



## Welcome to INSIDE STYLE!

**S**TYLE presents a unique blend of news and features with timely and factual articles offering readers a more descriptive, informal “behind the scenes” coverage of the arts, personalities and lifestyles, as well as social trends, interviews, previews and reviews — all in one concise section. Add to the mix highlights and grids on broadcast (TV and radio).

Published seven days a week, **STYLE**'s got the hottest hits, hemlines and hearty features. Advice, how-to and comics provide another dimension to the lively content.

The **STYLE** section offers the unity and continuity of the language process of listening, speaking, reading and writing. The variety of the section lends itself to developing strategic readers and can demonstrate the ability to write for various audiences and purposes.

Before focusing on this section's leveled exercises that have been developed for **INSIDE STYLE**, it is important that students have a general feeling for the type of information reported in **STYLE** and the tone of this section. A few introductory suggestions will help students realize that they already know a great deal about the type of news covered in **STYLE**.

Consider having students share their present understandings about some concepts most frequently focused on within **STYLE** articles. What do students think of when they hear words, terms and concepts such as the following? What names, titles and places come to mind? Can students find these words in the headlines or articles of the current **STYLE** section?

“in style,” “fashionable”  
“trendy,” “old fashioned”  
“hit,” “flop,” “best seller”  
star, celebrity  
the arts, culture  
gallery, concert hall  
repertoire, program  
entertainment  
previews and reviews  
cuisine  
lifestyle

What are some of the names of the “newsmakers” featured in **STYLE**? How are these personalities different from those found in **MAIN NEWS**?

What kinds of pictures are found in the **STYLE** section? Who is in the picture? What are the people (person) pictured doing? Where was the picture taken?

These orientations to **STYLE** will help students become familiar with the purpose, vocabulary and concepts which characterize this section of the paper.

Online at [www.washingtonpost.com/nie](http://www.washingtonpost.com/nie), teachers will find curriculum guides that cover many subject areas. Click on Lesson Plans and select

- *The Movie Review(er)*, Nov. 20, 2001, for an introduction to the basics of movie review writing;
- *Ancient Civilizations in Today's World*, April 9, 2002, to introduce students to the influences on D.C. architecture.

## Highlights of Style

The following columnists and features appear in **STYLE**

### *DAILY*

**John Kelly:** A column about the people and places of the Washington area.  
**Bridge:** Game advice written by Alfred Sheinwold and Frank Stewart  
**Dear Abby:** Abigail Van Buren writes the most widely syndicated column in the world.  
**Hints From Heloise:** Get plenty of money- and time-saving tips.  
**Horoscope:** Start your day with a reading from Jeraldine Saunders.  
**Reliable Source/Names & Faces:** A report on personalities involved in the latest entertainment news, especially if they are in the D.C. area  
**TV Column:** The Post's Lisa de Moraes tells you what's happening on the air and behind the scenes.

### *MONDAY*

**Chess:** Lubomir Kavalek guides you through the masters' moves.  
**Jonathan Yardley:** A Pulitzer Prize-winning critic who writes about books and culture  
**Media Notes:** The Post's Howard Kurtz keeps a watchful eye on the national media.  
**Out & About:** Roxanne Roberts of The Post is your guide to the social world of Washington.

### *TUESDAY*

**Animal Doctor:** Dr. Michael Fox, author of many books on animal care, welfare and rights, is a veterinarian with doctoral degrees in medicine and animal behavior.  
**Backstage:** Jane Horwitz focuses on the area theater scene.  
**Art Buchwald:** This national columnist presents his insight and humor on Tuesdays and Thursdays.  
**The Magazine Reader:** Find out what's being printed in magazines across the country with the help of The Post's Peter Carlson.

### *WEDNESDAY*

**Consummate Consumer:** Post reporter Don Oldenburg tracks consumer news, recalls, and complaints.  
**Escapes:** Learn about weekend getaways, most within driving distance.  
**Family Almanac:** Marguerite Kelly gives family advice.  
**Miss Manners:** Judith Martin answers questions about etiquette.  
**Pop Notes:** The latest in music news and trivia  
**Tell Me About It:** The Post's Carolyn Hax offers advice for twenty-somethings and teens.

