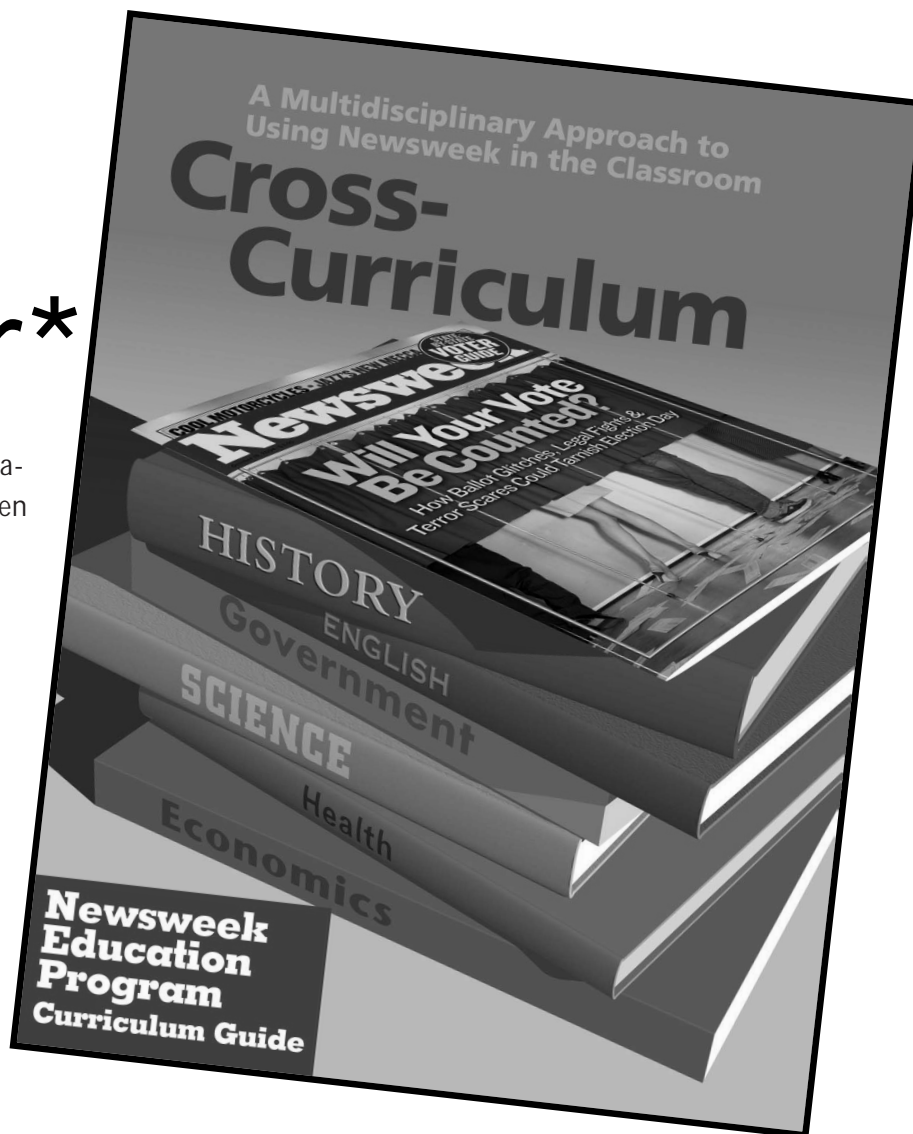


# Newsweek Education Program

## Sampler\*

\*All of the activity sheets featured in this sampler are taken from NEWSWEEK'S NEW 48-page Guide: "Cross-Curriculum: A Multidisciplinary Approach to Using NEWSWEEK in the Classroom." See page 3 for the table of contents of the complete guide; items included in this sampler are highlighted.



"Cross-Curriculum: A Multidisciplinary Approach to Using NEWSWEEK in the Classroom" is a collection of ideas and activity sheets that illustrate many of the ways NEWSWEEK can be incorporated into several curriculum areas, including social studies (history, geography, international relations, contemporary issues/world problems, government, economics, sociology, psychology, current events), English, reading, debate, art, humanities, ESL, health, consumer science and science and technology. The guide will help teachers use newsweek quickly and easily to enrich student learning. It includes alignment charts correlating the activities to standards set by the National Council of Teachers of English/ International Reading Association.

