THE ULTIMATE SUNDAY ACTIVITY GUIDE
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Note to Teachers:

You’ve known for some time now that the daily newspaper is a valuable teaching tool — an up-to-date source for news and information that motivates students, broadens knowledge, and reinforces basic skills.

But did you know that the Sunday edition of the newspaper is also a great classroom aide? That’s right. With double the news and information and even more learning possibilities, the Sunday newspaper is one of the most comprehensive sources of information around — any day of the week.

That’s what this third edition of The Ultimate Sunday Activity Guide is all about. It introduces you to the concept of using the Sunday newspaper at school and helps students learn to incorporate it into their reading and learning activities at home.
Before you get started:

- The newspaper is one of the least expensive learning tools you can make available to your class. It's also readily available. If you haven't already, just call your newspaper's Newspaper in Education office to find out how to have classroom sets of the newspaper delivered on a regular basis. One newspaper per student is preferable.

- If you have not become familiar with the Sunday newspaper, do so before introducing it to the class. Get to know the Sunday paper from the inside out, making note of its contents, the general layout and page numbering system, and the writing styles used. Consult the glossary on page 5 for common newspaper terms.

- Review this guide to get an idea of the types of activities and topics that are included. Keep in mind that the activities range from simple to complex and might take a few minutes to a few days to complete. All can be adapted to fit individual and classroom needs.

- The Sunday newspaper is the largest newspaper of the week. Organize the classroom so that students are able to handle it with ease. If possible, have them sit at tables or on the floor where they have plenty of room to spread out. Encourage students to use only the section of the Sunday paper required to complete assigned activities. Send the rest of it home to share with their families. Many parents say the newspaper is the only current reading material they receive.

Introducing the Sunday newspaper:

The best way for students to get to know the Sunday newspaper is to read it. Spend the first week on free reading. Then the second week can be spent helping students learn how the newspaper is laid out and familiarizing them with the writing styles used.

Once they're familiar with the Sunday newspaper, let the fun begin!
## Common Newspaper Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Byline</td>
<td>The name of the writer printed at the top of a story.</td>
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<tr>
<td>Classified advertising</td>
<td>Advertising space usually bought in small amounts by the public and published by categories in its own section.</td>
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<tr>
<td>Column</td>
<td>The arrangement of horizontal lines of type in a news story; also an article appearing regularly written by a particular writer or “columnist.”</td>
</tr>
<tr>
<td>Copy</td>
<td>All written material prepared for print.</td>
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<tr>
<td>Cutline</td>
<td>The copy which accompanies and gives information about a photo or illustration.</td>
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<tr>
<td>Dateline</td>
<td>Opening words of a story giving its place of origin.</td>
</tr>
<tr>
<td>Display advertising</td>
<td>Large, frequently illustrated advertisements usually bought by retail stores, manufacturers, service companies; advertising other than classified ads.</td>
</tr>
<tr>
<td>Editorial</td>
<td>An article expressing the opinion of the newspaper regarding a specific subject.</td>
</tr>
<tr>
<td>Feature</td>
<td>An article that might not have news value but is of interest to readers.</td>
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<tr>
<td>Five W’s</td>
<td>Who, what, when, where, why, and sometimes how. The elements usually included in the first paragraphs of a hard news story.</td>
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<tr>
<td>Hard news</td>
<td>Also called straight news; factual news stories without opinion.</td>
</tr>
<tr>
<td>Headline</td>
<td>The title of a newspaper story.</td>
</tr>
<tr>
<td>Lead</td>
<td>The first paragraphs of a story.</td>
</tr>
<tr>
<td>Masthead</td>
<td>The formal statement of a paper’s name, officers, point of publication, and other information usually found on the opinion pages.</td>
</tr>
<tr>
<td>Obituary</td>
<td>A biography of a deceased person printed in the newspaper.</td>
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Every Sunday, the newspaper gives readers a unique view of the world. How? By focusing in on the most current news and information from around the world. It’s a view that is not only clear but concise, allowing readers to get as much out of the news as quickly as possible.

Best of all, the Sunday newspaper adds relevance to the picture – especially for younger readers. Sure, not everything that’s happening in the world will affect them or even interest them. But one glance at the main news section and your students will see that what’s going on in the “real” world and what’s happening in their world are more closely connected that they might think. Let’s take a look.

• Explain to students that the main news section of the Sunday newspaper provides an overview of events and happenings from around the world. Reading it each week is like traveling to places near and far – without ever leaving home. Then see how many different places they can “travel” by reading this Sunday’s newspaper. Using the main news section, have students locate all the datelines (the words before a story that give its place of origin) and make a list of places in the news. Ask: How many are local? How many are from the United States? How many are International?

• Ask students to chart the datelines in Sunday’s main news section on a map. Discuss their conclusions about the “geography of news.” Ask: What were the world’s most newsworthy places? What new cities or countries did you learn about? From which country (other than the United States) did the most stories originate? Which continent?

• Instruct students to find a story in Sunday’s newspaper that originates in a country they would like to visit. Ask them to share their destinations, and pinpoint each on a classroom globe or map.

• Now, have students find a story in Sunday’s newspaper that originates in a U.S. city/state they would like to visit. Have each use a map or atlas to figure out the best route to get to his/her destination.
• Have students read a world/national story in Sunday’s newspaper. Then have them write down three things they learned about the city/state/country from which the story originated (e.g.: form of government, weather conditions, size of country).

• Instruct students to prepare a list of reporter’s questions they could ask to find out more about a place – a city, region, or country – featured in Sunday’s newspaper. Have students trade questions with a partner and use the Internet and other resources to find answers to the questions they’re given.

• The average Sunday newspaper contains enough information to fill a book – and then some! But it is usually designed to help readers find stories that interest and/or affect them. One way they do this is with headlines. Tell students that a headline is a story’s title; it is written to summarize the story and make readers want to read it. Then have them scan the main news section in Sunday’s paper for interesting headlines. Have them circle three headlines that pique their interest.

• Now, have students skim the Sunday newspaper’s front-page headlines and make a list of the world/national stories covered. Have them put a check mark by the ones that either interest them or affect them in some way. After they read the story in its entirety, ask them to underline the main point(s) as referenced in the headline.

• Tell students that the most important news of the day is located on the front page, where it’s easy to find. Stories with the biggest, boldest headlines are usually the ones considered to be the most important, or newsworthy. Then instruct students to pick what they consider to be the top world/national news story in this Sunday’s newspaper.

• Explain that another way newspaper editors and reporters help readers get the most out of the Sunday newspaper is by publishing stories that are easy to read. Many news stories are written in the inverted pyramid style of writing – the most important information is included first, with details added in descending order of importance. Demonstrate the inverted pyramid by instructing students to draw an inverted pyramid on a piece of paper. Have them find a world/national news story in the Sunday paper. Then have them fill in the pyramid with the facts as they appear in the story.
• Tell students that when it comes to world/national news, the five W’s (who, what, when, where and why) are often the five most important questions asked – and answered. Have them find a world/national news story in Sunday’s newspaper and underline the five W’s.

• Have students find a world/national story in Sunday’s newspaper that they think will be in the news for several days. Ask volunteers to share their thoughts about why.

• Instruct students to find a photograph in the Sunday newspaper that accompanies a world or national news story. Initiate discussion about whether the photograph provides additional information or simply illustrates what is covered.

