January 11, 1990

TO: Arno Wittig  
Honors College

FR: Marilyn Weaver  
Journalism Dept.

I have reviewed Jane Speelman's semester plan for a beginning journalism course and have accepted it for JOURN 495 credit. I recommend you review and accept it for her Honors College requirement.
My creative project is a semester plan for a high school Journalism I class. It consists of 90 lesson plans and is complete with activities, assignments, handouts, vocabulary lists, quizzes, tests, and newspaper articles. The semester plan introduces students to the following areas: gathering information/interviewing, writing the news lead, structuring the story, using newswriting language/style, copyreading, and knowing the law. This particular semester plan uses Press Time as a text although the course is not solely based upon the textbook and can be adapted to be used with other texts.

The purpose of this project is to provide me with a practical plan that I can utilize in my teaching career. It has given me the opportunity to explore textbooks and library materials, research and gather articles concerning press law, and speak with and exchange ideas with others in the journalism education field.

The field of education does not provide an individual with a "9 to 5 job." A teaching career requires one to continually learn and discover. After the day has ended at the school, it continues at home while the teacher is grading papers and preparing the next day's lessons. In addition to being knowledgeable in her particular discipline, the teacher must be aware of the interests and concerns of the students.

It is interesting and enlightening to read articles written about press law, especially the recent Hazelwood case. These articles are helpful to students when they study and research court cases involving freedom of speech and press. A teacher needs to have a
number of resources available to her and her students. Questions will arise in the classroom that the teacher is unable to answer at that exact time. Resources, such as these articles, will aid a teacher when such an occasion occurs. In addition, if a student needs future help on a project or presents a question which extends beyond the necessities of the classroom, the teacher can provide the student with information which will answer his question and possibly offer suggestions for further reference. This small collection of articles is only the beginning: I will need to continue to add to this file and create new files for various areas in the fields of journalism, English, and education.

In addition to adding to information files, a teacher needs to add to her files of assignments and activities. The field of education involves an exchange of ideas with others in the profession. As ideas are exchanged and suggestions are made, a teacher needs to make note of these and file them for future use. Suggested activities from other teachers provide variety for one's usual patterns of instruction. A variety of activities keeps the students' interest and provides a fun atmosphere for learning.

Constructing this semester plan was rewarding. It provided me with the opportunity of looking at a variety of activities and assignments and allowed me to choose those which I believed worked well together and accomplished the objectives I had established. This project increased my enthusiasm about teaching and allowed me to be creative with assignments and examples.

At the same time, this project was difficult since I wasn't preparing lessons for an actual class. It's difficult to judge how quickly a class will progress if one doesn't know the students for whom she is making preparations. Yet, it was beneficial to
prepare this in such a format: as a beginning teacher, I will not know my students or their abilities and will need to create plans and prepare to adjust them to fit the needs of the students. I found myself wondering if I was allowing enough time for each topic. Finally, I came to the understanding that this was a general plan that would need to be adapted to fit the varying abilities of students I may have in a classroom. Units were created in a way that they could be shortened or lengthened, and plans were written so that another teacher could look at them and teach the class with the aid of a textbook.

I enjoyed speaking with other journalism teachers and researching various techniques and instruction ideas. I'm happy with the fact that I now have a basis with which to start when I enter the field of education. It was a practical and beneficial project, one with which I found complete satisfaction.
Introduction:

This semester plan consists of material organized for a Journalism I class. The major focus of the first semester is newswriting. Mini units will be structured to assist students in understanding how to construct a news story properly. Press Time is the test used in the classroom; the course is not solely based upon the text.

Rationale (purpose):

During these units, the students will be introduced to the elements and procedures necessary in constructing a good news story: purpose/structure, research/interviewing, language/style, copy editing, and freedom-responsibility/journalism law.

This will be the first semester of the Journalism I class. Information presented by the teacher and skills acquired by the students will be used in the following semester. Students who wish to continue in the journalism department will be able to apply their knowledge and skills in other classes and toward future work on publications. Those who do not wish to continue in the program will be able to utilize the information presented and skills acquired in other writing classes and in future communication opportunities. All students will become more aware of their writing styles and will begin to understand the importance of accurate, fair, and clear writing.

This course will allow students to utilize their right of freedom of speech. Students will increase their awareness of
current events and the importance of reporting these. Journalism students will experience a form of discipline and will begin to learn responsibility as they strive to meet deadlines and are held accountable for what they report. The students will constantly discover knowledge about individuals, events, and issues. They will develop written and oral communication skills through writing and interviewing. Hopefully, researching and interviewing will give students the opportunity to experience working with people of varying personalities and will encourage them to overcome the fear of asking questions and of expressing themselves.

Assessment:

Students have just entered my class; therefore, I do not know much about their abilities in the area of journalism. This would be the students first encounter with newswriting at the high school level. I will assign a story to the students the first week. In addition to the story, the students will submit a summary report about how they went about writing the story (research, interviewing method—if any, sources, choice of quotes, decision making on the most important element). Together with an in-class assignment, these will act as a pretest for the students and will aid me in determining their prior knowledge. Actual grades will not be recorded for these assignments, but a participation mark will be recorded.

Goals:

-To teach students the fundamentals of newswriting.
-To teach students the basic elements of journalism style.
-To teach students interviewing techniques.
-To teach students the purpose and structure of various kinds
of news stories.
- To teach students to be responsible for what they report or portray in writing.
- To teach students the importance of meeting deadlines.
- To teach students the basic editing skills which will aid them in editing their own work as well as others.
- To teach students the ethical and legal aspects of the profession.
- To teach students about freedom of speech and freedom of the press—their rights (and the limitations).
- To increase the students' awareness of the various types of media: newspapers, magazines, television, radio, etc.
- To increase the students' awareness of current events and the importance of reporting these events accurately and fairly.
- To enhance the students' communication skills through writing and interviewing.

Objectives:
These will be stated with each day's lesson plans.

Evaluation:
Homework
Quizzes
Stories
Tests

I will evaluate myself and the lessons through the progress of the students and their accomplishments on the work they are given. The quizzes will give me an idea of the understanding they have developed about the material. The quizzes will show me if I need to go back and reteach a section or if the class is able to move.
on to a new concept. If a technique is not fully understood, I'll place more emphasis on it with the next story and use more examples. Current events/news quizzes will be given once a week. These will be used to encourage the students to utilize different forms of media. Spelling quizzes will be given every other week.

Grading Sheet for individual papers:


Lead: Does it catch the readers' attention and lure them into the story? Is it concisely written, using action verbs? Does it prepare the reader for the rest of the story? Does it set the tone? Is the type of lead appropriate for the story? ______ 15 pts.

Structure: Does the writer present the story fairly? Is the story balanced, presenting both sides? Does the story answer the 5 W's and H? Does structure fulfill the story's purpose? Are background information and quotes properly balanced (used) throughout the story? ______ 15 pts.

Transitions: Are ideas smoothly connected? Can a reader easily read copy without encountering abrupt jumps from one idea to another? Are transitions varied? ______ 10 pts.

Quotes: Are direct quotes used appropriately throughout the story—are they relevant to the story angle? Is attribution established at the end of quotes? Do the quotes add life and break up blocks of background information? Do indirect quotes paraphrase information? Is attribution given with indirect quotes? ______ 10 pts.


Research: Is it evident that the writer has researched the
subject and included background and other relevant information in
the story? _______ 10 pts.

Interview: Is it evident that the writer interviewed individuals
who are directly involved with the story? Did the writer contact
more than one person? In addition to the straight interview, does
the writer observe the surroundings of the subject or activity and
include this with description in the story? _______ 10pts.

Conclusion: Does the story end appropriately, not abruptly?
Does it give the reader a take away? _______ 10pts.

Comments will be written on the students' stories. It is important
for the students to go back through their copy and search for remarks
that may praise or offer constructive criticism.

Areas with each section will be highlighted if students need to
direct attention to them. This will aid in explaining a loss of
points in a section.

Missed Deadlines: A missed deadline sheet will be used for stories.

Name
Date Due
Date-when to be submitted
Student's reason for missed deadline

This will aid in developing responsibility. Missed deadlines will
receive a grade reduction of one letter unless circumstances are
beyond a student's control.

Overall Evaluation: An evaluative sheet will be used in addition
to story, quiz, and test scores. Sections will vary each grading
period to accommodate areas stressed during that time period.

Example:
Interviewing Skills -20 pts.
Researching Skills -20 pts.
Writing Skills   -20 pts.
Editing Skills   -20 pts.
Professionalism -20 pts.

The overall evaluation will always equal 100 points. Professionalism will be based upon neatness and meeting deadlines. Other areas will be based upon the understanding and utilization of objectives taught in class.
Day 1

Topic: Getting Acquainted

Objective: Students will become familiar with class rules and the structure of the course. A story assignment will be given for the students to complete by Friday; it will act as a pretest along with tomorrow's in-class assignment.

