Grade 8: Unit 3

Extra! Extra!
Read All About It!
Journalism Writing Unit

GUIDING QUESTIONS

1. What are the conventions of a news article?
2. What makes a story newsworthy?
3. Through advances of technology, the news is now instantly accessible. Is this access to 24 hours news good or bad?
### Food book exposes fast food industry
---Author Steve Ettlinger writes about the ingredients that make up fast food.---

by Charles Black

A new book has broken down the ingredients of 25 foods to show just what additives go into some of the most commonly eaten foods. In *Ingredients: A Visual Exploration Of 75 Additives & 25 Food Products*, photographer Dwight Eschliman and food writer Steve Ettlinger deconstructed foods from Doritos to Red Bull to show what they are really made up of.

Others they have broken down include Dr Pepper, Campbell's chicken soup, Naked Green Machine smoothie and PowerBar energy bars.

### MCDONALD'S CHICKEN NUGGETS

<table>
<thead>
<tr>
<th>01 White boneless chicken</th>
<th>14 Water Enriched flour:</th>
<th>26 Sodium acid pyrophosphate</th>
</tr>
</thead>
<tbody>
<tr>
<td>02 Water</td>
<td>15 Bleached wheat flour</td>
<td>27 Sodium aluminum phosphate</td>
</tr>
<tr>
<td>03 Food starch-modified</td>
<td>16 Niacin</td>
<td>28 Monocalcium phosphate</td>
</tr>
<tr>
<td>04 Salt</td>
<td>17 Reduced iron</td>
<td>29 Calcium lactate</td>
</tr>
<tr>
<td>Seasoning:</td>
<td>18 Thiamine mononitrate</td>
<td>30 Spices</td>
</tr>
<tr>
<td>05 Autolyzed yeast</td>
<td>19 Riboflavin</td>
<td>31 Wheat starch</td>
</tr>
<tr>
<td>06 Salt</td>
<td>20 Folic acid</td>
<td>32 Dextrose</td>
</tr>
<tr>
<td>07 Wheat starch</td>
<td>21 Yellow corn flour</td>
<td>33 Corn starch</td>
</tr>
<tr>
<td>08 Natural flavor (botanical source)</td>
<td>22 Bleached wheat flour</td>
<td>Prepared in Vegetable Oil:</td>
</tr>
<tr>
<td>09 Safflower oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Dextrose</td>
<td></td>
<td>34 Canola oil</td>
</tr>
<tr>
<td>11 Citric acid</td>
<td></td>
<td>35 Corn oil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36 Soybean oil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>37 Hydrogenated soybean oil</td>
</tr>
</tbody>
</table>
12 Sodium phosphates
13 Natural flavor (botanical source)
Battered and breaded with:
  23 Food starch-modified
  24 Salt
  Leavening:
  25 Baking soda
  38 with TBHQ
  39 and Citric Acid to preserve freshness of the oil
  40 and Dimethylpolysiloxane to reduce oil splatter when cooking

By studying the publicly available nutritional information Eschliman and Ettlinger found that McDonald’s Chicken McNuggets contained 40 ingredients.

They included dextrose, a sugar also used by shoemakers to make leather more pliable.

The book says: “Some readers might expect a firm indictment of artificial food ingredients, but they will not find that in this book.

“This is a visual exploration...not a polemic.

“We are simply curious about these ingredients and assume that many of you are too.

“We ask, 'What does it look like?' and 'Why do they put this in my food?''

The authors add that the 'real debate' is whether a diet filled with processed foods is good for you and sustainable for the planet.

1. Circle and label the various parts of a news article:
   a. Headline
   b. Byline
   c. Subheading

2. Please create a new headline for the article, NO MORE THAN 6 words:

   Headline: ________________________________________________
Pre-Test Part 2: Socratic Seminar~ Student Centered Discussion

**Rules 😊**: You should contribute at least 2 times, but please do not interrupt someone; you do not have to raise your hand. Ways to contribute:
1) Ask a question
2) Answer a question
3) Agree or disagree with a peer
**Provide textual evidence or a reasoning when speaking.**
**Please remember, this is your conversation; Mrs. G is just an observer!**

**Discussion Questions**: What types of news or news outlets are instantly accessible (think about examples)? What are some advantages to instant news? What are some disadvantages to instant news? What technology has assisted in instant news? How is instant, 24-hour news good or bad? Explain your response.