• Have students chart the world/national news stories in Sunday’s newspaper according to categories: government, war/conflict, natural disasters, science/medicine, etc. Ask: What conclusions can you draw?

 Often, world news revolves around conflicts between countries. Ask students to find an international story in Sunday’s newspaper about conflict. Then ask them to find a story about cooperation between countries. Allow them to discuss their thoughts.

• Explain to students that one of the criteria for judging what’s news and what’s not is whether the event or happening is relevant. In other words, it’s news if it personally affects readers in some way. Have students find examples of world/national news stories in Sunday’s newspaper that affect them or someone they know. Allow discussion to follow.

• Have students look at all the world/national stories in the main news section and try to figure out why the stories were printed. For each story, ask: Is it relevant? Is it important? Is it unusual? Talk about other reasons the story might have been printed.

• Someone once said, “If a dog bites a man, it’s not news. But if a man bites a dog, it is.” Often, all it takes for a story to make the newspaper is for it to be about something strange. Ask students to look through the Sunday newspaper for a world/national story about something strange or unusual. Then ask them to create their own strange or unusual story by using the who, what, when, where, and why from five different stories. Ask for volunteers to share their stories.

• Tell students that not even the largest newspapers can hire enough reporters to cover all the news. They use news services that station reporters all over the world. Point students to the main news section of Sunday’s newspaper. Show them a byline with a news service’s name included. Then have the students chart the number of world/national stories submitted by news services. What conclusions can they draw?
While it’s important to keep abreast of events and happenings around the world, it’s equally as important to keep up-to-date on what’s going on in your own back yard. That’s why the Sunday newspaper does both.

Depending on the importance of the event or happening, local news might show up on the front page of the main news section or it might land in the special section devoted to news about your neighborhood, city/county, and state. Either way, it’s news that your students will find most relevant of all.

- Begin your introduction of local news by having students circle all the local and state stories in Sunday’s newspaper. Then have them label the stories according to whether they are about their neighborhood (N), city or county (C), or another location within their state (S). Talk about the ones they are interested in reading.

- Local news is often the most relevant; in other words, it affects the most readers. Instruct students to find five local news stories about something that affects them or someone they know. Have them rewrite the headlines to reflect the personal effects of the event or happening. (Ex: Neighborhood evacuated after late night explosion; My family left out in the cold after blast.)

- Discuss the major issues in your community, city, and state today. Then send students on a scavenger hunt through Sunday’s newspaper see if these issues are in the news.

- Have students compare the number of local stories in Sunday’s newspaper to the number of world/national stories. Ask: What conclusions can you draw about your newspaper’s news coverage?

- Talk about local events and happenings that might have an impact on the national or even the world level. Then have them search the Sunday newspaper for a local story that might have appeared in other newspapers. Have students share their thoughts.

- Most local stories are written by a newspaper’s own reporters. Larger newspapers have several types of reporters. Some cover regular news beats, such as city hall, the police department, or local schools. Some are general assignment reporters who work on stories as they come up. And some are investigative reporters who spend weeks or months investigating a single topic. No matter what they cover, reporters get their information in much the same way. They interview people, research background information, and make observations. Have students pick a story in Sunday’s newspaper and identify information in the story that was collected from interviews, research, and observations.
• Explain that local news stories are written much like other news stories. Often, the inverted pyramid style of writing, with the most important information included first and details added in descending order of importance. Ask students to find a local story they are interested in and check to see if it follows this style of newspaper writing.

• Have students pick a local news story and read it in its entirety. Ask them to underline the 5 Ws – who, what, when, where, and why.

• Most newspapers also employ their own photographers. They communicate in pictures what a reporter tells in words. Ask students to cut out a picture in the local news section of Sunday’s newspaper. Tell them NOT to cut out the cutline, the information underneath the picture that describes what is going on. Have them swap pictures with a classmate, then describe what they think is happening in the picture they are given.

• Now, have students assume the role of local newspaper photographer. Instruct them to find a local news story in Sunday’s newspaper that does not have a picture to go with it. Tell them to describe or draw the kind of picture they would take if they were the photographer assigned to cover the story.

• Ask students to find a photograph in the local news section of Sunday’s newspaper that shows something about your area’s physical characteristics: climate, landforms, water, plant and animal life.

• Local stories are often about the people, places, and things we are most familiar with. Have students find a local story in Sunday’s newspaper about a familiar person, a familiar place, and a familiar thing. After they read each story, ask: Did you learn anything new?

• Now, have students find a local story in Sunday’s newspaper about an unfamiliar person, an unfamiliar place, and an unfamiliar thing. Discuss each example.

• Tell students that, sometimes, events and happenings in other places have an impact close to home. Ask them to find a world/national news story and a local story in Sunday’s newspaper that are related. Discuss each example.

• Local news stories are often about local government. That’s because the government has a big influence on our way of life; it makes and enforces laws, provides services, manages conflict, and sets policies, among other things. Have students find a news story in Sunday’s paper about their local government. After they read the story, have them summarize the government's actions in a brief paragraph.
• The state government’s actions are also the frequent topic of local news stories. Ask students to search Sunday’s newspaper for a story about state government. Have them finish this sentence: The state government story is important because …

• Tell students that when it comes to local news, there’s good news and bad news. Have them find a local news story in Sunday’s paper that they consider “good” news and one they consider “bad” news. Allow discussion to follow.

• The “bad” news in the Sunday newspaper often revolves around crime. Have students work with a partner to locate local stories about crime. For each, have them identify the crime and its consequences.

• The obituaries, or death notices, might also be considered the Sunday newspaper’s “bad” news. But obituaries are good in that they allow family members to pay tribute to the one who has died. Have students find the obituaries. Point out the brief death notices as well as the paid obituaries that contain more personal information. Write an obit about a treasured item.

• Local news might be considered “good” news when it involves people in a community working together to solve a problem or make something happen. Have students find a local story in Sunday’s paper about cooperation between people in their community. Ask them to identify the people involved and the cooperative actions. Allow them to discuss the consequences of those actions.

• Have students find a local news story in Sunday’s newspaper that revolves around or mentions the weather. Discuss the effect the weather conditions had on the event or happening reported.
Thanks to the First Amendment to the U.S. Constitution, Americans have the right to say what they think. There’s no better outlet for this basic freedom than the opinion pages of the Sunday newspaper. Through editorials, editorial cartoons, columns, and letters to the editor, the newspaper’s staff, guest writers, and, most important, its readers have a chance to express their opinions on subjects of all sorts.

• The best way to figure out where a newspaper stands on major issues is to read its editorials. These are unsigned columns written by the editorial staff and are usually the centerpiece of the opinion section. Introduce editorials by explaining that editorials are opinion pieces that are based on fact. Have each student clip an editorial from the Sunday opinion pages and underline the facts in blue and opinions in red. Ask: Are the opinions supported by facts?

• Now, explain that editorials are written for many reasons but that the goal is to encourage readers to think for themselves. Editorials may inform, criticize, praise, and help readers understand current events and issues. Have students clip all the editorials in the Sunday opinion pages. Then have them label each according to whether they inform, criticize, praise, and/or help readers understand something.