Materials needed: Copies of class rules, copies of areas to be covered, texts, and index cards.

Outline of activities:

1. Roll call.

2. I will introduce myself and give a little background information of myself to the students: family, where from, schooling, difficulties in journalism, favorite subjects, least favorite subjects, and my hopes for working with this class.

3. Books and copies of class rules and areas to be covered will already be on the desks. I will record the book numbers.

4. I will explain the class rules and course structure.

5. I will explain the grading procedure.

6. Students will fill out the index cards, giving the following information: name, nickname, age, address, phone number, parents' names, opinion of journalism—what they think they like best and least, why they took the course, and what is their favorite newspaper, magazine, tv show, radio station—if any and why.

7. I will explain the week's major assignment and allow the students the remaining time to organize ideas on completing their assignment.

Assignment:

The students are to write a story on how to get involved in high school. They must mention three activities or organizations of which they can become a part. The students may take any angle,
such as how to join a club, where to go for information, requirements needed for membership, or how to manage time for involvement. Students need to interview advisers, student members, guidance counselors, or other administrators. The faculty has been informed that journalism students may be seeking an interview with them.

In addition, the students need to submit a summary of how they constructed the story; this should include how they researched the topic if needed for background information, how they contacted the people they interviewed, how they conducted the interview, and how they decided to structure the story. This summary does not have to be formal; I just want a basic idea of the students' thinking processes when constructing this first story.

This assignment will be due on Friday.

Evaluation:

The story and summary report will allow me to evaluate and gain insight about the students' prior knowledge. In addition, it aids not only me—but the students' social aspect of school; it familiarizes them with what is available to them. The index cards will give me further insight about the students.
Classroom Rules

1. When the bell rings, go immediately to your seats and get out the assignment for the day.

2. Bring all needed materials with you to class daily unless otherwise instructed. These include pencils, pens, paper(notebook), texts, and daily assignments.

3. Respect others' property.

4. Gum chewing is allowed as long as I don't see it. This means no bubbles or pulling it out of your mouth in strings. EXCEPTION: Gum will NOT be allowed when conducting interviews—in class, for a story, or for publications.

5. Classroom order is important; therefore, I expect others to be quiet while I'm talking and while other classmates are talking.

6. Homework and other assignments must be turned in on time to avoid a drop in letter grade. Exceptions can be made if a missed deadline sheet is submitted for a story or a conference with me is scheduled explaining why you wish to turn in another assignment late.

7. Be sure to be to class on time. Tardiness will require an explanation after class.

8. Consequences—one "offense" will result in a warning which will be recorded in the grade book; the second "offense" will result in after school detention; third "offense" will result in conference with myself, student, and parents.

Class Structure

First Semester: Structuring the news story

Second Semester: Specialized writing and layout/design
Day 2

**Topic:** Introduction to the process (gathering information/interviewing)

**Objective:** Students will begin to develop interviewing and question-forming skills as they interview a classmate.

**Materials needed:** Index cards (if clarification is needed on any card), list of paired students for in-class assignment.

**Outline of activities:**

1. Roll call.
2. Clarify week's assignment due on Friday. If students have questions, I will repeat the assignment, but I will not answer too many questions. I want the students to take this assignment and go as far as possible on their own.
3. Ask questions concerning index cards if any.
4. Explain in-class assignment.
5. Give students their partners' names and allow students 5 to 10 minutes to formulate a few questions. The students must write down their questions so that they can turn them in with their stories.
6. Allow students to interview partners.

**Assignment:**

Students are to interview their partners and to write a short story about this person. They will turn in a list of questions they asked and their stories at the next class meeting.

**Evaluation:**

As students interview each other, I'll walk around the room and observe them. I want the students to turn in a list of their questions so that I can see whether they are asking questions which require more than a yes or no. The story will act as a mini profile; it'll show whether the students focus their stories or try to include every aspect discussed in the interview.
This, along with the week's assignment, will act as a pre-test. A participation mark will be recorded for this assignment.

This assignment will help lead tomorrow's discussion. It also will give students the opportunity to get to know each other better. I've paired students prior to the class in attempts to avoid friends pairing. I want the students to become comfortable with each other.
Day 3

**Topic:** Discussion Day

**Objective:** Students will discuss the activities that took place yesterday and begin to understand the importance of asking thought provoking questions.

**Materials needed:** Index cards (for discussion of why journalism/why this class)

**Outline of activities:**

1. Collect stories and questions
2. Discuss questions asked during yesterday's in-class assignment. (Were they yes/no questions? Did additional questions arise during the interview? How could the initial questions be improved?—examples from their lists will be put on the board—Why should one avoid y/n questions? How did you feel when you received a simple yes or no to a question? How did you feel when you were asked a question that only required a yes/no and didn't allow you to elaborate?)
3. If time allows, discuss the students' comments on why they took the class and what they are looking for in the class.
4. Remind students about their assignment due on Friday.
5. Inform students that they will have their first news quiz on Friday. They should begin to watch the evening news, to listen to the news on the radio, and to look at the local paper. (The paper will be available in the classroom for students whose parents may not get the paper.)

**Assignment:**

Begin to watch and listen to the news and to read the paper.

**Evaluation:**

Today's discussion will enable me to see how the students are thinking when formulating and asking questions. They will begin to think about their questions and how they feel when asked
a simple question or given a simple answer. By using examples from the students' lists, I will be able to show students how to improve their questions. (I will not reveal their names with the questions.)

If time allows, the class will discuss questions asked on the index cards. This will allow students to express themselves and will show them that the cards have a purpose and will be used for more than a time-filler the first day.
Day 4

Topic: Various forms of media

Objective: Students will become familiar with various forms of media. They will become aware of why their peers prefer one form or one publication over another. They will begin to openly express their opinion.

Materials needed: Television with news broadcasts taped, radio, tape recorder with taped radio programs, newspapers, and magazines.

Outline of activities:

1. Return interviews and questions—answer any questions.
2. Remind class of news quiz and assignment that is due tomorrow.
3. Room is set up in different stations: tv, radio, newspapers, and magazines. The students will proceed through the various stations and discuss the publications and broadcasts among themselves. (The stations have been established by reviewing the students' index cards. I have gathered the materials during the week. The printed materials will be left in the room for the students to utilize.)
4. The students will return to their seats, and the class will discuss the materials at which they have looked. (Why do they like these publications/broadcasts over others? Would individuals older or younger like the same ones and why? What is the purpose of these publications/broadcasts—to entertain, to inform, to persuade, etc.? Why are different forms needed to achieve the same purposes?)

Assignment:

Complete week's assignment and prepare for quiz.

Evaluation:

Today's discussion will allow me to see the students' understanding of the various forms of media. I will see where their interests are and their understanding of the purposes of media.
I also will share my favorites so that the students gain more understanding of me.

This in-class activity involves students with each other. This interaction, again, helps establish a comfortable atmosphere for the students. It is important for students to feel comfortable with each other in this class. As the class continues, students will be listening to each other's work and will be offering constructive criticism and editing each other's stories, so I would like students to become a team as much as possible.
Day 5

**Topic:** News Quiz Day/ Discussion of thought processes in initial story

**Objective:** Students will become aware of the importance of news events. They'll begin to understand the process in constructing a news story and be able to discuss the ways they structured their stories.

**Materials needed:** Text, questions for news quiz.

**Outline of activities:**

1. Collect stories and summaries.
2. Administer quiz (Quizzes will consist of 5-10 questions—they will include approximately 2 international news questions, 2 national news questions, 2 local-state news questions, 1 sports question, and 1 entertainment question.)
3. Discussion will be held concerning the week's assignment. Questions asked for the summary paper will be discussed. (Who was interviewed? How was the interview conducted? How was background information obtained? How did the news story begin—why? What angle was taken—why?)
4. Give reading assignment for Monday.

**Assignment:**

Students are to read chapter 5 in *Press Time* for Monday.

**Evaluation:**

The quiz will show me if students have utilized the media to gain awareness about current events/news events. It also will show me if they are able to pick out the most important elements in the news. Quiz score will be recorded.

The discussion will enable me to understand the students' thought processes. It also will provide the opportunity for students to ask questions and discover the process of structuring a story.
together. Participation points will be earned for this assignment as it is part of the pretest.
Day 6

**Topic:** Gathering the news/What's newsworthy?

**Objective:** Students will demonstrate what they have learned through reading the chapter. Students will gain an understanding of the eight elements that make an event newsworthy and will be able to identify those elements in news stories.

**Materials needed:** Quizzes, text, newspaper clippings (school/local)

**Outline of activities:**
1. Return stories/summaries (brief discussion).
2. Administer reading quiz.
3. Discussion—John Perry's news items (p. 88-5th full paragraph).
4. Discuss 8 elements—clarify if any questions.
5. In-class activity—do Activity1 parts 1 and 2 page 92. Record findings on the board. (I'll supply students with the issues.)

