

Lesson 1 Activity Page**EXPLORING MEDIA**

Name _____

Think about different elements you might find in different media. For example, a magazine may have informational stories, opinion columns, special photo sections and ads. A television program might have a teaser opening, two or three segments between commercials and commercials themselves. Different elements may have different purposes—to inform, educate, entertain or persuade. Examine these different media sources, identify some of their elements and explain what you believe to be the purpose of each element.

Media source	Elements	Purpose
Television program	1 2 3	
Magazine 1	1 2 3	
Magazine 2	1 2 3	
Newspaper	1 2 3	

Lesson 2 Activity Page

THE BEST MEDIA

Name _____

Which medium would you use to accomplish the tasks listed below? Explain why.

Media message	First choice	Second choice	Why?
Persuade people to vote in a local election			
Sell a used bicycle			
Provide a new interpretation of Thomas Jefferson's agricultural experiments			
Promote a national soccer league			
Suggest a solution for a local environmental problem			
Tell people that a new movie is terrific			
Sell a new soft drink			
Promote a new television show			
Explain how to do a scrapbook project			
Tell people about a new pizzeria			

Lesson 3 Activity Page

BE RESOURCEFUL!

Name _____

What media would you use to find information you need? What is the advantage of each medium?

Information needed	Check the medium you would use						Advantage of this resource
	Person	Newspaper	Magazine	Television	Radio	Internet	
Today's weather							
The time a movie starts at a local theater							
What to buy for a friend's birthday							
A discussion of Plato's philosophy							
A new law passed by the City Council							
Traffic conditions							
Score at a local sporting event							
Movies on television today							
An argument favoring a new local law							
Stock market prices							