• Editorials can usually be divided into three parts: the lead, the body, and the conclusion. The lead explains a situation or states an idea. The body follows with arguments and information to support the lead. The conclusion is written so the reader will think, take action, or be entertained. Have students find an editorial in Sunday’s newspaper and label each of the three parts.

• Explain that, to be taken seriously, an editorial must have a note of authority. In other words, it must give the feeling that the writer knows what he or she is talking about. Have students choose an editorial in Sunday’s newspaper that conveys a note of authority. Ask them to underline words or phrases that convey authority.
• Explain also that editorial writers must be assertive in their writing. They must take a firm stand on the issue being covered. Have students find an editorial in the Sunday newspaper that is assertive in tone. Again, ask them to underline key words and phrases.

• Instruct students to identify the main editorial in Sunday's newspaper. Tell them to see how the editorial stacks up to the criteria mentioned previously. (Is the piece based on fact? Does it reflect careful thought and research? Does it have a note of authority? Does it take a firm stand? Does it make you think and/or draw your own conclusion?) Discuss.

• Point students to the section in the Sunday newspaper where letters to the editors are published. Explain that this is the section where readers get to speak their minds. Letter to the editor allow readers to express their opinions about something that has appeared in the newspaper or an issue that has attracted their attention. As an introduction, have students find out about the newspaper’s policy on letters to the editor. (The policy is usually located on the opinion pages: Letters must be signed, they must be no more than X amount or words, etc.) Talk about the policy.

• Ask students to chart the number of subjects written about in the Sunday newspaper. What conclusions can they draw?

• When readers write letters to the editor, their goal, too, is to inform, criticize, praise, and/or explain an issue. Have students categorize the letters in the Sunday newspaper according to whether each informs, criticizes, praises, or explains.

• Have students pick a letter to the editor that they think is effective in getting its message across and one they think is ineffective. Ask them to compare the letters and be prepared to discuss their thoughts.

• As a class, find and read an opinion piece in the Sunday newspaper. Then ask students to write a letter to the editor expressing their thoughts about the issue. (Discuss background information, if necessary.)

• Most opinion sections include the newspaper’s masthead – a listing of the owners, managers, and editors of the newspaper. Have students find the newspaper’s masthead in the Sunday newspaper to see who’s who.
When a single writer shares his or her viewpoints on a subject, it’s called a column. A column usually bears the writer’s byline and sometimes his or her picture. On the opinion pages, columns usually relate to politics, government, and other subjects with wide reader appeal. Ask students to find and circle all the columns on the Sunday opinion pages. Discuss whether each is syndicated (published in many newspapers) or written by a local writer.

Have students identify columns in the Sunday opinion pages. Ask them to categorize the columns according to whether they pertain to local or world/national issues.

Have students find a column written about a subject that interests them. Ask: Do you agree or disagree with what the writer said? If they agree, have them write a column affirming what the writer said. If they disagree, have them write a column expressing their thoughts.

Editorial cartoons are another important piece of the Sunday opinion pages. Although they may be funny, they often carry a serious message. Understanding them takes practice and requires a little knowledge of the news. Have students find a cartoon on the Sunday opinion pages. Ask: What is the cartoon about? Is it related to something that has been happening in the news? Then discuss the cartoon’s message.

Tell students that government officials and other prominent people are favorite subjects of editorial cartoonists. Have them find an editorial cartoon in Sunday’s newspaper that features a government official or other famous person. Talk about whether the cartoon character resembles the real person.

Ask students to find an editorial cartoon in Sunday’s newspaper and, in their own words, describe the cartoon’s message.

Instruct students to cut out an editorial cartoon and paste it onto a piece of paper. Then instruct them to identify the following parts of an editorial cartoon:

- **Caricatures** – Funny pictures of people that call attention to certain physical features, such as lips, noses, and hair, or character traits, such as greediness and honesty.

- **Symbols** – Something used to stand for something else.

- **Labels** – Words used to describe parts of a cartoon that readers might not understand.

- **Captions** – Words used to explain the cartoon. They may be words spoken by the cartoon characters.

Have students look for an editorial cartoon in Sunday’s newspaper that is related to a story in the main news section.
Sports lovers might be among the most loyal newspaper readers in the world – especially on Sundays. Whether they're looking for information about Saturday's big games or just want to catch up on what's happened during the week, newspaper readers can find it all in their Sunday sports section.

Your students, too will find a wealth of learning opportunities in the Sunday sports section. There’s a little math, language arts, social studies, economics, and more – all wrapped up in the news and information they’ll love reading about.

- Introduce the Sunday sports section by having students take inventory of the stories and information in this week's edition. Lead a classroom discussion about the different sports covered. Which sport received the most coverage? The least? Are both girls' and boys', men's and women's sports covered? What conclusion can they draw?

- Tell students that the Sunday sports section, like the daily sports section, is a reflection of the interests of the community in which it is published. Now, ask students to pretend they are new to your community. Based on what they see in the Sunday sports section, what conclusions can they draw about the community? Have them write their thoughts in a few paragraphs.

- Discuss with students the impact that sports have on the American way of life. (Examples: Sports affect the way we dress and the language we use; sports help determine how we spend our free time and how we define the term “hero.”) This impact can be found on the sports pages but also in other areas of the Sunday newspaper. Illustrate this point by having students look for newspaper advertisements that contain words, pictures, and/or ideas related to sports.

- Explain to students that the sports section is considered one of the most “colorful” sections of the Sunday newspaper. That's because sports writers use many expressive words when describing a game or telling the story of an athlete. For example, teams don’t just win, they trample or slip by an opponent. Have students look through the Sunday sports section for synonyms for the words “win” and “lose.” Headlines are a great place to start. Challenge them to see how many different synonyms they can find.

- Now, ask your students to come up with their own list of synonyms for “win” and “lose.” Have them use their words to rewrite some of the headlines in the Sunday newspaper.
• Continue your discussion about the language of sports by asking students if they've ever asked for a "rain check" or told someone "that's the way the ball bounces." Have they ever called someone "butterfingers" or referred to something as a "horse of a different color"? Explain that these are just a few of the expressions we use that have their origins in the world of sports. Then instruct them to look through the Sunday sports section for words and expressions that are commonly used on the sports pages. They can write them down on a sheet of paper. Afterward, ask them to make note of any that are used in everyday language.

• Newspaper sportswriters (and fans) are known for their grasp of sport speak, including technical terms. These terms include such expressions as "hat trick," "alley-oop," and "shut-out." Have students find and underline words and expressions in the Sunday sports section that are used to describe the technical part of sports. Conclude by having them find definitions for each example. Ask: Can the words and expressions be used in other ways? Discuss.

• Have students find examples of three types of newspaper writing in the Sunday sports section: a hard news story (a story about yesterday's game); a feature story (a personal profile about an athlete or coach); and a column or commentary (a story that contains the writer's opinion about a game, sporting event, and athlete's or coach's actions, etc.) Ask them to discuss the differences between the three. Talk about which they prefer reading and why?

• Not all the information found in the Sunday sport section is in the form of a story. There is also a special feature found on Sundays – and every day – that is probably among the most-read part of the sports section. It's called the box scores – a listing of scores, standings, and player statistics. Point students to the box scores in the Sunday newspaper. Have them find a variety of statistics: a score from a game played yesterday; a schedule for today's games/matches; a team's record; conference standings; and athlete's individual stats; and so on.

