

**WHAT YOU NEED:**

- access to *Political Headlines* ([cpac.ca/en/headlines/](http://cpac.ca/en/headlines/))
- Head to Toe task card, one per person

**WHAT'S UP:**

- Headlines are important. Sometimes people read the headlines to decide if they want to read the rest of the news story. The same is true of televised news broadcasts. The news anchor lets viewers know right at the start which stories will be addressed. Viewers are either interested in hearing more, or they change the channel. So if headlines give you the gist of the story, is it important for consumers of news media — the viewers, listeners, and readers — to watch, listen, or read the rest of the story? Do headlines give you enough to understand what the issue is about?

**WHAT YOU DO:**

- If you've been assigned a specific news story, you can find it by clicking on the corresponding title or publishing date. If you're picking your own news story, click on a few and choose one your group finds interesting. Try selecting a challenging topic (eg. an issue surrounding an ethnocultural, linguistic, or regional group different from your own) or one that's currently in the news. Each member of the group reads and examines the news story while completing their own Head to Toe task card, which focuses on specific parts of a news story. Then, as a group, assess the effectiveness of each part as they relate to the whole by citing examples from the news story to support your ideas.

**WHAT NOW:**

- Consolidate your learning as a group and prepare to present your findings to the class as follows:
  - ▷ Identify and summarize each part of a news story and explain how each part contributes to an understanding of the issue. Use examples from your group's work on this task to support your ideas.
  - ▷ Co-construct a working definition for the term "headline". Give examples from your group's work.
  - ▷ Discuss whether or not headlines are important. Is it important to read the rest of the article? Give examples from your group's work on this task to support your opinion.
  - ▷ Explain to what extent, if any, headlines influence opinions. If they do not, what then is their purpose? If they do, does that suggest headlines have a role to play in responsible journalism?

CPAC SOURCE: *Political Headlines*

NEWSFEED CREDIT: *The Canadian Press*

Most people agree that a news story, like stories in general, can be divided into three sections: the beginning, which is often called “the lead”; the middle or “the body”; and the ending. Specifics of each section will differ from news story to news story.

**PART A: PARTS OF A WHOLE**

After reading the news story, complete the chart below by identifying what to “look for” (characteristics) for each part of the story (the first one is done for you). Then, give an example of each part from the news story.

HEADLINE	
PUBLICATION DATE	
LOCATION	
BYLINE • journalist’s name	

<b>THE LEAD: Look for</b> • opening paragraph • summary of most important information (eg. who, what, when, where, why, how)	<b>Example from the news story (briefly summarized; point form)</b>
<b>THE BODY: Look for</b> • • •	<b>Example from the news story (briefly summarized; point form)</b>
<b>THE ENDING: Look for</b> • • •	<b>Example from the news story (briefly summarized; point form)</b>

**PART B: THOUGHT SPOT**

- Summarize each part of a news story and explain how each contributes to the whole.  
\_\_\_\_\_
- Co-construct a working definition for the term “headline”. Support your definition by using examples from this task.  
\_\_\_\_\_
- How and why are headlines used? Are headlines important? Why or why not?  
\_\_\_\_\_
- Do headlines reflect the whole story? Do you need to read the rest of the article? Why or why not?  
\_\_\_\_\_
- Do headlines influence opinions? If they do not, can we ignore them? If they do, does that suggest headlines have a role to play in responsible journalism? Explain your response.  
\_\_\_\_\_
- Suggest a different headline for the news story you read, or for a current issue of your choice.  
The issue: \_\_\_\_\_  
My headline: \_\_\_\_\_