<table>
<thead>
<tr>
<th>How did I contribute? Write down what you said (doesn’t have to be word-for-word)…</th>
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<table>
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<tr>
<th>What is an interesting point a peer made?</th>
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<thead>
<tr>
<th>What did I learn?</th>
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<tr>
<th>During the next seminar, I hope to….</th>
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<tr>
<th>What did you like or dislike about this seminar? Please explain why.</th>
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</tbody>
</table>
News article structure: Inverted Pyramid

**HEADLINE**
**Subheading**
**Byline**: Author name


**Details**: more information, quotes from witnesses in 2nd or 3rd paragraph

**Less important details and facts**: Could be information from events in a previous story; ends with a quote

This structure is called the inverted pyramid.
# Identifying the Inverted Pyramid in News

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>News Program:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=f4W9he-5zo4&amp;list=PL2IMJ3jd_KrncP4aqubcXbquDazList1hw&amp;index=1">https://www.youtube.com/watch?v=f4W9he-5zo4&amp;list=PL2IMJ3jd_KrncP4aqubcXbquDazList1hw&amp;index=1</a></td>
<td>Headline → Subheading → Byline →</td>
<td></td>
</tr>
<tr>
<td><strong>Radio Show:</strong></td>
<td></td>
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<tr>
<td><strong>Twitter:</strong></td>
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<tr>
<td><a href="https://twitter.com/ABC7Chicago?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwhgr%5Eauthor">https://twitter.com/ABC7Chicago?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwhgr%5Eauthor</a></td>
<td>Headline → Subheading → Byline →</td>
<td></td>
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<tr>
<td><strong>News Article:</strong></td>
<td></td>
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</tbody>
</table>

Which news outlet is more effective? Why?

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__________________________________________________________________________________________
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__________________________________________________________________________________________
**Newsela Homefun**

**Directions**
1. Go to [www.newsela.com](http://www.newsela.com)
2. Choose ONE news story that you are interested in reading (it could be any story you want)
3. If you have to log-in, please use this code: **GRDKND**
4. Fill in the information below

<table>
<thead>
<tr>
<th><strong>Headline</strong></th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subheading (if there is one)</strong></td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Byline (if there is one)</strong></td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>What paragraph does the first witness or expert quote appear?</strong></td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>If you had to cut information out, which information would you cut out? Why?</strong></td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Create a tweet for this news story (remember, this tweet will go out as soon as the breaking news hits and is only 140 characters!)</strong></td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Group 1 Directions:
1. Please read through all the cut-up slips
2. Order them into a news story, using the inverted pyramid structure
3. Tape or glue them onto the paper
4. Create YOUR OWN headline (NO MORE THAN 6 words!)
5. Create a tweet for this news story (NO MORE THAN 140 characters!)
6. See Mrs. G for the full story to compare your final product to the actual story

Group 2 Directions:
1. A reporter arrived on the scene of a breaking story. The reporter took notes on this story and obtained witness quotes. Please read through the reporter’s notes.
2. Write a story based on the reporter’s notes, using the inverted pyramid structure.
3. Create YOUR OWN headline (NO MORE THAN 6 words!)
4. Create a tweet for this news story (NO MORE THAN 140 characters!)
5. See Mrs. G for the full story to compare your final product to the actual story
The Power of Language

**Directions:** A story can be spun in many different angles, usually previewed by the headline. The headline can show bias, it can show different point of views, and it can provide information or persuade the audience. We are going to look at various headlines for a couple different stories to study the effect of language.

### STORY #1

<table>
<thead>
<tr>
<th>Headline</th>
<th>What does this headline suggest?</th>
<th>What bias does it show? OR what point of view does it show? OR what purpose does it serve (informative, persuasive, entertainment)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royal Mom Kate Middleton Stuns At The 'Spectre' Premiere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince William, Kate Middleton attend star-studded Spectre premiere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECTRE Premiere: Royal Family Thrilled, Critics Not so Much</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which headline is more effective? Why?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
## STORY #2

<table>
<thead>
<tr>
<th>Headline</th>
<th>What does this headline suggest?</th>
<th>What bias does it show? OR what point of view does it show? OR what purpose does it serve (informative, persuasive, entertainment)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will We Ever Respect Justin Bieber?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justin Bieber walks out of Spanish radio interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justin Bieber’s most important interview</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which headline is more effective? Why?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
News Article Structure and Headline Practice 1

Directions: Read the article below. Label the inverted pyramid structure (hook—who, what, when, where, why, how—quotes, byline, subheading). Then, create your own headline.

September is National Childhood Obesity Month, a major topic for the U.S. Department of Agriculture (USDA). The agency’s program HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) takes aim against childhood obesity by helping more students across the country gain access to fresh, wholesome foods. Secretary of Agriculture Tom Vilsack says the USDA is especially focused on children living in food insecure homes, or households that can’t afford to provide enough food for all members of the family every day.