### *THURSDAY*

**Art Buchwald:** This national columnist presents his insight and humor Tuesdays and Thursdays.  
**Arts Beat:** The Post's Jonathan Padgett tracks the local art scene for notable people and events.  
**Galleries:** Jessica Dawson brings the best of the area's artists, shows and galleries to life.

### *FRIDAY*

**Tell Me About It:** The Post's Carolyn Hax offers advice for twenty-somethings and teens.

### *SATURDAY*

**Cityscape:** Benjamin Forgey is The Post's expert on building and architecture.  
**Design:** The latest news and ideas in home furnishing and design

### *SUNDAY*

**Miss Manners:** Judith Martin answers questions about etiquette.  
**The Style Invitational:** A wacky weekly contest

## Where to Find It in Style

### GENERAL PROCEDURE

Draw students' attention to what is meant by the word "Style." This is a word with many definitions and uses in specialized areas. This page has a style that specifies its typeface, font size and layout. "Style" is the shadow-producing pin of a sundial. "Style" is a manner or tone of discourse, a distinctive manner and a fashionable, luxurious mode of life. So what is **STYLE**, this section of The Washington Post?

Have students browse through the section, noting the kinds of news articles and pictures featured. Help students conclude that **STYLE** carries articles giving information about the personal lives of well-known people, entertainment opportunities, reviews and advice.

The Level 1 exercise can be modeled as a language experience activity; students will need glue, paste or tape, and scissors for this level. The Level 2 activity is appropriate for several sections of the newspaper (**SPORTS, METRO, BUSINESS**). Level 3 can be done with one day's comic section, but a collection of three to five days will allow students to follow the storyline and draw conclusions about the cartoonists' intent. This exercise can be done individually or in groups.

**1** Have students clip several headlines and any accompanying picture(s) from the **STYLE** section. Mount each set of pictures on a separate piece of paper. Have students choose a headline-picture set and, using only the headline and picture(s), ask them to write one or two sentences predicting what the article is about. Check the accuracy of their responses by reading the first paragraph of the article.

**Note:** Teachers may wish to preview articles before giving this assignment. Does the headline contain enough information to generate meaning in the form of a main idea? Do students have enough background (schema) related to the topic?

**2** Have students note that the feature sections and/or columnists are highlighted in *Inside*, a list within the masthead of the **STYLE** section. Point out that the section or columnist's name and a brief descriptive phrase about the day's article, as well as the page number where the feature is located, are listed on the **STYLE** masthead. Ask students to choose four columnists or feature sections from **STYLE** that are *not* included in the **STYLE** masthead. Create a reference for these articles modeled after those actually used in the masthead.

### Academic Content Standards and Skills

Maryland  
*Reading/English Language Arts*, Students will identify and use text features to facilitate understanding of informational texts.

Virginia  
*English, Writing*, The student will read and demonstrate comprehension of a variety of informational sources. Summarize what is read. Organize and synthesize information for use in written and oral presentation.

Washington, D.C.  
*Reading/English Language Arts*, Language as Meaning Making, Students comprehend and compose a wide range of written, oral and visual texts.

**Fundamental Aim:**  
Reinforce Interpreting

**Sub-skill Reinforcement:**  
Locating information, finding the main idea, comparing and contrasting, drawing conclusions, predicting outcomes

# 3

The Washington Post provides an extensive collection of comic strips. Some have appeared in The Post for decades and others were added in the last year. Ask students what the comic strip section adds to the coverage of culture.

Read the comic strips that appear in **STYLE**.

- Which of the comic strips reflects society's concerns?
- Which of the comic strips addresses family relationships?
- Which of the comic strips confronts the role of men, women and children in society?

Have students write a short response to one of these questions. They must include two to three comic strips as examples of their idea.

Doonesbury by Garry Trudeau is placed on page 3 under **THE RELIABLE SOURCE/NAMES & FACES**. Why do students think it is placed away from the other comic strips?

You might also note that Dilbert by Scott Adams appears in the **BUSINESS** section.

