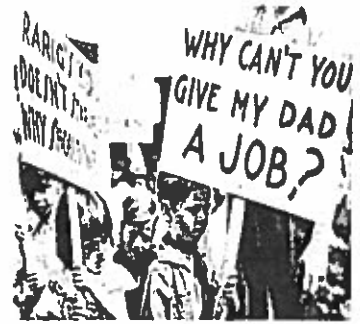




CHC 2DI
1930s Newspaper Article/Photo Analysis
Unit Summative Assignment



In the memory of living Canadians, nothing like the Great Depression had ever happened before. What was it like? Pictures from this time period give us a glimpse into the social conditions of the 1930s.

YOUR TASK:

1. Choose a photograph that you feel best illustrates the impact of the Great Depression. You may use photos from books, magazines or the Internet but they must be properly cited.
2. Use the photo to write a fictional newspaper article about the impact of the Great Depression on the person/people in the photograph. Write as if you are a reporter for a Canadian newspaper in the 1930s. Your photo must be incorporated into your newspaper article. You can use Microsoft Word or Publisher or download a digital newspaper template at <http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>.
3. Your article must be at least 200-300 words long and must include all of the *Elements of a Newspaper Article* (see over for details)
4. Your article must have a minimum of five (5) paragraphs:
 - a) A “lead” paragraph that states the five basic W’s of the story (who, what, where, when, why)
 - b) Three detailed paragraphs that add more descriptive information and elaborate on the lead paragraph
 - c) A conclusion that sums up the article and reinforces the emotion that the writer wants the reader to feel for the person/people in the photo



Elements of a Newspaper Article

The important information in a newspaper article is highlighted by the following elements:

Headline

-catches your eye and sums up the story

Byline

-tells you who wrote the article and sometimes gives the journalist's specialty, for example, "Science Reporter"

Placeline

-tells you where the story originates

Lead

-briefly gives you the most important information

Body

-supplies additional information

-divided into short paragraphs, each introducing a new piece of information

Facts

-every newspaper article includes simple, true statements about what happened, such as "The flooding set the building's security system off at 5:15 a.m."

Vivid Language

-journalists use words to create interest and make you feel as if you saw the event yourself

Quotations

-these retell, word-for-word, what someone actually said, adding accuracy and an "at-the-scene" feeling

Evaluation:

| | Level 4 80-100% | Level 3 70-79% | Level 2 60-69% | Level 1 50-59% | < Level 1 (0-49%) |
|--|--|--|--|---|---|
| Historical Content and Accuracy <i>Knowledge</i> | Article conveys highly accurate historical information | Article conveys mostly accurate historical information | Article conveys some accurate historical information | Article conveys limited accurate historical information | Facts presented in the article are historically inaccurate |
| Historical Analysis <i>Thinking/Inquiry</i> | Article shows insightful interpretation and analysis of the topic | Article shows good interpretation and analysis of the topic | Article shows some interpretation and analysis of the topic | Article shows minimal interpretation and analysis of the topic | Article does not adequately interpret and/or analyze the topic |
| Photograph <i>Communication</i> | The photograph supports and enhances the newspaper article with a high degree of effectiveness | The photograph supports and enhances the newspaper article with a good degree of effectiveness | The photograph supports and enhances the newspaper article with some effectiveness | The photograph supports and enhances the newspaper article with limited effectiveness | The photograph does not support or enhance the newspaper article |
| Language Conventions <i>Communication</i> | There are few (0-3) spelling, grammar, and/or punctuation errors | There are some (4-7) spelling, grammar, and/or punctuation errors | There are several (8-11) spelling, grammar, and/or punctuation errors | There are many (12-15) spelling, grammar, and/or punctuation errors | There is an unacceptable number (15+) of spelling, grammar, and/or punctuation errors |
| Elements of a Newspaper Article <i>Application</i> | Applies and incorporates the elements of a newspaper article with a high degree of effectiveness | Applies and incorporates the elements of a newspaper article with a good degree of effectiveness | Applies and incorporates the elements of a newspaper article with some effectiveness | Applies and incorporates the elements of a newspaper article with limited effectiveness | Does not effectively apply/incorporate the elements of a newspaper article |

Comments:
