




a weekly quiz on current events for grades 5–8

TEACHER'S GUIDE

written by Mary Duncan



The Kentucky
Network



INTRODUCTION

Dear Teacher,

Thanks for watching **News Quiz**! We hope the materials in this guidebook will help you integrate the program into your classroom.

We realize that Kentucky teachers use **News Quiz** in a variety of ways. Our goal in writing this guidebook is to make it as easy as possible to include **News Quiz** in your language arts and social studies curricula. The guidebook suggests many different classroom activities related to **News Quiz**—activities you can adapt to your particular classroom.

Best wishes for a successful school year.

Sincerely,
The **News Quiz** Staff

Janet Whitaker	Producer/Director
Missy Johnston	Host
Mary Hill	Associate Producer
Luralyn Lahr	Associate Producer
Liz Hobson	Director of Education
Mary Duncan	Writer

This guide accompanies *News Quiz*, a weekly current events quiz show for grades 5–8 produced by KET, The Kentucky Network.

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CONTENTS

4

News Quiz Series Description

4

Instructional Objectives

5

Program Content

6

Suggestions for Use of **News Quiz**
in the Classroom

10

Additional Resources

11

Appendices

A. Vocabulary Skills Diary Sheets

B. Teacher Survey Form

ABOUT THE SERIES

Series Description

News Quiz is a weekly 15-minute current events program intended for upper elementary/middle school students. The program consists of a current events quiz, a “Letters to News Quiz” segment, and a “News Kids” feature segment which may include reports submitted by students.

Instructional Objectives

Following is a list of the instructional objectives **News Quiz** is designed to meet.

- To stimulate classroom discussion of current events.
- To encourage students to form and express opinions on important issues.
- To provide opportunities for relevant writing assignments through the Letters to News Quiz and News Kids segments.
- To encourage comprehension and use of new vocabulary.
- To introduce students to geographic locations associated with major news stories.
- To encourage students to inform themselves about current events by reading the newspaper and watching television newscasts regularly.

Program Content

The Quiz

Each weekly current events quiz consists of ten questions based on information covered during the program. Most questions are multiple-choice.

The answers are provided during the program so students can check their quizzes. Teachers might enhance student participation by introducing competition into the viewing situation. Students could be assigned to teams whose performance on the quiz could be charted on a graph from week to week.

Letters to News Quiz

Students are encouraged to express their opinions on major issues in the news through the Letters to News Quiz segment. Each week, a topic is suggested for the following week's letters. The letter or letters selected are read on the air and the students, classes, and schools identified. Our goal is to provide students with opportunities for relevant writing assignments. Classroom discussion of the issues following the program and preceding the letter writing is encouraged.

News Kids Feature Segment

Most programs include a News Kids feature segment. The feature may be a story about kids in sports, consumer issues which relate to students, or some other area of special interest to children.

At other times, the feature spotlights News Kids stories submitted by students. For News Kids features, students should be encouraged to write brief news stories about themselves, their schools, or their communities. These stories could report on ongoing projects, such as school recycling

programs or fund-raising drives; special events, such as a Halloween festival or a locally produced play; outstanding people from your community; successful local sports teams; or issues affecting your class, school, or town.

The purposes behind News Kids are to involve students more directly in the program and to provide them with an additional writing opportunity. Students whose stories are featured in the News Kids segment receive on-air credit. Teachers might encourage students to accompany their news reports with photographs of themselves, photographs relating to the story, or even a videotape.

Vocabulary Skills

The programs frequently highlight words, initials, or acronyms that are part of a major news story. Quiz questions often test students' understanding of the new term.

Geography Skills

Most quizzes include a map question, encouraging students to familiarize themselves with the geographic locations associated with major news stories. Follow-up in class would also reinforce this learning.



IN THE CLASSROOM

Before Viewing

Following are some suggested activities to use **before** viewing the program.

