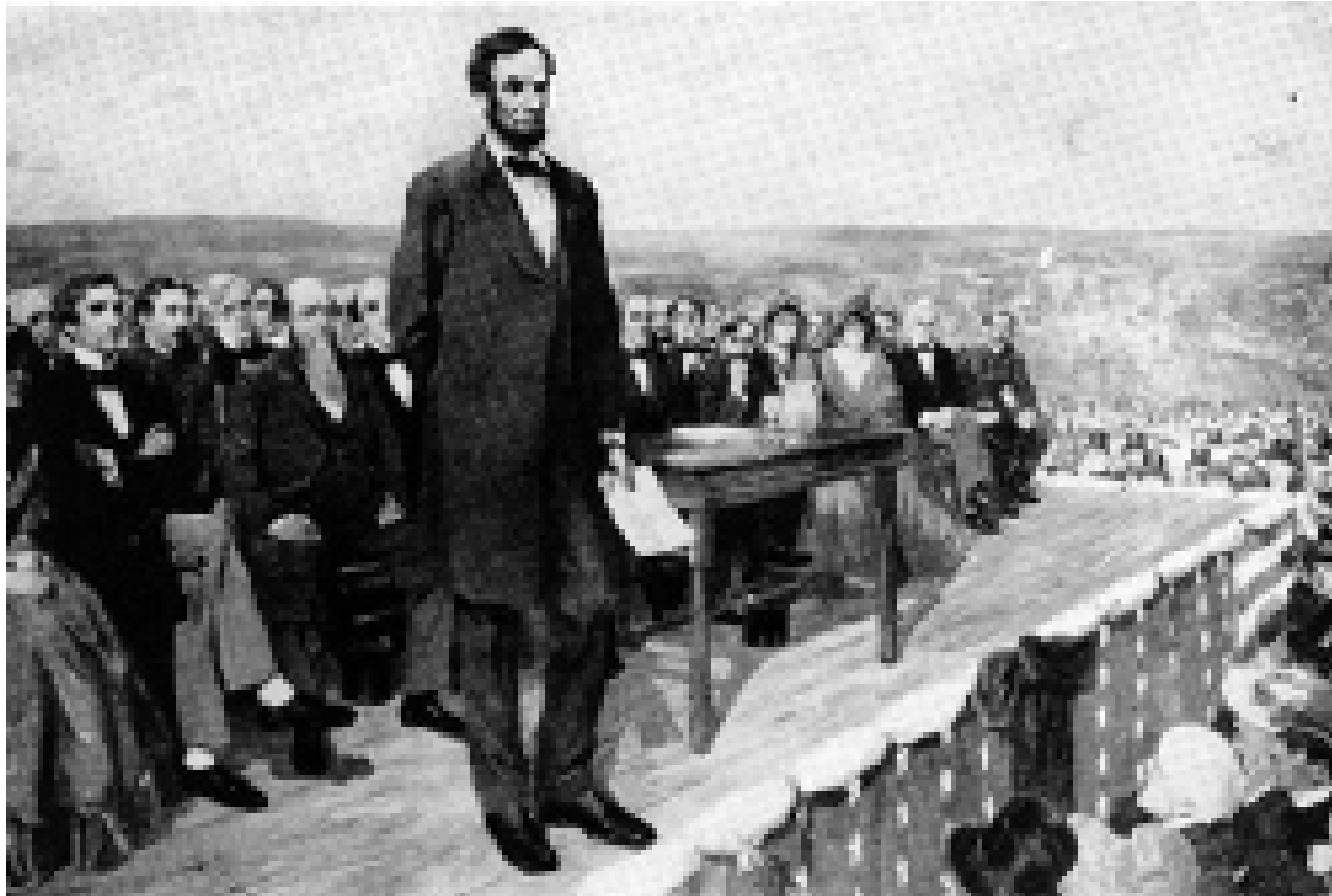
## **Activity 1 – What’s Your Headline?**

The following slides provide you with different pictures. Look at each picture and think about a headline that would capture the main idea and the mood in an interesting way. Write your headline in your Workbook. When you are done, share your headlines with classmates. Discuss the headlines developed for each picture. Share how they are similar and how they are different.

# Read All About It!



# Read All About It!



# Read All About It!



# Read All About It!



# Read All About It!



# Read All About It!

## Activity 2 – Headline Match

Newspapers are great places to see history in the making through pictures. Spend time looking through your local newspaper or a national paper such as *USA Today*. From the newspapers, cut out pictures and the headline or byline that accompanies the picture. You may wish to paper clip the headline or byline to the picture. When you have collected ten to fifteen different pictures, exchange pictures and play “Headline Match” with a fellow classmate. See if you can correctly match the headline to the picture faster than your classmate.

# Read All About It!

## Activity 3 – The 5 Ws and H

Comprehending graphics or pictures uses a similar strategy to comprehending text. Select a picture from the following slides.

Using the *5 Ws and H Chart* in your Workbook, identify the information requested. When you are done, write a good headline for the picture.

