

Greenfaulds High School

Investigating Newspapers Non-Fiction

READ ALL ABOUT IT!

Pupils in the English Department are taking part in activities to help them become more informed about the world through reading a selection of newspapers.



AIMS:

Through this project you will develop a wide range of **critical literacy skills**.

You will be able to discuss the differences and similarities in texts, consider the main purposes of texts, make inferences and identify techniques used to influence your opinion. You will also be able to judge how reliable the information you read is.



TASK 1 - Discuss the following questions in pairs or groups.



1. What newspapers do you know of?
2. Are there any newspapers that you or your family read?

Try to think of as many different titles as possible to share with the class.

TASK 2 - Once you have had the chance to read a few newspapers work with a partner and match the following statements to the two different kinds of newspapers below. Write your answers in your jotter.

TABLOID

- (a) Uses shorter sentences and paragraphs rather than long ones.
- (b) Uses words and phrases to stir up readers' interest and emotion.
- (c) Concerned with 'serious news' such as major events across the world.
- (d) Uses less complicated, more everyday vocabulary and language.
- (e) Has more text and smaller writing on the page - a lot more to read.
- (f) Is less concerned with emotions and more concerned with facts.
- (g) Focuses more on celebrities, private lives and scandal.

BROADSHEETS

TASK 3 - copy the table below into your jotter. Now that you know the difference between the two kinds of newspaper and **have had the chance to look at some of them**, write down the titles of different newspapers in the correct column.

Tabloids	Broadsheets

Did You Know?

- Around 12 million newspapers are sold in Britain each day.
- That doesn't include around 3 million newspapers that are issued daily for free, such as on buses and trains.
- More and more people are beginning to read newspapers online too.

Task 4 - Read through the following passage and complete the missing words about newspapers using the words in the boxes below to help you. Write your own answers in your jotter.

The Features of Newspapers

Newspaper stories are called _____. They have titles which are called _____. These are usually written with only a _____ words in _____ or _____ print to grab the reader's _____ and tell them the main _____ of the story. Sub-headlines are short sentences which explain the main headline and keep the reader's interest to read the rest of the article. The layout of the newspaper is normally in _____, with photographs and _____.

attention few headlines articles large columns bold adverts point

There are two types of newspapers according to their layout and _____ and the kind of articles they have in them. *The Daily Record* is an example of a _____ newspaper. They have large headlines which are sometimes framed in black or bright-coloured _____. There are also many photographs throughout. Sometimes there will be extra _____ given away inside the newspaper and usually these have articles about television and entertainment, fashion, motoring or sport.

glossy magazines tabloid boxes design

The Times and *The Guardian* are _____ newspapers. Traditionally they were printed on very large paper sheets, which gave them their name. The headlines and pictures are not usually so large. The articles are usually longer and there are more _____ on the page than on a tabloid. They also give away _____, which are extra newspapers or magazines on topics like business and finance, arts and culture, lifestyle and property.

supplements broadsheet columns

The Layout of Newspapers

EARS	The 'ears' can be at any of the top, bottom, right or left margins. They give short headlines of articles inside the paper and refer to which page they are on.
MASTHEAD	This is the newspaper's title banner or logo.
COPY	This is the name for all of the text or writing printed on the newspaper, including the articles.
MAIN HEADLINE	This is the headline for the main article on the front page. It is usually the largest or boldest type of all the headlines.
SUB-HEADLINE	This is a short phrase or sentence which follows the main headline and is in a large or bold type.
ARTICLE	This is the name for each of the stories in the newspaper.
BY-LINE	This is the name for the other headlines on the page.
TASTERS	These are small sections with headlines and a few sentences of an article which give the reader a taste of what the whole story is about. They usually refer the reader to the full article in the paper.
PHOTO / CAPTION	The caption is the small sentence underneath the photograph which explains what has happened in it.

Task 5 - look carefully at the front page of *The Los Angeles Daily News* on the next page. Identify each of the sections listed above.

You can check your answers with a partner when you have completed the task.