## Give Me Some Advice

### GENERAL PROCEDURE

The **STYLE** section made its debut in 1969. In addition to lengthy feature stories focusing on people, events and culture, the section contained advice. Today, the **STYLE** section provides how-to information for fashion, bridge and chess; advice from the Animal Doctor, Dear Abby and Miss Manners; and reviews for all media.

The Level 1 activity asks students to look at the advice columns of Dear Abby, Tell Me About It and Miss Manners. You could substitute Hints from Heloise and Family Almanac. The Level 2 activity encourages students to look at literature through Book World and Jonathan Yardley. You may wish to extend this activity to include the arts with Arts Beat, Pop Notes and Magazine Reader.

**1** Turning to a newspaper column for advice is not new. Here's what the Newseum's *News History Gazette* has to say about the middle of the 20<sup>th</sup> Century: "In the *Chicago Sun-Times*, Esther Pauline Lederer serves up advice as 'Ann Landers.' Her 1955 syndicated column quotes experts on health, marriage and the fate of missing socks. Her twin, Pauline Esther Phillips, starts a rival column, 'Dear Abby,' in the *San Francisco Chronicle*. Together, they reach 200 million readers."

Have students find "Dear Abby," "Tell Me About It" and "Miss Manners" in **STYLE**. Who is seeking advice from each of these columnists? Do the columns appeal to different age groups? What kind of advice would you ask of each of them?

### Academic Content Standards and Skills

Maryland  
*Reading/Language Arts*, Students will select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs and Web sites.

Virginia  
*English, Grade 10*, The student will read, comprehend and critique literary works. Examine a literary selection from several critical perspectives.

Washington, D.C.  
*Reading/English Language Arts, Grade 5, Language for Research and Inquiry*, The student summarizes and critiques two or more local newspaper articles dealing with the same topic or issue.

**Fundamental Aim:**  
Reinforce Performing a Task

**Sub-skill Reinforcement:**  
Locating information, finding the main idea, comparing and contrasting, evaluating, drawing conclusions

## 2

Jonathan Yardley, a Pulitzer Prize-winning critic, writes about books and culture on Monday in **STYLE**. Other Post writers contribute a review of a recent publication in **BOOK WORLD**.

Discuss with students why reviews are read. Answers will include

- To get a sense of an author's style,
- To decide if the book is worth time to read and money to purchase it, and
- To compare this book with other's on the same subject.

Have students read a Jonathan Yardley column or a **BOOK WORLD** review. Then ask them to read the review again with markers in hand. Do each of the following:

- Highlight where the reviewer has quoted from the book;
- Highlight in another color where the reviewer paraphrases or summarizes the author's ideas;
- Underline where the reviewer states his or her opinion of the book;
- Bracket where a comparison is made with another author's work or another work by the same author;
- Make a list of words with which they are unfamiliar.
- In a paragraph, summarize the book's plot, message or other information that the student gained from reading the review.

Would they want to read the book? Why or why not? Have students write a letter to a friend in which they encourage or discourage the reading of the book that was reviewed. They need to include specific reasons for their evaluation.

# 3

Have students read two or three **Art Buchwald** columns from the **STYLE** section. Note with them that the columnist often presents his perspective and opinion by describing a scene, event or conversation that illustrates the point being made. It is also important to note that these descriptions are sometimes fictitious and/or highly exaggerated.

Ask students to identify some of their most irritating problems, their “pet peeves.” Students may be grouped based upon agreement about these irritations. The task for each group is to create a brief written narrative (including dialogue if appropriate) to describe an extreme manifestation of the problem. Though the focus is on humor, the presentation should clearly contain a “grain or two of truth amid the chaff.” Clear identification of the problem should not be sacrificed to entertainment.

In addition to submitting a written version of what becomes a satirical essay, each group’s presentation could also take the form of a performance or skit. The written version could be submitted as an item for the school paper’s editorial page or to the literary-art magazine with an illustration.

An archive of Art Buchwald columns is found at [www.washingtonpost.com/wp-dyn/style/columns/buchwaldart/](http://www.washingtonpost.com/wp-dyn/style/columns/buchwaldart/). Buchwald has written 30 books, including *Leaving Home* and *I’ll Always Have Paris*. An award-winning writer, Buchwald won the Pulitzer Prize for Distinguished Commentary in 1982.