**Assignment:**

Activity 2 part 1—page 93. (I'll provide a front page for each student.)

**Evaluation:**

The quiz will show me if students read the chapter and are able to pick out the most important elements in a chapter. Reading quizzes will be pop quizzes and will be based upon the chapter objectives, vocabulary, and summary. Quizzes will be basically listing, but students will be expected to elaborate on tests. If students begin to look for the most important points in the chapter, hopefully, they'll be able to transfer this skill to looking for the most important points when writing a story.

Discussion and the in-class activity will show me the students' understanding of the eight elements. The take home assignment will further emphasize these points.
Reading Quiz-Week 2

Name: ____________________

After completing the quiz, please bring it to my desk.

1. List eight elements that make an event newsworthy?

2. Complete the following formula.

   ________ + ________ + ________ = News

3. List six qualities of a good reporter.

4. List four main steps in locating news.

5. List four reference materials an individual should have in a staff room.

6. Define the following terms:

   Beat-
   Catch Line-
   Tip-
   Morgue-
   Clipping file-
Day 7

**Topic:** Qualities of a good reporter

**Objective:** Students will develop an understanding of the six qualities needed to be a good reporter.

**Materials needed:** overhead projector for speaker

**Outline of activities:**

1. Return quizzes (answer necessary questions).
2. Collect homework.
3. Speaker (a local newspaper reporter was secured to speak about the necessary qualities: enthusiasm, initiative, curiosity, responsibility, outgoing personality, and writing ability.
4. Question/Answer session.
5. Give spelling list to students (go over list in class tomorrow)

**Assignment:**

Look over spelling list-quiz Thursday.

**Evaluation:**

The question/answer session will allow students to pursue questions they may have. It will demonstrate their question-forming skills.
Spelling List for Week 2

Words will be given in reverse order for the test on Thursday.

abandon
abbreviate
abdomen
abduct
abet
abhorrence
abreast
abridgment
absence
absorb
absurd
abundance
abyss
academic
academy
accede
accelerator
accessibility
accessory
accidentally
accommodate
accompanist
accurate
accustomed
achievement
Day 8

**Topic:** Finding the news

**Objective:** Students will understand the 4 main steps in locating news. They will be able to create a list of 25 persons, organizations, or other news sources which could be used in a beat system. They also will be able to develop a list of 10 to 15 events that will take place in the school during the next 3 months.

**Materials needed:** text, examples of sources of information(activity calendar; listing of organizations, sponsors, and student leaders; daily announcements; recent and past issues of school paper; phone books, dictionary, thesaurus, and county directory)

**Outline of activities:**
1. Go over spelling list-remind students of quiz tomorrow.
2. Review 4 main steps in collecting news.
3. Go to the library-discuss ways of finding information and examples p. 105-107. Librarian speaks with the students about the card catalog and other resources they may use. Approximately 25 min. in library.

**Assignment:**
Study for spelling quiz. Make a list of 25 persons, organizations, or other news sources which could be used in a beat system at the school. Also, make a list of 10 to 15 activities or events that will take place at the school during the next 3 months. Use the sources that we've discussed today to help you make the lists.

**Evaluation:**
The assignment will show me if students are utilizing the resources to which they were introduced today.
Day 9

**Topic:** Interviewing-preparing

**Objective:** Students will learn how to prepare for an interview.

**Materials needed:** text, overhead projector for notes, spelling quiz.

**Outline of activities:**

1. Collect assignment.
2. Give spelling quiz.
3. Define interviewing and give brief introduction.
4. Have 6 students read the 3 interviews on pg. 99. Discuss them.
5. Discuss contacting the person, learning about the subject, deciding the angle, and preparing questions.
6. Give assignment—Do one on the board.
7. Remind students of news quiz and assignment due tomorrow.

**Assignment:**

Handout on formulating questions.

**Evaluation:**

The assignment will allow me to see if students can construct questions which require more than a yes or no.
Constructing questions before the interview

Directions: Your news editor has just given you the following assignments. Read each assignment carefully. Answer the following questions: 1. Whom would you interview? 2. What questions would you ask? You must prepare at least 5 questions for each assignment. If you can construct more, do so. Please write out your answers on a separate sheet of paper.

1. Mr. Marshall, band director, says he needs a few more students in the band. Check with him. Example for board work.

2. Karen Jones, senior, has been selected to receive a Senior Chamber of Commerce Award for youth leadership, to be awarded at their luncheon next week.

3. The School Board at its meeting Wednesday night approved a bid of 14,600 for beautifying the grounds of our high school. Get details.

4. Applications are being accepted for students who want to participate in Close Up, a national program described as "a nonprofit forum on the involvement of youth in government," to be held for one week in January. Mr. Rick Schilb, history teacher in our school, is coordinator for students going from our school.

5. The basketball team has made it to state. Coach Klein is confident about the upcoming game.

The Mass Media And The School Newspaper
Day 10

**Topic:** Interviewing-preparing

**Objective:** Students will further develop their skills in formulating questions and in working with a group.

**Materials needed:** text, news quizzes, situations for group work.

**Outline of activities:**

1. Return assignment/ quizzes.
2. Give news quiz (news quizzes will follow the initial format).
3. Go over yesterday's assignment (put questions on the board).
4. Divide students into 4 groups and give each group a situation. The groups must come up with at least 10 questions for the interview. These are to be turned in at the end of the class period.

**Situations:**
- Principal wants to set a new dress code.
- Principal and School Board want to lengthen school day by adding one class period.
- Student Council establishes a new dance limit—only 3 dances will be held each year instead of 6.
- To be eligible for athletics—G.P.A. must be a "C" or better average. Principal and athletic director are main supporters.

**Assignment:**

Think about tape recording vs. notetaking and jot down what you believe to be the advantages and disadvantages of each.

**Evaluation:**

I will walk around the classroom while students are in groups. This will help show me who is participating in each group—all students will be required to turn in a list of the questions. The assignment will enable me to see if the students can logically think through the advantages and disadvantages of notetaking and tape recording. This assignment will start discussion on Monday.
Day 11

**Topic:** Notetaking vs. Tape Recording

**Objective:** Students will gain an awareness of the advantages and disadvantages of notetaking and tape recording.

**Materials needed:** text, tape recorder, overhead projector

**Outline of activities:**

1. Pass back quizzes/assignments.
2. Discuss the students' lists about adv./disadv. -place on the board.
3. Put my list on the overhead projector.
4. Do Activity 7 on pg. 103-Read interview to the students and tape record it at the same time. Discuss what the students have written down and what is heard on the tape(notice the background noise).
5. Recognize the fact that they need to ask the person permission to tape record the interview.

**Assignment:**

Think of someone you could interview over the phone.

**Evaluation:**

Discussion after the exercise will show me if students understand the advantages and disadvantages.
Day 12

**Topic:** Mail, Phone, and Person to Person Interview

**Objective:** Students will understand the difference among the three and understand when to use each.

**Materials needed:** notes/ additional ideas for students who come to class without one.

**Outline of activities:**
1. Lecture: Explain the mail and phone interview compared to the person to person interview. Explain when to use each.
2. Allow each student to decide with whom to do a phone interview.
3. Give those without an idea a person to contact.
4. Give assignment due on Friday.

**Assignment:**
Students are to conduct a phone interview and write a 2-3 page story. All interviews/ideas must be approved by me first.

**Evaluation:**
By allowing the students to choose their own subjects, I'll be able to see if they can take the initiative and find original topics. They may use ideas from the event list they earlier created. The phone interview will ease them into the one on one interview.
Day 13

Topic: Eye witness reporting and printed material sources

Objective: Students will understand the difference between eye witness reporting and writing a story from printed sources. They will write an eye witness report.

Materials needed: permission to go to the gym

Outline of activities:
1. Answer questions concerning assignment (phone interview) due on Friday.
2. Lecture briefly on eye witness reporting and writing from printed materials.
4. Take students to the gymnasium (2 physical education classes are taking place).

Assignment:
Students will observe the activities in the gymnasium for 20-25 minutes. The students then will write a 1-2 page paper based upon what they observed. They need to show through their writing that they were observing the environment.

Evaluation:
This paper will show me how observant the students are and if they can demonstrate this in their writing. It also will give me another example of their writing.
Day 14

**Topic:** Interviewing-conducting

**Objective:** Students will learn the proper techniques of conducting an interview.

**Materials needed:** text, overhead projector

**Outline of activities:**

1. Collect stories.
2. Remind students of assignment due tomorrow.
3. Remind students of the news quiz tomorrow.
4. Lecture/Discussion: Discuss notes on conducting an interview—provide examples to which students can relate and ask them to provide examples.

**Assignment:**

- Phone interview due tomorrow.
- News Quiz tomorrow.