Los Angeles Daily News



REAL ESTATE
Home price increase hits 3-decade high
Business » A10



NBA
Trade could send Celtics legends to the Clippers
Sports » C1



SPACE
NASA names eight new astronauts
Nation+World » A5

Every picture tells a story.
Visit our online Media Center today.
photos.dailynews.com

SUNNY AND WARM
High: 67 Low: 56 » Page 6

Tuesday, June 18, 2013 \$1.00 FACEBOOK.COM/LADAILYNEWS TWITTER.COM/LADAILYNEWS

dailynews.com

HUSBAND CAUGHT



TEACHER-TURNED-SUSPECT ARRESTED NEAR JOSHUA TREE



An LAPD patrol car sits on the street in front of the home where Michelle Kane was killed. Her estranged husband, top, is the chief suspect.

West Hills horror: Witnesses describe trying in vain to save stabbing victim's life
Estranged wife's fears: Victim voiced concerns at LAPD's Topanga station a day earlier



Michelle Kane was stabbed to death outside a West Hills home.

By Brenda Gazzar
brenda.gazzar@dailynews.com
@bgazzar on Twitter

WEST HILLS — Hours after the arrest of a San Fernando Valley teacher for allegedly stabbing his estranged wife to death at her friends' home, witnesses recounted the horrifying aftermath of the attack, when they were unable to save her life as she lay bleeding in the street.

Retired photographer Lon Specker watched helplessly Saturday morning as a 45-year-old mother of two, Michelle Ann Kane, took her final gasps. Los Angeles Police

Related story: Restraining orders don't always succeed in protecting victims of domestic violence. **PAGE 8**

Department officials say she was stabbed multiple times outside the home of friends in the 7100 block of Deveron Ridge Road, where she had taken refuge from her husband. Elementary teacher Michael Rodney Kane, 46, was taken into custody Monday without incident shortly after midnight in the Joshua Tree area, officials announced.

Specker said his 20-year-old daughter heard some commotion outside and saw what appeared to

be a woman lying in the street with a man kneeling over her Saturday. She then ran back inside and called the rest of the family outside.

"We saw a woman lying in the street with blood flowing downhill," Specker said in a telephone interview. "There were so many stab wounds on her back, in her chest, in the top of her head, in her sides. ... She was dead, I'm sure, within moments of being attacked."

Specker's wife Julie tried to stop the bleeding with a towel while their son Colin, 25, was doing chest compressions to "try to keep whatever

40 PERCENT DROP IN SOUTHERN CALIFORNIA SNOWFALL IN 30 YEARS

UCLA: Climate change will devastate snowpack

By Steve Donastillo
steve.donastillo@dailynews.com
@stevedon on Twitter

UCLA scientists predict global warming will reduce snowfall in Southern California mountains by 40 percent in less than 30 years, a climate shift that has serious policy implications, not the least being the loss of the quintessential "only in L.A." experience of skiing the mountains by day and riding the surf at sunset.

The drop in snowfall will be noticeable in the southern Sierra, the Tehachaps, San Gabriel and San Bernardino mountains by the middle of the century

if nothing is done to curb greenhouse gases, namely carbon dioxide produced by the burning of fossil fuels.

Even with all mitigation measures in place to fight global warming, snowfall will drop 30 percent, explained Alex Hall, UCLA professor of Atmospheric and Oceanic Science and author of a study released Friday predicting the effects of global warming in the L.A. basin.

When Hall's modeling extends to the end of the century, snowfall drops by 70 percent if nothing is done, yet the loss of snow stabilizes at 30 percent with global



A UCLA study suggests climate change will dramatically reduce the amount of snow on local mountains in the coming decades.

STANLEY CUP
Bruins take 2-1 series lead with 2-0 victory
Two second-period goals and great goaltending push Boston past the Chicago Blackhawks. **PAGE C1**



LOS ANGELES
Incoming mayor selects his new chief of staff
Eric Garcetti also says he plans to meet with New York Mayor Michael Bloomberg. **PAGE A3**

WOMEN IN COMBAT
Female Navy SEALs could be training by '16
Army Rangers could start a year earlier, according to plans unveiled Monday by the military. **PAGE A8**

TRAVEL
Clark Griswold's guide for a great road trip
This summer marks 30 years since the classic John Hughes film "National Lampoon's Vacation." **TRAVELGUIDE.0618**

TASK 6 - make a table like the one below. Carefully read the article on the next page and fill out the details in the table.

Questions	Article
What is the headline? What makes it effective ?	
What is the story about?	
When did the event take place?	
Where did the event take place?	
Who was involved?	
Why did the girl survive?	
How did it all happen? Explain stage by stage.	
What was the main purpose of the article? (Entertainment? To give us information?)	
Look at the sub-heading. Is it effective? Does it do its job? Explain why/why not?	