Buchwald and his sisters were raised in a series of foster homes after their mother became unable to care for them. A child of the Depression, he worked from age nine until he ran away; at 17 he served in the U.S. Marines during World War II. After the Marines he enrolled at the University of Southern California and eventually traveled to Paris where he lived for 14 years.

While reading the *International Herald Tribune*, Buchwald noticed that the paper did not have a restaurant or entertainment column. He approached the paper on writing such a column, pointing out he had outstanding credentials having once been a food taster in the Marine Corps. The column developed into a feature column four times a week. In 1962, Buchwald came back to the United States and settled in Washington, D.C.

## New Products to Try

### GENERAL PROCEDURE

Filled with fashion and entertainment news and features, **STYLE** is one of the most popular sections of The Washington Post. It's the daily magazine that Washington reads for information on the latest fashion and pop culture trends.

To prepare for the following exercises have students locate the TRY IT! feature on alternating Wednesdays on the STYLE PLUS page and SHOPPER column on page 2 every Thursday.

This exercise can be done over a period of one to four Wednesdays.

**Note:** An overhead projector may be needed for Level 1.

**1** Use the copy machine or the overhead projector to share with students a picture of a new product presented in the TRY IT! column of the STYLE PLUS page. Without referring to the column's text, have students talk in pairs or in small groups about the pictured product.

- For what is it used?
- Who is to use it?
- How is it intended to make life easier?
- How much might it cost?
- Where could one buy it?

A group recorder/reporter should collect a consensus of the group's conclusions.

Once each group has reported their conclusions, have students locate TRY IT! and read the article to determine how accurately the picture was "read."

### **Academic Content Standards and Skills**

**Maryland**  
*Social Studies, Economics, Students will examine goods and services provided in communities. Analyze the effects of supply and demand on the production, consumption and distribution of goods and services.*

**Virginia**  
*Social Science, Civics and Economics, The student will demonstrate how economic decisions are made in the marketplace by applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production and consumption.*

**Washington, D.C.**  
*United States History, Scientific, Technological and Economic Change, The student identifies elements of production, distribution and consumption.*

**Fundamental Aim:**  
Reinforce Interacting

**Sub-skill Reinforcement:**  
Locating information, identifying, categorizing, drawing conclusions, analyzing, decision making

## 2

Lead students in a consideration of the TRY IT! column of STYLE PLUS as one means to bring new products to public attention. Guide students in a reading of the current TRY IT! feature.

- Will the product be popular?
- Does it have a potentially large consumer audience?
- Does it solve a problem or make life significantly easier?
- Is it affordable to most people?
- Does the new product widen or narrow the scope of people who can/will access the activity for which the product is used?

Divide students into four or five “marketing groups.” Assign each group the task of marketing an invention (or idea) of historical significance to the people of its day — for example, introducing the dripless candle to the early residents of Williamsburg, Virginia. Other ideas might be suggested by current social studies or science units.

Students will share these product promotions with the class, demonstrating their understanding of the living and working conditions (i.e., the culture) of the people to whom the product is being marketed.

**Extension:** The following can be considered for a long-term assignment. If life can be divided into two types of activity (work and leisure), in which area, work or leisure, are most of the new products being developed? What does this say about society? What are the implications for the other area? Will the cost of leisure-related products require better-paying employment? Will products intended to make work more efficient generate more time for leisure?

# 3

In Fall 2002, **STYLE** added a fresh look at fashion, focusing more on seasonal apparel, accessories and gear. The new **SHOPPER** column highlights unique merchandise in local stores, with a different theme each week.

Have students follow two to three **SHOPPER** features of **STYLE**. Their study is to answer the question: “What trends and/or fads are suggested by the type of merchandise promoted through this feature?”

Using the information and illustrations from **SHOPPER**, students are to prepare a paper that reports their responses to observations and questions such as the following:

- How do products featured in **SHOPPER** relate to items already available?
- This new feature is supposed to attract consumers of all ages and interests. Who do you believe the target audience is for the products you reviewed?
- Do the **SHOPPER** products represent a significant change from the items you see when you go shopping?
- What makes the featured merchandise part of a trend?
- Do you think enough people will want to buy any item that it will become a fad?

