

What's the Story?

How to Write a News Story

Description:

Students will write news stories based on photographs on view in the exhibition *A Photographer's Story: Bob Jackson and the Kennedy Assassination*.

Objectives:

Students will learn to:

- ❖ Interpret the story behind historic photographs
- ❖ Understand how photographs can tell powerful stories
- ❖ Become familiar with the Five "W"s and one "H" approach to news gathering
- ❖ Become familiar with the "Inverted Pyramid" style of journalism
- ❖ Write a story based on a historic photograph

Resources Needed**:

- *A Photographer's Story: Bob Jackson and the Kennedy Assassination* Teacher Resource Packet (available by email request: education@grouptours.org)
 - *A Photographer's Story* exhibition text (available with Teacher Resource Packet)
 - Bob Jackson 1993 oral history transcript (available with Teacher Resource Packet)
- Bob Jackson 1993 videotaped oral history excerpt (available online at <http://www.jfk.org/go/collections/item-detail?fedoraid=sfm:1993.011.0018>)
- Photograph Analysis Worksheet (see below)



Dorothy and Carter Murphy Collection/The Sixth Floor Museum at Dealey Plaza

** Many of these activities can be done using images available on The Sixth Floor Museum's Online Collections Database <http://www.jfk.org/go/collections/online>.

Activity:

1. Teachers should print copies of resources in advance. This includes photographs, Photograph Analysis Worksheet, exhibition text and oral history transcript (as needed).
2. Explain that a newspaper photographer takes photographs of events unfolding around their community. The photos provide an important visual complement to stories in the newspaper.
3. Share information about the life and work of former *Dallas Times Herald* photographer Bob Jackson. (This information can be found in the exhibition text provided in the Teacher Resource Packet.) Let students know that they will be writing news stories based on Jackson's photographs.
4. Provide students with copies of the Photograph Analysis Sheet and distribute copies of Jackson's images to small groups that will work together to complete their sheet. Provide time for student groups to "introduce" their photographs and analysis to the class.
5. Tell students that the key to any effective news story is to answer six things. 5 "W"s and the "H".

For this lesson, students will be answering these questions about the photographs taken by Bob Jackson.

- **Who?** *Who (or what) is in the photograph? Who might be interested in the subject?*
- **What?** *What is the action in the photograph? What took place minutes before? What might happen next? What's the story?*
- **Where?** *Where was the photograph taken?*
- **When?** *When was the photograph taken (season, year, time of day)?*
- **Why?** *Why was this image taken? Why is it worth writing about?*
- **How?** *How did this scene happen? How might people be affected by what is happening in the photograph?*

Provide students with the background information provided in the *A Photographer's Story: Bob Jackson and the Kennedy Assassination* exhibition text to help them answer the 5 "W"s and the "H" questions about their photograph.*

*Because they do not have all of the information about the images, students will need to use their imaginations to craft their news stories. However, the basic premise to their stories should be based on facts they are given about the photographs.

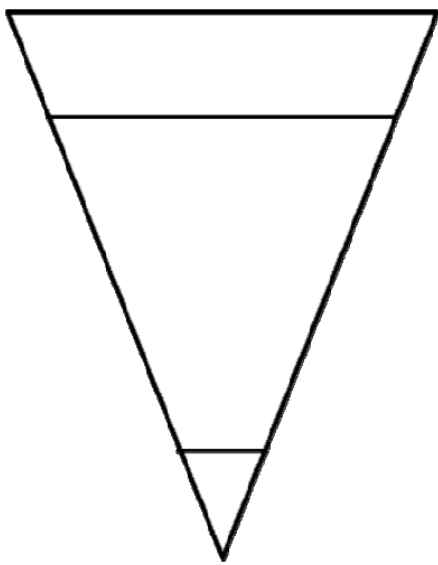
6. Explain the “Inverted Pyramid” style of news writing to students. This approach will help them write news stories to accompany Jackson’s images.

The Inverted Pyramid Approach

Some Advice:

- a. Journalists are impartial, and cover all sides of a story. Do not use terms like “I” or “me” unless you are quoting someone.
- b. Sentences should be short and to the point. After reading what you have written, go back and try to remove any words that are not absolutely necessary.
- c. Don’t forget to write a title for the finished piece.

