

Writing a News Report

Task: Write a newspaper article which contains historical details, as well as language typically used in the 1900s (Use class work and videos watched as resources).

You must write about life in World War I. Choose from the article options below. Be sure to follow proper news report format and include as many historical details as possible.

Essential Elements:

EVENT	PERSON
*Who is involved?	*Where are they from?
*What are the main issues? (give details)	*When and from where did they enlist?
*Where are the issues taking place?	*Where did they fight? /How were they involved in the war?
*When did these issues happen? (begin and if they're still happening)	*Did this person receive any awards? Did they survive the war?
* How does this event fit in with events of the war?	*Any other important information about them?

Creating all the elements of an article:

- ✓ At least two quotes from someone involved
- ✓ Written in paragraph structure
- ✓ Needs a title
- ✓ Needs a by-line
- ✓ Needs a date and an author name
- ✓ **Must be at least 1 page typed.**

****You will be given 2x75 minute periods to work on this assignment. It will be the application and communication section of the next test – be sure to give your best effort!****

Options for topics:

Battle of Ypres	Battle of the Somme	Battle of Vimy Ridge	Conscription
Halifax Explosion	Battle of Passchendaele	The War in the Air	A.Y. Jackson
The War at Sea	Home-front (Canada)	Sam Hughes	Billy Bishop
Dr. John McCrae	Arthur Currie	Frances Pegahmagabo	John Shiwak
Lester B. Pearson	Billy Barker	Canadian Army Medical Corps	

**** <https://www.thecanadianencyclopedia.ca/en/article/30-canadian-war-heroes> is a great resource!**

****Be sure to list specific details for the topic you've chosen that are historically accurate****

Due Date: _____

Newspaper Evaluation Sheet

Student name:					
Required Elements:	Yes		No		
Includes at least 1 image with a description	<input type="checkbox"/>		<input type="checkbox"/>		
At least one page in length	<input type="checkbox"/>		<input type="checkbox"/>		
Has at least two quotes	<input type="checkbox"/>		<input type="checkbox"/>		
Uses paragraphs	<input type="checkbox"/>		<input type="checkbox"/>		
Answers the 5 "Ws"	<input type="checkbox"/>		<input type="checkbox"/>		
Has a headline and byline	<input type="checkbox"/>		<input type="checkbox"/>		
Titles you as the author	<input type="checkbox"/>		<input type="checkbox"/>		
Has a historical date on the article	<input type="checkbox"/>		<input type="checkbox"/>		
	Level 4	Level 3	Level 2	Level 1	Level R
Communication:					
Introductory paragraph – clear and concise opening, main issue addressed and is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audience – addresses the proper audience, language used is appropriate, language used proper conventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is written in proper newspaper style (not a story, but a report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All terms/names are used properly within the report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The report addresses all of the 5 "Ws" clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application:					
Transfers knowledge and skills (of the time period) to the news report with considerable effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes connections within and between various contexts with considerable effectiveness. The reader can clearly connect the history to the details in the article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Key Learning Points

News Report

- The key elements of a News Report are:

1. Headline

- Catches your attention
- Sums up the story



2. Byline

- Writer's name
- Writer's Specialty, e.g. sports, food, crime, current events

3. Placeline

- Where the story begins



4. Lead

- The opening section
- Gives most important information
- Should answer most of the 5W's

5. Body

- Supplies detail
- Most important details come first
- Simple true statements



6. Quotation

- What someone actually said
- Adds accuracy
- Adds "at the scene" feeling

Key Learning Points

News Report - An example

Headline

Car thief caught trapped in target vehicle

Jim Day, Staff Reporter
Wed Feb 25, 2009

Byline (name of author)

Placeline

CANBERRA - A bungling Australian car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said Wednesday.

Lead

- catches reader interest,
- most important info
- introduces topic
- answers most of the 5W's

Police were called to a house in Adelaide after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53-year old man hiding inside the vehicle.

Quotation

"The man, while breaking into the car, had locked himself in the car and couldn't get out," South Australian police said, adding a second thief was found hiding in nearby bushes.

Body



Panic After Stock Market Crash

No job is safe. No family will go untouched!

Article by Alex Bannerman, reporter



Crowd of people gather outside the New York stock exchange following the crash.

On October 29, 1929 the New York Stock Exchange crashed, causing millions of people to lose everything.

Thousands of people had invested in the stock market because until now, you could not lose. Many people who could not afford to invest in the stock market invested on margin using their homes as collateral. This meant that many families would lose their homes as the crash spiraled outside of the stock market.

"I had everything invested in those stocks. I'm going to lose everything! My house, my car everything" said one man who fell victim to the stock market. Many others are also unsure of their future. Since the stock market crash we have seen chaos all across Canada. Men are losing their jobs because companies

cannot afford to pay them and unemployment is at an all-time high.

Families have begun to do what they can to survive, rationing their food or selling eggs. With some families even making clothes out of chicken feed sacks.

There are people sleeping on the streets with only newspaper for a blanket, and people have begun to take the engines out of their cars, attaching them to horses instead, as they cannot afford to keep their cars running.



Man tries to sell his car, as he has lost everything to the stock market

"Our own government aint' doing nothing to help us!" said another man who feels that the government could be doing more to help people get back on their feet.

Families who require assistance in Midland should seek the help of the soup kitchen located on King Street at the United Church.

This will be a challenging time for all people.