Hit-and-run victim saved by headphones cushioning fall

17 Dec 2011

A PEDESTRIAN survived a hit-and-run horror - thanks to her large headphones.

Sponge in the earmuff-style headset Kate Fitzpatrick was wearing cushioned the blow when a car ploughed into her on a pelican crossing, throwing her 10ft into the air.

Kate was left with a fractured skull and brain trauma but she said: "If it hadn't been for those headphones I'd have died. It is a miracle I'm still here."

The 30-year-old had borrowed the DJ headphones from boyfriend Jay Davies, 35, and was listening to Madonna song Hung Up as she walked home.

She said: "I remember the green light showing to cross and the traffic slowing and then the next thing I was in the hospital with a CT scanner above my head.

"The doctors told me if I hadn't been wearing the headphones I'd be dead. The fracture in my skull was along exactly the same line as where they were."

Jay added: "Kate is very lucky. I am so glad I lent them to her."

Kate, of Walsall, West Midlands, also suffered a broken shoulder and collarbone when the red Ford Fiesta hit her last month.

Police are hunting the driver. Sgt Tim Rogers, of West Midlands Police, said: "The driver didn't even slow down to check the person they had collided with was OK. The car is likely to have damage."

<http://www.mirror.co.uk/news/uk-news/>

Task 7 - Continue your investigation into the differences between Tabloid and Broadsheet newspapers. You will need access to a copy of a tabloid and a broadsheet paper. Work with a partner and analyse the newspapers together.

	Tabloid	Broadsheet
1. Title of publication		
2. Describe four features of the front page layout using the terms you have already learned.		
3. How many news stories are there on the front page? (Don't count 'ears' or 'tasters')		
4. Scan through the stories in each of the papers. Write a tally (five-bar gate) of the number of different types of story or item you find in each newspaper.		
News Reports (e.g crime, drugs raids...)		
Current Affairs (e.g war, politics, business news...)		
Celebrity news (gossip/scandal)		
Human interest (e.g real life stories)		
Lifestyle features (e.g fashion, cookery, gardening)		

Entertainment News (e.g TV, film, cinema)		
Trivia (competitions, games, cartoons, agony aunts)		
Sport (for listings of fixtures put down 3 for each full page.)		
Adverts (put down 3 for every full page spread)		
5. What is the price of the newspaper?		
6. What are the four main selling points of the newspaper? e.g What will make people want to buy and read it?		
7. What three types of people are likely to buy this newspaper? Explain why you think this.		
8. Assuming you could afford it, which paper would you be more likely to buy on a regular basis? Give your reasons.		



Task 8 - Look back at your findings for **question 4** in the last task. Create a bar graph for each type of newspaper showing how much each type of story takes up as a **percentage** of the whole newspaper, and how the two different types of newspaper **compare** with each other.

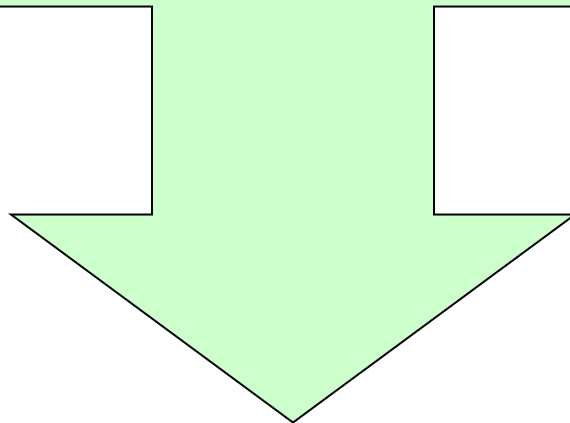
Numeracy across Learning

To do this, you will need to use your **numeracy skills**:

You have carried out an investigation and have worked with others to collate information about different types of newspapers. Now you need to organise and communicate the results in an appropriate way to show how they compare. You will show that you can:

- Use addition and division to carry out calculations
- Round your answer to whole numbers
- Make percentages for this real life situation
- Draw a bar graph with labels for the first eight types of article (see Q4)
- Use your answers to make accurate comparisons between newspapers

(MNU 4-01a, MNU 4-07a)



What you need to do:

1. Look back at your survey results. Work in pairs, with one person working on the tabloid results and one person working on the broadsheet results.
2. Find the sum of how many of each type of article there was in the newspaper (e.g current affairs, news, celebrity.....)
3. Then find the sum of all the articles that you recorded for that newspaper.
4. Find out how much of a percentage each kind of article was in making up the **whole** newspaper.
5. Compare your answers with your partner looking at the opposite type of newspaper and work together to create a comparative bar graph like the one below.