# Read All About It!

## Activity 3 Interpreting News Photos



# Read All About It!

## Activity 3 Interpreting News Photos



# Read All About It!

## Activity 3 Interpreting News Photos



# Read All About It!

## Activity 3 Interpreting News Photos



# Read All About It!

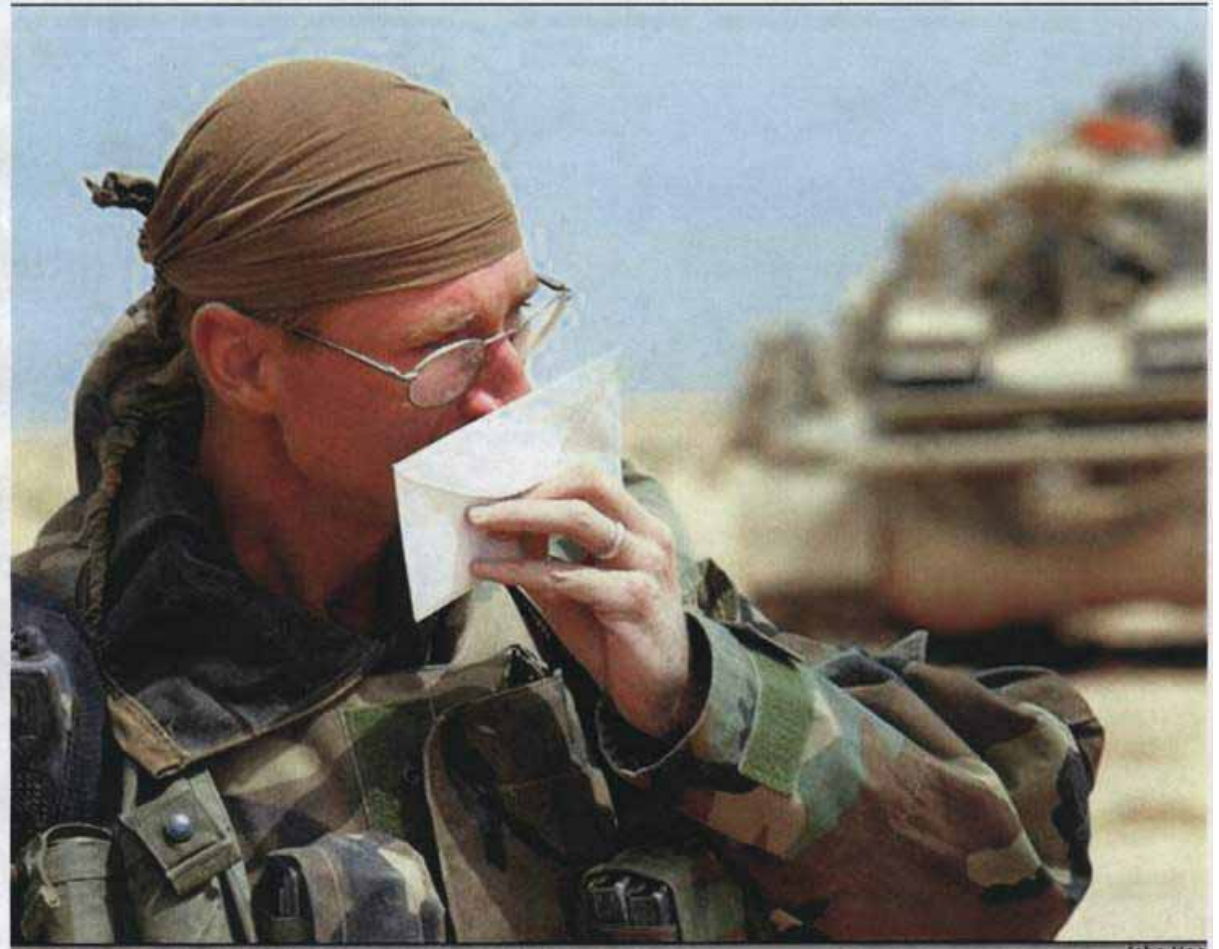
## Activity 4 – Interpreting News Photos

There is much more to news photos than just the headlines or bylines. There is an entire story that can be told from just one picture.

Select a picture from the following slides. Using the *Interpreting News Photos Worksheet* in your Workbook, identify the information requested. When you are done, write a sentence that summarizes the main idea of the photo.

# Read All About It!

## Activity 4 Interpreting News Photos



John Moo

# Read All About It!

## Activity 4 Interpreting News Photos



# Read All About It!

## Activity 4 Interpreting News Photos



# Read All About It!

## Activity 4 Interpreting News Photos



# Read All About It!

**The real voyage of discovery consists  
not in seeking new landscapes,  
But in having new eyes.**

*Marcel Proust, French novelist (1871 - 1922)*

# Read All About It!

If you want to see more photographs, visit one of the following sites on the Internet:

Historical Picture Collections

<http://www.library.appstate.edu/reference/subjectguides/primarysources.html>

Historical Pictures – World History

[http://www.historylink101.com/historical\\_pictures.htm](http://www.historylink101.com/historical_pictures.htm)

U.S. National Archives and Administration

<http://www.archives.gov/>

The History Channel

<http://www.historychannel.com/>

# Read All About It!

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**Using the Newspaper in the Adult Ed. Classroom**

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## **Lesson 7: Science**

# **The Newspaper - The World of Scientific Experimentation**

# Read All About It!

## Introduction

Science is everywhere. Think about a typical day in your life. Science is a part of your everyday experiences, from the time you turn off the alarm clock in the morning to watching the latest dvd at night. Science is an ever-changing world. Something new is always being discovered!

In today's world, the newspaper is one way to help you become more scientifically literate. Most newspapers provide science coverage and some even have whole sections devoted to science articles.

The GED Science Test focuses on three areas of science: physical science (which includes the areas of physics and chemistry, life science, and earth and space science).

# Read All About It!

The world of science is ever-changing. There is always something new that is occurring, whether it is a new vaccine for an old disease or the discovery of a new galaxy. Science is not static. The activities in this lesson explore how the newspaper can assist you in staying more informed about the different discoveries in science.

But before we get started, let's try an experiment. Have you ever gone through an old scrap book and noticed the faded, yellow newspaper clippings? Most people save some kind of newspaper clipping, it may be a picture of a wedding, an historic event, or something significant that happened to them.

# Read All About It!

## Activity 1 – Save the Clippings!

Let's start out this lesson with an experiment. Have you ever gone through an old scrap book and noticed the faded, yellow newspaper clippings? Most people save some type of newspaper clipping, it may be of a wedding, an historic event, or something significant that happened to them.

Why do newspapers turn yellow?

# Read All About It!

## **Activity 1 – Save the Clippings!**

Newspapers yellow with age because they are made of paper which comes from wood. Wood is made up primarily of white cellulose, but it also has a dark substance called lignin which ends up in the paper along with the cellulose. If you look at a piece of wood, you can see the dark coloring. When the lignin is exposed to air and sunlight, it turns yellow. Since newspapers are made from wood, the paper is composed of both the cellulose and the lignin. When paper is exposed to the light, it turns yellow. In fact, you may want to leave a newspaper article in the sun to see how many days it takes to turn yellow. It may be less than you think!

# Read All About It!

## Activity 1 – Save the Clippings!

What can you do if you want to save that special science clipping for future reference or that special article or picture from the local newspaper? Well, you could laminate the paper, but even that sometimes turns yellow. You could print the article onto acid free paper, but the pictures don't always turn out so well. Or you could treat the paper with a special spray or solution used by companies whose purpose is to archive newspaper records. That too can sometimes be difficult to obtain.

# Read All About It!

## Activity 1 – Save the Clippings!

So, what if you can't do any of those? Follow these directions:

- Dissolve a milk of magnesia tablet in a quart of water
- Let it stand overnight
- Pour the mixture into a flat baking pan large enough to hold the newspaper clippings
- Place the clippings in the solution so that they're completely covered by the liquid
- Let them soak for an hour
- Take them out and pat them dry.

*Hint: You may wish to try this with general clippings first. Why does it work? Because the magnesium neutralizes the acid in the paper. It's the acid that makes newspapers yellow.*

# Read All About It!

## Activity 2 – Find That Piece of Science!

Now that you know how to preserve those special newspaper clippings, let's get started by finding scientific information in the newspaper.

First, see how well you know your newspaper. Try to beat the clock and see how quickly you can find the items on the following slide. Using a complete edition of a newspaper, compete with the other students in your class to see who is the most knowledgeable about the location of scientific information. When you are ready, go to the next slide.

**Ready, set, begin!**

# Read All About It!

## Activity 2 – Find That Piece of Science

- Horoscope
- Ad for “junk” food
- Product that uses petroleum
- Weather map
- Health tip
- Article about an environmental problem
- Job requiring computer skills
- New discovery

# Read All About It!

## **The Scientific Method – A Means to Discovery**

How did you do? Did you find science information in only one part of the newspaper? Probably not, because science is everywhere!

An important concept to understand in the wonderful world of science is the scientific method. The scientific method is the process followed by people to make observations about something in the world, determine a theory or hypothesis about why things are the way they are, and then test the theory to see if they are correct.

# Read All About It!

## **The Scientific Method – A Means to Discovery**

Personal and cultural beliefs often influence people's perception and interpretations of the world. People can come up with a very good rationale for mistaken points-of-view. That is why a standard procedure was developed to test a theory.

The scientific method attempts to minimize the influence of bias or prejudice in the experimenter when testing a hypothesis or a theory. Experimentation is a very important part of science and discovery.