**Evaluation:**

Participation in class discussion will be noted.
Jane Speelman-Notes

Conducting:
1. Be on time and be prepared. (pens, pencils, paper, tape recorder)
2. Greetings-introduce self and state the purpose of the interview.
3. If interviewee is at ease—go directly to the interview.
4. Break the ice-start with easy questions (not ones you should already have the answers to)—put the interviewee at ease.
5. Ask specific, thought provoking questions. Avoid yes and no questions.
6. Keep interview informal and flexible.
   (Be friendly and courteous—but remember you are the questioner)
   (Volunteer information only when it is necessary to stimulate or steer conversation—don't lead the interviewee—remember lawyers aren't supposed to lead the witness.)
7. Don't let conversation wander too much, but if unexpected angle-pursue.
8. Be an observer—the surroundings and the person's body language and tone of voice.
9. Don't make your note taking obvious. It slows the natural flow of the interview. If interviewee wants to be quoted verbatim (word for word) take the time to do so. (figures, dates, names, places)
10. Listen carefully-question to clarify.
11. Quickly go over notes at the end and ask necessary ques. for clarification.
12. Ask if you may call or visit again for additional details.
13. Thank the person for his/her time.
14. Make additional notes immediately after leaving.
15. Begin to construct a lead and organizing your information.
1. **Attitude—Realize that interrogating a source will rarely produce good results.**

2. **Research—This can make the odds better that you will have a good interview.**

---

**Interview Techniques**

**Attitude important in interviewing**

It seems that many beginning reporters interview with either an aggressive and demanding attitude that says, "You have the information I want and you had better give it to me!" or with an apologetic and insecure approach that says, "I'm terribly sorry but I have to ask you something."

Actually, the technique effective reporters use will fall somewhere between these two extremes. They realize that interrogating a source will rarely produce favorable results.

So, how do experienced journalists manage to come away from interviews with the information they sought? How do they get a source to open up and share a personal part of their life with a stranger?

It's a matter of having the proper attitude. The attitude that this is really not an "interview" but a conversation is generally a more effective approach.

Reporters with this attitude go beyond asking questions and receiving answers. They talk with the source -- not to -- but with the source. They gather information by simply making conversation.

Granted, this isn't as easy as it sounds. For some, it's a simple task to talk with strangers as if they are friends. For others -- probably for most -- it is an acquired ability. An ability that is nurtured through practice, through successes and failures.

Either or not a reporter will be successful with this approach hinges on one thing -- developing a rapport with the source. If he can get past that "interviewer/interviewee" role and instead develop a somewhat more personal relationship, then it will be more likely that the interview will proceed more as a conversation than a question and answer session.

This can only be accomplished if the source trusts the reporter. If the source does not have confidence in the reporter's ability to do his job well, then he will probably never relax and will remain on guard throughout the interview. There's not much chance that a conversation will result from that situation.

The reporter must be able to gain the trust of the source. He must be able to get past any preconceived notion the source might have about reporters. Lets face it. Reporters have often been portrayed by Hollywood as insensitive clods whose only interest is to "get the story." These mental pictures can create walls that can make it difficult for the reporter to get the confidence of the source.

**Preparation**

The best way to gain trust is for the reporter to be adequately prepared for the interview.

That means, among other things, the reporter must do his research. Nothing will shut down an interview faster than the source realizing that the reporter has not done his homework. The source will probably never relax during the session. Consequently, a rapport does not develop and the interview will be stifled.

However, if the reporter can demonstrate an understanding of the interview topic, he has a better chance of earning the confidence of the source. With that confidence will come trust and with the trust will come the opportunity to break away from the dreaded question and answer interview.

**Research**

While researching the story will not guarantee a good interview, a poor interview is almost a sure thing without research. Experienced reporters know that an interviewer will spend much more time researching than he will spend with the subject in the actual interview. Some experts believe that for every minute spent in the interview, there should be ten spent in research. The time spent in research will be invaluable. The more a reporter can learn before the interview, the more he will discover during the session.

Many beginning reporters make the mistake of trying to interview "cold turkey" -- with little or no preparation. More times than not, these reporters come away with disappointing results. That shouldn't be a surprise. They simply don't know enough to know what to ask.

A reporter should strive to become a "mini-expert" on his topic. Being knowledgeable will not only help the reporter to gain the source's confidence, but it will also bolster the confidence of the reporter. An unprepared journalist will often lack confidence in his own ability. Armed with the facts, however,
he can feel more secure because he knows what questions to ask -- what angle to take, and, to some extent, what answers to expect.

The library should become a "home away from home" for reporters. It should become a tool as necessary as pen and paper -- as the typewriter or word processor. A reporter who learns how to make the library work for him will become an effective reporter.

A reporter can never have too much information. Scour the Readers' Guide to Periodical Literature for current magazine articles on the interview topic. Check a book out on the subject. Don't be afraid to ask the librarian for help. They may know of additional sources of information. Take time to educate yourself.

Most newspapers of any size will maintain files on articles that have been published in their paper and they often are willing to share this resource with anyone with a legitimate reason. A wealth of information on a variety of subjects can be obtained here.

Take time to learn as much as possible about the topic or person to be interviewed. If the subject of the interview is an author, read one of his books and be familiar with the others. Check into critical reviews of his works and what others have written about him.

If the story assignment is to interview the school's basketball coach, do whatever possible to become familiar with the subject. Attend a couple of practices, go to a game or two, and observe. Talk to people who know the coach -- friends and enemies alike. Dig up his high school yearbook.

The more a reporter knows about his subject, the better prepared he will be to conduct a successful interview. However, don't make the mistake of being too "research-oriented." Sometimes, as a result of his research, a journalist will develop certain beliefs about his topic; however, after the interview, he will have a totally different impression. Remember that not all the material acquired through research will be accurate. Research the subject thoroughly but keep an open mind. Don't let research cloud objectivity.

Unfortunately, it is not always possible for a reporter to research an assignment as carefully as he may wish. Given the nature of the business, the pressure of late breaking news and deadlines, a reporter will often find himself in the position of having to interview with little or no time to prepare. This is why it is so important for journalists to be well-read.

Successful reporters must have a working knowledge of many subject areas. They may not be mini-experts, but they must be able to get by when thrown into an interview situation on short notice.

**Course of action**

Once the research is complete, the next step in properly preparing for an interview is to think about what is expected to be gained during the interview. Now is the time to develop a course of action, a plan.

Beginning journalists often make the mistake of conducting an interview without first establishing a clear, well defined plan. Without any clear direction, their interviews will often bog down and flounder. They come away with less than satisfying results and many times find that another interview is necessary to fill in the gaps in information.

If they take time to collect their thoughts before the interview, most reporters can avoid many mistakes. A good interview is really a matter of organization. Writing a set of questions that cover topics to be discussed during a session is a big help in organizing an interview.

However, by no means should these questions be a script for the reporter to follow. Instead, consider them an outline that will guide a journalist through a session, helping him to cover the material he has planned.

The questions can serve as a memory jogger, reminding the reporter of topics and specific questions, helping to keep the conversation flowing. It can aid in keeping the interview on track -- keeping it from wandering off into unimportant areas. Referring to this list, the reporter can avoid those seemingly long, uncomfortable pauses in the conversation while he collects his thoughts, trying to think of the next question.

The list should only contain key questions that introduce specific areas to be discussed. Do not try to prepare every question expected to be asked. This will usually cause the interview to be less a conversation and more an interrogation. Follow-up questions should be inspired by the source's answers to the key inquiries.

Another important step in preparing for the interview is arranging for the appointment. Notice the key word -- appointment. In most cases, the reporter who arranges for his interviews in advance will have the most productive sessions.

Why?

For one reason, even if dropping in unannounced results in an immediate interview, the source is probably caught off guard. If he's the type who is uneasy about talking to the press, the sudden appearance of a reporter will do little to relax him. The interview will get off to a rocky start and perhaps go downhill from there.

As well as being caught off guard, he is probably unprepared. Just as it's important for the reporter to do his homework prior to the interview, the source must be allowed the same courtesy. Experienced reporters know not to expect their source to have all...continued
...Interviewing

Despite their best efforts, many a journalist finds themselves with a void. The question at their fingertips.

However, the journalist should make it a rule to never approach a source for an interview without being prepared to do so immediately. Occasionally, the reporter will be invited to begin right away. Don't be caught unprepared.

When arranging an interview, the reporter should identify himself fully and inform the source of the interview's purpose. If the purpose is clearly defined and the interview is scheduled properly, the source will have ample time to prepare. This will result in a much more successful session.

Also, try to interview the source in his own surroundings. This will usually work in your favor. He will probably be more comfortable; therefore, more relaxed and open to a conversation. If the source suggests a location that is less than favorable, don't hesitate to offer an alternative. The reporter's goal should be to conduct the interview where it will be most conducive to conversation -- where it's possible to talk one-to-one with a minimum of distractions.