• Ask students to find a story in the Sunday sports section. Have them underline the five W's – who, what, when, where, and why. Then have them discuss the "why" of each example. (Why was a sporting event held? Why did one team win?)

• Tell students that sportswriters use quotes from coaches and players to give the reader insight into a game. Have them find five interesting quotes in the Sunday sports section. Ask: Would the story have been as interesting or as informative without the quotes? Discuss.

• Explain that, sometimes, news from the sports front makes the news front – the front page of the newspaper, that is. That's because some things that happen in sports are considered top news. Instruct students to look in the Sunday newspaper to see if any sports news made the front page. If so, have them share their thoughts about why the subject of the story was important enough to be printed on the front page. Then ask them to think of other sporting events – local and national – that might make the front page.

• Athletes are often the most recognized people in the world – especially to young people. Have your students find a picture of an athlete in the Sunday sports that they do not recognize. Ask them to read about the person and be prepared to "introduce" him or her to the class.

• Talk about good sportsmanship. Ask students to look in the Sunday newspaper for athletes, coaches, officials, and others who are "good sports." Then ask them to look for those who would be considered "Bad sports." Allow discussion to follow.

• Tell students that the world of sports is vast – so much so that there's rarely enough space in the newspaper to cover every sport. But that doesn't stop many newspapers from trying, especially on Sundays. Whether it's in the box scores or a front-page profile, the Sunday sports pages offer a glimpse of the great variety that makes up the world of sports.
• Now, to give students an idea of just how many sports are covered, have them count the ones mentioned in the Sunday edition. Remind them to look in the box scores, too. Before they begin, though, have them estimate the number they think they will find.

• Tell students that the Sunday sports section offers proof positive that there is something for everyone in the world of sports, whether as a spectator or participant. Explain that the most important thing is to find one that best fits you interests and, if you play, your abilities. Have students try a little sports “matchmaking.” Instruct them to match five different comic strip characters from the Sunday comics with five sports from the Sunday sports section.

• Tell students that one way they can “see the world” is to keep track of their favorite sports as they unfold in the newspaper. Then tell them to find datelines (the line at the beginning of a story that tells where the story originates) in the Sunday sports section for sporting events from the day before. Have them make a list of the different datelines. Extend the activity by having them pinpoint each dateline on a United States or world map.

• As a follow-up to the previous activity, ask students to pick a Sunday story about a sport played in a location other than your city or town. Have them use a map or atlas to find out how they would have gotten there if they had traveled to see the action firsthand. They can write directions or draw a map.

• Explain to students that sports are big business, not only for athletes but for coaches, the media, sporting good retailers, and others involved in the ever-growing sports industry. To help students grasp this concept, have them survey the Sunday sports section and make a list of all the sports-related jobs they can think of. Extend the activity by having them look through the Sunday classified section for Help Wanted ads for jobs that are sports related.

• Tell students that, prior to the 1920’s, sports were little more than pastimes and the athletes were mere amateurs. With the introduction of radio and television, however, sports grew into a major form of entertainment and the athletes into national heroes. Ask students to define the term “hero.” Then ask them to assume that “hero” refers to someone who has achieved something great in the world of sports. Have them find an athlete in the Sunday sports section who could be called a hero.

• Now, as a follow-up to the previous activity, ask students to assume that “hero” refers to someone whose deeds are heroic off the field as well as on. Ask them to find a story in the Sunday sports section about someone who fits the expanded definition of hero. Ask: What characteristics do you admire most about him or her? Discuss.

• Making headlines in sports is easy, but writing them takes skill! Often, a sports copyeditor has very little space to work with, plus he or she must be careful to use words that draw attention to the story. Explain to students that an important part of writing a good sports headline is using interesting verbs, or action words. Then have them find several sports headlines in Sunday’s newspaper with interesting verbs. Ask each to make a list of other verbs that could have been used instead.

• Photographs are often used to show the emotion of sports. Have students find photographs in the Sunday sports section that show at least three different emotions. Ask them to be prepared to describe what is happening and the emotions displayed.
In the Beginning

It might be difficult for your students to believe, but sports were not always a part of American life. In the Colonial Days, sports and other “amusements” were discouraged and often forbidden for religious reasons.

Then, after the Revolutionary War, horse racing, boxing, and other sports began making their way onto the American scene. But it was the invention of baseball in the mid-1800s that first gave rise to the popularity of sports. As the nation experienced rapid changes, baseball and other sports became symbols of those changes. Among the many sports to find favor were football, bowling, rowing, and skiing.

The Great Depression during the 1930s turned the trend away from spectator sports to participant sports as millions of out-of-work Americans sought solace on the playing field. Those who did have jobs had more time to play, too, because of increased efficiency in the industrialized workplace.

But nothing did more for the advancement of sports than technology. Radio had the first big impact, allowing games to be broadcast live to people across the nation. Then it was television – and its ability to bring games and athletes to life – that turned sports into the powerful, worldwide industry that we are familiar with today.

- Have students pick a sport covered in the Sunday sports section. Instruct them to work with a partner to research that sport and find out its past. What impact did such events as war, the Great Depression, and technology have on the sport? Have them make a report to the class.

- In small groups, have students find the television guide in the Sunday newspaper. Instruct them to chart the number of sports-related broadcasts available in your viewing area for the week. (Include major networks and cable channels.) Have them make note of the busiest television sports day and the slowest. Ask: What conclusions can you draw about the relationship between television and sports?
Business
Keeping up with the economy and all the issues surrounding it is a big job – especially for young people. But the Sunday newspaper makes it easier by publishing the business news and information that helps young and old alike make sense of it all.

There’s news on such national topics as inflation, consumerism, and the stock market. There’s also news from the local business front, whether it’s about a new company moving to town or news about the local job market.

- Introduce the Sunday business section to your students. Have them skim the section and make a list of topics covered. Ask them to categorize the stories and information according to whether they are local or world/national stories.

- Instruct students to find the top business story in this Sunday’s newspaper. Have them identify the five W’s and discuss the consequences of the news reported.

- Have students find a story in Sunday’s business section about a new business in their area. Ask them to identify the goods and/or services it will provide and the effects it will have on the local economy.

- Now, have students watch for a Sunday business story about an area business that is closing or cutting back production. Ask: Who will it affect? Allow classroom discussion to follow.

- Tell students that the word “economy” comes from Latin and Greek words meaning household management. Have students scan the Sunday business section for other economic terms. Ask them to write definitions based on usage in the stories, then look up the terms in the dictionary.

- Tell students that a successful marketplace is a competitive marketplace, one in which businesses that provide goods and services compete with other businesses to offer consumers a choice. Then tell students to look in the Sunday business section for a story that has to do with competition.
• Ask students to look through the Sunday business section for a feature story about someone who has been successful in his or her business life. Have them read the story and find quotes and other information that point to the reasons for his or her success. Ask: What personal qualities does this person have that help him or her succeed in the business world? Discuss.

• Often, the Sunday business section contains a review of the business week. Have students look for news briefs about events and happenings from the previous week. Divide them into small groups and have them give an oral news report of the business week in review.