# Read All About It!

## **The Scientific Method – A Means to Discovery**

Very simply, the scientific method can be divided into three easy steps:

- ***Observe***: make observations about something in the world
- ***Hypothesize***: try to come to some realization about your observations and formulate a hypothesis or theory for why things are the way they are.
- ***Test the Hypothesis***: develop a method to test the validity of your hypothesis through an experiment that will confirm or deny the hypothesis and based on the results of the test on the hypothesis, either modify the theory or accept it as being probable.

# Read All About It!

## Activity 3 – Discoveries

Discoveries are made every day as a result of implementing the scientific method. There have been discoveries of vaccines, new sources of power, new planets and solar systems. The list is endless.

Let's look at the importance of discoveries in the world of science.

- Based on problems in the news, what do you feel is the most important discovery needed today?
- Find an article about the problem and paste it into your Workbook.
- Identify what type of a discovery is needed so that the problem does not exist or would become less of a problem.
- Write a short persuasive essay about your views detailing the reasons or rationale for a discovery of this type.
- Share the information with the class.

# Read All About It!

## Activity 4 – Invention of the Day

You may have heard the phrase “Necessity is the mother of invention.” Inventions are those creations and methods for accomplishing tasks which fulfill some purpose in a new or different manner, usually with the objective of realizing that purpose in a faster, more efficient, easier or cheaper means. Often, inventions are protected by a patent, a legal protection for the inventor of the creation or method.

When scanning and skimming the daily news, you will encounter articles and even advertisements for different inventions. The appliances in your home were someone’s invention. However, there is still much to be invented.

# Read All About It!

## Activity 4 – Invention of the Day

Take a few minutes to put on your thinking cap. It is time for you to be the next great inventor!

- Identify a problem that needs a solution.
- Develop an idea for a new invention that can solve this problem. For example, design a device that a handicapped person working at a newspaper might use to accommodate the disability.
- Draw a picture of your invention and explain how it would work and the problem that it solves. You may wish to use the *Invention of the Day Worksheet* in your Workbook.
- Share your invention with the class.

# Read All About It!

From problem-solving to inventing solutions, from thinking about what may be to discovering what had previously been unknown, the newspaper provides you with some of the latest scientific knowledge. Improve your scientific literacy by reading at least one science-related article each time you pick up a newspaper.

You may also wish to read science magazines. Good publications to get you started are: *Popular Science*, *National Geographic*, *Smithsonian*, *Discover*, and *Time*.

**The world of science is everywhere you look!**

# Read All About It!

Interested in learning more about inventions and famous inventors? Visit the following websites:

Famous Inventions - A History of Inventions

<http://inventors.about.com/library/bl/bl12.htm>

National Inventors Hall of Fame

<http://www.invent.org/>

# Read All About It!

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## **Lesson 8: Science**

**The Newspaper - And the High for Today Is . . .**

# Read All About It!

## Introduction

People have been forecasting the weather for centuries. Long before the invention of radar and other meteorological tools, people relied upon "natural" clues to predict approaching weather conditions. They once looked to plants and animals for hints about what the weather would do. For example, before it rained, some people often observed that ants moved to higher ground, cows lay down, pine cones opened up, frogs croaked more frequently, and sheeps' wool uncurled. People began to notice other natural clues to upcoming weather, and several weather "sayings" grew up over the years. Many of these proverbs have a scientific basis which can explain why they "work", others have no such basis but often prove to be true nonetheless.

# Read All About It!

## Introduction

One of the most often quoted weather proverbs is:

*Red sky in morning, Sailors take warning.  
Red sky at night, Sailors' delight.*

A red sky at night (when the sun is to the west) is caused by light passing through dust particles in the air to the west. Dust indicates dry weather and since most weather changes come from the west, a red sky at night usually indicates dry weather approaching. A red sky in the morning, however, indicates that the dry air has moved away. A gray sky at night means that the western air is filled with moisture and it will likely rain soon.

# Read All About It!

## Introduction

When looking at weather proverbs, keep in mind that they are usually based on someone's observations and not on scientific studies. Because climates and weather patterns differ throughout the world, a weather proverb based on observations in one location may not be valid in another location. Therefore, it is best if you depend upon more "scientific" methods to predict the weather. One of the easiest ways to stay current on the weather conditions is to use your local newspaper.