Lessons 4-5 Activity Page

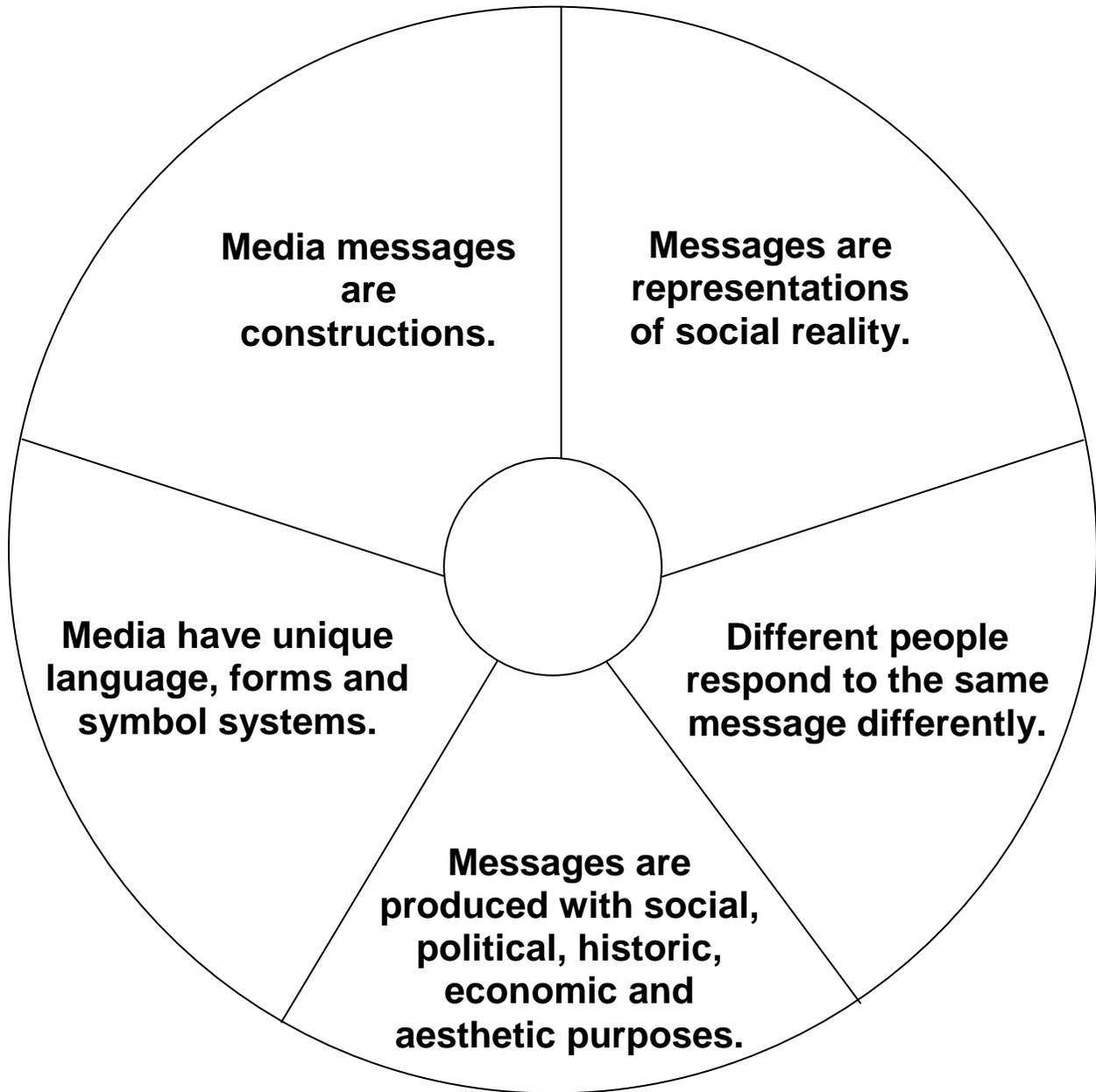
DECONSTRUCTING MEDIA

Name _____

Use the five media principles to analyze several media messages.

Message	Who constructed it?	What is the reality it represents?	What is its purpose?	What is your reaction?	What are its elements?
Magazine ad					
Video clip of a television commercial					
Video clip of a movie trailer					
Photograph from a story in a magazine					
Hard copy of an Internet pop-up ad					
Informational brochure for a tourist or historic site					

Five Media Principles



Four Media Process Skills

Access

Locate, identify and comprehend information as needed.

Analyze

Interpret and understand the components that make up a media message.

Evaluate

Make judgments about the truth, accuracy and relevance of media messages.

Create

Use appropriate technologies to create and disseminate media messages.

Lesson 6 Activity Page

MEMORABLE COMMERCIALS

Name _____

View three different commercials. Describe elements in each one and explain why each element is effective.

Commercials	Elements	Why is it effective?
Product 1	Images	
	Sounds/music	
	Language/voiceover	
Product 2	Images	
	Sounds/music	
	Language/voiceover	
Product 3	Images	
	Sounds/music	
	Language/voiceover	

Lesson 7 Activity Page

UNDER CONSTRUCTION

Name _____

Carefully examine the media example you have been given. Consider it in its entirety. Examine individual images and language used. Discuss effectiveness of the elements of the example.

1. What is your media example?
2. Briefly describe the example.

3. Explain why you think these elements are effective or not effective:
 - A. Images: What are they, and how effective are they?

 - B. Language: What words are used? How are the words presented (size, color, font)?

 - C. Structure: Do the individual elements create an effective whole? Why or why not?

Lesson 8 Activity Page

TRUE LIFE ON TV

Name _____

Watch a television program depicting lives of students your age. Does it present an authentic picture of life for teenagers? Discuss the questions below. Be prepared to share answers with the class.

1. What picture of teenagers is presented here? What do they wear? What hairstyles do they have?
2. How do teenagers behave in this program?
3. What about the setting for the show? Where does it take place? What kinds of homes are shown? What does the school look like?
4. Are characters from diverse racial or ethnic groups represented in the cast? What role do these characters play? Are they major participants in the action?
5. How closely does the “life” represented in the show match the lives of you and your friends?
6. Do you want to be like any of the characters in the show? Why or why not?
7. Do you wish your life were like that of characters in the show? Why or why not?
8. How would a television show about you and your friends differ from characters and situations portrayed in the show?