News

Current Affairs

Celebrity

Real Life

Lifestyle

Entertainment

Trivia

Sport

0 5 10 15 20 25 30 35

HITTING THE HEADLINES

Headlines instantly give the reader the idea of what the article is about by using only a few **key words** or phrases. In quality newspapers, headlines are usually short phrases which give important information.

In tabloid newspapers, maximum effect is often achieved by techniques that make the headline more 'catchy'. (see below)

TASK 9 - Match the techniques identified and explained on the **LEFT** with the examples of them being used on the **RIGHT**.

Write the answers e.g 1=E in your jotter.

1. Punctuation marks used to convey statements/quotations	A. ROAD RAGE IN RIDDRIE
2. Exclamations	B. POLICE HIGH SPEED CAR CRASH
3. Certain grammatical words are left out (e.g verbs)	C. KICKED OUT!
4. Alliteration	D. GAS COMPANY TURNS UP THE HEAD ON BAD CUSTOMERS
5. Powerful words - have strong impact	E. SALMOND: "SCOTLAND IN THE DRIVING SEAT"
6. Abbreviations and numbers	F. FURY OVER NEW M'WAY PLANS
7. Colloquial words - informal language usually only spoken in conversation	G. O.A.P (84) ROBBED
8. Pun - a play or joke on the two meanings of a word	H. GARAGE CONS DRIVERS WITH DODGY MOTORS

TASK 10 – work on your own for this task. Write down the feature(s) of language used in each headline below. You will be expected to feedback answers to the class.

1. **HOSPITAL COMIC HAS DOCTORS IN STITCHES**

2. **A.S.B.O. ORDERED ON NED (15)**

3. **BT BLASTED FOR BROADBAND BOTCH-UP**

4. **ON YER' BIKE JOEY!**

5. **PETROL PRICE ANGER**

6. **A TAIL OF JOY: MAN SAVED BY DOG**



Task 11 – Read the following snippets of news articles. Write down a **good headline** for each using the features of language you have been learning about.

Five hill-climbers were criticised by their rescuers today after a 12 hour ordeal in the remote Scottish highlands....

The government intends to introduce a complete ban on Christmas from December 2014...

Further news is emerging of the clashes between rioters and Police in Paris, with several rioters reported injured...

Newspaper Style

The wording of an article and its headline also gives the reader a clear indication of any **attitude** or **bias** on the part of the writer or newspaper editor. Look at the differences in the following two headlines:

Headline 1: **RIOTERS INJURED IN POLICE CLASHES**

Headline 2: **POLICE INJURE RIOTERS IN VIOLENT CLASHES**

The wording of the second headline lays the blame on the actions of the Police - it is they who caused the injuries to the rioters. This means the second headline is **biased**.



Journalists and newspaper editors make important choices about the style of language they use to write news stories. They will use many of the features of language already described under 'headlines'. Quality newspapers tend to have a formal style which suggests they are serious and impartial. Tabloids use highly persuasive language which **simplifies**, **exaggerates** or **sensationalises**.

Newspaper writers and editors choose an angle to write the story from which emphasises one point of view over another. When the report is giving one side of the story we say it is **biased**.

Task 12 - Read the two articles that follow on the next page. They are about the same story but are from different newspapers. Try to spot the differences in the style of language used and think of how this might influence a reader's opinion.

Article 1:

Illness prompts burger caution

Chris Milhill
Medical Correspondent

The Department of Health yesterday warned people to cook beef burgers thoroughly after an outbreak of food poisoning at a McDonalds fast food restaurant.

The warning, from Sir Donald Acheson, chief medical officer, follows an outbreak of a rare form of the illness in Preston. An investigation by the Public Health Service found a link with beef burgers eaten at a local McDonalds. At least 14 people were taken ill last month, and there have been six subsequent reports of illness.

Sir Donald said: *“In recent years, human illness from this form of food poisoning (E.Coli 0157) has been showing a steady increase. Fortunately, the number of cases is still small – about 380 last year – but the organism can lead to diarrhoea and, occasionally, go on to kidney failure.”*

He added: *“This organism is heat-sensitive and can be readily destroyed by proper cooking. As far as the domestic consumer is concerned, there is no need for further precautions other than ensuring that the burgers are thoroughly cooked”.*

The Department of Health says beefburgers made at home should be cooked until juices run clear and there is no pink showing inside. People buying beefburgers in packs should follow the maker’s instructions.