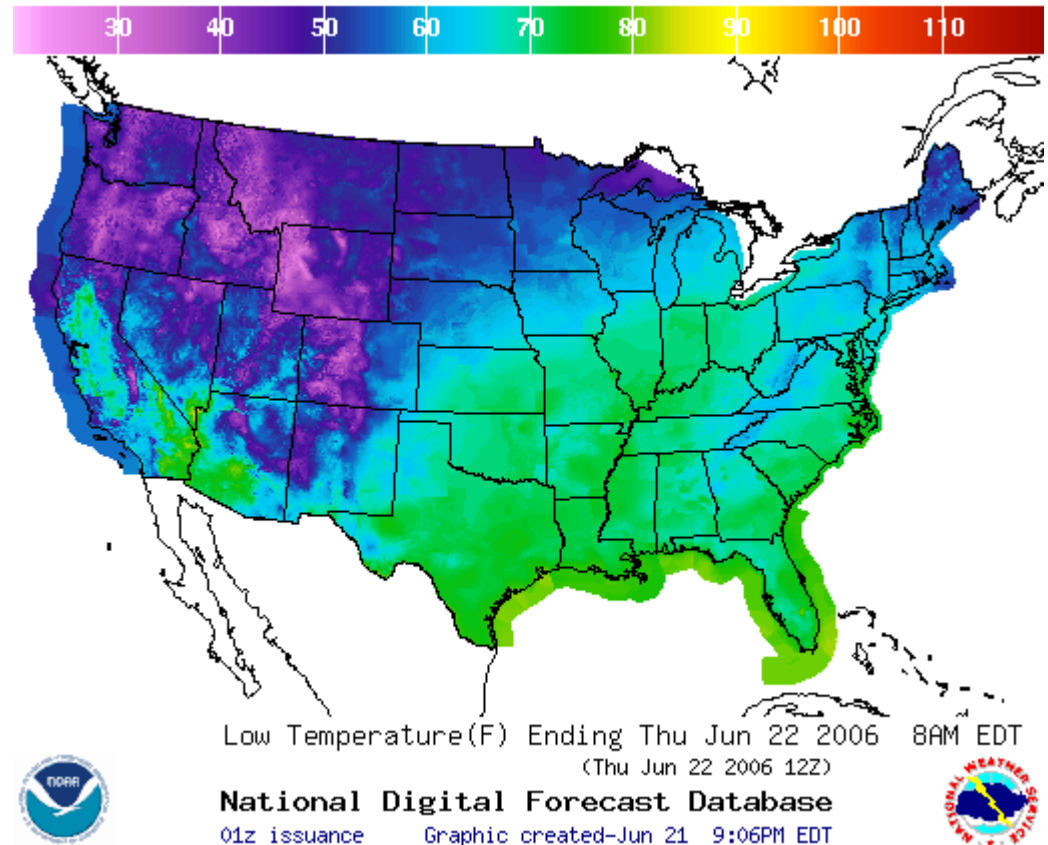
# Read All About It!

## **Activity 1 – And the High for Today Is . . .**

Before you continue with this lesson, it is important that you are familiar with the different information that you can obtain from the weather page in your local newspaper. So, take the *Weather Map Challenge!* Use the weather page from the your local newspaper to answer the questions on the *Weather Map Challenge Worksheet* in your Workbook. When you have completed the worksheet, ask the class to answer your personally developed weather questions.

# Read All About It!

Now that you are familiar with the weather page, how can you use the information to predict the weather?



# Read All About It!

## **How Is the Weather Predicted?**

To forecast the weather, it is necessary to make observations regarding the pressure, temperature, humidity, and wind (direction and speed) together with rainfall, snowfall, general weather, and other observations. This information is recorded and is used to predict what the weather will be like tomorrow as well as in the future. The information is obtained both at the earth's surface and higher in the atmosphere.

# Read All About It!

## **How Is the Weather Predicted?**

Weather information is obtained through the taking of different measurements. These measurements come from:

- land stations staffed by observers
- merchant and naval ships
- automatic weather stations
- radar weather watch stations
- drifting and moored buoys
- automated systems on commercial and military aircraft
- satellites

# Read All About It!

## How is the Weather Predicted?

At one time, meteorologists had to depend on equipment, such as the following instruments, to predict the weather. You may have some of these in your own backyard.

- Anemometer – measures wind speed and force
- Barometer – measures air pressure
- Hygrometer – measures the amount of moisture in the air
- Psychrometer – used indirectly to measure the humidity
- Rain gauge – measures rainfall
- Thermometer – measures temperature
- Weather Vane – measures wind direction
- Wind Sock – shows speed and direction and of wind

# Read All About It!

## **How is the Weather Predicted?**

In today's world of computers and satellites, meteorologists use a more complex and scientific method of predicting the weather. These experts use current weather information, as well as weather statistics accumulated over many years, to make their forecast.

Complex computer programs, also known as forecast models, run on supercomputers and provide predictions on atmospheric variables such as temperature, pressure, wind, and rainfall. A forecaster then examines how the features predicted by the computer will interact to produce the day's weather.

These weather predictions are what you read about each day in the newspaper.

# Read All About It!

## Activity 2 – Be a Forecaster

Look at the weather map from today's newspaper and predict tomorrow's weather. Look for high and low pressure zones. If a cool front is headed toward where you live, tomorrow's weather should have cooler temperatures. Also look for tropical storms in the Atlantic or Gulf of Mexico and where they might be tomorrow. See if there are any patterns occurring in the weather. For example, stormy weather generally precedes a front. Clear skies generally follow a front. Temperature patterns often follow the Jet Stream which forces cooler air into the U. S., and the Gulf which then forces warm air into the southeastern U. S. regions.