While it's not possible many times, work to avoid telephone interviews. They are a necessary evil given the time restraints of the profession, and most newspaper reporters use the phone extensively, but they are the most difficult to master. It's hard to develop a rapport with a faceless voice. Interviews of this type often turn in to question and answer sessions -- not a conversation.

Another point to consider in preparing for the interview is the condition of any equipment the reporter might use. Many an interview has gone awry due to technical difficulties. Every reporter has his own horror story about equipment failing at the worst possible moment.

Even something as simple as a pen can give a reporter fits if he isn't careful. Pens dry up and pencil points break. Be sure to carry several pens and pencils. Asking a source for a pen will not do much to boost his confidence in you.

Always check the tape recorder before the interview, making sure it actually records. If recording a telephone interview, be especially careful to test the set-up to make sure it's operating. Call the operator or a friend and make sure the gadget is working.

Carefully checking the equipment before departing for the interview will at least help the reporter avoid some breakdowns. Ample opportunities for an interview to falter exist even without the added possibility of equipment failure.

Assuming that the reporter has properly prepared himself for the interview, he is now ready to begin.

Opening

Not quite.

There are a few things for the beginning reporter to think about before actually attempting the conversational approach to interviewing.

For instance, the opening moments of an interview can be some of the most awkward of the entire session. The reporter, tense and apprehensive -- trying to begin the interview, is unsure how to start. The interviewee, also tense and apprehensive, is waiting to hear the first question.

This is not the time to jump into the interview with both feet. Remember, this is supposed to be a conversation. Let's ease into the interview. What is needed is some way to break the ice.

How, then, does a reporter start the conversational ball rolling?

A light conversation is what's needed. Almost anything will do. The reporter just needs to start talking -- to start the exchange of words -- something to fill that awful void of dead air. Some people are better than others when it comes to initiating conversation, but reporters need to be naturals.

There are a few techniques that can be useful in bridging the opening moments and establishing a personal relationship.

Sometimes opening with a personal comment will help to spark conversation. Be observant when entering the office or approaching the source. An alert reporter might spot something that will provide a pertinent vehicle to get the conversation going.

It might be a picture of him holding a large fish, maybe it's a "no-nuke" button on his jacket, or maybe it's his family portrait. Whatever it is, sometimes a comment about it will generate his interest and help the reporter to find some common ground.

Be careful.

Don't praise anything unless it is sincere. Unless the reporter is a good actor, the source will detect the insincerity and be turned off by it.

Maybe the morning newspaper will contain a icebreaker. Sometimes a comment or two about some current event will get the talking started, especially if it's related to the interview topic in some way.

For instance, if the source is a known diehard Indiana Pacer fan and they have finally managed to win two games in a row, the reporter could have a perfect way to initiate the conversation. On the other hand, the trouble may now be how to steer him to the topic of the interview.

Are there any mutual interests or acquaintances? If so, (maybe the research will pay off here) use this as a means of opening the lines of communication. Ask him how Mrs. What's-her-face is doing. Maybe the reporter and the source share an interest in photography. Scan his office for samples of his work and comment. Establishing a common denominator will go a long way in getting the conversation off the ground.

Our actions often say much more about us than our words. Most of us are good at controlling what we say, but fail to control how we say it. Knowing this, the reporter can be more successful at his task. The reporter needs to take time to read his subject's "silent signals" -- observe his body language.

Take notice of how the source's body is positioned. Is he safely tucked away behind his desk or does he meet the reporter at the door with a handshake? Is he sitting with his arms folded across his chest or are his arms resting comfortably on the desk.

The reporter must learn to read these visual clues and to adjust his manner to be in sync with the subject's mood. If...continued
...Interviewing

his tone is light and joking, then the reporter should laugh and joke with the source in return. If he is business-like, the journalist should be the same. In a word, a reporter must be a chameleon - able to adapt to his surroundings and make them work for him.

Once the conversation has begun, how does the reporter guide the conversation to the area he wishes to discuss? Well, once again there isn't an easy formula for the reporter to follow. This is something a reporter must develop a feel for -- a knack for knowing just how and when to switch to the topic. It takes experience and that only comes with practice.

Some experienced reporters say it's better to start off with simple fact gathering questions. This has the double benefit of warming up the subject and laying the groundwork for more complicated lines of questioning later.

Other journalists claim that it's better to start off with a more creative question to put the subject at ease. As you say a well thought out creative question will stimulate the subject's curiosity and get him interested in the interview.

More likely than not, most reporters will find themselves employing each of these techniques in different situations. In other words, both are proven useful methods when applied in the appropriate circumstance. It's up to the reporter to know which will work with his particular source.

This is an area in which research can help the reporter with his interview. A person who is interviewed often, especially about the same topic, will probably be slow to respond to the typical opening question. An alert reporter will, throughout his research, take note of the routine angles and strive to find something that has not been asked yet.

While there isn't one sure-fire approach to leading the source into the interview, there are a few items that all reporters are wise to remember throughout the session.

Everyone likes to talk to an appreciative audience. So, be a good listener. Concentrate. A source can easily tell when a reporter's mind is busy with notetaking or formulating the next question. If the reporter's attention is wandering he will neglect to focus on important points in his source's answer.

It's up to the reporter to let the source know that he is interested in what is being said. A good journalist will be naturally curious and that curiosity will help him draw the source into the conversation. If the reporter appears to be bored and disinterested, even when he isn't, the interviewee will quickly lose the desire to speak with him.

Often times, a reporter can encourage his source to continue talking by utilizing subtle yet effective verbal cues. An occasional "good," "all right," "okay," or "I see," allows the reporter to demonstrate an active interest. The same can be said about visual cue such as leaning forward, facing the person directly and maintaining eye contact, smiling, and nodding.

If the reporter is trying to engage his source in conversation, he must ask questions that will entice -- not bore. Asking questions that can be answered with one or two words will not generate a stimulating conversation.

One word questions places the burden of the conversation on the reporter. He ends up doing most of the talking; therefore, the conversation becomes a monologue. Ask the source open-ended questions that encourage elaboration.

Don't ask:

"Now that you've won a record setting ten championships, do you plan to retire?"

Instead, ask:

"Now that you've won a record setting ten championship, what are your plans?"

The second question places the source in the position of having to elaborate more than with the first. This can eliminate the need for several follow-up questions that slow down a conversation.

As a rule, simple and more direct questions will yield more satisfying answers. Complicated questions often result in answers that drift from the point of the question ... not because the source is being evasive, but because he doesn't understand the question. If it is necessary to provide background with the question, keep it clear and concise.

A common mistake beginning reporters make in their quest for the perfect interview is helping the source talk. They ask the kind of questions that a prosecuting attorney would object to as "leading the witness."

Let the source say what is on his mind. Don't put words in his mouth.

Don't ask:

"When the man pulled the gun, were you scared?"

Instead, ask:

"What went through your mind when the man pulled the gun?"

The first question is tainted by the reporter's opinion of how the subject must have felt. A more accurate response would result from the second because it permits the source to reveal his own thoughts unshamed by the reporter's suppositions.

A good journalist is probably never really satisfied with the first answer to a question. His drive to fully understand and to uncover all the facts compels him to dig beneath the surface. It's programmed into him to pursue -- to ask why.

A reporter shouldn't be afraid to pursue if the answer to a question lacks depth or completeness. In fact, it's the reporter's responsibility, to the readers and to the source, to probe a topic until fully understood.

Sometimes a simple "why?" will be all that's necessary to get a source to elaborate. Other times, it will take many questions and a lot of probing to get him to open up. If the interview is taking place in an atmosphere of trust, if the reporter has established a good rapport, this task of getting complete answers will be easier.

Interviewing is definitely a skill that only comes with practice. While some reporters will be better than others, they all need time to improve. A reporter can read all the books, listen to all the advice, and observe the experts, but the real learning begins with the first interview.

Dave Massy is the newspaper adviser at Thomas Carr Howe H.S., Indianapolis, IN and he is also the director of the advisers' workshops at Ball State University.
Day 15

**Topic:** News Quiz Day/ Interviewing-conducting

**Objective:** Students will be able to recognize the good and bad points in an interview.

**Materials needed:** quizzes, assistant for mock interview

**Outline of activities:**

1. Collect phone interview stories.
2. Administer news quiz.
3. Hold mock interview for students (This will be a bad interview—another teacher or student will assist me in this mock interview.) The interview will be a student interviewing a principal about a new dress code. Students are familiar with this situation since they formulated questions for this situation earlier.
4. Discuss mock interview (list good/bad points on the board) Students will discuss ways to improve the interview.
5. Give assignment.

**Assignment:**

Students will begin performing mock interviews on Monday. These interviews will continue for 2 days. The students will perform interviews based on the 4 situations given to them earlier when formulating questions. Each student will be given a slip of paper with a characteristic that he needs to portray in the interview. The students need to talk with each other over the weekend and discuss any details. (Assignments on next page)

**Evaluation:**

The discussion will show me if students understand what to do and not to do in an interview. The mock interviews will get them in front of the class. After performing crazy mock interviews, the students will be more at ease when performing a real interview.
Situations:
- Principal wants to set a new dress code.
- Principal and School Board want to lengthen school day by adding one class period.
- Student Council establishes a new dance limit—only 3 dances will be held each year instead of 6.
- To be eligible for athletics a student must maintain a "C" average in all classes. Principal and athletic director are main supporters.