Lesson 9 Activity Page

CRITICAL VIEWING

Name _____

Select three television ads and a magazine ad to analyze. Watch the television commercials carefully. Think about deconstructing messages they are sending viewers. Record your responses on the chart below. Analyze the magazine ad and record your responses on the chart. Be prepared to discuss your answers.

	Commercial 1	Commercial 2	Commercial 3	Magazine Ad
What is the product or service being promoted?				
What images are used?				
What words make this product or service seem desirable?				
Does this ad reflect the reality of your personal, school or daily life?				
What values are reflected in the ad? <ul style="list-style-type: none"> ▪ What should you look like? ▪ How should you act? ▪ What should you find desirable? 				
According to the ad, what will people think about you if you use this product or service?				
Think carefully: <ul style="list-style-type: none"> ▪ Do you want to be like people in the ad? ▪ What would you have to do to be like those people? ▪ Do people in the ad reflect your personal values? 				

Lesson 10 Activity Page**THE “WHY” OF MEDIA—ELECTRONIC MEDIA MESSAGES**

Name _____

Pay close attention to media messages you will view in this lesson. Analyze the purpose of each, looking for more than one reason for each. Record your responses on the chart below. Be prepared to share answers with the class.

	Video Clip 1	Video Clip 2	Video Clip 3
What is the subject of the message?			
Who is responsible for creation and transmission of this message?			
Who benefits from this message?			
Who could be hurt by this message?			
What economic and/or political interests are reflected in this message?			
What do you see as the explicit purpose of the message?			
What do you see as the implicit purpose of the message?			
How could this message influence you?			
Will this message influence you? Why?			

Lesson 11 Activity Page**THE “WHY” OF MEDIA—PRINT MEDIA MESSAGES**

Name _____

Pay close attention to media messages you will examine in this lesson. Analyze the purpose of each, looking for more than one reason for each. Record responses on the chart below. Be prepared to share answers with the class.

	Print Ad 1	Print Ad 2	Print Ad 3
What is the subject of the message?			
Who is responsible for creation and transmission of this message?			
Who benefits from this message?			
Who could be hurt by this message?			
What economic and/or political interests are reflected in this message?			
What do you see as the explicit purpose of the message?			
What do you see as implicit purposes of the message?			
How could this message influence you?			
Will this message influence you? Why?			

Lesson 12 Activity Page

POLITICS IN THE NEWS

Name _____

Identify basic facts in your newspaper story. Determine whether any particular point of view is evident.

Topic	Your response
Headline:	
Who is the story about?	
What is the story about?	
When did the event take place?	
Where did the event take place?	
Why/how is this story important?	
Why should readers know about this issue/event?	
Who will benefit from this story?	
Is there evidence of the writer's position on this issue in the story? If so, how can you tell?	
Why did the editor put this story in the newspaper?	

Lesson 13 Activity Page

POLITICS AS USUAL

Name _____

View television ads and commentary about your political issue. Analyze language and images carefully. Look for emotional arguments. Note facts or evidence provided to support different points of view.

	Political Ad 1	Political Ad 2	Political representative 1	Political representative 2
What is the topic addressed in the message?				
What emotional words are used in the message?				
How are emotional images used in the message?				
What is the position of the message creator?				
What factual information is presented in the message?				
What is your reaction to the message? Explain your reaction.				

Lesson 14 Activity Page A

IS IT I?

Name _____

Examine the two ads you have been given. Analyze your connection to each.

	Ad 1	Ad 2
What is the product in this ad?		
Who is most likely to use this product?		
In what way can you make a personal connection to the ad based on your experiences?		
What images or words in the ads have a positive effect on you? Why?		
What images or words in the ads have a negative effect on you? Why?		
Can you name another person who might be interested in this product? Why would that person respond to the ad?		
In what way would you have to be different in order to respond more personally to this ad?		

Lesson 14 Activity Page B

MEDIA AND ME

Name _____

Use this form to record your reactions to at least three different media messages. Analyze your reactions to the message and connections you make to the content of the message. Include at least one print message.

