

## Newspaper Stations

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| <b>Station 1 - Analyzing a Newspaper Article</b>   | <b>Station 2 - Creating an Effective Headline</b>   |
| <b>Station 3 - Quoting an Expert or Eyewitness</b> | <b>Station 4 - Objective vs. Subjective Writing</b> |
| <b>Station 5 - Writing a Lead Paragraph</b>        |   |

## Station 1 - Analyzing a Newspaper Article

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1. As a group, read the sample article together.
2. Skim the article and highlight and label the following parts of the essay:
  - Who, What, When, Where, Why, How
  - Headline (title of the article)
  - Byline (name of journalist who wrote the article)
  - Lead paragraph (initial paragraph)
  - Quotation from eye witness or expert
  - Transitional words/phrases
  - Additional information
3. When complete, discuss the following question with your group:

*What are the similarities and differences you notice in the writing for a newspaper article compared to writing a literary essay?*

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## Guest speaker's message inspires students



On Friday, February 22nd at Notre Dame High School in Ottawa, a guest speaker gave a speech that inspired students. John Thompson of the organization, The Kids Help Phone, came to Notre Dame High School to talk about stress and bullying in high school. Many students were surprised to hear that bullying is still a huge problem in society.

The photo above shows Mark Sparks and Ali Yousif, two Notre Dame students. "I now realize that bullying is a hidden problem," said Mark Sparks, a grade ten student. He went on to say, "I will now react differently when I hear a racist joke."

According to Mr. Thompson, one in every five students has been bullied in school. Mr. Thompson told students there are three forms of bullying. First, there is physical, which includes pushing and hitting. Second, there is verbal such as gossiping. Third, there is cyber bullying, which includes text messaging and other forms of social media.

Finally, Mr. Thompson told students how to help someone who is being bullied. He encouraged students to talk about their fears and stresses. Students should listen to friends and be aware any signs of unhappiness or depression. But most importantly, students should report any forms of bullying to a teacher.

## Station 2 - Creating an Effective Headline

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1. Read the newspaper article. You may choose to read independently or as a group.
  2. Review the notes below about how to write an effective headline.
  3. Independently, each student should write a headline they feel would best suit the article that meets the success criteria below.
  4. Once each student is finished, share your headlines and then choose one that you feel works best, which will be shared with the class.
  5. Make sure you are prepared to explain why you selected that headline.
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### How to Write an Effective Headline

A good headline tells the reader what the article will be about and grabs their attention in an interesting way. A headline should sum up the article so that readers will know what to expect. The best way to write a good headline is to keep it simple and direct.

Here are some tips for writing effective headlines:

- Use the active voice.
- Include important details.
- Capitalize the first word and proper nouns.
- Only use proper names and abbreviations when they are well-known enough to be immediately recognized.
- Use interesting words that are easily understood.
- Match the tone of the article with your headline.
- Avoid slang unless it is necessary and related to the article.

#### Headline Test:

If you answer “no” to any of the following questions regarding your headline, you may want to consider rewording:

- Does it attract the reader’s attention?
- Does it communicate clearly and quickly?
- Is it accurate?

## Station 3 - Quoting an Expert or Eyewitness

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1. Read the article carefully.
  2. With your group, discuss the topic of the article, and who might be considered an expert on the topic as well as who may have been an eyewitness to the incident/event.
  3. Each member of the group should select a different role (ie. eyewitness or expert) and write a plausible quote that would add some detail and validity to the story. You should write the quote exactly how it would appear in the article, and decide where it would fit in.
  4. After you have finished recording the quotes, share them with the group members, and discuss which ones may be most likely to fit in with the article.
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### Why Include Quotations?

- Quotations are included in news articles to provide some validity to what is being said, whether through a person who has witnessed the event, or a professional in that field.

### Tips for Including Quotations in a News Article:

- Introduce the quote. It is usually best to introduce the person speaking and their role associated with the event or incident.
- First, brainstorm who might be an authoritative source who could speak about the topic at hand. That is who should be included as a source.
- If possible, make sure to add the title to indicate the person's authority (ie. Dr. John Smith or Mayor Jim Watson).
- Do not include your quotation in the lead paragraph. Typically it should be included in the second or third to help explain the "how" and the "why".

## Station 4 - Writing a Lead Paragraph

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1. Examine the photo below, and complete the graphic organizer using details provided.
  2. For the purpose of this task, there are some details that you may not know with certainty. Use your best judgment to create details that align with the photo. For example, if the photo included someone shovelling snow, then “when” might be in December, 2016.
  3. Once you have filled in the graphic organizer, use the information you have to write a lead paragraph, following the success criteria provided below. This will likely only be 1-2 sentences.
  4. After you are finished, share your lead paragraph with your group members and provide feedback.
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### What is a lead paragraph?

A lead paragraph in a news article typically introduces the most important information that a reader would need to know in order to understand the event or incident.

This means that the lead usually answers the following questions:

- **Who** is the story about?
- **What** is the story about?
- **When** did it occur?
- **Where** did it occur?

### Tips for writing a lead paragraph:

- Write in past tense.
- Be sure to report on each of the following: who, what, when, where.
- Write clearly and simply report the facts. This is not the time to embellish with fancy words.



| <b>Who?</b> | <b>What?</b> | <b>When?</b> | <b>Where?</b> |
|-------------|--------------|--------------|---------------|
|             |              |              |               |

**Lead Paragraph:**

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## Station 5 - Analyzing an Article: Objective vs. Subjective Writing

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1. Read the information provided about objective vs. subjective writing.
  2. Read the article provided from the Ottawa Sun.
  3. Identify the subjective information/sentences.
  4. Identify the objective information/sentences.
  5. Discuss the article with your group. Is the article more subjective or objective? Explain why you think that is.
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**Objective writing is writing that you can verify through evidence and facts.** If you are writing objectively, you must remain as neutral as possible through the use of facts, statistics, and research. This type of writing is best used when you as a writer need to present unbiased information to an audience and then let them determine their own opinion. News reports and school textbooks often use objective writing.

It's important to differentiate objective writing from subjective writing, which is writing that you cannot evaluate, calculate, or verify. **Subjective writing might express feelings, opinions, and judgments.** This would come in handy for writing a personal essay or an opinion column for a paper, but should not be used when the goal is to simply inform the audience.

### How to Write Objectively

To keep your writing objective, try to follow these tips:

- **Be specific instead of vague or general.**
- **Do not use opinionated, prejudiced, or exclusive language.**
- **Avoid using first person to keep it more professional and less about you.**
- **Try not to over exaggerate your writing.** Avoid using words such as 'really,' 'always,' 'never,' or 'very.' These words can make your writing appear falsified or weak.