• Tell students that Wall Street in New York City is the financial center of the United States, while in London the financial center is Throgmorton Street. Ask: What about your city or town? Have them look at the ads in the Sunday business section to discover the financial center of their city (or a big city nearby). Talk about whether most stock brokers and financial advisers have their offices on the same street or area.

• Explain that, in the United States, our economic system is a free enterprise system. People can go about their economic activities mostly free from government interference. Have students demonstrate understanding of the free enterprise system by finding a newspaper story or advertisement in Sunday’s business section that illustrates how Americans operate in a free enterprise system.

• Now, explain that the U.S. government is involved in many economic activities. The Department of Commerce, for example, gathers information about the country’s economic performance to share with businesses and individuals. Ask students to find a newspaper story in Sunday’s business section about the government and its economic activities or that mentions the government’s influence on the nation’s economy. Allow discussion to follow.
• Explain that selling stock has long been a way for people to raise the money they need to turn their ideas into businesses and for established companies to raise the funds to expand or improve their companies. Those who buy stocks are the wheels of America’s economic system; for their investment they become part owners in a company. If it does well, they get a share of the profits. To help your students get a basic understanding of this concept, have them look in the Sunday newspaper for reports about new businesses. Ask them to choose one they would consider buying stock in to help get it off the ground. Have them list the reasons for their decision.

• Tell students that reading a stock table is not difficult. Point them to the Sunday stock report and ask them to find instructions on how to read the stock table. Then ask them to rewrite the instructions as if they were telling a friend.

• Remind students that when people invest in the stock market they count on making money. But they also run the risk of losing money. The value of stock continually changes — sometimes drastically. Have students find the week’s stock market report in Sunday’s business section. Point them to the net change column to see how much their favorite stocks were up or down for the week. See who can find the stock with the biggest change, up or down. Talk about what might have caused such a drastic change.

• Many newspapers also list a 52-week high and low for each stock in the Sunday business section. Have students search your Sunday business section to see if that feature is included. If so, explain that his shows the highest and lowest closing price paid for the stock during the past 12 months. Talk about the stocks that appeared to do well and those that didn’t during the past 12 months.

• Tell students that, in stock market terms, bears and bulls are popularly used to describe ups and downs in the market. If the stock market is “bearish,” more people want to sell stocks than buy them and prices fall. If it’s “bullish,” more people want to buy than sell and prices rise. Ask students to look in Sunday’s business section for a review of the stock market week. Ask: Was the market bearish or bullish? Discuss.

• Engage students in a discussion about news events that occurred during the previous week. Ask them to identify businesses and industries that might be affected by what happened in the news. Then ask them to look in the stock report in Sunday’s business section to see how related businesses and industries fared. Ask: Did the news affect them? Did it affect the stock market as a whole?

• There are many footnotes that might appear within a stock table. These are the small letters after a company name that give you additional information about its stock. Have students look in Sunday’s stock report for an explanation of footnotes. Instruct them to make a list and find one example of each.
Arts and Entertainment
Every Sunday, readers can turn to the arts and entertainment pages of the newspaper to learn about life from a different angle. That's where they'll find news about visual and performing arts and the people who bring them to us. That's where they'll learn all about the entertainment industry — what's on television and who's in the movies. And that's where they'll stay in tune and on top of the music industry.

Indeed, the Sunday arts and entertainment section brings readers a little bit of everything on a subject near and dear to many readers’ hearts — especially younger ones. Together with your Sunday newspaper, you can enlighten, educate, and, yes, entertain them in a whole new way.

- Ask students to look in the Sunday arts and entertainment section for news about events such as art shows, plays, lectures, or concerts. Have them pick one that, if they attended, would be a first-time experience for them. Then have them explain in a brief paragraph why they would like to attend and what they would like to get out of the experience.

- In the entertainment world, actors and musicians are often the most recognizable. Have students find pictures in the Sunday newspaper of a famous actor or musician and a picture of someone who might be less famous but also makes a significant cultural contribution. Have them “introduce” both people to the class.

- Newspapers frequently publish reviews of plays, movies, television shows, and concerts in the Sunday newspaper. These critical evaluations represent a writer’s opinion of the production — good or bad. Have students find a review in this Sunday’s arts and entertainment section. Then have them underline words and phrases that represent the writer’s opinion. Ask each to summarize whether the writer liked or disliked whatever was reviewed and to back up his or her thoughts with the underlined words and phrases.

- Using the same review from the previous activity, engage students in a discussion about the review’s contents: Did the writer successfully persuade readers to want to see the movie/television show/concert/play? What aspects of the movie did the reviewer like? Dislike? What criteria do they think was used in evaluating the movie?
• Now, have students try being newspaper critics. Ask them to choose a television show, movie, or other production featured in Sunday’s newspaper. Then, after watching or attending the production, ask them to write a newspaper-style review.

• Ask students to find a newspaper review in Sunday’s newspaper of a movie/play/television show/concert that they disagree with. Have them write a letter to the editor expressing their opinions about it and why they think the reviewer was wrong. Make sure they follow your newspaper’s guidelines for letters to the editor.

• Help students locate the week’s television guide in the Sunday newspaper. Tell them to pretend they can watch a total of seven hours of television for the entire week. Then tell them to look through the guide to map out seven hours worth of television viewing for the week.

• As a class, have students design and conduct a poll of daily TV viewing habits. The poll should be based on programs listed for each day of the week in Sunday’s television guide. Have them show their results on a chart or graph.

• Have students chart television shows listed in the Sunday television guide according to predetermined categories: shows with a female star; shows with a male star; shows with an animal; shows set in the past; shows set in the future; etc.

• The Sunday television guide often contains a feature story about an upcoming television show and the actor(s) in it. Have students search this Sunday’s guide for such a story and outline the five W’s — who, what, when, where, and why.

• Instruct students to create a newspaper ad for their favorite weekly television show. Remind them to include the time(s) it is scheduled and the station(s) on which it will appear. A brief overview of the characters and/or plot should also be included.

• Ask students to use the Sunday arts and entertainment section to plan an evening out. Have them outline the things they would like to do, how much money they think it would cost, how they would get there, and a time schedule. For fun, have them pick their favorite comic strip character to accompany them.

Tell students to locate the movie listings in this Sunday’s newspaper. Ask them to categorize the movies by their ratings. What conclusions can they draw? Which movies would they be allowed to see?

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• Have students watch the Sunday newspaper for news about the local arts scene — information about local theater productions, art shows, musical presentations, etc. Have them create a community arts calendar based on the information they find.

• Ask students to pick a person featured in the Sunday arts and entertainment section that they would like to get to know. Then ask them to create a list of reporter’s questions they would most like to ask him or her. (Remind them to stay away from questions that elicit “yes” or “no” answers.)

• Instruct students to cut out half of a newspaper photograph from the Sunday arts and entertainment section. Then have them reproduce the missing half, stressing symmetry and proportion.

• As a class, look through the Sunday arts and entertainment section for a story about or photograph of a local artist. Arrange an interview with the artist and find out his or her schooling, experience, and style. Prior to the visit, have the students prepare a list of reporters questions. Then, after the interview, have them each write a short profile.

• Discuss the portrayal of violence in television and movies and how that portrayal affects teen-age behavior. Then have students come up with their own violence ratings. Have them use the ratings to rate the television shows and movies featured in Sunday’s newspaper.