The Inverted Pyramid



➔ Important facts are at the beginning of the news story.

The first paragraph—usually 3-4 sentences—should contain enough information to give readers an overview of the entire story.

➔ Explains the story, and is organized from most to least important. Background information goes here.

➔ The end of the story may be cut off because of space limitations, so the story needs to work even if only the first two paragraphs are included.

Additional Activity

- Encourage students to design their own newspaper based on their completed articles and accompanying photographs. Form a student editorial board to determine which stories most deserve to be on the front page.



Photograph Analysis Worksheet

Objective Observation	Subjective Observation	Knowledge	Inference
<p><i>Describe what you see in the photograph, avoiding personal feelings or interpretation. What is the subject? How is it arranged? List the people, objects, activities or things in the photo. Divide the image into four parts and explain what you see in each.</i></p>	<p><i>Describe your personal feelings, associations or judgments about the image, relating them to something you have seen or done. For example, "I see...and it makes me think of..."</i></p>	<p><i>What prior knowledge or experience do you have that may help you interpret the image?</i></p>	<p><i>What can you conclude/infer after exploring this image?</i></p>
Questions			
<p><i>What questions do you still have about the photograph? Where might you search for answers?</i></p>			

TEKS Connections:

Grade 7 Social Studies

TEKS	TEKS Major Concept	Description
113.23. 7.21a	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about Texas.
113.23. 7.21b	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.23. 7.21d	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
113.23. 7.21e	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Support a point of view on a social studies issue or event.
113.23. 7.21f	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify bias in written, oral, and visual material.

113.23. 7.21g	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.
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Grade 8 Social Studies

TEKS	TEKS Major Concept	Description
113.24. 8.30a	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States.
113.24. 8.30b	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.24. 8.30d	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
113.24. 8.30e	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Support a point of view on a social studies issue or event.
113.24. 8.30f	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify bias in written, oral, and visual material.

113.24. 8.30g	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.
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US History

TEKS	TEKS Major Concept	Description
113.32. 24a	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews and artifacts to acquire information about the United States.
113.32. 24b	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.32. 24c	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference and historical context.
113.32. 24e	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.
113.32. 24f	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify bias in written, oral, and visual material.

113.32. 24g	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Support a point of view on a social studies issue or event.
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Government

TEKS	TEKS Major Concept	Description
113.35. 21a	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.35. 21d	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference.



English/Language Arts/Reading TEKS

TEKS	TEKS Major Concept	Description
7.15	The student writes for a variety of audiences and purposes and in a variety of forms.	Write to express, discover, record, develop, reflect on ideas, and to problem solve; write to influence such as to persuade, argue, and request; write to inform such as to explain, describe, report, and narrate (grades 4-8).
7.23	The student analyzes and critiques the significance of visual images, messages, and meanings.	Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (grades 6-8)
8.1	The student listens actively and purposefully in a variety of settings.	Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (grades 4-8)
English I #14	The student listens attentively for a variety of purposes.	Focus attention on the speaker's message, and use knowledge of language and develop vocabulary to interpret accurately the speaker's message.
English II #14	The student listens attentively for a variety of purposes.	Focus attention, interpret, respond, and evaluate speaker's message, and engage in critical, empathic, appreciative, and reflective listening.
English	The student prepares, organizes, and	Present and advance a clear thesis and

I, II, III, & IV #17	presents informative and persuasive oral messages.	support the major thesis with logical points or arguments, choose valid evidence, proofs, or examples to support claims, and use appropriate and effective appeals to support points or claims.
English III #14 English IV #15	The student listens attentively for a variety of purposes.	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations
English I, II, III, & IV #4	The student uses writing as a tool for learning and research.	Use writing to formulate questions, refine topics, and clarify ideas; use writing to discover, record, review, and learn; use writing to organize and support what is known and what needs to be learned about a topic; compile information from primary and secondary sources using available technology; link related information and ideas from a variety of sources; compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and use writing as a tool for reflection, exploration, learning, and problem solving.