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# Cross-Curriculum Teacher's Guide

## FAST FACTS

### WHAT

- A multidisciplinary collection of activities and activity sheets illustrating many ways that NEWSWEEK can be incorporated in the classroom. As a reference book of ideas, it is designed to be referred to quickly and easily throughout the school year and across the disciplines.
- The full 48-page resource features 30 activity sheets and a teacher's guide, plus extension activities at [www.newsweekeducation.com](http://www.newsweekeducation.com).
- The unit includes alignment charts correlating activities to standards set by the National Council of Teachers of English/International Reading Association.
- Activities can be used in conjunction with each week's issue of NEWSWEEK.

### WHO

This unit has practical applications in almost any secondary or college course addressing English or social studies subjects, as well as students in the following areas:

- Alternative learning sites
- Team-centered classrooms
- Developmental education
- Adult education

### HOW

Skills:

- Reading
- Analysis
- Writing
- Media literacy
- Understanding maps and graphs
- Vocabulary building
- Civic participation

### USE IT!

Some suggestions:

- Use activity sheets to guide content-based reading in NEWSWEEK—identify the answers to the basic questions of journalism: who, what, when, where, why and how?
- Use activity sheets to analyze news photographs tell a story, and how the story could possibly be different if the photo were taken from a different angle.

# Table of Contents

Below is the preliminary table of contents for the full, 48-page version of the NEWSWEEK Education Program Cross-Curriculum Guide, subject to minor revisions. **Starred\*\*\*\*\* items are included in this sampler.**

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NCTE/IRA Standards Alignment Grid

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Activity Sheet 3: Geography: Studying Maps: The Five Themes of Geography

Activity Sheet 4: Geography: Creating Maps: Focus on the World

Activity Sheet 5: International Relations: How Cultures Communicate and Connect

Activity Sheet 6: International Relations: How Alliances Change and How They Stay the Same

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Activity Sheet 11: Economics: Personal Spending Trends

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Activity Sheet 30: Consumer Science: The Effects of Money And Politics

Activity Sheet 31: Science and Technology: The Life Expectancy of "Hot"

Activity Sheet 32: Science and Technology: Then and Now

**Starred\*\*\*\*\* items are included in this sampler.**

Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

# History: Connecting the Present to the Past

Review several past issues of NEWSWEEK, looking for a piece that addresses a past event or issue. For example, choose an article about the most recent space endeavor or about the most recent election. Then, answer the questions that follow below.

1. What is the title and who is the author of the article you chose?
2. On what event or issue does the article focus?
3. Does the article's tone strike you as negative, positive, or neutral? Why? Give examples from the text to support your answer.
4. What five key facts does the article give?
5. Now, do some research on the past event that the article calls to mind. For example, the first shuttle launch or the presidential election in 1960. Using the Internet for years 1993 until today and the library for years 1994 and earlier, find one NEWSWEEK article about the issue or event.
6. What is the title and who is the author of the historic article you chose?
7. On what event or issue does the article focus?
8. Does the article's tone strike you as negative, positive, or neutral? Why? Give examples from the text to support your answer.
9. What five key facts does the article give?
10. In what way is the coverage the same?
11. In what ways is the coverage different?
12. Why might that be so?
13. What connections do you see between the two issues or events?
14. What can we learn about human history from these connections?

Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

## Sociology: Studying People in Print Versus in Person

Read an article that profiles one specific person and answer the questions below.

1. List five things you now know about that person.
2. Now, introduce yourself to someone new to you. Talk to him or her for at least ten minutes, inquiring about whatever comes to mind. Don't take any notes.
3. Several hours after you talk to this person, list five things you now know about this person.
4. Compare your two lists.
5. In what ways are your lists the same?
6. In what ways are they different?
7. Why do you think that is the case?
8. What do you think it says about the difference between studying someone in person versus in print?
9. What "lessons" about people and getting to know them can you take away from this exercise?

Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

## Psychology: Advertising

Choose six advertisements from an issue of NEWSWEEK and answer the questions that follow based on those advertisements.

1. What goods or services are being advertised?

2. Based on the inclusion of these ads in NEWSWEEK, what generalizations can you make about the people who read NEWSWEEK? Be sure to think about gender, age, race, income level and so forth.

3. Based on the content and style of the advertisements, what do you think the advertisers believe about those readers?

4. What strategies do the advertisers use to sell their products or services? Consider these strategies:

- The **bandwagon technique** tries to persuade people to buy something because a large number of other people have bought it.
- In using the **testimonial**, the writer makes use of a statement made by a well-known person recommending the product being sold.
- **Emotional words** employ words that will cause people to have a strong feeling for or against something.
- Through **repetition** the writer hopes the readers will remember the name of the product or company.
- The **transfer technique** shows a picture of a well-known person with the product, hoping that buyers will transfer their personal like for the star to the product.

