The Francophone Research & Resource Center (FRC) develops and conducts programs, workshops, conferences, seminars and other activities for a wide range of audiences, Francophile and Francophone, members of the university communities of Southern California, teachers of French at all levels, and students of French language and cultures.

Housed by USC’s College of Letters, Arts and Sciences, with the support of USC Libraries, the USC Francophone Research and Resource Center serves as a hub for a diverse set of multidisciplinary activities involving distinguished Francophone writers, scholars, filmmakers, journalists, and scientists. In sum, its goal is to create new interdisciplinary bridges between local and Francophone institutions.

In this Newsletter:

The Week of the Press and The Media
March 23 - 28

Each year, in March, teachers of all grades and subjects are invited to take part to The Week of the Press and Media at School. Organised by the Center Linking Education and Media (CLEMI), this project aims at helping students to understand media.

This year, The Francophone Research and Resource Center provides you with a selection of activities to make use of French newspapers in your class. Why newspapers?

Because a newspaper is an authentic document that give students a direct access not only to the language but also to the culture of a country as it is both the symbol of word mastering and the mirror of a society’s culture and set of values.

This newsletter aims at encouraging the use French newspapers by proving that working on the written press and publishing an article or a newspaper in your French class means practicing oral and written skills through attractive and enhancing activities. In addition to that, your students will be given the opportunity to open themselves to the world that surrounds them while shaping their critical thinking.
The week of the Press and the Media

Introducing a French Newspaper in your Class

But before they can write their own, one of the first objective is to familiarise your students with the structure, the content and the complexity of a newspaper. Here are some activities to get your students familiar with (French) newspapers. More of a source of inspiration, you can decide of your own communicative, linguistics and cultural objectives according to your students’ level, needs and wants in French

Discovering a newspaper

General Objectives: discovering a newspaper and getting an overview of French newspapers
Communcative Objectives: describing the physical aspect of an object, making suppositions and comparison.
Material: French newspapers
Activity:
- Students or each group of students choose a newspaper.
- They are invited to make oral or written (ie: in a chart) remarks on: the physical aspect of the newspaper (quality of paper, weight, format...) and to make suppositions about its content based on the newspaper’s name.
- They observe the structure of the newspaper. Introduction of new lexical notions (la Une, sommaire, rubriques, chapeau...)
- They write down the name of the sections, their order of appearance in the newspaper and make suppositions about the profil of the readers targeted by the newspaper and the nature of the publication.
- Compare and classify the newspapers according to different sections (content, public targeted...)

Reading a newspaper, discovering the elements that contributes to an efficient reading of the written press.

General objectives: paying attention to the newspaper’s internal mechanism and structure for an efficient reading; confronting the reader’s choices and the newspaper’s.
Activity:
- Observation: Once the students are familiar with the newspaper they have in hand, ask them how they read newspapers. What are their « reading behaviors »? Do they read in search for information? Which article draw their attention? Which one do they actually read?
- Students underline the readability factors. How do the newspaper attract the reader’s attention and give her/him the desire to read an article? How does one choose and carry on his/her reading?
- Analyze the different layers of reading (beyond the first approach, how does one glance through a newspaper? How does one circulate between headings, subheadings, articles...?)
- In addition to the front page, reflect on the other main « entrances » to a newspaper (table of contents, sections,..)
- Ask the students to draw conclusions about the newspaper’s structure: how does it facilitate the reading, what are the static elements that aims at earning readers’ loyalty.
- If the students are to create a newspaper in the classroom, it is the occasion to discuss about its content, how to enhance it and the targeted readers.

More Resources for Teaching French as a Foreign Language at:
http://www.usc.edu/schools/college/francophone/
The Week of the Press and the Media

Introducing a French Newspaper in your Class

Understanding the structure of a newspaper through various activities

Working on the Front Page

- What is a front page?

General Objective: becoming familiar with the structure and features of a newspaper’s front page.

Communicative Objectives: describing, locating an object, expressing the goal...