• Tell students to work in small groups to create an arts-centered newspaper ad campaign to promote their city or region. Have them use major events and activities listed in Sunday’s newspaper as a basis for the campaign. Encourage them to design a logo and slogan to be featured on each ad.

• Tell students to look in the Sunday newspaper for information about newly released videos. Have them vote on one to watch in class. Then, after they watch the movie, have them write a newspaper-style review. Discuss the differences and similarities in their opinions of the movie. Extend the activity by creating a list of things they liked and disliked about the movie and discuss the criteria used in the evaluation process.
The Comics
It’s been more than 100 years since the first newspaper publishers printed comic strips in their newspapers to entertain their loyal readers and attract new ones. It was a strategy that is still paying off! Today, the comics are among the most-read, best-loved features in newspapers across the country.

While the comics appear every day in the newspaper, they are a featured attraction on Sundays. Published in color and in their own section, the Sunday comics appeal to young and old alike.

- Explain to students that comic strips are designed to entertain us – to make us smile, laugh, sigh, or think. They do that best when they reflect our everyday lives. To capture this “slice of life,” comics focus on many subjects. Have students categorize, by subject, the comic strips found in your Sunday newspaper. Ask them to categorize the strips first by these subjects: children, family life, animals, work, sports/leisure, and other. You can also have them categorize according to these and other subjects: politics, feminism, romance, have minority characters, fantasy, soap operas, adventure, and takes place in the past. Allow discussion to follow.

- Talk about the fact that the comics have been a part of newspapers since the late 1800s. Have students interview a parent, grandparent, or neighbor about comic strips he or she remembers from childhood. Encourage them to find out if any of their favorites are still running today and, if so, why they think those comic strips have endured. Afterward, ask each student to write a short newspaper feature story.

- Have students look at the comic strips in the Sunday newspaper. Ask: Which ones do you think will still be “current” 20 years from now? Why? Allow discussion to follow.

- Now, ask students to think about what comics in the future might be like. Pair each with a partner and have them think of ideas for comic strips that might appear 50 or 100 years from now. Ask for volunteer to share their ideas.

- Now, ask students to pretend the newspaper has just dropped their favorite comic strip. Have them write a letter to the editor explaining why they would like to see it put back in the newspaper.
• One of cartoonists’ favorite subjects is children. Children in the comics deal with many of the same situations, problems, relationships, and questions as the children reading them. They question their parents’ wisdom, they tease their pals, they loathe vegetables, they marvel at nature, and they want to win a baseball game. Instruct your students to look through the Sunday comics for a comic strip with a child in it. Ask: Does the child seem “real”? Does he or she share any of your characteristics? Discuss.

• Instruct students to find all the Sunday comics strips with children in them. Ask: If you could be a character in one of those strips, which would it be and why? Then have them rewrite the comic strip with themselves as the main character. Ask volunteers to share their rewrites.

• Family life is also popular comic strip subject. Like our own families, comic strip families come in all shapes and sizes, they juggle busy lives, and they cope with the ups and downs of life. Have students find all the Sunday comics strips that focus on family life. Ask them to pick one that most resembles a real-life family. They should be prepared to explain their choices.

• The comics wouldn’t be as funny, warm, or familiar if they didn’t feature animals. Our comic strip friends – like the pets we’ve known and loved – sometimes tear up the house, terrorize the neighbors, eat a lot, and forget they’re not human. In some comic strips, animals are the main characters. In others, they are minor characters that add to the story line. Have students find a Sunday comic strip with an animal as a main character and one with an animal as a minor or secondary character.

• Ask: Which animal in the Sunday comics do you think you are most like? Have them describe the characteristics they share with their comic strip counterpart.

• Some comic strips focus on jobs and the workplace. Have students find a comic strip that revolves around a character’s occupation or pokes fun at workplace situations. Then have them think of an occupation that would make a good comic strip. They can look through the Sunday classified advertisements for ideas.

• Tell students to find a Sunday comic strip character that doesn’t appear to have a job. Then tell them to do a little career matchmaking for him or her (or it). Direct them to the Sunday classified advertisements to find a job that would best fit the character’s personality, abilities, and interests. As a bonus, students can write a letter of interest and/or resume for their chosen comic strip character.
• Have students pretend they are a comic strip character for a day. Instruct them to write a “day in the life of…” short story describing their experiences.

• Instruct students to write newspaper headlines describing the events depicted in three comic strips. (Explain that the goal of a newspaper headline is to summarize what’s happening and attract readers’ attention.)

• Have students find a comic strip in the Sunday newspaper that teaches a lesson. They should be prepared to explain the lesson learned.

• Facial expressions in comic strips show the fear, anger, love, joy, surprise, or frustration a character is feeling. Ask students to cut out and label examples of facial expressions from the Sunday comics.

• Tell students to find a Sunday comic strip character who has a problem. Have each one assume the character’s identity and write a mock letter to the newspaper’s advice columnist seeking help. For fun, have each student trade letters with a classmate and write back with words of advice.

• Have students find a Sunday comic strip, then change as many words as possible without changing the original tone or meaning of the strip. They can share their revised comic strips with the class. Vary the activity by having them replace words with antonyms.

• Talk about slang and how it is derived from jargon or clever descriptions. Then have students look for examples of slang in the Sunday comics. Ask: Does the use of slang add to the comic strip’s humor? Discuss.

• Ask students to write a “wanted” ad for a new comic strip they would like to see in their Sunday newspaper. Encourage them to make the ad copy as specific and amusing as possible. (Example: Wanted – Comic strip with a character just like me – a 12-year-old girl who loves the color purple, wants a larger allowance, NEEDS a larger allowance, loves to chat with her friends on the Internet …)

• Have students find an interesting comic strip in the Sunday comics. Instruct them to use the characters and the subject of the strip as the basis for a short story.

• Tell students to rewrite and/or redraw the ending to a comic strip in the Sunday comics.

• Have students pick a Sunday comic strip and rewrite it as a brief news story. Remind them that, in a news story, the information is usually presented in descending order of importance. Ask for volunteers to share their stories.
Explain to students that newspaper editors must choose from hundreds of comic strips when deciding which ones to publish in their Sunday newspapers. However, they depend on feedback from their readers to help them make that all-important decision. One way they do this is by conducting reader polls to find out which strips are the most popular among readers and which should probably go.

Tell students that this is their chance to conduct an informal poll to find out which Sunday comics are the most popular among people they know. Here's one way they can do it:

Have each student pick 10 people that they will poll – five children and five adults. They will hand each of their “respondents” a copy of the Sunday comics and a sheet of paper containing the name of every comic strip. (A little advance preparation will be necessary.) The students will ask each respondent to rank the comics with a number, with the favorite getting the highest number.

For example, if there are 20 comic strips in the Sunday newspaper, the respondent should mark his or her favorite comic with the number 20, the next favorite with the number 19, and so on.

After each student had polled 10 people, ask them to add the numbers given to each comic strip. Then have them divide each total by 10 to get the average score.

Now, ask the students to use the average scores to determine the rankings of the comics. The comic with the highest average score will be ranked No. 1 and the one with the lowest average score will be ranked No. 20. Have each make a poster featuring the results of their poll.