# Read All About It!

## Activity 2 – Tracking the Weather

One of the techniques that forecasters use to predict the weather is to track what is occurring.

Use the *Newspaper Weather Maps Worksheet* in your Workbook to assess what is occurring with the weather. When you are done, share the information with the class.

# Read All About It!

## Activity 3 – Be a Forecaster

Now it's your turn to be a forecaster. Using the *United States Map Worksheet* in your Workbook, draw your predictions for tomorrow's weather. Then place your map in a folder.

The next day, locate the latest weather map in the newspaper. Using your drawn map, compare it to the next day's weather map.

Discuss as a group how each person's map resembled the actual conditions, how the two weather maps may have differed, and why.

# Read All About It!

## Activity 4 – Tracking the Weather

One of the techniques that forecasters use to predict the weather is to track what is occurring. This activity will require that you track the temperature of places for five consecutive days.

Use a newspaper or go to the National Weather Survey (<http://www.nws.noaa.gov/>) or to AccuWeather ([http://www.accuweather.com/weatherf/index\\_corp](http://www.accuweather.com/weatherf/index_corp)) to find any place in the world. Pick five cities of your choice.

# Read All About It!

## **Activity 4 – Tracking the Weather**

Find and record five consecutive days of temperatures for each of the cities. Use the table in your Workbook. When you have recorded the temperatures for these five days, create a graph to visually display the data.

You may wish to use the graph paper located in your Workbook. When you have completed the graph, discuss with the class why you selected a specific type of graph and what the graph displays.

# Read All About It!

## **Activity 4 – Tracking the Weather – One More Step**

Before you complete this lesson, use the data from the five different cities to complete a statistical overview of the temperatures. Find the following:

- Range
- Mean
- Median
- Mode

Discuss how these statistics could be used to forecast future weather conditions.

# Read All About It!

Interested in learning more about the weather and weather forecasting? Visit the following websites:

The Weather Channel

<http://www.weather.com/>

National Weather Service

<http://www.nws.noaa.gov/>

U.S. Search and Rescue Task Force

[http://www.ussartf.org/predicting\\_weather.htm](http://www.ussartf.org/predicting_weather.htm)

# Read All About It!

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# **Lesson 9: Mathematics**

## **The Newspaper - It's a Bargain!**

# Read All About It!

## Introduction

Math is everywhere. It's in the newspaper stories we read, the rhythm of our music, even the timing of traffic lights. Math tells us how much to tip for services, how far we can travel on a tank of gas, how to halve a recipe, and how to balance a checkbook. When we look at the newspaper, we see math everywhere. Math is in the front page news talking about the economy and the price of gas. Math is in the business section as we watch the stock market fluctuate up and down. Math is in the want-ads in the classified section. Math is indeed everywhere.

# Read All About It!

## Activity 1 – Math Scavenger Hunt

Before you begin this lesson, familiarize yourself with some of the different areas of the newspaper in which math is used by taking the *Math Scavenger Hunt*. In your Workbook, you will find a list of items to find in your local newspaper. Cut them out and paste them next to the description. See if you can be the first person to find all of the items.

**Ready, Set, Go!**

# Read All About It!

## Activity 2 – It’s All in the Ads

Select newspaper advertisements that encourage saving. Paste the advertisements into your Workbook on the *It’s All in the Ads Worksheet*. Answer the following questions about each advertisement:

- What types of math are used by each advertisement to persuade you to purchase a product?
- Which advertisement uses the “most effective” ideas to sell a product? Why?
- Which advertisement uses the “least effective” ideas to sell a product? Why?

# Read All About It!

## It's a Bargain

One of the areas in which people often use math when reading the newspaper is when they read the advertisements. Ads are always requiring that we quickly calculate whether or not something is a “good buy.” In this lesson, you will use the newspaper and your math skills to discover the value (or non-value) of coupons.

# Read All About It!

## Activity 3 – KWL Coupons

What do think of when you see the word “coupon?” Take two minutes to brainstorm any words or phrases that are related to the topic of coupons. Write these words and phrases in the **K** column of the ***KWL Chart*** in your Workbook.

Next, write one or two questions about ***What*** you would like to learn about using coupons in the ***W*** column. See if you can find the answers to your questions by the end of this lesson.

# Read All About It!

## **The History of the Coupon**

Coupons were born in 1894, when Asa Candler, the druggist who bought the formula for Coca-Cola for \$2,300, gave out handwritten tickets for a free glass of his new fountain drink. Next stop was local grocer C. W. Post who distributed a one cent coupon towards his new health cereal, Grape Nuts.

Coupons became a staple in American households during the Great Depression of the 1930s due to the need to save money whenever possible. From that time, the coupon tradition has continued as a marketing strategy.

# Read All About It!

## Coupon Facts

Let's take a quick look at the mathematical impact of coupons in the United States.

