

# LESSON 5: STORIES FROM THE MEDIA

Age range: 7-11 years    Time 1 hour

<b>Outline</b> <p>Pupils with focus on stories from the media by looking at newspaper headlines and reports immediately after the earthquake in January 2010. They will look first at the language used in headlines that reported the earthquake in the international press. Pupils will then compare the coverage of the earthquake in the UK and Haiti by analysing two news articles. Through this they will explore how journalists often see the same event from very different perspectives and tell different stories. This lesson will also help pupils understand the use of emotive language.</p>		
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To understand the meaning and purpose of emotive words.</li> <li>To read newspaper reports critically, analysing the choice of language used.</li> <li>To identify the main points of paragraphs and overall message of news stories.</li> <li>To consider how the same event can generate different stories and why journalists choose to tell stories in different ways.</li> </ul>	<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Pupils will highlight emotive words that are used in headlines and analyse how these are used to create a story for both a UK and Haitian newspaper.</li> <li>Pupils will compare main messages in news articles and understand that one media story can be presented in different ways.</li> </ul>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>What is emotive language?</li> <li>How has the same event to been presented in different ways?</li> <li>Why has the event been presented in different ways?</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Slideshow 1 – Stories from Haiti: Up to 2010.</li> <li>Haiti Headlines.</li> <li>Daily mail extract.</li> <li>Translated extract of front page article of <i>Le Nouvelliste</i>.</li> </ul>	
<b>Curriculum links</b>		
<b>England</b> <ul style="list-style-type: none"> <li>Pupils discuss words and phrases that capture the reader’s interest.</li> <li>Pupils choose their grammar and vocabulary carefully to enhance the meaning of what they write.</li> <li>Pupils participate actively in collaborative discussions, initiating and responding to comments.</li> </ul>	<b>Wales</b> <b>Oracy Skills:</b> <ul style="list-style-type: none"> <li>Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk.</li> </ul> <b>Reading Skills:</b> <ul style="list-style-type: none"> <li>Read in different ways for different purposes, including: distinguishing between fact and opinion, bias and objectivity in what they read/view.</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>Choose and use appropriate vocabulary.</li> </ul>	<b>Scotland</b> <ul style="list-style-type: none"> <li>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.</li> </ul> <p style="text-align: right;"><b>LIT 2-18a</b></p>

## Activity Outline

### Starter (10 mins)

#### *Gathering news reports*

- Show slide 24 from slideshow 1. Explain to pupils that the earthquake in Haiti was a major world event but that at first it was difficult to get news on what was happening. Use the photograph to help pupils suggest ideas for why this might be the case (the areas that were worst affected were difficult to reach as all roads had been destroyed, there was no electricity, people needed to focus on the saving of lives and so on).
- Explain to pupils that the Haiti earthquake was a major story around the world for several weeks. Many journalists did eventually manage to collect stories from local people for the international news media. Show slide 25.

### Activity 5.1 (20 mins)

#### *Headlines*

- Place pupils in groups of four and show them slide 26. Then give each group a copy of *Haiti Headlines*. Point out that these headlines all appeared in newspapers printed outside Haiti, in the English-speaking world. Explain that people who write headlines choose their words very carefully and usually only use a few words. The idea of a headline is to make readers want to carry on and read what is in the article. It is an interesting and short way to tell readers what the story is about.
- Ask groups to highlight the words that they think have been chosen for effect by the headline writer. Come together as a class and write some of these words on the board. Discuss the effect that these words might have on the reader. Explain that these are called emotive words because they give rise to strong feelings. Emotive words are often used to present news in a dramatic way in order to capture the immediate attention of readers. They often encourage an emotional response such as anger, horror or sympathy.

### Activity 5.2 (25 mins)

#### *Compare UK and Haiti news*

- Now explain to pupils that they are going to compare two newspaper reports. Divide the class in half and explain that each half will look at a different newspaper. One half will look at an extract from the *Daily Mail*, a widely-read UK newspaper. The other will look at a newspaper from Haiti: *Le Nouvelliste*. Show slide 27 and explain that the latter is one of the main national newspapers in Haiti. See Background notes for teachers for further information.
- In pairs, ask pupils to read their passages and then discuss the meaning of what they have read with each other. Next ask them to highlight the emotive words or phrases in their article. Finally, ask them to complete the boxes on their sheets with what they think the main message of each paragraph is. When they have done this, they should join with



another pair reading the same extract and discuss the messages and try to identify the overall message the article is trying to convey to their readers.

- Pair pupils with someone who read the extract from the other newspaper and ask them to share the main messages they identified.
- Come together as a class and ask pupils for feedback. List examples of words that they have highlighted on the board and compare the differences between the two articles. Discuss how drama often sells newspapers. UK papers seem to use words such as 'devastating', 'disaster', 'instability', 'poor' and 'victims'. They repeat words such as 'catastrophe' for effect and journalists from outside Haiti will often highlight the difficult aspects of life there. In contrast, the Haitian newspaper tells a different story, one of survival and resilience. They use words such as 'hope', 'courage' and 'perseverance' which suggest that survivors are looking towards the future.
- You could also mention that *Le Nouvelliste* extract is from the first edition of the paper that appeared one month after the earthquake. Ask pupils why they think it took so long for news to appear in the Haitian press.

### **Plenary (5 mins)**

- Ask pupils to share with a partner which overall message from the media stories they prefer, and why. Select some pupils to share their thinking. Finish by asking pupils why they think the message conveyed by the *Daily Mail* is different from the message in *Le Nouvelliste* (the *Daily Mail* is writing for a different audience).