Conclude the activity by having students compare their posters and discuss similarities and differences.
Whether it’s the hottest books, gardening, travel, or hobbies readers are interested in, chances are they will find something about it in the Sunday newspaper. After all, Sunday is considered a day of leisure, so what better day to publish news and information about such leisurely pursuits. There are also crossword puzzles, the horoscope, and other entertaining features to help readers — your students included — spend a day of reading and learning fun.

- The Sunday newspaper is often the place to catch up on your latest reading — book reading, that is. Book reviews, best seller lists, and information about literary events abound. Have your students find the section of the Sunday newspaper that contains this information. Point them first to the best seller lists — Top 10 lists compiled from national and sometimes local sales figures. Talk about the books on the lists and see how many students have read one or more of the books listed. Then have students create a Top 10 list of their favorite books. Discuss.

- Now, point students to the Sunday newspaper’s book reviews. Remind them that a newspaper-style review represents the writer’s opinion about the book. Have them read one of the reviews and distinguish between the facts and opinions as presented by the writer. Ask: Did it make you want to read the book? Discuss.

- After students have become familiar with the Sunday newspaper’s book reviews, have them try writing a newspaper-style book review. Here are some tips:

  — Tell them to keep a journal of their thoughts as they read their books.
  — Encourage them to share their thoughts and feelings about the book. If they truly enjoyed it, they should try to persuade others to want to read it. If not, they’ll want to tell their readers why.
  — Remind them to answer these questions: What was the book about? What do I like or dislike about it? What is the book’s theme? Is there a message the author is trying to convey? Why did the author write this book?
• Ask: What’s your favorite comic strip character reading? Have students find a book listed in the Sunday newspaper’s best seller lists that they think their favorite comic strip character would be likely to read. They should be prepared to explain why.

• Have students look through the Sunday newspaper for news about book signings, book readings, and other literary events. Ask them to make a literary calendar for the week or month.

• Instruct students to locate the section of the Sunday newspaper containing news and information about travel. Have them survey the section to learn about its contents (e.g.: feature stories, travel guides, airfare rates, world exchange rates). Talk about what they can learn about travel by reading the Sunday newspaper.

• Have students find a story about a place they would like to visit — at home or abroad. First, have them write a paragraph about why they would like to visit the place. Then have them map out the route they would take to get there. Ask them to pinpoint other interesting places they would visit along the way.

• Ask students to find the closest and the farthest travel destinations featured in this Sunday’s travel section.

• Have students make a list of 10 travel destinations featured in advertisements or stories in Sunday’s newspaper. Then have them look at the newspaper’s weather report and/or on the Internet to check the weather in each location. Ask: Which destination has weather similar to the weather in our area?

Now, using the information from the previous activity, have students pack their bags for the trip using cut-out items from the newspaper. Have them check the weather forecast first, and encourage them to consider the activities they would be pursuing.
• Using travel stories from Sunday’s newspaper as a guide, ask students to write a story about a local destination they are familiar with. Have them include informational tips, including hours of operation, admission (if applicable), how to get there, etc. Use the stories — and photos if available — to create a classroom bulletin board display.

• Have students find at least three general travel tips in Sunday’s newspaper that they could use, no matter where they travel. Ask them to share their tips with the rest of the class.

• Instruct students to find news and information in Sunday’s newspaper about gardening and other hobbies. Have them make a list of the ways people in your community spend their spare time. Ask: What conclusions can you draw?

• Have students look for news or information in Sunday’s newspaper about an unusual hobby. Ask them to conduct further research about the hobby and present their findings to the class.

• Ask students to write a newspaper story about their hobbies. It can be a how-to story or a feature-style story. Before they begin, have them collect examples of how-to and feature stories from Sunday’s newspaper.

• Many gardening stories contain how-to information: how to plant, how to care for, and how to harvest. Ask students to look for a gardening story in Sunday’s newspaper that includes information about how to do something. Then have them rewrite the information into a how-to list.

• Tell students that, in addition to reading, the Sunday newspaper provides hours of leisurely activities. Illustrate this by having them first locate crossword puzzles and other games for young people (sometimes located in the comics). Then have them work the puzzles and games, either individually or with a partner. Extend the activity by having them create their own word puzzles using letters and words cut out of the Sunday paper.

• Now, have students find the Sunday horoscope. After they’ve read their horoscopes, ask them to write their own version of the Sunday horoscope.

• Ask students to come up with their own Sunday fun by creating a scavenger hunt for items found in the newspaper. Once they’ve completed the list of items to look for, have each student exchange with a partner. Then let the hunt begin!
Despite continued strong challenges from radio and television, the newspaper remains the chief advertising medium in the United States today. Hundreds of millions of dollars are spent every year by advertisers who want to reach a broad range of readers with a broad range of interests.

Without a doubt, Sunday is the most popular advertising day for most newspapers. Whether it’s through large display ads, classifieds, or inserts, advertisers know they can count on the Sunday newspaper to deliver their messages to a large – and interested – audience.

(In this section, we’ll take a look at display advertising and inserts. Classified advertising is covered in its own section.)

• Explain that advertising is designed to sell a product, a service, or an idea. Have students find an example of an ad for a product, one for a service, and one for an idea in this Sunday’s newspaper. Ask them to share and discuss their examples.

• Tell students that if it weren’t for advertising there would be no newspapers. The amount readers pay for their newspapers would seldom even buy the paper used for printing. But by selling ads to manufacturers, businesses, and individuals, newspapers can go about the business of keeping their readers informed. Now, have students become familiar with the advertising in your Sunday newspaper. Ask them to work in small groups to categorize the ads according to the products and services advertised – clothing, food, furniture, etc. (Have them use display ads and inserts, the freestanding, preprinted sections inserted in the newspaper, but do not include classified advertising.)

• Display advertising is one of the main types of advertising in the Sunday newspaper. It includes the graphic ads placed alongside the news and information in the newspaper. Display ads can be as large as two full pages or small enough to carry only a business’s name and phone number. Instruct students to look through the display ads in Sunday’s newspaper. (Tell them not to include inserts for this exercise.) Ask: What types of manufacturers, businesses, or individuals rely the most on display advertising? Discuss.

• Now, have students collect all the advertising inserts in this Sunday’s newspaper. Ask them to draw conclusions about the types of businesses that use these preprinted inserts to advertise their goods and services. Are they local? National? Large retailers? Small businesses or individuals?
• Newspapers historically have been the primary medium for local advertisers – local businesses and individuals who want to reach only the people living in the newspaper’s circulation area. But national advertisers whose products are available all over the country also use newspapers. Have students look through one or more sections of the Sunday newspaper and identify whether the ads are local or national. They can label each ad accordingly or chart their findings. Ask: What conclusions can you draw about the type of advertising found in your Sunday newspaper?

• Explain that one of the advantages of display advertising is that advertisers can appeal to people with special interests by placing ads in certain sections or on specific pages of the newspaper. (A sporting goods retailer might choose to put an ad in the sports section, for example.) This is especially true on Sundays, when there is a variety of topics covered in a variety of different sections. Have students find five examples of display ads that appear to relate to the information in the section or page on which it is placed.

• Give students a list of products and services (furniture, stereo equipment, car repair shops, etc.) and ask them to identify the best place to advertise each in the Sunday newspaper.