	Message 1	Message 2	Message 3
What is the form of the message? (TV program, magazine story/ad, etc.)			
What is the topic of the message?			
What in the message is similar to you?			
What in the message is different from you?			
What in the message do you find desirable (something you would like to be or have)?			
What do you know now that you did not know before the message?			
To what extent has the message helped you grow as an individual?			
Who else do you know who would find this message appealing?			

Lesson 15 Activity Page A**PHOTO TECHNIQUES**

Name _____

Carefully examine the photo you have been given. Analyze it for elements that make it an effective visual message. Explain why you think the elements are effective in terms of visual impact and content.

Element	Analysis
Briefly describe the photo.	
Discuss placement of subjects and objects in the photo—relationship to the viewer and to each other.	
Discuss camera angle.	
Discuss use of color.	
Discuss emotion suggested by facial expressions.	
Discuss special effects—distortions due to camera angle, blurring of part of photo, etc.	
Other?	

How would you describe the visual impact of the photo? Why does it have impact?

Lesson 15 Activity Page B**MOVIEMAKING TECHNIQUES: VISUAL IMPACT**

Name _____

Carefully examine the movie trailer in terms of visual and audio elements used to affect the viewer. Analyze visual and sound elements separately and how they work together.

Element	Analysis
Briefly describe the trailer.	
How would you classify this film based on the trailer—action/adventure, comedy, drama, romance? Why?	
How many different scenes are shown in the trailer? What are they?	
How does editing of the scenes convey a sense of the movie?	
What different camera angles are used in the scenes? How do they convey a message?	
What camera techniques are used—quick cuts, pans, zooms, close-ups, etc.? How do they convey a message?	
Summarize what you know about the story of the movie based on the trailer.	
How do sounds and music enhance video effects?	
Does this trailer make you want to see the movie? Why or why not?	

Lesson 15 Activity Page C**MOVIEMAKING TECHNIQUES: SOUND/MUSIC IMPACT**

Name _____

Listen carefully to sounds and music accompanying visual elements of the movie trailer. What is the effect of sounds—dialogue from actors, noises from equipment, animals and nature? What is the effect of music—type, volume, etc.?

Element	Analysis
Briefly describe the trailer.	
What is the nature of dialogue in the trailer? What emotions are reflected in the dialogue?	
What sounds from the natural world are used — thunder, animals growling, water rushing?	
What sounds from human-made items are used—car engines, explosions?	
What music genres are used—classical, pop, heavy metal, rap?	
How does the music enhance the visuals?	
How is volume used to engage the viewer? Does the sound level vary?	
How did sounds and music used in the trailer affect you?	

The *AIDA* Formula for Advertising

A **Attention**

Something is used to attract the reader's or viewer's **attention**. In a print ad, it might be a photograph or illustration, bold type, white space around the art and words of the ad, or the ad's size. In a commercial, it might be images, sounds and voiceovers on the screen.

I **Interest**

Some information, such as details, price or availability, is provided to create **interest** in the product being advertised.

D **Desire**

Something is used to make you **desire** the product. A celebrity may appear in the ad/commercial. The images and language of the ad/commercial may suggest that you will benefit from the product.

A **Action**

Something is done to urge you to **act** now. There may be a time limit on a sale price or a limited supply of the product.

Lessons 16-17 Activity Page A**AIDA AND COMMERCIALS**

Name _____

Analyze commercials using the AIDA formula. Explain how filmmaking techniques have been used as well.

Element	Commercial 1	Commercial 2	Commercial 3
What is the product being advertised?			
How does the commercial attract your attention?			
What details are provided to create interest in the product?			
How does the commercial make the product desirable?			
What language is used to urge you to buy the product <i>soon</i> ?			
What visual techniques are used to engage the viewer?			
How is sound/music used to engage the viewer?			
Would this commercial influence you to buy the product? Why or why not?			

Lessons 16-17 Activity Page B

AIDA AND PRINT ADS

Name _____

Analyze print ads using the AIDA formula. Describe differences between magazine and newspaper ads.