A spokesman for McDonalds said last night that only some of those who had become ill had eaten at the restaurant. *“Tests have been conducted in our Preston restaurant and the presence of the bacterium that causes this particular type of food poisoning has not been detected.”*

Article 2:

BIG MAC BURGER BUG ALERT

Health warning after food poison outbreak

A BURGER alert went out last night after nine children who ate at McDonald's were hit by a terrifying food bug.

Three "Big Mac" youngsters suffered rare, and potentially fatal, kidney damage. One victim was two years old.

In all, 20 people from Preston are feared to have been hit by the bug after eating burgers (not all at McDonalds) around the country.



Yesterday, the government was so worried by the health scare its Chief Medical Officer, Sir Donald Acheson ordered all Britain's fast-food chains to check burgers were well prepared and cooked.

And he warned mums to make sure burgers were properly cooked at home. The Department of Health said it had found a "highly significant association" between eating burgers which were not properly cooked and the strain of food poisoning.

Last night, McDonalds said it was cooking its burgers longer following discussions with catering companies and the Department of Health.

Analysis of Articles

Task 13 - Answer the questions on the two articles you have just read. Explain your answers clearly and be ready to share your responses with the class.

1. (a) Look at the two different headlines. What differences do the headlines suggest about how big the problem is?
1. (b) Write down the words that make you think this.
- 2 (a) Look at the first paragraphs of the two articles. What are the differences in the facts given by each?
- 2 (b) Write down two 'sensationalist' words from the 1st paragraph of the second article and explain the ideas each word gives.
- 3 (a) How many people does the first article suggest are affected by the bug?
- 3 (b) How many people does the second article suggest are affected by the bug?
- 3 (c) What fact about one of the victims does the second article include to arouse the reader's concern?
- 4 (a) Who is the main source of evidence in the first article?
- 4 (b) Which article do you believe is more reliable? Give **TWO** reasons.
5. Find **four** more examples of persuasive words or phrases from the second article. For each one, explain the main ideas you can infer from them.

Assessment of Learning

As you have completed the various tasks in this unit it is now time to think about your own learning and record your thoughts on what you have learned.

Learning Outcome	<ul style="list-style-type: none"> • What did you learn? • How did you do this? • How can you show what you learned?
<p><i>I can identify the purpose or main concerns in the texts I read</i> <i>Lit 4-16a</i></p>	<ul style="list-style-type: none"> • • •
<p><i>I can make inferences from key statements</i> <i>Lit 4-16a</i></p>	<ul style="list-style-type: none"> • • •
<p><i>I can identify and discuss the similarities and differences between different types of text</i> <i>Lit 4-16a</i></p>	<ul style="list-style-type: none"> • • •
<p><i>I can recognise persuasion and bias and identify some of the techniques used to influence my opinion</i> <i>Lit 4-18a</i></p>	<ul style="list-style-type: none"> • • •
<p><i>I can assess the reliability of information and the credibility and value of my sources.</i> <i>Lit 4-18a</i></p>	<ul style="list-style-type: none"> • • •

Girls sold short by Merida makeover



The new look Merida. Picture: Disney

By FIONA MCCAIDE
Published on **16/05/2013**

WHEN Pixar was making its computer-animation Brave, it had to rewrite its entire animation system to support the complex visuals. Feisty Princess Merida's wild, red hair alone took three years to complete.

The film is set in the Highlands and I love the fact that the Scots gave the studio such a challenge, but it should be no surprise because uniqueness, backbone and contempt for conformity are at the very heart of the film.

Merida's untameable hair is nothing compared with the girl herself, who refuses to be married off and – with her trusty bow and arrow – fights for the right to decide her own destiny. Granted, things go very, very wrong along the way, but this is one princess who doesn't need a prince to save her.

In fact, there is nobody mooning over Merida and, satisfyingly, the only boys of her age in the film do not want to marry her any more than she wants to marry them. It's a hugely refreshing, romance-free zone, which speaks to the tomboy in every woman. Merida is a young, independent female on the brink of womanhood, who stands up tall for all those girls who don't wear pink, don't brush their hair and don't care who knows it. She's a one-off.

