

1. Over a period of several weeks, clip articles that deal with problems and/or issues facing your local or county government. Discuss the reasons for these problems and how the government hopes to solve them. Can you find any proposed solutions in the newspaper?
2. Create a bulletin board for your classroom concerned with the men and women holding positions in your local government. Clip newspaper pictures of school board members, city, town or village leaders and any others you feel should be included.
3. Is freedom of the press important? After reading your newspaper for several weeks write a report on whether or not you feel freedom of the press is a vital need in our society. Look at a copy of this week's newspaper and use a marker to blacken out any articles you think would not appear if we did not have freedom of the press.
4. Study the Constitution and Bill of Rights and become familiar with what we as Americans have guaranteed under these documents. Scan through the newspaper and find as many examples of these rights as you can.
5. Discuss newspaper advertising and its effect on the consumers who see it. Find what you consider to be an effective newspaper advertisement and explain why you think it is effective.
6. Make a list of the persuasion techniques used in several newspaper advertisements. Which technique seems to work the best? Why?
7. Carefully read through the classified advertising help wanted section. What jobs seem to have the most openings in your area? What education or training would be needed to get this type of job? Write a letter of application for a job you would like to have.
8. Gather newspapers from all over the United States and compare the classified ads of jobs available and wages offered in different locations. How do these compare to jobs offered in your area?
9. Every week check the job listings in the newspaper and put a red X through those jobs that could not be filled by a high school dropout. Put a black X through those that could be filled only by a person with technical school or college training. Make generalizations about the value of education in the job market.
10. Check the salary levels for unskilled workers in your newspaper's help wanted ads and compare those to the salaries for skilled laborers or professional positions. What are the differences? Why?
11. Choose an editorial that interests you and read it carefully. Decide which statement or parts of statements are facts and which are opinions. Do you think the tone of the editorial is liberal or conservative? Watch the newspaper for the coming weeks to see if any letters to the editor address this issue.
12. Define productivity and find examples of it in your newspaper as related to agriculture, industry and retail sales.
13. From your newspaper, cut out several advertisements for basic goods. In your library or the newspaper library find newspapers that are 10 years old. How did the cost of basic goods change over that period of time? How did salaries change during the period? What is the inflation rate for each of the items? Make a case for the statement "We are better off today," or the statement, "Things were better 10 years ago."
14. Construct timelines for the school year using the main headline on page one, the sports page and any other section of the newspaper. At the end of the school year construct an essay on the "history" of your town for the current year.
15. From your history book, choose a historic event and report on it using the writing style of the newspaper.
16. Study the role of the newspaper during colonial America, Civil War times, during the two world wars, the Korean and Viet Nam Wars. How did the role of newspapers change?

17. Follow "crime" in your local area and try to determine the cycles of criminal activity. What is the cost to the community? When criminals are apprehended, how are they dealt with? What is the local crime rate? Are all crimes reported in your local newspaper? How does the crime rate in your city or town compare to national statistics?
18. Encourage students to find stories that describe community problems and discuss how these problems affect their own lives. Ask each student to develop a plan to address one of the problems.
19. Find as many references to geographic locations as possible in the newspaper. Pinpoint the location on a bulletin board map. Which story occurred furthest from your hometown?
20. Determine what environmental concerns are greatest in your local area. Create a database of environmental stories from the area. What possible actions can be taken to correct these problems?
21. List all the functions of a newspaper. How would your life be affected if there were no newspapers?
22. Compile a list of articles about local government issues. Create a campaign poster that shows how you would address some of these issues if you were running for a local office.
23. How many occupations can you find listed in the news sections of the current local newspaper? Which of these jobs would you like to have?
24. Compose a collage of pictures that illustrates how local tax money is spent.
25. During election years find answers to these questions:
  - When are elections held?
  - How are the candidates chosen?
  - What work does each office that is open for election conduct?
  - Who can vote in the election?
  - What is a political party? Are they as important in local elections as they are in state and national elections? Why?
26. Create a list of jobs available in your area. What skills or education would you need to obtain each of those jobs?
27. Scan the local newspaper and select stories that you believe will become part of the "history" of your town in the coming years. Why do you think these stories are important?
28. Create a bulletin board with the headings "Hall of Fame" and "Hall of Shame." Let your students place pictures and articles on the appropriate section of the bulletin board.
29. Geography hunt. Divide the class into teams. Call out one letter of the alphabet and challenge the teams to find geography names or terms that start with that letter. Award one point for each word the team found that no other team found. For example, "S" could lead to words like Singapore, state, Seattle, sea, or South Beach.
30. Ask your students to look at the editorial in today's newspaper. What is the author of the editorial trying to say? What is the writer's opinion?