Elements	Magazine Ad	Newspaper Ad
What is the product in the ad?		
What is used to attract your attention to the ad?		
What details are provided to create interest in the product?		
What visuals or language are used to make the product desirable?		
What language is used to urge you to buy the product <i>soon</i> ?		
Would you be tempted to purchase the product based on this ad? Why or why not?		

Which ad uses images to make you identify with an individual in the ad?

Which ad has more detailed information?

Which ad do you find most effective? Why?

Lesson 18 Activity Page

NEWSPAPER SCAVENGER HUNT

Name _____

Work with your team to locate the following information in the newspaper. Be sure to record the page number and column where you found the information. Newspaper columns are not numbered. Count the columns, starting at the left side of the page.

Target Item	Newspaper Item	Page Number	Column Number
Price of a used car			
A movie playing at a local theater			
A local citizen's opinion on a current issue			
Price of an article of clothing			
High temperature today			
Name of a national politician			
A comic-strip mother			
Elected leader of a country outside the United States			
Sports score with a point difference larger than 10			
A television program that begins at 8:30 p.m.			

Lesson 18 Resource

Name _____

Deconstructing the Newspaper

Who put it together? Who “constructed” it?

What social reality does it present? Is it like your reality?

What is the purpose?

How would different people react to it?

What special features does it have that make it a newspaper?

Lesson 19 Activity Page

PUTTING IT TOGETHER

Name _____

Take a good look at your copy of the newspaper. Analyze the way it is constructed and answer the questions on this sheet.

1. What is the name of the newspaper?
2. What is the date of the newspaper?
3. How does the newspaper designate different sections?
4. How many pages are in each section?
5. What is the total number of pages in the newspaper?
6. How many distinct section heads are in the newspaper? List them.
7. What information on section fronts helps you know what is in that section?

Lesson 20 Resource**Newspaper Structures: An Overview**

Here are basic characteristics of various newspaper stories or features:

Hard-news story

- Answers the newspaper “five Ws and H”—*who, what, when, where, why, how*—in the first or second paragraph
- Places the most important information in the *lead* paragraphs atop the story. Less important information follows in remaining paragraphs
- Uses a formal style of writing with a lot of information in each sentence
- Often includes direct quotes from relevant people in the story
- Meets several news criteria about the event reported, including importance, timeliness, prominence, proximity, uniqueness, conflict, suspense, emotions and progress.

Feature story

- Uses an attention-getting lead, or “hook”
- Answers the five Ws and the H in the first part of the story but not necessarily in the first one or two paragraphs, and sometimes emphasizes *why* and *how*
- Uses a more informal style of writing.
- Uses descriptive language
- Often includes direct quotes
- Makes a direct connection between topic and reader.

Editorial

- Introduces a major topic in the news
- Presents a specific point of view or position
- Uses facts and examples to support the position
- Often presents opposing points of view and challenges them
- Often ends with an appeal to the reader to support the editorial’s position

Sports story

- Uses an attention-getting lead
- Includes information about important people and events
- Uses expressive words to describe people and actions
- Uses informal language
- Includes sentences that are short and use catchy language
- Presents information in a carefully sequenced way.

Lesson 20 Activity Page

CONSTRUCTING CONTENT

Name _____

Examine one or more examples of the type of newspaper content your group has been assigned. Analyze your part of the newspaper and explain how elements of the text contribute to information the reader wants to know.

Check which part of the newspaper you have been assigned:

<input type="checkbox"/>	National or international news story	<input type="checkbox"/>	Editorial or opinion column
<input type="checkbox"/>	Local news story	<input type="checkbox"/>	Comics
<input type="checkbox"/>	Lifestyle story	<input type="checkbox"/>	Weather page/section
<input type="checkbox"/>	Sports story	<input type="checkbox"/>	Advice or how-to column

Record your analysis on the chart below:

Who created this item?

What was the creator’s possible motive?

Deconstruction question	Response	How does this benefit the reader? How is it effective?
What images are used?		
What language is used?		
What is the format or structure?		