- Predict the stories covered.
- Predict the questions asked.
- Predict names in the news.
- Predict geographic “hot spots” in the news; e.g., the Middle East.
- Bring in as many different newspapers and periodicals as possible.
- List countries in the news. Check your watch. Determine the time in each country.
- Have stamp collectors among your students bring in their collections and show their stamps from countries in the news.
- Review the stories from the previous week.

After Viewing

Following are some suggested activities to use **after** the program.

- Answer the opinion question posed by the **News Quiz** host.
- Have students write a News Kids story, individually, in groups, or as a class.
- Locate cities or nations relevant to the major news stories on a map.
- Script and produce a current events program of your own.

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- Analyze arguments through newspaper editorials.
 - Identify the major issue.
 - State the conclusion.
 - Determine whether the conclusion follows from the argument used.
 - Determine whether the argument is valid.
 - Analyze different types of news reporting. How do the following forms differ?
 - a newspaper editorial
 - a television commentary
 - a feature newspaper article
 - a “hard news” story
 - Keep a diary of news stories covered by a particular network for a week, noting which stories get the most coverage.
 - Divide students into teams and assign each team to a different network. Have the teams keep a record of the news stories their networks cover. Compare and contrast the networks’ coverage.
 - Keep a diary of TV coverage of a big story for a week. Keep a diary of newspaper coverage of the same story for a week. Compare and contrast the two.
 - Call the anchorperson on your local evening news. Interview him or her and invite him or her to your class.
 - Do the same as above with a newspaper reporter.
 - Document the news and public affairs programming on each TV station in your area. Compare and contrast.
 - Keep a list of countries in the news. For each one, list the type of government, the language spoken, one word of the language, one famous person, the religion, the climate, etc.
 - Plan a trip to a country to cover a story. What transportation arrangements would you make? What would be the cost? How long would it take you to get there?
 - Choose five countries in the news this week. Make a bar graph showing the differences in population, size, etc.
 - Hold a geography bee. Have students identify the country a given city is in or let teams locate countries on globes (borrow globes from other classes so there’s one for each team). Use a stopwatch.
 - Design a Wheel of Fortune-type game. A variety of categories could be used:
 - people in the news
 - places in the news
 - news events
 - Prepare a diary of flags. Research the flags of countries in the news. Have students draw and color the flags and keep them in their diaries.
 - Design a Concentration-type game in which students match terms and definitions.
 - Have students write a letter to the editor of their local newspaper, their congressman, President Bush, or News Quiz about an issue of concern to them. Copies of the letters and any replies received could be kept in their diaries.
 - Play charades, acting out newspaper and magazine titles.

provide some examples of vocabulary that might be taught as a part of current events studies.

Every week, students can enter in their diaries new words they have heard on newscasts, read in the newspaper, or learned from **News Quiz**. The reproducible vocabulary diary sheet provides space for students to enter the following information:

- date
- news event
- definition
- sentence using the word

You should encourage students to add words to the examples we provide.

RESOURCES

Newstime (Grades 5 and 6)

News Citizen (Grade 5)

News Explorer (Grade 5)

Available from:

Scholastic Magazines, Inc.
50 W. 44th St.
New York, NY 10036

Current Events (Grades 6 and up)

Senior Weekly Reader (Grade 6)

Weekly Reader Eye (Grade 5)

Weekly Reader News Parade (Grade 4)

Available from:

Xerox Education Publications
1250 Fairwood Ave.
Columbus, OH 43216

Time

Newsweek

U.S. News and World Report

New York Times

Christian Science Monitor

Washington Post

Many local papers participate in Newspapers in Education and will provide teachers with newspapers and other materials. Contact your local paper for details. Or write to:

American Newspaper Publishers
Association, Inc.
Newspaper Center
Box 17407
Dulles International Airport
Washington, DC 20041

APPENDICES

Vocabulary Diary

acid rain
acronyms
Air Force I
alliance
ally
American Stock Exchange
amnesty
apartheid
arbitration
bicameral
biennium
boycott
cabinet
capital
capitalism
capital punishment
capitol
cartographer
caucus
charisma
chief of staff
civil war
coalition
Common Market
communism
compromise
conservative
constituent
continent
contra
contraband
coup
dark horse
defector
deficit
democracy
dialect
dictator
diplomat
disarmament
discrimination
domestic policy

Dow Jones
earthquake
editorial
embargo
embassy
endangered species
environment
envoy
epicenter
epidemic
equator
espionage
executive branch
export
feminism
fundamentalism
Geiger counter
general election
global warming
greenhouse effect
gubernatorial
guerilla
heat index
hemisphere
hijacking
hostage
hurricane
import
incumbent
Inkatha
International Date Line
judicial branch
Krugerrand
lame duck
landfill
latitude
left wing
legislative branch
liberal
longitude
majority leader
majority whip
Medicaid
Medicare
meridian
minority leader
monarchy

nationalism
national debt
nepotism
New York Stock Exchange
Nobel Prize
nuclear
nuclear disarmament
pact
parliamentary
payload
Pentagon
pocket veto
political cartoon
Pope
President Protempore
primary election
propaganda
rebel
rebellion
recession
refuge
refugee
regime
republic
revenue
Richter Scale
right wing
sanctions
Security Council
seismic
seismograph
socialism
Speaker of the House
star wars
stopgap
strip mining
summit
tariff
terrorism
Third World
tidal wave
tornado
Triple Crown
typhoon
veto
wind chill

Initials

ACLU
AFL-CIO
ANC
CIA
DHR
EEC
EPA
FBI
FCC
FDA
GAO
GNP
GOP
ICBM
IRA
IRS
KEA
KGB
NAACP
NBA
NCAA
NEA
NFL
NHL
NRA
PGA
PLO
POW
SEC
UAW
UMW
UN
USFL

Acronyms

AIDS
ASEAN
AWAC
HUD
NASA
NATO
OPEC
START
SEATO
UNESCO

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**Vocabulary Diary Forms**

Vocabulary Word \_\_\_\_\_ Date \_\_\_\_\_

News Event \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_

Vocabulary Word \_\_\_\_\_ Date \_\_\_\_\_

News Event \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_

Vocabulary Word \_\_\_\_\_ Date \_\_\_\_\_

News Event \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_





## KET *News Quiz* Teacher Survey

(Deadline: January 31, 1992)

Teacher's Name \_\_\_\_\_ School Name \_\_\_\_\_

Subject Taught \_\_\_\_\_ Grade Level \_\_\_\_\_

School District \_\_\_\_\_

Circle the letter that corresponds to your answer.

1. Is the pace of the program

- a. too fast?                      b. too slow?                      c. about right?

2. Is the program's vocabulary level

- a. too difficult?                      b. too easy?                      c. about right?

3. Are there

- a. too many questions?                      b. too few questions?                      c. the right number of questions?

4. Are the questions

- a. too hard?                      b. too easy?                      c. about right?

5. Does it matter to you whether we vary the number of questions from week to week?

- a. yes                      b. no

6. Do the students generally have enough time to choose an answer to the questions?

- a. yes                      b. no

7. Are the visual presentations of the questions and answers clear?

- a. yes                      b. no

8. Have any of your students written letters to **News Quiz**?

- a. yes                      b. no

(over, please)



9. Have any of your students written stories for the News Kids feature?

- a. yes
- b. no

10. How do you use the program?

- a. off the air
- b. on videotape

11. Are the materials in the guidebook helpful to you?

- a. yes
- b. no

Write your answers to the remaining questions on the lines provided. (Use additional page if needed.)

12. Tell us what you think of the host, the set, and the “look” of the program.

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13. Give us your overall impression of **News Quiz** and any suggestions you have to improve it.

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14. Give us your overall impression of the guidebook and any suggestions you have to improve it.

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Return to: **News Quiz**  
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