Characteristics:
- Avoid looking at the interviewer
- Evade some questions
- Act very nervous
- Be perfectly cooperative
- Give one or two word answers
- Act suspicious of the questions
- Ramble about nothing when you are answering questions
- Interrupt the interviewee when he is talking
- Act emotional about certain answers
- Start asking hard questions first
- Do everything right
- Be obvious about taking notes
- Be rude
- Chew gum while interviewing (be obvious)
Day 16

Topic: Mock Interviews

Objective: Students will develop an understanding of the techniques of interviewing and will begin to understand why it is important to use the proper techniques. Students will gradually be at ease talking in front of the class as they perform the mock interviews.

Materials needed: 2 chairs, tape recorder with tape, paper, pens, pencils—props.

Outline of activities:
1. Return quizzes/stories.
2. Mock interviews (after each interview the class will discuss what it has witnessed, and the two will discuss how they felt being treated that way in the interview).

Assignment:

None—mock interviews will continue tomorrow.

Evaluation:

I will observe the students and will base their grades upon their participation and effort in the activity.
Day 17

Topic: Mock interviews

Objective: Students will develop an understanding of the techniques of interviewing and will begin to understand why it is important to use the proper techniques. Students will gradually be at ease talking in front of the class as they perform the mock interviews.

Materials needed: 2 chairs, tape recorder with tape, paper, pens, pencils—props.

Outline of activities:
1. Mock interviews.
2. Give students spelling list.

Assignment:
None

Evaluation:
I will observe the students and will base their grades upon their participation and effort in the activity.
Spelling List for Week 4

acknowledgment
acoustics
acquaintance
acquire
adjacent
administrator
admirable
admittance
adolescent
advantageous
adviser
affiliate
agenda
alias
allegiance
allocate
all right
almost
already
amateur
ambiguous
analysis
anonymous
antecedent
anxious
Day 18

**Topic**: Interviewing

**Objective**: Students will learn how to keep an interview going when working with an uncooperative interviewee.

**Materials needed**: overhead projector—for interviewee comments

**Outline of activities**:
1. Go over spelling words—remind students of spelling quiz tomorrow.
2. Discuss 5 comments with class—have students come up with various answers. Discuss why an interviewee might say these things.

Comments on the next page.

**Assignment**:

Study for the spelling quiz.

**Evaluation**:

Students' participation in the discussion will be noted.
The goal is to keep the interview going. What answers might you give to the following comments?

1. "Your paper never reports anything accurately."

2. "Why don't you ask me about my business partner's role in this thing?"

3. "I don't want to talk about myself."

4. "I'll only say it if it's off the record."

5. "That's an insulting question!"
Day 19

**Topic:** Review Day

**Objective:** Students will review material covered the past three weeks for a unit test on Friday and ask any questions they may have.

**Materials needed:** spelling quizzes, text

**Outline of activities:**

1. Administer spelling quiz.
2. Review session.
3. Remind students that there will be no news quiz tomorrow because of the unit test.

**Assignment:**

- Study for unit test.

**Evaluation:**

The review session will help show me where students need more work (the area that are not clear to them).
Day 20

**Topic:** Test Day—Interviewing

**Objective:** Students will demonstrate their understanding of interviewing concepts on the test.

**Materials needed:** tests, text

**Outline of activities:**

1. Return spelling quiz.

2. Administer test (students will have the entire class time to complete the test).

**Assignment:**

Read Chapter 6 pages 110–130. There will be no reading quiz.

**Evaluation:**

The test will demonstrate the students understanding of the material. This will be the first recorded test score.
Unit Test-Interviewing

Name: _______________________

Directions: Answer the following questions. If additional paper is needed or you have a question, please raise your hand. Everyone will listen to a tape for question #6 before answering the other questions.

1. See attached newspaper article (one will be attached from a local paper): What news elements that promote reader interest are evident in this article. Define those elements.

2. Define the 6 qualities that Mr. Reporter addressed as necessities for a good reporter.

3. You are asked to establish a reference center in your school's staff room- with what items would you supply the center?

4. Discuss the 4 main methods in locating the news.
5. List 15 people in the school who could be a part of a beat system for our school.

6. After listening to the tape, discuss the interview. (Bad points/good points/what should have been done differently.)

7. Briefly define:
   eye witness reporting-
   morgue-
   advance story-
   follow-up story-
   tip-
   Future Book-
   run-
8. Discuss the advantages and disadvantages of notetaking vs. tape recording (mention 2 adv. and 2 disadv. for each).

9. When would you interview someone by phone, by mail?

10. If an interviewee would ask you the following question, how would you respond? "Why are you asking me that question?"

11. The football team is playing in the state finals next week. Who would you interview and what questions would you ask? Please list at least 6 questions.

HAVE A GOOD WEEKEND!!!!!!!!
Day 21

Topic: Writing the news lead

Objective: Students will understand that the lead summarizes the important facts.

Materials needed: text, handouts.

Outline of activities:
1. Return unit test/discuss-give correct answers-recollect keep for student file overall test.
2. Discuss summarizing the news event.
3. Discuss 5 W's and H.
4. Do Activity 2 p. 116-as a class.
5. Give assignment.

Assignment:
  Handout.

Evaluation:
  Participation in class activity will be noted.
CAN YOU FIND THE 5 W'S AND 1 H?

In the following news leads, decide which words or groups of words answer each of the six questions. The example below shows how to write your answers. You should be able to find answers to all six questions in each lead.

Example: The new locker and shower rooms now being built on West Field will be ready for use in December, eliminating the present overcrowding, Principal Joseph Marshall announced yesterday.

WHO?
WHAT?
WHEN?
WHERE?
WHY?
HOW?

1. To raise money for the new auditorium sound system, the drama class will present “Say Uncle,” a comedy, Friday, October 15. Mr. Louis Kay, dramatics instructor, will direct the production in the Little Theater.

2. Pat Thomas and Henry Clift were named last week to take leading parts in the school play, “The Heiress.” Mr. John Hall, drama director, made the selections after a week of tryouts in the Little Theater.

3. A student’s-eye view of school will be given parents of high school students November 12 at a Back-to-School Night sponsored by the PTA as part of National Education Week.

4. Taking part in the traditional initiation, ten students will become members of Quill and Scroll November 26 in the high school cafeteria. They were chosen for outstanding work on the school newspaper.

5. “Being president of the State Student Council was the greatest experience I’ve ever had,” stated Richard Wolfe, Central High’s delegate to the Student Council Conference at State University October 15 and 16. Richard was elected president at the first conference session.
Day 22

**Topic:** Deciding which facts go into the lead

**Objective:** Students will learn that not all six questions need to be answered in the lead.

**Materials needed:** text, handouts

**Outline of activities:**
1. Collect handouts.
2. Discuss deciding which facts go into the lead. p. 117-119.
3. Do Activity 4 p. 119 as a class.
4. Give assignment - handout (may use class time).

**Assignment:**
Handout.

**Evaluation:**
Participation in class activity will be noted.
ACTIVITY 5

WHICH FACTS ARE IMPORTANT?

Study the reporters' notes which follow. Then, for each story, select the facts which are important enough to be used in the lead. Be sure to ask yourself all of the 5 W and 1 H questions, but select only those answers which are really essential. List those you select opposite the questions they answer.

1. Mary Wilson won "Voice of Democracy" speech contest this year. Contestants gave speeches in assembly last Thurs. Contest sponsored by local Junior Chamber of Commerce. Mary is a senior. Developed her speech around pledge to flag. Gail Irvine won 2nd place and Jennie Malone 3rd. Mary will compete against winners from other schools next week, for city championship and $25 prize.

2. Rehearsals start this week for this year's all-class play. Date of play postponed from November until Feb. 2 because scripts were late in arriving. Name of play—"Time Out for Ginger." Mr. John Turner is dramatics instructor. Fred Botts will be student director. First meeting of cast after school today.

3. Mr. H. I. Jones has had 30 years of experience in education. Has taught general shop, mathematics, and physical education. Holds M.A. degree in education from Columbia University. Member of Phi Beta Kappa, honorary scholastic fraternity. Was principal of Johnson High School for ten years. Then became superintendent of schools in Middletown—there since 1951. Just hired as new superintendent of our school system; will take over new duties next semester.

4. All-American Award is given by National Scholastic Press Association. Highest award given to newspapers entered from junior and senior high schools all over the U.S. Central High News has just received this award.

The News is one of six weekly newspapers published by schools with 2000 enrollment or more which received this award. The News received 10 Superior ratings, 12 Excellent, and 4 Very Good. This is tenth consecutive semester that the News has received award.