Lesson 21 Activity Page A

NEWSPAPER REALITIES—NEWS AND FEATURES

Name _____

Examine one or more examples of the type of newspaper item your group has been assigned. Analyze your newspaper item and explain how it reflects the real world.

Check the newspaper item you have been assigned:

<input type="checkbox"/>	National or international news story	<input type="checkbox"/>	Editorial or opinion column
<input type="checkbox"/>	Local news story	<input type="checkbox"/>	Comics
<input type="checkbox"/>	Lifestyle story	<input type="checkbox"/>	Other
<input type="checkbox"/>	Sports story	<input type="checkbox"/>	

Analyze your item by answering these questions:

1. Does the content in this item reflect something that has happened in the real world?

2. Do you have personal experience with people or events reported in the item?

3. Do you know anyone else who has had personal experience with people or events reported in the item?

4. How, if at all, will events reported in the item affect your life?

5. How does content of the item help you understand your world?

Lesson 21 Activity Page B**NEWSPAPER REALITIES—ADS**

Name _____

Examine and analyze three display ads in the newspaper, then complete the chart below.

	Ad 1	Ad 2	Ad 3
1. What is the product or service being promoted?			
2. What images are used?			
3. What words make this product or service seem desirable?			
4. Does this ad reflect the reality of your personal, school or daily life?			
5. What values are reflected in the ad? What should you look like? How should you act? What should you find desirable?			
6. According to the ad, what will people think about you if you use this product or service?			
7. Think about this carefully: Do you want to be like the people in the ad? What would you have to do to be like those people? Do the people in the ad reflect your values?			

Lesson 22 Activity Page A

WHAT ARE THE FACTS?

Name _____

Analyze your newspaper story. Identify basic facts of the story. Record findings in the chart below.

Issue: _____

Facts

Headline of the story

Who is the story about?

What is the story about?

Where did the story take place?

When did the story take place?

Why is the story important?

Why do you think the editor decided to put the story in your newspaper?

Who in your community would be interested in the story?

Why would that group be interested in the story?

Lesson 22 Activity Page B

WHAT DO OTHERS THINK?

Name _____

Analyze media messages about the topic addressed in your newspaper story. Deconstruct the message to determine its purpose.

Issue: _____

	Video Clip 1	Video Clip 2
What facts are presented in the message?		
What emotional words are used in the message?		
What emotional images are used in the message?		
What is the position of the message's creator?		
What does the message creator want you to think about the issue?		
What factual information is presented in the message?		

Lesson 23 Activity Page

Name _____

Find examples of newspaper coverage for each of the following individuals or groups. Explain why citizens should know about news reported in the stories.

Individual/Group	What is the news?	Why should citizens know this information?
National official (President, senator, secretary of defense, etc.)		
State official (Governor, secretary of education, etc.)		
Local official (Mayor, county commissioner)		
Members of U.S. Senate or U.S. House of Representatives		
Local government body (city council, county supervisors, etc.)		
Regulatory agency (Environmental Protection Agency, etc.)		
Lobbying group (National Rifle Association, AARP, etc.)		

Lesson 24 Activity Page**TAKE MY WORD**

Name _____

Read the editorial page of the newspaper carefully. Select an editorial, an opinion column and a letter to the editor to analyze. Try to find examples of each on the same topic, if possible.

	Editorial	Opinion Column	Letter to the Editor
What is the topic?			
What is the writer's position?			
What facts are presented?			
What examples are provided?			
What opinions are expressed?			
What words indicate the writer's opinion?			

Which example of opinion writing did you find the most effective? Why?

Did any of the pieces cause you to think more about your own opinion on the topic? Why?

Lesson 25 Activity Page

NEWSPAPERS MAKE A DIFFERENCE

Name _____

Review items you circled and/or read in the newspaper. Explain your choices and how they have affected you. Select at least one item from newspaper sections listed below.