### **Further Ideas**

- Ask pupils to write their own headlines about the earthquake for the working wall. Encourage pupils to write headlines which reflect the different perspectives of the UK and Haitian press. Note that pupils will be writing their own headlines in lesson 6 too.
- Ask pupils to identify facts and opinions expressed in the news articles.
- You could ask older pupils to form groups of four and show them slide 24 again.. Allocate a role for each member of the group: local newspaper, community group newsletter, UK tabloid newspaper, UK broadsheet newspaper. Ask pupils to write a range of headlines that would suit their publication. Come back together as a whole class and look at the variety of headlines. What are the main differences between them? For support and further information, see Lesson 3: Newspaper stories in the Key Stage 3 lessons section.



## Background notes for teachers

### Activity 5.1

#### *Inequality in Haiti*

*Le Nouvelliste* first appeared in Haiti in 1898 and is the oldest paper in the country. However, as Haiti is a small country and *Le Nouvelliste* is written in French, a language spoken and read only by those who have completed secondary education (about 10% of the population). Therefore its circulation is relatively small.

One legacy of Haiti's colonial history is that French is one of two official languages used in most written texts and for administrative purposes. Yet only around 10% of Haitians have sufficient secondary school education to read and speak this. The second official language is Haitian Creole, spoken by the vast majority of Haitians. Its vocabulary is derived principally from French, but has influences from West Africa, Taino, Spanish and Portuguese. That so much of the population cannot access one of the official languages, French, contributes to Haiti's high levels of inequality because those who speak, read and write French fluently usually have access to better-paid work.

There are many examples of extreme inequality in Haiti. Inequality – or a wide gap between people in terms of their resources and opportunities – is known to keep many of the poorest members of a community in poverty. For example, unequal access to land in Haiti limits farmers to how much food they can grow. Furthermore, rebuilding after the earthquake was slowed down because of disputes between land owners and those who had been made homeless.

For further information on inequality in Haiti, see the *Teachers' Overview*.



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## **Haiti headlines**

Thousands feared dead as earthquake measuring 7.0 devastates Haiti

Haiti Earthquake in pictures: The Unimaginable Horror which has torn a country apart

Haiti reels amid ruin: bodies litter streets as survivors seek aid in vain

Strong quake rocks Haitian capital

Haiti's day of devastation

'Is anyone coming?' bodies pile up on the streets as army of aid workers try to reach Haiti

100,000 gone in 60 seconds: toll could hit half a million

Hell: half-million feared dead in Haiti quake

Heartbreak in Haiti

Ruin, desperation in Haiti: bodies lie in piles; survivors struggle; president says toll is unimaginable



## The Daily Mail (edited extract from 13 January 2010)

### Many feared dead as huge earthquake hits Haiti

A huge rescue operation was under way this morning after a powerful earthquake hit Haiti, toppling buildings in the capital Port-au-Prince, burying residents in rubble and sparking tsunami alerts in what is feared to be a major catastrophe.

A 7.0-magnitude quake – the biggest recorded in this part of the Caribbean – and the largest to hit Haiti in more than 200 years, rocked Port-au-Prince last night, collapsing a hospital and sending houses tumbling into ravines. Hundreds are feared to have been killed.

Witnesses reported seeing bodies in the rubble and clouds of dust shrouding the city, but with telephone communications cut the extent of damage was not immediately clear.

Raymond Joseph, Haiti’s ambassador to the US, told CNN from Washington: ‘I think it is really a catastrophe of major proportions.’

The quake, which was shallow, with a depth of just 6.2 miles, struck at 4.53pm local time with the epicentre 10 miles south-west of Port-au-Prince, according to the US Geological Survey. The last major tremble to hit the capital was a magnitude 6.7 in 1984.

The size and proximity to heavily populated slum areas made Tom Jordan, a quake specialist at the University of Southern California, fear the worst. ‘It’s going to be a real killer.’

Haiti, a former French colony which forms half of the island of Hispaniola, is especially vulnerable to natural disasters. Most of the capital’s 3 million people live in hillside slums made of wood, tin and cheap concrete.

Write in the main message of each paragraph		5.
1.	3.	6.
2.	4.	7.

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## **Le Nouvelliste (extract from front-page article in January/February edition)**

### **35 lethal seconds...over 220,000 deaths**

#### **Fear and hope**

For a second or for whole days, millions of people in Haiti and from the whole diaspora waited for news of a relative, or a friend. Fear was the emotion shared by every family, and hope of receiving good news as well.

One month later, we all still fear the uncertainty of what the future will bring, and the thousands of unanswerable questions that we face every day. The hope that nothing could be worse gives us a reason to live after the agony of the lethal seconds of the murderous earthquake of January 12 2010. In fear and hope, life returns to how it was.

In the history of our people, there has been no greater disaster than the earthquake that devastated the western departments, Nippes and the south east on 12 January 2010. With courage, perseverance, intelligence and determination we must pick ourselves back up.

Le Nouvelliste, in these dark days for our nation, offers its deepest condolences to the relatives of the victims.

To our partners, our subscribers, advertisers, friends of the newspaper, to the authorities that have been set up and to our friends who have come from all over to help us, we say that hope must triumph over fears.

Let us do everything we can so that tomorrow is better than yesterday.

Write in the main message of each paragraph in the boxes below

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1.	3.	5.
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