Material: various front pages of the same newspaper.

Activity:
- Students observe the front pages and find, either by coloring or by circling them, all the elements that are common to all the front pages (newspaper’s name, logos, date, price, format…) and their location in the page.
- They write down the front page’s headlines and find the corresponding sections and articles in the newspaper.
- They pay attention to the use of different fonts and their function (big titles to catch the reader’s attention on the newspaper’s content, sub-headings, pictures’ captions, …)

Find a similar activity for advanced learners on the website of the Academy of Rouen
http://lettres.ac-rouen.fr/sequences/seq4_AES/presse/une.htm

- Creating a front page (for kids)

General Objective: re-creating a newspaper front page by using previous knowledge about the location of the different elements.

Communicative objectives: locating an object

Material: paper, scissors, glue

Activity: each kid gets a copy of the front page (where only the top and bottom horizontal informations remain) and an other copy with the front page’s elements (logo, title, date, ads, pictures,…). These elements will be cut and placed at the right location on the front page copy. All the front pages will be posted on the blackboard and kids will make comments about their successes and mistakes.

- Creating a front page (for intermediate and advanced learners)

Here are some resources that offers activities to work on newspapers’ front pages with intermediate or advanced learners:
-Creating a Front Page, an activity suggested by the Academy of Rouen
http://lettres.ac-rouen.fr/sequences/seq4_AES/presse/uneperso.htm

-The newspaper Courrier International published a compilation gathering the « 100 front pages » of the 27 European countries’ newspapers along with educational hand outs to make use of them in class.

It can be downloaded at http://www.cddp95.ac-versailles.fr/cddp/article486.html

-You can find French Newspapers’ front pages at:
http://www.clemi.org/fr/spme/l-accompagnement-pedagogique/unes-des-quotidiens-francais/

The Francophone Research and Resource Center can also send you the CD-Rom versions of these compilations if you make the request to frc@usc.edu
Introducing a French Newspaper in your Class

With various French newspapers’ front pages you can also work on the plurality of opinions within the same country (start by working on the similarities and differences between the front pages, go on comparing the choice and the hierarchy of the news, explore the point of view expressed by the choice of title and pictures and analyze the name of local and regional newspapers with a map of France…) Using French, European and American newspapers, you can introduce the intercultural dimension by comparing French and Foreign front pages published the same day. What kind of news prevails in each newspaper? Which news are common to the newspapers? How much importance is granted to them in each newspaper? How international events are addressed depending on the country? What are the points of view? Provide explanations.

Working on the links between articles, titles, pictures, drawings, graphics

Activity: Make a copy of a newspaper’s pictures and an other of the corresponding articles. Ask the students to find the pictures that illustrate or match/goes with the articles. The students will be asked afterwards what makes sense between pictures and texts.

Working on the links between titles and articles

General Objectives: Improve one’s comprehension of various journalistic articles, drawing the article’s main idea

Activity 1: Ask the students to underline the essential elements of an article to locate the basic questions Who? What? Why? How? Ask them what information do the remaining elements (that are not underlined) bring to the article. The journalist’s comments? The witnesses’ point of view? Extra informations about locations, characters?

A logical continuation of these activity could consist in making them highlighting those basic questions in the article written for the classroom newspaper.

Activity 2: In groups of 3-4 students. Read or make the students read several articles and their titles. What is the link between both?
- Present several articles without their titles. Make the students underline from 5 to 10 words that are representative of the article as a whole (verbs excluded). Copy these words on the blackboard and give or ask for synonyms.
- Keep from 1 to 5 words and use them to make up a title.
- Compare students’ titles and the original.

Reading Pictures in the Written Press

General Objective: classifying different types of pictures, (for kids)

Activity: Build up a corpus of pictures found in newspapers, magazines and pictures brought by the kids.
- Make them notice the major differences between those pictures (color or B/W, format, topics…) and classify them according to genre s (comics, drawings, photographies, holiday pictures…)
- Set up a « pictures corner » in the classroom.
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Introducing a French Newspaper in your Class

General Objective: Showing kids that pictures are depiction, reconstruction of reality
Activity: Have your students find different types of pictures in kids newspapers, magazines...
-Ask them to talk about the picture they brought (What do they see?) and to explain what they understand (what does the pictures tell ?).
-Make them aware of the variety of the interpretations they give.

General Objective: Highlighting a picture’s polysemy and discovering the link between text and picture.
Activity: Choose a picture (quite big) in a newspaper. Make a copy of the picture while cropping it.
-Ask the kids to guess and draw what’s out of frame
-Compare with the initial picture

General Objective: Discovering the link between words and pictures
Activity: Give the kids a picture without any caption
-Ask them to write a caption that matches the picture
-Try to find out whether or not their perception of the picture is the same . On which elements do they converge or differ?

More activities to work on pictures in Newspaper on the website of the CLEMI:
http://www.clemi.org/fr/ressources/fiches-pedagogiques/?theme_id=6&niveau_id=0

Ads in Newspapers and Magazines

Kids are very attracted to pictures. Learning how to read them, to understand their function and the strategies of persuasion are part of what is called « media and communication literacy »

General Objective: lead students detect the presence of ads in newspapers
Activity: Set up a « picture corner » in your classroom with all sorts of pics and ask your students what are the characteristics of ads? How do they recognize them amongst other pictures?
(with older students, analyze the ad: what are the effects and impressions induced by the choices made for the creation of the pict? What do they understand? What are their interpretation? Who are the target of the ad? What are the tools used to reach the target?)
-Ask your students to invent an imaginary product, to give it a name and to write a catch phrase

The Weather Forecast Rubric

General Objectives: apprehending weather forecasts in newspapers
Communicative Objectives: making weather predictions, expressing temperatures, reading a map...
Cultural objectives: discovering the map of France and that of a region, identifying symbols
Material: different newspapers of the same day (either national or local)
Activity:
- Have students find the weather forecast section and precise how they found it
- Discovering the map of France or that of a region
- Identification of symbols and their meanings along with the vocab related to the weather (ie: make them match the symbols with the expressions)
- In pairs, a student ask what is the weather forecast for a region, the temperature in a city and the other answers.
- You can also show them a TV weather forecast and ask them to play the role of the newscaster.
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Introducing a French Newspaper in your class

Exploring different types of Articles

News in brief

The activities listed below must be preceded by an analyse of the news in brief’s characteristics. Check out this webpage to get some inspiration:
http://lettres.ac-rouen.fr/sequences/seq4_AES/presse/faitdiv.htm

General objectives: adopting and keeping a precise point of view
Communicative Objective: relating a past event
Material: a press article relating a news in brief
Activity: the teacher or the students read the article. A student play the role of one of the protagonists and tells what happened to him. When he’s done, other students tell the same story from different points of view by playing the roles of spectators, witnesses, victims....

An other activity could be for instance: giving your students a title or a picture and asking them to write a news in brief.

An Interview

General Objectives: training students to listening, reporting an interview
Activity: Introduce to your students the « celebrity » who will come in the class (a journalist, a writer, a singer, a student's relative...)
- After this introduction, students write down the questions they want to ask to this person.
- During the interview, each student has a copy of the questions separated with a blank space so that he/she can write the answers
- After the interview, they write down again the answer on a new copy. This stage enhances what students have remembered and understood from this interview.
- The interview can be published in the school newspaper, on the web...

A Portrait

You will find an interesting activity to work on that journalistic genre on the website of CLEMI
http://www.clemi.org/fr/ressources/fiches-pedagogiques/bdd/fiche_id/88

Source: http://www.clemi.org/
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And if the Classroom were a Press Agency....

....you could write a newspaper with your budding journalists: an enhancing project for students ...but also a big enterprise which requires a lot of thinking and organization to be brought to fruition. Starting from the type of newspaper up to the quest of fundings and materials, here are some useful guidelines for those would like to involve their team in such a project.