• Newspaper ads are usually designed to appeal to a specific group of people (men and women, for example). This group is called the target audience. Ask students to collect five display ads in Sunday’s newspaper and identify the target audience. Tell them to be prepared to explain their reasoning.

• It has been said that advertising is a reflection of the times. Have students find three newspaper ads in Sunday’s newspaper that they think reflects the times in which they live.

• Talk about the basic parts of an advertisement: headline, subhead, body copy, illustration, close (call for action), and logo. Then have students clip a display ad from Sunday’s newspaper and identify each of these parts.

Young people are a primary target for advertisers; those between the ages of 4 and 12 represent a market worth billions of dollars in goods and services every year in the United States. Teen-agers spend even more! Have students find an ad in Sunday’s newspaper for a product or service that appeals to children and/or teen-agers. Then have them talk about the ways in which the ad was targeted to reach its intended audience.
• Instruct students to cut out an example of a Sunday newspaper ad that appeals to their physical needs and one that appeals to their emotional needs. Ask them to compare and contrast the techniques used in each ad. Allow discussion to follow.

• Have students look for advertisements in the Sunday newspaper that use words such as “improved,” “best,” “wonderful,” and “exciting” – descriptive words designed to make a product or service more appealing. Then talk about what those words actually tell readers about the product or service.

• Ask students to select three ads in Sunday’s newspaper that contain several adjectives. Then ask them to mark out the adjectives and make note of how the ads read without them. Discuss how the use of adjectives affects advertising copy.

• The newspaper is an ideal starting point for checking and comparing prices. Have students use Sunday’s newspaper to check prices on these or similar items: milk, sporting equipment, soft drinks, tennis shoes, television sets, CD players, computers, school/office supplies, movie tickets, and pizza.

• Have students cut out at least two ads from Sunday’s newspaper for the same product. Then have them compare the ads and determine the best buy based on information provided. Conclude the activity by having each student identify the factors that influenced his or her decision.

• Tell students to go shopping through the Sunday newspaper for a gift for a friend. First, they should pretend they can spend up to $100. Then they should pretend they can spend $30 or less. Have students share their decisions and discuss their thoughts about the effect the available money had on their choices.

• Instruct students to look through the Sunday newspaper for businesses advertising sales. Ask them to determine the reasons for the sales (to clear out merchandise, to get more customers in the store) and to figure how much they could save if they bought the merchandise advertised.

• Have students find and clip as many coupons as they can find in the Sunday ads. Ask them to calculate their total Sunday savings if they bought one of each item at the discounted price listed on the coupon.

Explain that, when creating a newspaper ad, advertisers are likely to use one of the following techniques:

• Attention-getters: cleverly worded headlines often used to grab readers’ attention.
• Slogans: short phrases used repeatedly to identify a product or service.
• Product characters: fictional people and cartoon characters that are identified with products.
• Testimonials: an personal endorsement of a product or service.
• Product comparisons: a comparison of one product over another.

Have students find examples in the Sunday newspaper of each of these techniques. Ask: Which technique did you find most appealing?
Classifieds
The classified advertising section of the Sunday newspaper provides a unique marketplace for cars, houses, furniture, and other property that businesses and individuals want to sale. The ads contained in this section – called classifieds because they are “classified” under small headlines – usually consist of a few lines of type. But those few lines are some of the most-read in the entire Sunday newspaper!

• Help students become familiar with the Sunday classifieds. First, point them to the front page of the classified section. Have them look over the index and discuss how the section is arranged. Instruct them to make note of the headlines that classify the advertised goods and services, then have them skim through the other pages.

• Now, using the index, ask: Under which heading would each of the following goods and services be listed:
  
  – A 2000 mini-van for sale
  – A duplex for rent
  – An individual wanting a baby-sitting job
  – A litter of puppies for sale
  – Reward for a lost kitten
  – Chimney-sweep services offered
  – An antique clock for sale
  – A baseball card wanted
  – Housekeeper wanted

• Time your students for this activity. After they have become familiar with the way the Sunday classified section is arranged, tell them you will give them a heading and they are to see who can find it first.

• Classified ads are usually paid for by the line, so most individuals and businesses that advertise in the classifieds want to say as much as they can in as few words as possible. Have students look at some of the Sunday classifieds to get an idea of how they are written. Then have students write a classified ad of their own. They can write about a make-believe or real item to sell or service to provide.
• Automobiles are popular in the Sunday classifieds. Have students work with a partner to chart all the automobiles advertised in the used car section of the classified ads. They can chart them by year, by make and model, mileage, or color.

• Send students on a scavenger hunt through the used car section of Sunday’s classifieds. Have them find a car with less than 20,000 miles, one with more than 50,000 miles, a truck with an extended cab, a car made before their birth year, and so on.

• Point out that automobile dealers also advertise in the Sunday classifieds. They usually advertise their vehicles in display ads but sometimes use the line ads, too. Have students find ads for two separate automobile dealers advertising a vehicle of the same make and model. Ask them to compare prices and other factors. What conclusions can they draw?

• Explain to students that, when writing a classified ad, most people try to make the product or service sound as appealing as possible. If someone was trying to sell a car, for example, he or she might use such words and phrases as “like new,” “runs great,” “immaculate,” etc. Have students scan the Sunday classifieds and underline descriptive words. Discuss what those words tell about the product or service for sale.

• Talk about other techniques that make classified ads stand out: the use of bold letters, for example. Ask students to turn to a specific page in the Sunday classified section and circle the first line ad that jumps out at them. Ask for volunteers to pinpoint what made the ad stand out.

• Ask students to find an ad in Sunday’s classifieds that could use a little punch. Then ask them to rewrite the ad to make it more appealing.

• Help wanted ads are also popular in the Sunday classifieds. Have students locate the help wanted ads. Have them circle all factory-related jobs in green, service-related jobs in red, office jobs in yellow, and agricultural jobs in blue. What conclusions can they draw about the makeup of the area’s workforce? Is it more industrial? More service-related? Extend the activity by having them show their findings on a chart or graph.
• Have students circle all jobs requiring at least a high school education in red, all jobs requiring at least a bachelor’s degree in blue, and all jobs requiring a master’s degree or higher in yellow. Ask: What conclusions can you draw?

• Explain that benefits are perks that employers offer to employees in addition to salary. They might include health insurance, retirement plan, stock purchase plan, and membership in a fitness club. Ask students to scan Sunday’s help wanted ads for mention of benefits. Have them make a list of various benefits offered.

• Instruct students to find a job listed in the Sunday classifieds that is appealing to them. Have them write a letter of interest for the job.

• Have students find a Sunday help wanted ad for their “dream job.” Then have them map out a plan for how to attain that job in the future. (What educational path will they take? What other jobs will they do to gain experience required?)

• Point students to the real estate section of the Sunday classifieds. Have them find and color code the locator map provided. Then have them use the same colors in the map to circle or highlight corresponding houses for sale. Ask: Which areas of the community have the most houses for sale?

• Ask students to find an ad in Sunday’s classifieds that describes their “dream house.” Then ask them to draw what they think that house might look like.

• Have students find 10 ads for houses for sale in Sunday’s classifieds. Have them chart the amenities listed (e.g.: number of bedrooms/bathrooms, large kitchen, deck). Ask: Based on your findings, what are the amenities most people want in a house today? Allow discussion to follow.