Newspaper section	What did you select?	Why?	How are you different now in terms of knowledge or attitude?
National news			
State or regional news			
Local news			
Editorial pages			
Lifestyle or feature section			
Sports section			
Business news			
Entertainment section			
Advice column			
Weather section			
Comics page			
Display ads			
Classified ads			
Other			

Lesson 26 Activity Page**NEWS PLUS!**

Name _____

Locate three different news stories in your newspaper. Include at least one national and one local story. Predict whether or not you think the story will have breaking news after the newspaper was printed. Read the story carefully. Think about how it would appear in the online edition of the paper. Select parts of the story that you think should include links to sites that might give you more information about the story.

Story Headline	Should it be updated? Why?	What kind of links should be provided?
1		
2		
3		

Check your responses with the same stories on your newspaper's Web site. Have the stories been updated? Do they have the kind of links you think should be included?

Lesson 28 Activity Page**MEDIA PROJECT PLANNING SHEET**

Name _____

Use this checklist as a guide in preparing your project.

What is the subject of your project?	
What different media will you use?	
Who will be responsible for each media message?	
What elements will you consider in construction of your media messages?	
Are you reflecting a social reality that matches the world in which you and your classmates live?	
What is the purpose of your message?	
What will you do to build connections between the content of your messages and the experiences and knowledge of your audience?	
Do your messages reflect effective characteristics of the media you are using?	
Have you been honest and accurate in your media messages?	

Lesson 29 Activity Page**MEDIA PROJECT EVALUATION FORM**

Name _____

Evaluate each media presentation by assigning a number between 1 and 5 to each component of the presentation—1 is “not evident,” 2 is “present but not noteworthy,” 3 is “adequate,” 4 is “very good” and 5 is “excellent.”

Element	Presentation 1	Presentation 2	Presentation 3
1. The product or issue presented is clearly identified.			
2. All elements of message construction worked together effectively.			
3. The social reality, or worldview, used in messages was recognizable and appropriate.			
4. The messages' purpose was clear and identifiable.			
5. The media messages made connections to the audience so everyone could understand them.			
6. Messages used the potential of each medium effectively.			
7. You responded in a favorable way to the messages.			
8. What is your personal reaction to the messages presented?			

Media Literacy and Newspapers Glossary

Media Terms

Audience—Group of media consumers for whom a message is constructed. In a broader sense, audience refers to anyone who views, reads or listens to a media message.

Construct—To shape and give meaning to a media message. Construction of a media message involves deciding about content, structure, visual elements and language.

Critical media consumer—Individual who analyzes media messages for meaning, bias and values.

Deconstruct—To analyze and break down a media message into component parts to understand how and why it was created.

Genre—Category of media text characterized by a particular content, style or form.

Intertextuality—Relationships between one or more texts, especially when one text refers to another that appears to be separate and unique.

Mass media—Media messages intended to address a large segment of the population.

Media—All technological forms of communication combined.

Media literacy—Ability to access, analyze, evaluate and create media messages, especially in relation to the five media principles.

Media principles—Underlying assumptions of media messages:

1. Messages are constructions.
2. Messages are representations of reality.
3. Messages are created for different purposes: social, political, economic, historic, aesthetic.
4. Different people interpret the same message differently.
5. Messages have their own language, forms and symbol systems.

Medium—Singular form of media, such as newspaper, television and radio.

Text—Results of media production: a newspaper, magazine, movie, television episode or book.

Newspaper Terms

Advertising—Activity of attracting public attention to a product or business, i.e., paid announcements in print or on air.

Advice column—Advice written for readers on different topics, such as investing, interpersonal issues and so on.

Banner or flag—Name of the newspaper, typically placed in large letters atop the page.

Beat writer—Writer who covers a “beat,” or a specific topic, place or team.

Broadsheet—Traditional size of most newspapers, about 14 to 15 inches wide and 20 to 22 inches long.

Budget meeting—Daily gathering in which newsroom staff members discuss the story schedule for the next day.

Byline—Writer’s name at the beginning of the article.

Circulation—Total number of people who subscribe to the newspaper or buy it at a newsstand or other outlet.

Circulation department—Responsible for sale and distribution.

Classified ad (or “want ad”)—People-to-people advertisements for items that individuals or businesses are seeking or want to buy or sell, i.e., a job, vehicle or house. Called “classified” because ads are classified by category.

