



# The Making of the *Tampa Bay Times*

## I. Vocabulary

Before watching the video, look up each of the following words and write a brief definition on a separate piece of paper. Some words have multiple meanings. Be sure to write down all the definitions. While watching the video, circle or highlight the definition that fits best with the meaning that works best in the context of the video.

1. Bundle
2. Contractor
3. Conveyor
4. Incentive
5. Journalist
6. Photographer
7. Primary
8. Prioritize
9. Responsibility
10. Technology

[LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RI.2.4; LAFS.35.SL.1.2]

## II. Listening and watching closely

The answers to the following questions can be found in the video “What happens at the Tampa Bay Times Printing Plant: An investigation by the student journalists of the Melrose Elementary Center for Journalism and the Tampa Bay Times NIE program.” Respond to the following questions in full sentences on a separate piece of paper.

1. What is a machinist and what is his or her primary job function?
2. How does David Poor save money for *Times* publishing company?
3. What is Stephanie Ruth’s favorite part of her job?
4. What are two of Stephanie Ruth’s job responsibilities?

5. Why do you think Ms. Ruth wears gloves while she is working with newspaper bundles?
6. What is Gary Kistner's favorite part of his job?
7. Rick Goodin notes technology has changed while he has worked at the *Times*. How does the information get onto the printing plate he shows on the video now?
8. What does Stephanie Ruth say are the hardest parts of her job?
9. What is the hardest part of Rick Goodin's job?
10. What is the least favorite part of Tina Bergeron's job?
11. What does Jim Balch explain about recycled newsprint not being used at the *Times*?
12. Does the *Times* participate in recycling programs? Give two examples.
13. How many people does it take to print and deliver one day's paper?
14. What does Press Distribution do?
15. What is a Distribution Center and why are there so many people who work there?
16. How many production runs does it take to produce a Sunday paper? How long is each production run? What is the total number of hours it takes to print the Sunday paper?
17. How much does a roll of newsprint weigh? How many rolls are on a press at a time?
18. Name two types of machines used at the printing plant.
19. Name at least four different places newspapers are delivered from the Distribution Centers.
20. Has a hurricane ever prevented the *Times* from printing a newspaper?

[LAFS.35.L.1.1;LAFS.35.L.1.2;LAFS.35.L.2.3;LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RI.1.1;LAFS.35.RI.2.4; LAFS.35.RI.3.7; LAFS.35.SL.1.2; LAFS.35.SL.1.3; LAFS.35.SL.2.4]

### III. What did you learn?

1. Times Publishing Company produces a brand-new print newspaper seven days a week, 365 days a year. It is a 24-an-hour business. Make a list of five things you learned about producing a newspaper. Share what you have learned with your class.
2. Write a short paragraph explaining what the most surprising or most interesting you learned from the video was. Share what you have learned with your class.

[LAFS.35.L.1.1;LAFS.35.L.1.2;LAFS.35.L.2.3;LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RI.1.1;LAFS.35.RI.2.4; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1;LAFS.35.SL.1.2; LAFS.35.SL.1.3; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.3.W.1.1; LAFS.35.W.1.2]

### IV. Diving deeper

**A.** Read *Start the Presses* and respond to the following questions on a separate piece of paper.

1. What is the main idea of this article?
2. List five things that this article mentions that are mentioned in the video you watched.
3. What are the pressmen doing in the photo at the top of the page?
4. Why do you think they need to do this?
5. What do you think the benefits of digital printing over linotype printing are?
6. There are departments described in this article. Write two or three sentences that explain what the main ideas of the five sections described in the article are.
  - a. Composing room
  - b. Pagination
  - c. Plate room
  - d. Press room
  - e. Circulation

**B.** Now that you have watched the video and read the article, write a short essay comparing the information you have learned. Before you begin your essay, discuss the similarities and differences from the video and article with your class and teacher.

[LAFS.35.L.1.1;LAFS.35.L.1.2;LAFS.35.L.2.3;LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RI.1.1;LAFS.35.RI.2.4; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.3.RI.35.9; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.1.3; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.1; LAFS.35.W.1.2; LAFS.35.W.2.4; LAFS.35.W.2.5; LAFS.35.W.3.8; LAFS.35.W.4.10]

## V. Getting to know your newspaper

Now that you have learned how a newspaper is created, let's examine what is in a newspaper with the following activities.

### ▪ Newspaper Scavenger Hunt

Look through the *Tampa Bay Times* and find each of the following items. List these items you locate on a piece of paper.