# What's on TV Today?

## GENERAL PROCEDURE

The Post's Lisa de Moraes tells you what's happening on the air and behind the scenes in her daily column. Have students locate THE TV COLUMN and WHAT'S ON TODAY to prepare for the following exercises.

In Level 1, colored markers or crayons will be needed.

For more on television and media, you can read one of these columns:

**Tom Shales:** This Pulitzer Prize-winning critic from The Post periodically reviews shows using wit, humor and a quick finger on the remote.

**Popular Videos:** In Sunday's TV Week, what's coming to video and DVD.

**1** Have students briefly scan WHAT'S ON TODAY, the TV listings. What information can they gather?

- What are the four main categories for organizing TV programming on the grids? (Broadcast, Cable Movies, Cable and Movies/Sports)
- What time of day does TV programming "begin" in the Washington, D.C., area? Why do they think The Post uses 5:00 a.m. as the start time on the grid rather than midnight?
- Which station has the earliest "sign off" time?
- How are show titles organized?
- What category of programming is shaded?
- Which shows do students categorize as entertainment? As a source of information?

Ask students to use a colored marker to "box" three programs from each day that are of interest to them. The shadowing of movie listings can be noted as an example of this type of highlighting.

Repeat this process using a different color; have students choose programs of interest to adults.

Tabulate results. Compare the choices made by the class. Which three shows received the most "interest" votes? Do students watch these TV shows?

## Academic Content Standards and Skills

**Maryland Reading/English Language Arts, Grades 3-6,** Students will identify and use text features to facilitate understanding of informational texts. **Grades 7-8,** Analyze text features to facilitate and extend understanding of informational texts.

**Virginia English,** The student will read and demonstrate comprehension of a variety of informational sources. Summarize what is read. Organize and synthesize information for use in written and oral presentation

**Washington, D.C. Reading/English Language Arts, Grade 4,** Language for Social Communication, Students judge the extent to which the media provides a source of entertainment as well as a source of information.

**Fundamental Aim:** Reinforce Interpreting

**Sub-skill Reinforcement:** Locating information, understanding forms, finding the main idea, identifying, drawing conclusions, analyzing, decision making

**2** Divide the class into groups and have them devise a personalized viewing grid. Grids may be for someone interested in one of the following:

- news
- history
- business
- the arts
- sports
- humor
- entertainment for under-ten-year-olds
- a particular culture

**3** Lead students in a brief review of the literature stories read thus far this year. Which was the class favorite? What were personal favorites? Discuss the storytelling differences between a novel or short story and a movie. Can students name and discuss books that have been adapted for the screen?

Organize students into pairs or small groups according to favorite stories. Students are to treat their story as though it were to be a movie shown on TV by completing the following tasks using THE TV COLUMN, HIGHLIGHTS and WHAT'S ON TODAY:

- **HIGHLIGHTS:** Write a brief description of the movie. Decide which network will show the movie. Which local channels carry this network? Schedule the movie so it will follow or precede the group's favorite TV program. Why would this be good scheduling?
- **THE TV COLUMN:** Write two to four behind-the-scenes shorts about the stars (students cast who plays which characters), filming (students determine location, budget, director) and expectations of how it will be received. Have students read examples from several days so they get a feel for this column's topics.
- **WHAT'S ON TODAY:** Students use the computer to create a version of this page featuring their movies and schedule. You (or one of your students who enjoys using the computer or the group that finishes the first two portions of the assignment first) need to prepare a grid for the class to insert their programming. What happens when two or more groups want the same time slot, day and channel?

## Find a **RELIABLE SOURCE**

### GENERAL PROCEDURE

Have students locate THE RELIABLE SOURCE/NAMES & FACES column on Page 3 of **STYLE** to complete the following exercises. This column focuses on celebrities, well-known individuals and newsmakers.

Before beginning any of these exercises, discuss with students the importance of distinguishing fact from opinion and rumors.

Level 1 and 2 exercises use THE RELIABLE SOURCE/NAMES & FACES columns as models. Level 3 asks students to consider the ethics of gossip columns and the legal issue of libel.