Clip art—Collection of usually free artwork, cartoons and images available on software and the Internet. Used in a variety of publications.

Columnist—Writer of a column that appears regularly. Columnists frequently offer opinions on current events.

Copy edit—Review text for accuracy in grammar, usage, punctuation and facts.

Crop—To adjust a photo or image to fit a specific space.

Cutline—Caption accompanying a photo.

Dateline—Line at the beginning of a story that gives place and date of the story’s origin.

Death notice—Paid ad announcing a death, often including funeral arrangements and sometimes biographical information [see Obituary].

Display ad—Larger ad that often includes photography or art and text. Display ads can run anywhere.

Dummy—Practice layout of a page showing shape, format and general content of text, headlines and art.

Edit—To revise, proofread, write a headline or approve a story for publication.

Edition—One of a number of versions of a newspaper issued in one day.

Editorial—Article located on the editorial pages, stating the opinion of the newspaper, its management, readers or other people.

Firsthand information—Information gathered about an event through direct experience.

Feature story—One in which the basic purpose is something other than news.

Flag (or banner)—Name of the newspaper on Page One, set in a particular style of type for easy recognition.

Folio—Line atop of each newspaper page that contains the name of the newspaper, the date and the page number.

Foreign correspondent—A journalist who gathers news outside the United States.

Full color—Ability to use all four printing colors: black, cyan (blue), magenta (red) and yellow.

Icon—Small picture on a computer display suggesting purpose of an available function.

Import—To bring an item, such as text or an image, from one software application to another.

Index—A listing, usually on the first or second page, referring readers to stories and sections throughout the newspaper.

Infographic—Graphic representation of information.

Journalist—Newsroom staff member engaged in gathering and processing information for publication.

Kill—To remove a story or ad.

Layout—Plan or sketch of each page indicating where photos, articles, ads and headlines will be placed.

Lead [pronounced LEED, sometimes spelled lede]—First paragraph of a story, designed to give readers the most important information and “lead” them to continue reading.

Leading [pronounced LEDDing]—Amount of space between lines of type.

Masthead—Box of information, usually on the editorial page, containing the name of the newspaper, its ownership and management.

Modular design—Rectangular units of text and images.

News hole—Amount of space in a newspaper for news after ads have been placed.

News story—Article including important details about a newsworthy event.

Newsworthy—Events and information that readers want and need to know immediately; information that might have an impact on people’s lives.

Obituary—News story about a death, distinguished from a death notice [see listing] because it is produced in the newsroom, not the advertising department.

Op-ed page—Page opposite the editorial page containing letters to the editor, editorial cartoons and columns written by staff members and guest writers.

Pagination—Process of designing and producing a full page on a computer.

Photo credit—Byline crediting the photographer for a photo.

Photo illustration—Photograph altered electronically, usually for an artistic effect. Newspapers use this term to differentiate an altered photograph from one not altered.

Point—Unit of print used to measure sizes of type and rule lines.

Publisher—Person responsible for overall operation.

Pull quote—Quote from a story that is often boxed and printed in type larger than the story text.

Put to bed—Complete pre-press production.

Rack—Vending machine containing newspapers.

Refer [pronounced REEfer]—Lines of type and sometimes art referring readers to stories inside the newspaper.

Review—Critic’s report of a book, movie, television show, performance or restaurant.

Rule line—Line of varied point size or thickness used to separate stories or surround text or images.

Scoop—Exclusive story that no other newspaper has.

Spot color—Use of one of the three colored inks (cyan, magenta, yellow).

Staff writer—One employed by the newspaper.

Syndicate—News service that sells columns, comics and specialty features to newspapers nationwide.

Teaser—Short headline and phrase on a front page to lure readers to inside pages.

Tip—Information from a source outside the newspaper leading to a news story.

Tombstone—Placing two headlines near each other on the same horizontal line.

Typography—Style, point size and leading of type.

White space—Empty space sometimes used on a page as a design element to break up text.

Wire service—Company or cooperative that sells stories and photos and sends them via satellite or computer to member newspapers.