5. Sophomore class has just elected officers for next semester. Special assembly last Mon. Candidates successful in primary election gave speeches outlining their campaign platforms. Voting followed two weeks of active campaigning. Barbara Brooks is girls' vice-president and Joe Good is boys' vice-president. Dale Shaw chosen president. Jim Davis and Judy Allen to represent class in Student Council.
Day 23

**Topic:** Key thought/ Putting it first

**Objective:** Students will learn how to select the key thought for their leads.

**Materials needed:** text, handouts.

**Outline of activities:**
1. Collect assignments.
2. Discuss key thought.
3. Do Activity 5 as a class.
4. Do Activity 6—independently.
5. Discuss Activity 6—put answers on the board.

**Assignment:**
- Handout.

**Evaluation:**

Students will demonstrate understanding of selecting the key thought and placing it first. Students will turn in the work they did independently at their seats.

Handouts will further emphasize the concept.
WHERE?
Fontana will be the destination of Mr. James Alden’s shop classes when they take an all-day excursion December 13 to visit the Kaiser Steel Mills.

APRIL ACTIVITY
Which Fact Should Come First?

Rewrite each of the following weak leads to place the key thought first, and to summarize the story in good form. Be sure that the first four or five words are live and interesting ones. You do not have to include all the facts given or the wording used in these leads. If you feel there are any necessary facts missing, you may make them up and add them.

1. The PTA is sponsoring a bridge party in the cafeteria next Tuesday at 7:45 p.m. Prizes to be given at the party include hams, turkeys, and grocery orders. Tickets will be sold in the office both before and after school.

2. Do you want to see a good play? If you do, be sure to be at school Friday. That’s the day the dramatics class will be presenting the first play of the year. “The Stone in the Road” is the name of the comedy to be presented in the gym during second period.

3. Tuesday evening at 8 p.m. the PTA will hold a meeting. Dr. Erwin R. Dixon, principal of Federal Laboratory School, will give a talk on “Problems of Growing Up in a Modern World.” Also on the agenda will be the installation of officers. Mrs. William Bell is the incoming president and Mrs. Thomas Jones, treasurer.

4. The school has arranged a place for students to stay during the rainy season. The rooms that are open before school are the library and rooms 32 and 33. During lunch students may also eat in these rooms.

5. Student Council will again sponsor the annual Christmas dance, the “Holly Hop,” on Friday at 8 p.m. in the high school cafeteria. Free refreshments will be served. The cafeteria will be decorated to emphasize the theme “Winter Wonderland.”

6. Mrs. Gail Rumsey, 4-H Club adviser, is astonished that the enrollment of members has doubled since last year. The large enrollment of 126 members has caused the club to be divided into two groups.

7. During the past four weeks members of the vocational division wood shop have constructed a fingerprinting board to be used in training local police recruits.

When the manager of your downtown department store advertises a big sale, he always includes a few “specials,” which he is selling at ridiculously low prices for the sole purpose of attracting people into the store. In writing your lead you do the same thing: your first three or four words are your “specials.” They must attract readers to your story.

To do this, state the key: Notice how this has been done.

Featuring glitter, gleam, color, and clowning, “The Circus, 1870” brought to Ann the romance and mystery of a bygone era of America. Complete with midway big top, the circus played-to near-capacity crowds Friday through Saturday, March 8 and 9, Queen Anne auditorium.

—Kinay Weekly, Queen High School, Seattle, Wash.

Frying an egg on a cold was just one of the many scientific wonders presented the vallis High student body by the “Previews of Progress” entertainment this morning.

—High-O-Scope, Coos (Oregon) High

To bring the key thought and to state it in striking constructions. Different kinds of suited to emphasizing various illustrate some of the possible

• Begin with a noun:
  Handbooks were issued
  Nouns may be modified.
  Fourteen Central High Crocker “Homemaker of
  A name is one kind of:
  Jerry Johnson has a senior class, according to
  • Begin with a preposition:
  In competition with
  In competition with send representatives to The at College Park, to enter
  • Begin with a present participle:
  Headlining this event production of “The Tschaikowsky’s “Nutcrac

76
Day 24

**Topic**: Ways to begin a lead

**Objective**: Students will learn varying ways to begin a lead.

**Materials needed**: Text, lead examples

**Outline of activities**:

1. Collect homework.
2. Return graded work.
3. Discuss the ways to vary a lead.
4. Do Activity 7 and 8 as a class.
5. Rewrite leads from local papers. (attempt to vary them with suggestions from p. 122-123.)
6. Remind students of news quiz.

**Assignment**:

Study for quiz.

**Evaluation**:

In class activities will show me if students are understanding the concept.
Day 25

**Topic:** News quiz day/leads

**Objective:** Students will learn how to capture readers' interest with their leads.

**Materials needed:** text

**Outline of activities:**

1. News quiz.
2. Discuss dividing lead into 2 or more sentences.
3. Do Activity 9 as a class.
4. Discuss the WOW! element.
5. Do Activity 10.
6. Review checklist for leads.

**Assignment:**

Complete Activity 11 on page 130.

**Evaluation:**

Activity 11 will show me if students can pull everything together from this week and write a good lead.
Day 26

**Topic:** Leads: Review

**Objective:** Students will practice writing various types of leads and improving weak leads.

**Materials needed:** text, handouts

**Outline of activities:**

1. Return news quiz.
2. Discuss assignment from Friday—put leads on board (each student places at least one lead on the board).
3. Do activity improving weak leads as a class.

**Assignment:**

Handout: Types of news leads.

**Evaluation:**

Drills are boring, but seem to be effective in getting students in the habit of selecting the key thought and writing a good lead.
### IMPROVING WEAK NEWS LEADS

Whether you are writing a news story, an English composition, or an informal letter, you do yourself and readers a disservice if you get off to a weak start. Below are some specific ways to improve the beginning (lead) of a news story; the principles below apply as well to many kinds of oral and written communication. Write your answers in the space provided at the right.

<table>
<thead>
<tr>
<th>DISCUSSION</th>
<th>WEAK LEAD</th>
<th>IMPROVED NEWS LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is usually weak to begin with a word or phrase that answers the question “when.”</td>
<td>Tomorrow at noon, the Spanish Club will elect new officers, says sponsor Henry Isaacs.</td>
<td>English teacher Jack Klein will sponsor a new psychology club beginning next fall.</td>
</tr>
<tr>
<td>The first few words of a story should usually tell what the story is about, and nothing else.</td>
<td>There will be a dance at Oak High tonight at 8, featuring the group “Super Heroes.”</td>
<td>Oak High senior Larry Milliken will appear tonight on NBC television.</td>
</tr>
<tr>
<td>An endless stream of sentences beginning with “a,” “an,” “the,” or “there” can be dull. Vary your sentence beginnings from time to time.</td>
<td>(a) This year’s baseball team trophy is awarded to catcher Norby Oakes.</td>
<td>(b) Psychology to be a required class at Oak High beginning next fall.</td>
</tr>
<tr>
<td>Make sure no unnecessary details, vital to the lead, are omitted.</td>
<td></td>
<td>The Oakdale Board of Education has decided, after long debate, to tear down Oak High’s antiquated library early next year and replace it with a $1 million, air-conditioned structure.</td>
</tr>
<tr>
<td>If you must use a form of the verb “to be,” remember: something has been done already; it is being done right now; and it will be done later.</td>
<td></td>
<td>“I think it should be abolished.” Senior Class President Mary Pratt told the student Government during yesterday’s discussion of finals week.</td>
</tr>
<tr>
<td>Use short, concise sentences instead of long, wordy ones.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

“Save money, go to Washington” is a new advertising campaign by the Bank of Washington. The bank is encouraging customers to save money and make the most of it. The campaign includes a series of posters, which feature famous landmarks and travel destinations. The posters aim to show the beauty of America and encourage customers to explore it. The campaign is expected to run for six months and attract a large audience. The Bank of Washington is known for its innovative advertising campaigns and is always looking for new ways to engage customers. The “Save money, go to Washington” campaign is a great example of how the bank is working to create a positive experience for its customers.”
The beginning of a news story (the news lead) should tell the reader in one sentence or so what the story is all about. A WHAT LEAD begins with “what happened”: (A fire caused slight damage in the cafeteria yesterday). A WHO LEAD begins with a name: (Jamie Hernandez is the school’s new yell leader). An INDEFINITE WHO LEAD describes a person without giving the name: (A former All-American football player will coach at Oak High next fall). A WHY LEAD begins with the reason something happened: (Due to lack of interest, the fall dance has been canceled). A HOW LEAD begins with the method by which something was accomplished: (As a result of a week-long fund-raising drive, our school has collected $10,000 for United Crusade). A LINK LEAD uses the word as, where, or when to connect two ideas: (Oak High’s band will visit the state capital next week, where they will compete in statewide band contests). An ING LEAD begins with a participle (word usually ending in ing) and usually contains a comma after the first few words: (Yielding to pressure from the community, Oakdale’s Board of Education removed soft drink vending machines from all schools).