For a closer look at ethical decisions made by journalists and libel, you may wish to use *Tough Calls: How Do Journalists Make Ethical Decisions?* found on the Freedom Forum Web site at [www.freedomforum.org/templates/document.asp?documentID=13588](http://www.freedomforum.org/templates/document.asp?documentID=13588).

**1** Before giving students the reproducible, My Reliable Source, or the **STYLE** section, ask them what they know about a person (teacher selected individual) who appears in a previous THE RELIABLE SOURCE/NAMES & FACES. After hearing their responses, read what THE RELIABLE SOURCE/NAMES & FACES reports. What new information is provided?

Give students the reproducible, My Reliable Source. Obviously, number 1A will require the use of THE RELIABLE SOURCE/NAMES & FACES column; however, students should be encouraged to answer 1B without the use of the column. For example, most would already know that Madonna is a rock music star and that Lucille Ball was a TV and motion picture star. Students should be directed to read the column to answer 1C. Specifically, what does THE RELIABLE SOURCE/NAMES & FACES item report about this person? Use the students' responses to #4 to help illustrate and explain the purpose and nature of stories and features.

### **Academic Content Standards and Skills**

**Maryland Reading/English Language Arts**, Students will locate, retrieve, and use information from various sources to accomplish a purpose. Grade 4, Credit sources when paraphrasing and quoting to avoid plagiarism.

**Virginia English, Grade 9**, The student will credit the sources of both quoted and paraphrased ideas. Distinguish one's own ideas from information created or discovered by others.

**Washington, D.C. Reading/English Language Arts**, Language as Literature, Students respond in many ways to a rich variety of literary texts and relate texts to their lives and the lives of others.

**Fundamental Aim:**  
Reinforce Interpreting

**Sub-skill Reinforcement:**  
Locating information, understanding forms, finding the main idea, identifying, drawing conclusions, analyzing, decision making

Name \_\_\_\_\_

## My Reliable Source

THE RELIABLE SOURCE and NAMES & FACES columns in *The Washington Post* focus on celebrities, well-known individuals and newsmakers.

1. Select a short article from either one to use in filling in the blanks.
  - A. What is the name of the featured person? \_\_\_\_\_
  - B. For what is the person most known?
  - C. What information is given about the person in the column?
  - D. Would this reported information be considered major news?
  
2. The picture captions (cutlines) and the boldface print draw attention to the names of the people featured in each story.
  - A. Who are these people?
  
  - B. Why is (or was) each a newsmaker?
  
3. Who is quoted in column?
  
4. Why are these stories placed in the STYLE section rather than in Main News or A section?
  
5. Now it is your turn. Write a THE RELIABLE SOURCE story about someone in your class. Be sure to include:
  - Name of person you feature. Be sure the spelling is correct.
  - A quotation from your interview
  - Information that would interest others and help them to know this person better

## 2

Explain to students that newsmakers and other celebrities are almost always the focus of **THE RELIABLE SOURCE/NAMES & FACES** feature in **STYLE**. Choose a few excerpts from current and/or prior editions of **THE RELIABLE SOURCE/NAMES & FACES** to help students understand the type of information presented through these brief profiles. You are likely to find examples of special pets, family gatherings, legal problems, follow-up to a past newsmaker's story, or other leisure or volunteer activities outside the person's popular, better-known line of work.

Lead students in a discussion of why the public wishes to know more about their celebrities or leaders. Which local or national figure would students like to know something beyond the person's public life? What would they like to know about this person? Why would this information be interesting or useful? Is this type of information private and not in the category of "right to know"?

Have students identify a person in school (principal, cafeteria employee, guidance counselor, coach, school secretary) whom they would like to know better. Invite this individual to visit your classroom to be interviewed. Tell the individual that students will write a brief personality profile based upon the interview. As an alternative, teachers may know a member of the staff who has an interesting avocation, hobby or interest outside of school. Invite this person to be interviewed by your class.

Teachers will need to incorporate interviewing techniques with this exercise. Have students draft questions for the interview. Review those questions with students before the interview. Discuss the etiquette of allowing the interviewee to answer questions without interruption, phrasing the follow-up question and the right of the interviewee not to answer all questions. You may wish to use "The Right to Know vs. the Need to Know," a lesson plan by Arnetta Garcin, or another of the ethics lesson plans provided by the American Society of Newspaper Editors at [highschooljournalism.org](http://highschooljournalism.org).