“Unfortunately, many students don’t get adequate nutrition due to family circumstances or situations,” Vilsack told TFK. “Seventeen million children in school today are living in food insecure homes.”

According to the Food Research and Action Center, low-income neighborhoods typically lack access to full-service grocery stores and farmers’ markets where a variety of fresh fruit and vegetables are sold. Additionally, fresh foods tend to be more expensive. Households with tight budgets may buy cheaper food products, which tend to be processed and less healthy. Without steady access to nutritious food options, kids can develop health issues.

“Youngsters can get chronic diseases such as diabetes or heart issues,” Vilsack says. He adds that these conditions can make kids less productive, and increase health-care costs for their parents.

Millions of children in the U.S. depend on meals provided by their schools. In 2012, the most recent year for which data is available, more than 31 million children ate school lunches, and 12.5 million ate school breakfasts. HUSSC:SL, which is voluntary, aims to make the most out of school meals. It recognizes schools that have enrolled in Team Nutrition, a USDA program that helps schools prepare healthy meals and promote nutrition and physical education.

There are four levels of Team Nutrition recognition: bronze, silver, gold, and the gold award of distinction. For each level, schools must complete the Smarter Lunchrooms Self-Assessment Scorecard. This checklist asks schools to consider everything from access to low-fat white milk to how their lunch menus are designed. To qualify for bronze, schools must offer at least 30 items on the checklist. Silver or gold applicants must offer 50 items, while the highest level, gold distinction, must offer 70. Schools that achieve each standard may receive USDA grants and are added to a list of winners on Team Nutrition’s website.

Vilsack says that before he became USDA Secretary in 2009, only 100 schools qualified for Team Nutrition recognition. Since then, many schools have made changes to their menus and education programs. Now more than 6,000 schools nationwide have earned recognition.

The USDA is not alone in this cause. “First Lady Michelle Obama’s Let’s Move Campaign has also helped,” Vilsack says. “They’ve worked in conjunction with the Healthier U.S. Schools Challenge to spread the message.”
The Australian social media star Essena O’Neill has quit all of her online accounts on Tuesday after saying they were “fake”.

She had more than 500,000 followers on her social media accounts and posted pictures daily.

“I deleted all of my accounts, because the pictures I posted felt fake, and left me feeling empty and addicted to social media likes,” she said “Social media is not real life.”

Essena made money from posting her photos online, which made her look like she was living a perfect life, but she says these images didn’t show the real truth.

“I want to be a positive role model for kids and teens my age. Showing my life through photoshopped images is not how I want to be a role model.”
**Newsela Homefun**

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4. Fill in the information below:

<table>
<thead>
<tr>
<th>What is the headline?</th>
</tr>
</thead>
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</table>

Create a headline to show bias or a different point of view.

<table>
<thead>
<tr>
<th>How is your headline different that the original headline?</th>
</tr>
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<td></td>
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<table>
<thead>
<tr>
<th>Which headline is more effective? Why?</th>
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</table>
News Article Outline

HEADLINE IDEA: ________________________________________________
Subheading: ________________________________________________
Byline: ____________________________________________________

**Hook:**
- who?
- what?
- when?
- where?
- why?
- how?

**Details:**
Why is this important?

Who are you going to obtain quotes from?

When are you going to obtain these quotes?

**Less important details and facts:**
What other information is good to know but may not be necessary?
News Article Outline

Directions: Fill in the information below to outline your news story.

1. What is your news story going to be about?

2. Why is this important?

3. Who do you plan to talk to for quotes? When do you plan to talk to them?

4. What are strong synonyms you can use for “said”?

5. Brainstorm 2-3 tweets you can write for this news story (think about using exciting language to hook readers in):
News Article Peer Edit Day

Directions: Please read over a peer’s poems. Answer the following questions and offer feedback. Mrs. G will collect this ☺.

1. What is the headline?

2. Is the headline biased or unbiased? If the headline is biased, how can the author change the headline? If unbiased, are there words the author can strengthen?

3. Please label the various parts of the hook to double check the author has all the necessary information:
   a. Who?
   b. What?
   c. When?
   d. Where?
   e. Why?
   f. How?

4. Why do you think this topic is important? If this isn’t clear in the article, then how can the author improve this?

5. Read through the entire text ONE more time. CIRCLE, HIGHLIGHT, or MARK IN RED (do not correct) parts that are spelled incorrectly or are grammatically incorrect, paying special attention to any grammar skills we’ve learned.