For each set of facts below, create a one-sentence news lead of the type called for. This exercise is designed to help create variety in your writing style.

1) WRITE A WHAT LEAD: Principal James Lomax announced today...$80,000 project...construction to begin next month...to be finished in two years...new theater arts center for our school...

2) WRITE A WHO LEAD: Visit to school...by Governor James Plesent...next Tuesday morning...to speak to special assembly...topic is money for education...

3) WRITE AN INDEFINITE WHO LEAD: Farley Richmond...owner of gas station...named Oakdale Businessman of the Year...by Chamber of Commerce...his gas station is across street from our school...

4) WHY LEAD: Vice Principal Harold Stanton announces...special purchase...50 garbage cans...to be painted blue...spread around school grounds...effort to keep Oak High clean...to be added to 20 garbage cans now in use...

5) HOW LEAD: Baseball team...defeated Cumberland High...8-7...exciting game yesterday...third win of season...team has lost one game...trailed 7-5 in last inning...scored three times to win...

6) LINK LEAD: Next Friday...anthropology class...field trip...to dig fossils...near Eastman’s Cave...led by teacher Paul Boris...

7) WRITE AN “ING” LEAD: Track meet...against Taft High...Oak High runner Dick Jenkins...wins mile run...Oak High wins meet, 80-55...Jenkins ran with badly bruised ankle...
Day 27

Topic: Special kinds of leads

Objective: Students will learn how to write a summary lead and leads with linking words.

Materials needed: text

Outline of activities:
1. Discuss yesterday's assignment.
2. Put examples on the board—offer advice for improvement (each student puts one on the board).
3. Do Activity 12—Do first one in each section as a class (remaining are for homework).
4. Do Activity 13—Do 1 and 2 as a class—the remaining are homework.

Assignment:
Act. 12 Q. 1, 2, 3, (part 2 and 3)
Act. 13 Q. 3-5

Evaluation:
Exercise will show if students understand the concept.
Day 28

**Topic:** Using literary references and designing novelty leads

**Objective:** Students will consider literary references and novelty leads.

**Materials needed:** Text, spelling lists, overhead projector, and clippings

**Outline of activities:**

1. Discuss assignment. Place some on the board.
2. Collect assignment.
3. Give students spelling list (Test will be Friday instead of Thursday. There will be no News Quiz on Friday.).
5. Place clippings on overhead—have students suggest literary references.

**Assignment:**

Interview story: Interview a football player or a volleyball player about his/her upcoming game/match. Write a 1-2 page story. Concentrate on writing a **good** lead. Due Friday. Be able to justify the lead by the checklist on pg. 130.

**Evaluation:**

Participation will be noted.
apology
appalling
apparel
apparent
apparition
appealed
appearance
appetite
appraise
appreciate
appropriate
aquarium
argument
arithmetic
arrangement
artificial
ascend
assassinate
assistance
association
athlete
atmosphere
attendance
authoritative
autumn
auxiliary
Day 29

**Topic:** Inverted Pyramid

**Objective:** Students will begin to understand the inverted pyramid structure.

**Materials needed:** text, clippings

**Outline of activities:**
1. Answer questions concerning the interview story.
2. Introduce Chapter 7.
3. Read pg. 138-141 together as a class.
4. Give students newspaper clippings of stories—Have them complete part 2 of activity 1 pg. 141. (Note original order of paragraph then cut stories and have partner try to arrange them. Note what happens—original order or new? Why?)

**Assignment:**
- Interview Story Due
- Spelling Quiz

**Evaluation:**
- The exercise will demonstrate if students are beginning to understand the structure of the inverted pyramid.
Day 30

**Topic:** Inverted Pyramid

**Objective:** Students will continue to arrange news stories in the inverted pyramid.

**Materials needed:** Spelling quiz, text, exercises.

**Outline of activities:**
1. Give spelling quiz.
2. Collect stories—put a few leads on the board and discuss. Discuss all aspects—selecting the person, preparing for the interview, constructing the lead, writing the story.
3. Discuss yesterday's assignment. What happened and why?
4. Give students handout (work on independently—pg. 39) Finish over the weekend.

**Assignment:**

Read the remaining pages of Chapter 7 pg. 142-159.

**Evaluation:**

Discussion on the interview story will show me if students are understanding the concepts and are able to put everything together. The stories will be the true evidence.
Rearrange the paragraphs of the following three stories to form perfect inverted pyramids. Place the number 1 beside the letter of the lead paragraph, the number 2 beside the paragraph next in importance, and so on to the paragraph with the least news value in the story, which will be number 6. Be ready to defend your choices.

**Story 1**

— The singers and their director, Mr. Harvey White, will travel to and from the concerts by chartered bus.

— The 70 singers will perform at Roosevelt High School in Edwards County Monday evening, with the audience composed of pupils from schools in the county.

— A significant feature of the performances will be that the choir members will wear their new robes for the first time.

— Three days of singing, sightseeing, and fun are coming April 15, 16, and 17 for the Senior Choir members when they travel to Omaha, presenting programs for several high schools en route and in the city.

— Tuesday they will have programs in the morning and in the afternoon at two high schools in Omaha.

— The robes, which are of bright blue material, feature small blue mandarin collars with white trim and slim white satin stoles.

**Story 2**

— The next meeting of the Camera Club will be at Donna Wayland’s home. The date will be announced later. To this meeting, members will bring their favorite color slides and black-and-white pictures.

— Members of the club visited a police lineup room and were shown the “mug” book, which is a picture file of criminals.

— In the future, the club may visit the State University photography laboratory and take pictures of the university campus.

— Detective Sergeant Bruce Kelly conducted the tour through the crime laboratory and explained how photography is used to solve crimes.

— The Photo Crime Laboratory of the city police department was visited October 8 by members of the Camera Club.

— Discussing new photography products and photography in general will be a featured part of this meeting.
Much needed classroom area at the senior high school and four classrooms at Wilkins Elementary School will be added if the bond passes.

Since this district is one of such rapid growth, these classrooms will be for immediate needs. In another year, however, more classroom area will be needed and a larger amount of money may have to be raised, especially if the current bond issue is defeated.

A bond issue of $760,000 will be approved or rejected by district voters in today's balloting.

At an approximate cost of $60 per square foot, the Wilkins addition would be $540,160, and a 4800-square-foot senior high school addition would cost $1,110,800, for a total of $1,650,960.

The bond amount of $760,000 and the $900,000 available from the 2½-mill levy for building purposes would equip the proposed classrooms, Superintendent Kenneth Porter said.

A science lab and one general-purpose classroom are projected for the senior high school addition.
Day 31

**Topic:** Inverted Pyramid

**Objective:** Students will attempt for the first time to arrange facts for the inverted pyramid structure and will type the story to be turned in at the end of class.

**Materials needed:** text, handout (41)

**Outline of activities:**

1. Return quizzes.
2. Return interview stories and discuss if necessary.
3. Give students handout and instructions.

**Assignment:**

None.

**Evaluation:**

This activity will introduce students to deadline pressure. It will begin to discipline students to come in organize their notes and type the story.
Arranging Facts for Inverted-Pyramid Stories

When a news story has a number of relatively important facts, you will have to make decisions about their importance in order to arrange them in order from most important to least important. The following items will give you a chance to arrange the facts for two news stories.

1. Number the statements below in the order of their news value. Be prepared to give reasons for your decisions.

   - Central High's new gymnasium is being built at a cost of $2,500,000.
   - The two-story building will have a seating capacity of 3,335.
   - The present gym holds a crammed 1,200.
   - Students will continue to use the locker and shower rooms in the old building.
   - More than 1,300 folding seats will be located in the balcony.
   - When the folding seats are not in use, extra space will be available for such sports as paddle ball, volleyball, and trampoline.
   - The new gym will be completed around December 1.
   - Offices and rest rooms will be located in several areas of the building.
   - The building will also include a laundry, first-aid room, and supply room.
   - Steel bleachers, with a seating capacity of 2,000, will extend completely across the back of the new gym.

2. Using these same facts, write the complete news story below in your own words. First, prepare a good lead. Then, as you assemble the remaining paragraphs of the story, establish a smooth transition between the various statements by (a) combining related statements into sentences and paragraphs; (b) restating ideas to place important words first; and (c) using transitional words (such as and, but, however, and so that) to help the reader move from one idea to another.
Day 32

**Topic:** Inverted Pyramid

**Objective:** Students will arrange notes and type a story using the inverted pyramid structure.

**Materials needed:** text, handout (43)

**Outline of activities:**
1. Give handout and let students work.

**Assignment:**

None.

**Evaluation:** This activity will show me how students respond under pressure. Practice will enable students to do this more easily and with less frustrations.