5. List at least three advertisers you think would be a good fit for NEWSWEEK and explain why.

Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

# Reading: Before, During and After

Select a NEWSWEEK article the addresses a national, world or business topic. Then, answer the following questions and complete the activities to help you preview, skim and evaluate it.

## Pre-Reading

1. Read the headline, sub-headline and first paragraph in the article. Skim the remainder, noting headings, visuals and captions.

- What does the headline and sub-headline tell you about the subject of the article?
- How did the first paragraph or lead grab your attention?
- Who or what is the article about?
- What do the headings tell you about the development of the article?
- What information did the visuals, including the captions, provide?
- Based on your preview of the article, do you think it will be interesting to read? Explain.

2. Write six to eight questions you think of as you skim the article. (Suggestion: Try turning titles, headings and captions into questions.)

## During Reading

3. Read the article carefully. On another sheet of paper, write the answers to the questions from the preceding activity.

Identify five words in the article that are unfamiliar to you and the context clues to help you deduce their meanings. Write your definition of the word in the third column; write the dictionary definition of the word in the fourth column.

WORD	CONTEXT CLUES	DEFINITION	DICTIONARY DEFINITION

## After Reading

4. Based on your reading of the article, what predictions can you make about the subject? Based on your reading, what conclusion can you draw about the subject?

Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

## Reading: Interpreting Charts and Graphs: What Do They Say?

Read a NEWSWEEK article on any subject that includes a chart or a graph. On a separate sheet of paper, list as many facts as you can find about the visual by answering the following questions.

1. What does the title of the graph or chart tell you about the kind of information it presents?
2. What years or other periods of time are covered by the chart or graph? Where and how is this information indicated?
3. What highs and lows are indicated on the visual?
4. What are six facts about the topic you can find by studying the chart or graph?
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
5. In general, what information doesn't this graph or chart show that could be shown? List three facts not included on the visual.
  - a.
  - b.
  - c.
6. What can you predict about the subject of the article based on the information in the chart or graph?
7. How was the information on the visual provided? Identify the sources and sampling for the information.
8. What are two points of comparison you can make by studying the information on the visual?
9. What are two areas of contrast you can identify by studying the information on the visual?
10. How else might this chart or graph be presented? Describe another format that might have been used to visualize the same information.
11. Where is the reference to this chart or graph in the text of the article?
12. How did this visual contribute to your understanding of the article?



Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

## Art: Photography

As you have probably noticed, NEWSWEEK is filled with photographs. Some are used simply to show readers the subject the article is discussing. But others are used to actually tell the story. Find three examples of photographs that are simply illustrations and three photographs that each tell a story. Then, answer the questions that follow.

1. What three things do the first set of photographs illustrate?

2. In what way are these pictures helpful to readers?

3. What three stories do the second set of photographs tell? Be descriptive and complete in your answer, enough so that someone who does not have the benefit of seeing the picture would still "get" the story.

Take some photographs of your own. Create a piece of photojournalism in which you use the pictures you have taken as well as your writing to tell a story in which the pictures and the words are equally necessary and equally descriptive.

Name \_\_\_\_\_ Date \_\_\_\_\_ Date of Issue \_\_\_\_\_

## Health: Verifying Expertise

Choose an article on a health related issue in which at least three experts are quoted. Research up to five of them using online as well as library resources. For each expert, answer the questions that follow.

1. What is his/her name?
2. What is his/her educational background?
3. What is his/her professional experience?
4. Based on the research you completed, would you consider this person an expert? Why or why not?
5. Do an online search of the health-related issue about which the article is written. Do any of the people quoted in the article "pop-up"? If not, why do you suppose not? Why would NEWSWEEK cite them despite that fact?
6. Write a brief explanation for someone who did not complete this assignment about being sure the sources you are using are experts and why that is important.

# NEWSWEEK EDUCATION PROGRAM

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Name: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

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Please fill in the requested information and return this form to the address below. (Allow a minimum of 3 weeks for us to process your order.) Your FREE teaching resources will arrive shortly after you receive your first copies of NEWSWEEK.

## 2a. Choose ONE program:

History  Government  Economics  English  Interdisciplinary  ESL  Developmental

## 2b. I teach:

Social Studies  English  ESL  Other \_\_\_\_\_

## 3a. How many copies of NEWSWEEK do you want? (Minimum order: 15 copies at 59 cents a copy)

Number of copies \_\_\_\_\_

Number of weeks \_\_\_\_\_

## When do you want to receive copies?

Start delivery the week of \_\_\_\_\_ (Monday date) at 59¢ a copy per student.

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