At least, she was. As of this week, Merida has joined the pantheon of Disney Princesses – because Disney owns Pixar – and has taken her place next to the exalted likes of Cinderella, Snow White, Ariel the Little Mermaid and Rapunzel. However, to make this Celtic hoyden acceptable in the Princess club, Disney has seen fit to make a few changes.

Disney Princess Merida is always smiling – unlike the real thing, who spends most of the first half of Brave fuming at all and sundry. Her once-crazy curls appear to have been treated with a super-strong dose of Frizz Ease. Her adolescent figure has softened into remarkably womanly curves, with the obligatory Disney tiny waist, and she's gone from a 32A to a 34C overnight.

Her round, childlike eyes have been given a good lashing of mascara, so now they're positively sultry compared with the way they used to glare at anybody who got in her way. Gone is the woollen dress – so practical for dashing through forests after bears – and in its place is a silky, glittery, off-the-shoulder number. Gone is her killer archery kit; now she just looks cute and coy. This is no proud princess of the glens; this is Debra Messing in a Revlon ad. Go another couple of steps in the wrong direction and she'll be Jessica Rabbit.

It's a great shame that Merida has been tamed. She's been made-over in order to fit into the line-up of lovelies, but this misses the whole point of this uncompromising

character. She didn't fit in – and she didn't want to. Good for her, but not so good for Disney, it seems.

There was no reason for Merida to be forced to grow up in this clichéd, unimaginative way. Now she's just another damsel, swishing her skirts and simpering. She didn't need to be prettier and she certainly didn't need to be older. She was fine as she was. This is sending out a really dodgy message to our daughters.

It's saying, OK, little girl, you can be different, you can be a maverick and break the mould; you can be as quirky as you like, but being accepted is what's important and, one day, you will have to become like all the others. If you want to grow up to be one of the popular girls, get slim, get smooth and start smiling. That's the ultimate goal.

Merida, the bonny, bad-tempered lass who was free as a bird, is now a prim and proper laydee, and it makes me shudder.

If you don't think this is important in any way, let me direct you to this advertisement I found for the new, "improved" version of Disney's latest Princess: "The Merida doll brings the character to life in a beautiful, sparkling fashion inspired by the movie. Perfect for girls to re-enact their favourite scenes." So far, so anodyne; so typically Disney.

Then comes the real arrow in the heart of individualism: "Doll cannot stand alone." Says it all, really.

	Task	How To
1	Write a <u>summary</u> of the <u>main points</u> of the article.	* Pay attention to the writer's purpose - is it to inform or entertain? What are the writer's views? How does the writer develop the argument?
2	Find a word in the passage of which you are unsure of the <u>meaning</u> .	* Quote the word and write down what you think it might mean. * Look at the words that come before and after the word you have picked out. * Explain how the surrounding words (the context) helps you to arrive at the meaning of the word.
3	Identify 4 examples of effective <u>word choice</u> in the article. Quote the example and comment on the	* Quote 4 separate examples * Write a developed paragraph on each * Make sure you discuss the connotations of each example (what it

	effectiveness of each example.	suggests or implies)
4	Identify an example of <u>humour</u> in the article.	<ul style="list-style-type: none"> * Why does she use this? * What function/job does it have? * What is the effect?
5	Identify the <u>tone</u> of the article. Quote 2 examples of its use. Explain how each example conveys this tone.	<ul style="list-style-type: none"> * Tone is the emotional stance of the writer * Tone will express a feeling or attitude * Analyse (through word choice or any technique) how the tone is created
6	Look at the final paragraph of the article. Discuss its effectiveness as a <u>conclusion</u> to the whole article.	<ul style="list-style-type: none"> * Does it sum up any points? * Does it use any techniques for particular effect? * Does it appeal to the reader? * Does it repeat or round off previous points made?
7	Give your overall opinion of the <u>effectiveness</u> of the whole article.	<ul style="list-style-type: none"> * What was its point? Did it achieve what it set out to do? * Did the techniques help get the point across? * What aspects of the writer's style were particularly effective? * Did it persuade you or change your views in any way? Did it make you think seriously about anything?
8	Give your <u>opinion of the ideas</u> in this article.	<ul style="list-style-type: none"> * Did you think the points made by the writer were valid? * Do you agree or disagree with her argument? Explain. * What do you think was particularly effective about the article? * What did you not enjoy about the article?