

# Breaking News Workshop

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## Overview

How do news headlines tell stories?

A story can be understood for purposes of this case in the broadest terms, as an account of people and events. Making the connection between headline news and stories is a potent way to begin recognizing how stories are all around us.

With headlines and photos, students can take clues from what they observe about the news and use their imaginations to conjure up stories that fit.

## Goals

- To creatively investigate how children digest current events disseminated by news sources. This workshop will revolve around the newspaper as a form of news dissemination. How do they view the headlines, what information do they retain, how is it digested and finally how is it envisioned by them?
- The workshop will also ask participants what is news and where does the news come from... what are primary sources for news in the lives of children - evening televised news? the Internet? other sources? To develop other workshops.

## Supplies for each student;

- One sheet of colored 11" x 14" construction paper
  - Six sheets of plain 11" x 14" white paper for interior pages
  - Five sheets of plain 8.5" x 11" white paper
  - String or yarn
  - Hole punch
  - Glue
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## Workshop

### Introduction

Over the next few hours, I'm going to work with you to decode the news!

Can anyone tell me what I mean by "decode"? Most things that are organized and produced for the public have been designed to work and understood a certain way, and this is also true for the news. The news is organized in a manner so that people may quickly want to read it - be attracted to it and then want to learn about current events.

### **Opening Questions**

Lets start by considering a few questions:

What is an event?

What is news?

What might determine if an event is newsworthy?

What are stories?

What is the news?

Where does news come from?

What are newspapers?

What do newspapers tell us?

### **Deconstruction of Newspaper**

Now, lets pick apart the way that the newspaper is organized. Have you seen a newspaper? Have you read one?

Reading a newspaper is easy if you know its different parts and what each contains.

Exercise, broken into groups of two:

A. Present pre-cut headlines and articles. Sort the pieces into two piles: headlines and articles.

B. Match each headline with the corresponding article.

**Masthead:** Information about the publication, its editors, its owners and its location

**Headline:** The title of a story

**Article:** A factual piece of writing retelling important events

**Photograph:** Documenting a moment that captures the article's story

**Caption:** A description of a photo

A few more details on the pieces of a news story:

**Byline:** The writer's name

**Dateline:** The date and location from which a writer reported a story

**Pullquote:** A quote pulled out of a story to attract more attention to an article

### **Word Play**

- Choose one word from the headlines or articles that you just separated. Read your word aloud; making certain that each child understands the meaning of the words they chose.

- Each child has five minutes to find objects in the classroom that they wish to associate with each of their words. The words can but do not have to identify or describe the object. Instead, they can relate to some aspect of the object's use, purpose, or meaning. For example, "shield" might be associated with the window screen, which shields the room from sunlight.
- Students will be encouraged to make imaginative connections between words and object, while remaining true to each.
- Each child explains to the class why he or she chose an object to go with a word.

Discussion Questions:

- What word/object connection did you make?
- Why did you associate your word with that particular object?
- What other word could you use with that same object?
- Were you surprised at the objects other students chose to go with their words? Why?

Have students discuss how their ideas or understandings about the words and/or the objects changed when the association changed.

### **Looking closely at the news stories.**

The five Ws. Often, the five Ws are introduced in a story's opening paragraph. Tell them to look for the 5Ws and the H in the lead paragraphs (Who, What, When, Where, Why, and How). Choose an article from the laminated stories and identify the 5Ws and the H. Why is it news? Each day, newspaper editors around the world must make decisions about which stories they will publish. Stories make it into newspapers for many different reasons. What could some of these reasons be?

**Timeliness** -- News that is happening right now, news of interest to readers right now.

**Relevance** -- The story happened nearby or is about a concern of local interest.

**Magnitude** -- The story is great in size or number; for example, a tornado that destroys a couple houses might not make the news but a story about a tornado that devastates a community would be very newsworthy.

**Unexpectedness** -- Something unusual, or something that occurs without warning.

**Impact** -- News that will affect a large number of readers.

**Reference to someone famous or important** -- News about a prominent person or personality.

**Oddity** -- A unique or unusual situation.

**Conflict** -- A major struggle in the news.

**Reference to something negative** -- Bad news often "sells" better than good news.

**Continuity** -- A follow-up or continuation to a story that has been in the news or is familiar.

**Emotions** -- Emotions (such as fear, jealousy, love, or hate) increase interest in a story.

**Progress** -- News of new hope, new achievement, new improvements.

### **Listening for details, individual exercise**

Have students listen carefully as you read aloud a story from a newspaper. Find the main idea of the story. Write it down. Find four details in the story. Write them down. On a piece of paper, students create a drawing based on the story and write a caption for the drawing.

### **Advertisements**

The newspaper also presents advertisement. It is through advertisement that the newspaper company makes money to pay their writers and print their newspaper. Present laminated advertisements, what are the characteristics? What is the purpose of advertisement?

### **Distribute Newspapers to the groups**

Together they will choose a headline to re-interpret into a drawing or collage. Students may choose to read the entire article, but it is the headline that they will be using as the foundation for the collage. The students exchange the collages and add to it. When the time is up, have each student tell what they've read with their partner and explains the collages.

Objectives:

1. Students will be able to apply previously learned concepts of identifying the parts of a newspaper and the parts of a news article.
2. Demonstrate understanding of the components of a news article.
3. Create a news headline.
4. Write a news story and illustrate a picture related to the story.