- 79% of primary shoppers in the United States use coupons.
- Shoppers saved nearly \$3 billion last year by using coupons.
- The typical coupon is worth \$1.00 of savings.
- Coupon users report an average of 11.5% savings on their grocery bill with coupons.
- Manufacturers offered more than \$300 billion in coupon savings in 2005.

# Read All About It!

## Where Do You Find Coupons?

Coupons are everywhere! You see them in the stores, on product packaging, through the mail, on the Internet, and of course, in your daily newspaper. Take a look at the charts on the following slide. You'll see that coupons are used by all age groups and by all income levels. Conscientious consumers like to save money!

# Read All About It!

## Coupon Users by Age Group

Age	% Using Coupons
18-24	65%
25-34	74%
35-44	78%
45-54	80%
55-64	82%
65 +	78%

## Coupon Users by Income

Income	% Using Coupons
Under \$25,000	77%
\$25-50,000	80%
\$50-75,000	77%
\$75,000 +	74%

*National Coupon Council, 2005*

# Read All About It!

## Activity 4 – Saving Savvy

It's your turn to show what a savvy shopper you are. Use a newspaper with grocery store ads and coupons. Identify ten products that you wish to purchase and the best savings that you find in the newspaper. You can use sale items, as well as coupons. Use the ***Grocery Shopping Worksheet*** in your Workbook to document your work. See whether you can get the highest level of savings in the class.

A sample completed Worksheet is also included in your Workbook.

# Read All About It!

## **Activity 4 – Saving Savvy**

How did you do? Did you save more than your classmates. Which total figure did you compare – the dollar amount saved or the percentage saved? Which would be a fairer figure to compare against your classmate's savings? Why?

# Read All About It!

## **Activity 5 – Applying What You Have Learned**

Using advertisements and coupons is just one of the ways that you can use the newspaper for math. Before you finish this lesson, return to the *KWL Chart* in your workbook and in the *L* column, write down one thing that you learned from this lesson.

# Read All About It!

Want to learn more about being a Savvy Shopper? Visit the following websites:

Shop Smart from O – The Oprah Magazine

[http://www.oprah.com/omagazine/200409/omag\\_200409\\_shop.jhtml](http://www.oprah.com/omagazine/200409/omag_200409_shop.jhtml)

Money Saving Tips Using Coupons

<http://homeparents.about.com/od/savemoneywithcoupons/>

Thrifty Living – University of Illinois Extension

<http://www.urbanext.uiuc.edu/thriftyliving/tl-coupons.html>

# Read All About It!

## Credits

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Writing

Reading

Social Studies

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Mathematics

*Read All About It!*

**Using the Newspaper in the Adult Ed. Classroom**

**Read All About It!**

# **Lesson 10: Mathematics**

## **The Newspaper - Design to Impress**

# Read All About It!

## Introduction

Have you ever looked at a room in your house and thought to yourself, “I really need to do something with this room.” If you have, you are part of a growing number of “home-improvers.” The newspaper is a great place to look to begin to improve that special room.

This lesson will take you through a step-by-step journey in figuring just how much that remodeling job will cost.

# Read All About It!

## Introduction

As you go through this lesson, think about all of the different math skills that you are using – the types of skills that you will need to successfully pass the GED Mathematics Test. Application questions comprise approximately 50% of the questions on the GED Mathematics Test, so let's get started.

# Read All About It!

## **A Real-Life Remodeling Show**

*Designed to Sell* is a television show on HGTV. It is shown at a variety of different times. You may wish to watch this show to see how the “experts” use a budget to remodel a room or a house. This is intended to increase the home’s sale value. In this lesson, you will be redesigning a room. See if you can match the experts in locating great bargains in the newspaper, as well as creating a room in your home that you would be proud to show to your friends.

# Read All About It!

## **Activity 1 - Design to Impress: Selecting a Room**

For this lesson, select either a living room or a bedroom to remodel. You will be remodeling the entire room from the flooring to the furnishings. The newspaper will be your resource for materials so make sure that you have a stack of them. In your Workbook, you have a *Room Design Cost Spreadsheet*, *Room Template Graph Paper*, *Furniture Templates*, and an *Overview of the Project*. You will be using these Worksheets throughout the lesson.

# Read All About It!

## **Activity 1 - Design to Impress: Scenario**

Your roommate has moved and has taken all of the furniture. You are now faced with an empty room. Now is your chance to create the room that you've always wanted. You have a total budget of \$2,500 to design and decorate your room. You will need to spend your money wisely, so you plan on searching the newspaper to find the best deals that you can on furniture and anything else that you need to make this the room of your dreams. You may select to design either a bedroom or a living room. The following is the description and condition of the room.

# Read All About It!

## **Activity 1 - Design to Impress: Specifics of the Project**

### **Room Size**

- Area – 15 ft. x 18 ft.
- Ceiling Height – 9 ft.

### **Windows and Doorways**

- One window on the south wall – 60 in. x 48 in.
- One window on the west wall - 36 in. x 24 in.
- One window on the east wall - 36 in. x 24 in.
- Doorway on north wall – 36 in. x 80 in.