**Before starting, the questions that need to be asked (both by you and your students)**

**What kind of newspaper do your students want to get involved in?**

- How should it be named? The title is the identity of the newspaper. So think of one that reflects its content or its authors.
- The readers? You cannot define the content of the newspaper without having previously thought of who is going to read it. Who do we want to write for? The school, the parents, the community, an other school (by the by, what about establishing a partnership with a French school and writing about the life of your school, your neighbourhood or your city in French?)

**What do our readers expect to read? What shall be the newspaper’s content?**

- The themes? The themes should be chosen according to your readers’ potential interests but also your students’. Why? Simply because your kids will be more eager to think about, write and engage their creativity in topics that make sense to them. You also want them to make this newspaper their own.

To find ideas, pay attention to what’s going in newspapers, on radio and TV.

Once students brainstormed the themes they would like to include in the newspaper, the entire classroom has to make a selection. This can be done through an « editorial board » where the students’ themes are discussed and then approved (ie: students write down anonymously their themes and then a debate is organized in group)

- The rubrics? Choose sections that will come up in each issue (ie: editorial, news, events, ...)

Here are examples of sections and themes that can be included in a classroom newspaper:

- **News:** big questions (ecology, economy, education...), events, party, kids’ day...
- **Community:** history, inhabitants, description, an interview of a retailer, an artist...
- **Relatives:** a student’s relative who has an interesting profession...
- **School Life:** party, shows, live music, interview of the school’s supervisor, ...
- **Culture:** critics of books, CDs, movies; portrait of singers, writers, actors...
- **Teens Rubric:** fashion, ...

**When would the newspaper be issued? Weekly? Monthly?...Annually?**

**What will it look like? The newspaper’s framework?**

- The front page? Think about the title, logo, background color, design...
- The typo? Size and font of titles, subtitles, articles and captions
- Number of pages? Order?

Source: http://www.francparler.org/
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And if the Classroom were a Press Agency…

Organizing the Team: which student for which position?
To write a newspaper, you need a news editor, an associate editor, journalists, a corrector...
A complete list of the people involved in the publication of a newspaper and a description of each position can be found at http://www.francparler.org/fiches/presse_creerunjournal.htm

In the quest of funding and material...
 Publishing a newspaper requires money and material (paper, computer, printer, camera...), more information at http://www.francparler.org/fiches/presse_creerunjournal.htm

A printed or an online version?
A comparison of both types of newspapers can be found at: http://www.francparler.org/fiches/presse_comparatif.htm
More info about the printed version at: http://www.francparler.org/fiches/presse_comparatif.htm
Want to learn more about the online newspaper? Check out the following webpage: http://www.francparler.org/fiches/presse_journalenligne.htm

You’ve answered all these questions? It’s now time to think about writing!

Writing an article: guidelines

- Choose the theme
- Define the subject
- Decide about the type of article. Check out the following webpages for guidelines:
  http://www.francparler.org/fiches/presse_genres.htm
  interview: http://www.francparler.org/fiches/presse_interview.htm
  reportage: http://www.francparler.org/fiches/reportage.htm
- Evaluate the subject: how much do you know about it? What do you want to know about it?
- Do some research on the subject (on the Internet, in newspapers, magazines, at the library...)
- Draw the article’s outline (organise your infos)
- Write the article
  You can find some guidelines at:
  http://www.francparler.org/fiches/presse_redigerunarticle.htm
- Double check the article and make the necessary corrections (individually, in groups, with the teacher who is in charge of approving the final version of the article)
- Insert a picture (drawing, graph, photography, map...): remember that the picture brings extra infos.
  A good picture draws the reader’s attention.
  Don’t forget the caption and always mention the source (© for copyright)

Source: http://www.francparler.org

If you decide to write an article or a newspaper with your class, we would be happy to publish it on our website!

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