6. What is one part you particularly liked? Why?

7. What is one area this peer can improve upon? How or why?
News Article Self-Reflection

**Directions:** Please answer the questions below **USING COMPLETE SENTENCES!** You will need to look at your paper for pieces of evidence.

1. In **writing** the article, what did you learn about structure and organization of a news article? **OR** what interesting facts did you learn during the unit? **Give one specific piece of evidence.**

2. Describe one way in which you could have improved your news article? **Give one specific piece of evidence.**

3. What is one area you are particularly proud of in your final news article? **Give one specific piece of evidence to support your reasoning.**

4. What steps did you take to meet your writing goal? **Give one specific piece of evidence.**

5. What did you enjoy about this unit or not enjoy? Please be honest; you won’t hurt Mrs. G’s feelings!

**Using a post-it, write 1 sentence explaining what you learned about ONE of the IB themes/global contexts. Put your name on it and then post it under the designated theme on the bulletin board.**
Earthquake Rocks Afghanistan

A powerful earthquake is felt throughout the region
OCTOBER 26, 2015
By Brian McGrath with AP reporting

According to the U.S. Geological Survey, the quake struck about 160 miles from the capital city of Kabul, and 130 miles under the earth’s surface. The epicenter was in the Hindu Kush mountains, along the borders of Pakistan, Tajikstan and China.

“I was praying when the massive earthquake rattled my home. I came out in a panic,” said Munir Anwar, who lives in the eastern Pujab province of Pakistan. The Pakistani military has sent troops to areas affected by the quake.

Officials say that at least 33 people were killed and more than 200 people were wounded in Afghanistan. The numbers are even higher in Pakistan: 147 people were killed and almost 600 wounded, with severe tolls still expected in remote northern areas. In many places, power and communications were cut, making it difficult for officials to get exact numbers.

Tremors reached as far south as India. In Srinagar, high-rises swayed and people ran into the streets as electrical wires bounced wildly between their posts. “First I thought somebody had banged on the door,” said government official Naseer Ahmed. “But the earth began shaking beneath my feet, and that’s when I ran out of the building.”

Srinigar police Inspector General Syed Javaid Mujtaba Gilani said that some bridges and buildings were damaged, including a cracked highway overpass.

“I thought it was the end of the world,” said shopkeeper Iqbal Bhat.
A retired police officer saved a dog’s life by giving him mouth-to-snout resuscitation after he was washed into the sea. Tom Carey, a retired New York police officer, sprang to action after hearing the Brussels griffon’s owner, Martha Brox, screaming at Jupiter Beach, Fla., according to local media.

"He went under, I couldn’t find him,” Brox told WPBF. “I’m screaming, he popped up but he was floating — he didn’t look like he was still with me.”

Carey reportedly held the 8-year-old dog, named after Irish writer Oscar Wilde, in the surf and pumped his chest several times.

“I had him there, so I was able to work on him, I was on my knees, some waves came over my back," Carey told the station. "I didn’t want him to die, and I wasn’t going to give up."

The dog spit up a bit foam and moved a leg but wasn’t showing many signs of life otherwise, so they drove to a nearby veterinarian, who gave him oxygen for several minutes until he started to breathe again on his own.

But if Carey had not been there, Oscar would have been dead.

“It doesn’t matter what I would have done if Tom hadn’t done what he did, it would have been too late,” Dr. Laszlo Sinko told the ABC affiliate.
**Reporter’s notes for creating news story using inverted pyramid structure**

- Tom Carey, New York police officer
- Oscar, dog, names after Irish writing Oscar Wilde
- Dog is 8 years old and is a Brussels griffon breed
- Tom is retired cop
- Martha Brox, dog owner
- Tom gave mouth-to-snout resuscitation on dog
- When: after dog was washed into sea
- Tom heard dog’s owner screaming
- Happened at Jupiter Beach, Florida
- "He went under, I couldn't find him. I'm screaming, he popped up but he was floating — he didn’t look like he was still with me.” — From Martha Brox
- Carey help dog in the surf
- Carey pumped dog’s chest several times
- Dog spit up foam and moved a leg
- Drove to a vet after that, since he didn’t show any other signs of life
- Vet gave him oxygen
- Dog started to breathe on his own after vet visit
- “I had him there, so I was able to work on him, I was on my knees, some waves came over my back. I didn’t want him to die, and I wasn't going to give up.” – From Tom
- “It doesn’t matter what I would have done if Tom hadn’t done what he did, it would have been too late.” –From vet, Dr. Laszlo Sinko
- Tom saved life
- If Tom wasn’t there, dog would be dead