# Read All About It!

## **Activity 1 - Design to Impress: Specifics of the Project**

### **Molding**

- Baseboard – 3 inches high
- Windows and Doorways – two inches wide

### **Problem Areas**

- Overhead light in the room which you've always hated.
- Walls are currently white, but they're filthy and will have to be painted.
- Dark green carpet on the floor which is stained.
- No furniture in the room.
- Budget of \$2,500 to purchase furniture and design the room you want!

# Read All About It!

## **Activity 1 - Design to Impress: Drawing Your Floor Plan**

Defining your space is crucial for creating your room. It is also important to know your space limitations before you begin purchasing, moving, and placing furniture. The foundation of a comprehensive design plan includes accurate dimensions of your living space. Create an accurate *Floor Plan*. A floor plan is a bird's eye view of your room drawn to scale, Example:  $\frac{1}{4}'' = 1'$ . Draw your floor plan on the ***Room Template Graph Paper*** in your Workbook. Show the scale you are using and create your room. Use one graph square for every square foot of actual space. You will want to draw in the doorways and windows. Make sure that everything is to scale.

# Read All About It!

## Activity 2 - Design to Impress: Painting the Room

Now that you have your floor plan created, it is time to figure out exactly what you want to purchase to complete your project. Do you want to paint the room? How much paint will you need for the area? Do you want to paint the molding the same color as the walls? If you want to paint, check the newspaper for the cost of paint and figure how much you will need and what the total will be to repaint the room. Put this amount into your *Room Design Cost Spreadsheet*. You are on your way to completing the first step of your project!

# Read All About It!

## **Activity 1 - Design to Impress: The Floor and Fixtures**

How about the flooring and the light fixtures? What are your options? Do you have to replace them? It's your choice. Check the newspaper for different types of flooring and light fixtures. After researching, decide what you plan on doing and put the cost on your *Room Design Cost Spreadsheet*.

# Read All About It!

## **Activity 2 - Design to Impress: Furnishings**

Before you check the furniture store advertisements or the want-ads, you will need to know how much furniture is needed for the room. In your Workbook, you have *Furniture Templates*. Use the cut-out silhouettes for the furniture that you want and arrange the pieces on your *Room Template Graph Paper*. The furniture is to scale for the graph paper. If you want furniture that is not included on the template, you will need to create your own silhouette to scale.

# Read All About It!

## **Activity 3 - Design to Impress: Furnishings**

Have you decided on the appropriate furnishings for your room? How do the pieces look using the Room Template? If you like the furniture that you have found, place the items that you want to purchase into your *Room Design Cost Spreadsheet*, along with their cost.

At this time, you may wish to check on your budget. Remember, you only have \$2,500 to spend on the entire room.

# Read All About It!

## **Activity 3 - Design to Impress: Accessories**

What other items will you need in your ideal room? Have you thought about window treatments or such accessories as lamps, pictures, electronics, hardware for the doors and windows, or decorative borders? If you have additional monies left, you may wish to spruce up your room by looking through the newspaper advertisements for those special items. Remember to put the additional items into your *Room Design Cost Spreadsheet*, along with the cost.

# Read All About It!

## **Activity 4 - Design to Impress: Time to Complete Your Room**

Now that you have designed the room of your dreams, it is time to total the costs. On your *Room Design Cost Spreadsheet* check the costs for each item, including tax. Next, total the cost of the entire project. How did you do? Were you able to purchase everything that you wanted? Why or why not? What did you do if you were not able to purchase something that you wanted? Did you have a creative alternative? Did you have any money left over?

# Read All About It!

## Activity 4 - Overview of Project Costs

Prior to sharing your project with the class, create a pie chart to show how the funds that you used for your ideal room were allocated. Use the *Room Design Cost Spreadsheet* to identify the categories of items and the percentage of the total amount you spent on each category. Create your chart using the *Overview of Project Costs Worksheet* in your Workbook.

Share your completed project with the class. Show the class how you arranged your room using the *Room and Furniture Templates*, as well as the total cost of the project. Discuss how percentages differed from one project to another and why. You may wish to share how this activity will be helpful in future planning.

# Read All About It!

## Activity 4 - Overview of Project Costs

Share your completed project with the class. Show the class how you arranged your room using the *Room and Furniture Templates*, as well as the total cost of the project. Share the different advertisements from which you were able to “purchase” the items for your ideal room. Compare and contrast the different costs from one student’s ideal room to another.

# Read All About It!

Everyone has to complete home improvement projects at some time in their lives. You may wish to continue this project by visiting stores that specialize in home improvement, paint, floor covering, and furniture. Research different colors and styles that you like and add these to your file folder so that when you are facing a home improvement, you have a start on the process.

# Read All About It!

Interested in learning more about home improvement?  
Visit the following websites:

Do It Yourself

<http://www.doityourself.com/>

Home Tips

<http://www.hometips.com/>

HGTV

<http://www.hgtv.com>

# Read All About It!

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