NEWSPAPER ANALYSIS

FIRST READING

Look at the newspaper:

Title: __________________________________________________________

Date of publication: __________________________________

Location of publication: _______________________________

Which part of the newspaper seems the most important? Why? ______________________________________
_________________________________________________________________________________________

Choose an article to read:

Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words.

Summarize the event the article is about.

SECOND READING

Can the selection be divided into parts? What parts are included?

What text structure did the author use in writing this article?

What is the main idea of the text?

What evidence supports this main idea?
THIRD READING

From what point of view is the selection written?

How does this selection help the reader to learn more about the topic?

Compare and contrast this selection to another selection about the topic.

What questions do you have about this event? How can you learn the answers to your questions?
NEWSPAPER ANALYSIS

FIRST READING  First reading—comprehension; key ideas and details

Look at the newspaper: #1 Explicit & Implicit—text & inferences

Title: __________________________________________________________

Date of publication: __________________________________

Location of publication: _______________________________

Which part of the newspaper seems the most important? Why? ______________________________________
_________________________________________________________________________________________

Choose an article to read:
Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words.
#4 Vocabulary—words & meanings and influence of word choice

Summarize the event the article is about.
#1 Explicit & Implicit—text & inferences

SECOND READING  Second reading—craft and structure

Can the selection be divided into parts? What parts are included?
#5 Text Structure

What text structure did the author use in writing this article?
#5 Text Structure

What is the main idea of the text?
#2 Main Idea—central idea or theme

What evidence supports this main idea?
#8 Claims and Evidence
THIRD READING  Third reading—connections; integration of knowledge and ideas

From what point of view is the selection written?
#6 Point of View—how point of view shapes content and style

How does this selection help the reader to learn more about the topic?
#9 Integrate from diverse sources to create coherent understanding
#7 Integrate from multiple sources to answer a question

Compare and contrast this selection to another selection about the topic.
#9 Integrate from diverse sources to create coherent understanding

What questions do you have about this event? How can you learn the answers to your questions?
#3 Evaluate and acknowledge where text leaves matters uncertain
NEWSPAPER ANALYSIS

Daily National Republican, July 09, 1863 “The Latest from Gettysburg”
http://chroniclingamerica.loc.gov/lccn/sn86053570/1863-07-09/ed-1/seq-1/

FIRST READING

Look at the newspaper:

Title: ____________________________________________________________
Date of publication: _____________________________________________
Location of publication: ___________________________________________

All of the above can be found by viewing the explicit headings on the newspaper.

Which part of the newspaper seems the most important? Why? ______________________________________
_________________________________________________________________________________________

Students would infer the answer to this question based on the topic of study. Most would identify the stories about
the Civil War as the featured text and differentiate from the other typical parts of the newspaper.

Choose an article to read:

Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words.

Students would need to use context clues to interpret words based on their prior knowledge. After determining
meaning, they would supply synonyms to show their understanding of specific word choice. For example,
students may find difficulty with “imperishable” and “annals” in paragraph one. By analyzing the words and their
roots, students will be able to find synonyms such as “immortal” and “chronicles” and have a richer understanding
of the text.

Summarize the event the article is about.

Upon the first reading, students will look for what the text says explicitly and make inferences about its central
ideas. They may practice reading strategies including summarizing each paragraph as they read. For example,
the first paragraph along with the title states that this article is about the most “destructive engagement of the
great rebellion,” the battle at Gettysburg.

SECOND READING

Can the selection be divided into parts? What parts are included?

While reading the newspaper article, students will analyze the structure of a news article/informational text. This
particular article includes a heading, a subheading, and an explanation of the article’s source, and it is
accompanied by related articles.

What text structure did the author use in writing this article?

Students will analyze how the text structure impacts and is impacted by content and point of view. Paired with
other sources, students would read varying accounts of the Civil War. This is a newspaper account explaining the
5 Ws; other source might be diaries, speeches, or oral narratives.

What is the main idea of the text?

Students will use information from the second reading to determine the event’s main idea and what the author
intends for the reader to understand.

What evidence supports this main idea?

Students will delineate the details that support the main idea by providing textual evidence from the article. If the
main idea addresses the violent and deadly aspects of the battle, an example of textual evidence comes from
paragraph ten stating that 42 officers and 1,786 enlisted men from one division were killed or wounded.
THIRD READING

From what point of view is the selection written?
Students must determine the author’s purpose and point of view in writing the specific article. Students will incorporate the author’s use of language in revealing this. For this article, it is addressed early with the use of words and phrases like “great rebellion,” “raged,” and “fury.”

How does this selection help the reader to learn more about the topic?
Pairing this article with what they already know and other accounts will allow students to see many points of view on the outcome of the Civil War. It also provides an opportunity to connect the text with modern day events, especially when it provides quotes from those involved in the action as well as journalistic commentary as it does in paragraph nine.

Compare and contrast this selection to another selection about the topic.
Both articles featured here are from northern states (found in subheadings) and are published in a Washington D.C. newspaper; providing similar accounts from southern newspapers will broaden the topic for students.

What questions do you have about this event? How can you learn the answers to your questions?
Advanced students may quickly conclude that this provides only one version of the War’s outcome, and will want to know more. Students can be charged with finding other sources of various formats that offer other perspectives on the topic.