1. Color photograph
2. Black and white photograph
3. Full page advertisement
4. Advertorial
5. Capital letter
6. Number with double digits
7. Symbol
8. Hyphenated word
9. Common noun
10. Verb
11. Adjective
12. Adverb
13. Cartoon
14. Map
15. Index
16. Page number
17. Date line
18. Classified advertisement
19. Continued article
20. Obituary
21. Name of a county
22. Sports team
23. Punctuation mark
24. Name of a business
25. Statistic

[LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.3.3; LAFS.35.RI.1.1;  
LAFS.35.RI.2.4; LAFS.35.RI.2.5; LAFS.35.RI.3.7; LAFS.35.RI.2.4]

▪ **Newspaper parts**

Review the [Anatomy of the Tampa Bay Times poster](#). Look through the *Tampa Bay Times* and find each of the following items. List these items on a piece of paper.;

1. Flag
2. Headline
3. Blurb
4. Lead image
5. Jump line
6. Byline
7. Teaser
8. Cutline
9. Illustration
10. Mugshot
11. Index
12. Issue number
13. Folio
14. Infographic
15. Source line
16. Label
17. Header
18. Photo credit

[LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.4; LAFS.35.RI.2.5; LAFS.35.RI.3.7; LAFS.35.RI.2.4]

▪ **Speaking to the future**

People often ask kids “what did you do on summer vacation?” Last year, a girl in the European nation of Sweden found a 1,500-year-old sword! Eight-year-old Saga Vanecek made the discovery while playing in a lake near her family’s vacation home. The sword was about 33 inches long and still had portions of its wooden handle. Experts from a Swedish museum said it could shed light on customs and weapons from its time. Scientists and history experts study items from the past to learn how people lived or worked in earlier times. What items do people use today that could teach future scientists about our lives? Search photos and ads in the *Tampa Bay Times* and pick three items that people use a lot today. Write a sentence for each, telling what it would tell a future scientist about our work or lives.

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2]

- **Help wanted**

Look at the help-wanted ads in the *Tampa Bay Times*. Find five jobs that you think you might someday be interested in having. Write down two or three sentences about why you think you'd be good at that job.

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2]

- **Honey bees**

Did you know that bees play a huge role in the natural world? They pollinate the flowers of fruit and vegetable plants, making it possible for the fruits and vegetables to develop and grow. Without pollination from bees, fruits and vegetables would not be able to develop. Study food ads in the *Tampa Bay Times* to see some of the fruits and vegetables that honey bees make possible. Pick fruits and vegetables that you like, or you think are important to family meals. Write a food column for the newspaper, telling what you would miss or miss out on if these fruits and vegetables did not exist. How would that make you feel?

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2; LAFS.35.W.2.4; LAFS.35.W.2.5]

- **Honoring local legends**

Famous people often are honored by communities for their achievements. In the *Tampa Bay Times*, find and closely read a story about a person in your community you think deserves to be honored. Use what you read to write a proclamation, blog post or paragraph stating why this person should be recognized.

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2; LAFS.35.W.2.4; LAFS.35.W.2.5]

- **Types of news**

There are four different types of news: local, state, national and world.

Look in the *Tampa Bay Times* to find an example of each of the four types of news. Write down the headline and main idea of each type of article to share with your class.

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2]

- **Comic characters**

Read the comic strips in the *Tampa Bay Times* to determine the career or job for one of the characters. Without naming the character, write a brief job description of that character that fits the character's personality. Try to include an estimate of the character's salary, education, experience and job potential (Is there any future in this line of work?). Present your job description to your class. See if your classmates can guess who the character is that you have described for the job description.

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2; LAFS.35.W.2.4; LAFS.35.W.2.5]

- **Colorful phrases**

Some of the most colorful words and expressions of the English language came from the sports world — bull's eye, full-court press, high-five, and hold your horses. Look through today's sports section to see if you can find colorful words or expressions. Make a list of the words and expressions you find. Do you ever use these words and expressions?

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2]

- **News story**

When it comes to the news, there are five important questions that are asked and answered in the story. These are known as the Five W's: Who, what, where, when and why. Many times, the reporter also includes an H, which stands for how.

1. Find a new story in today's *Tampa Bay Times*.
2. Write down the headline
3. Read the story through carefully and then respond to the following questions:
  - Who was involved?
  - What happened?
  - When did it occur?
  - Where did it happen?
  - Why things turn out like they did, or why did they happen?
  - How was the issue resolved or how did it happen?

[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2; LAFS.35.W.2.4; LAFS.35.W.2.5]

- **Feature story**

Stories that keep you informed with just the facts are straight news stories. Stories that entertain you are called feature stories. Feature stories are factual but contain descriptive words and phrases that draw the reader into the story. In other words, feature stories have emotional appeal. A feature story might make the reader happy, angry, laugh or cry. With your teacher’s help, find a feature story in the *Tampa Bay Times*. Make a list of descriptive words and phrases used in the story. How did those words make you “feel?” Would the story be interesting if it did not have those descriptive words and phrases? Explain your thoughts in a paragraph and then share them with your class.

*[LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.5; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.SL.1.1; LAFS.35.SL.2.4; LAFS.35.SL.2.6; LAFS.35.W.1.2; LAFS.35.W.2.4; LAFS.35.W.2.5]*