This profile can be submitted to the yearbook, newspaper or literary-art magazine as a sidebar or feature.

# 3

Columns such as THE RELIABLE SOURCE/NAMES & FACES provide the opportunity to discuss the importance of reporting facts rather than rumors. It is also appropriate to introduce students to defamation and libel.

Ask students for the definitions of “source” and “reliable.” When the definitions are established, ask the following questions:

- Why do reporters need sources of information?
- What can happen if a source is not reliable?
- What does it mean to “verify” information?

If a writer has reported inaccurate information, The Post will acknowledge it. Show students the CORRECTION box on page 2 of MAIN NEWS. If information is challenged or new information is provided, should THE RELIABLE SOURCE/NAMES & FACES readers expect to see it included in a future column?

After students have read THE RELIABLE SOURCE/NAMES & FACES, ask them the following questions that are based on “Journalism’s do’s, don’ts and dilemmas,” a work sheet found in “Tough Calls: How Do Journalists Make Ethical Decisions?”

- Do the reports seem to be accurate, fair and balanced?
- Do the stories use named or anonymous sources?
- Has someone’s privacy been invaded?
- Is the reporting sensationalized?
- Is the reporting newsworthy?
- Is good news judgment used?

Explain to students that public figures do lose some of their privacy. Discuss where the line should be drawn.

Give students the definitions of “defamation” and “libel.” What is the importance of a person’s reputation? How important is the intent of the writer in determining if libel has occurred?

**Defamation:** *A false statement that harms another person’s reputation.*

**Libel:** *A false picture or writing that harms another person’s reputation.*

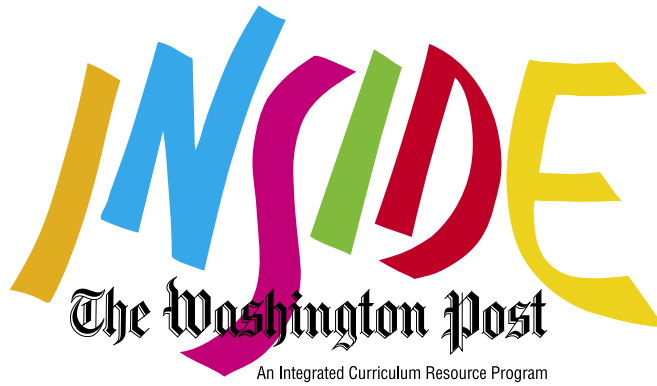
The Code of Ethics of the Society of Professional Journalists includes the following principles and standards of practice. (The entire Code of Ethics can be found at [www.spj.org/ethics/ethics\\_code.asp](http://www.spj.org/ethics/ethics_code.asp).) How do these apply to gossip or people columns?

Journalists should:

- Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- Identify sources whenever feasible. The public is entitled to as much information as possible on sources' reliability.
- Always question sources' motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.
- Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.

Have students write an essay in response to one of these questions.

- What happens when an individual's right to personal privacy conflicts with the free flow of information?
- Are columns such as THE RELIABLE SOURCE/ NAMES & FACES a form of entertainment that should not have the same journalistic expectations as a news article?
- How are the rules of libel and defamation of character applicable to all sections of a newspaper?



You have just reviewed and used suggested activities from one section of an online manual provided by The Washington Post’s INSIDE program. Each section of the daily Post is introduced and examined from the perspective of using it as a teaching tool and resource. Online lessons are found at [www.washpost.com/nie](http://www.washpost.com/nie). The sections for which activities are provided are:

- A Main News
- B Metro
- C Style
- CC KidsPost
- D Sports
- E Business
- EE Washington Business
- F Health
- G Food
- H Home
- I Extra
- J Weekend

An index to the manual and to other Post online guides are found in INSIDE Index.

The Post’s Educational Services, a Newspaper In Education affiliate, serves schools in Maryland, Virginia and Washington, D.C. For more information about resources available to you and your students, contact the following:

Educational Services:  
(202) 334-4544

Manager, Educational Services:  
Margaret Kaplow  
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District Representative:  
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