

# the radical write

## teacher's manual

---

chapter 1  
assignment | 1

### How well did you understand the main points?

Please answer  
the following  
questions.

1. According to the author, what is the “bread and butter” of daily news reporters?
2. Explain why the inverted pyramid does not work well for most student publications?
3. List five traits of good writing?
4. Explain why stories should be built around people.
5. List four literary devices good writers often use.
6. List five traits of good writers.
7. List your favorite writer. Explain why. “He or she rocks” is not a sufficient answer.
8. List the elements of the writing process.
9. Explain how technology (iPhones, Twitter, Facebook) has changed student journalism specifically and reporting in general.

# the radical write

## teacher's manual

---

chapter 1  
assignment | 2

**Just because  
it's a fact  
doesn't  
mean it's  
news.**

Break into groups of four or five and discuss how you would approach each of the following story ideas.

A star football player is injured in an auto accident in the student parking lot.

The journalism teacher is named the state's "Teacher of the Year."

A chemistry student suffers serious burns in a chemistry experiment accident.

Because of vandalism the previous year, the senior dance is moved from downtown hotel to the high school gymnasium.

All-state basketball player Marcus Wilson is highly recruited by Division I coaches.

Freshman Mary Bell wins the state mathematics contest championship.

The principal says the chemistry lab will be closed because of series of accidents.

The English Department is embroiled in debate over a proposal to replace Chaucer with more contemporary writers.

Four teachers who obtained bogus master's degrees to qualify for higher pay are dismissed. The teachers received the degrees from a "diploma mill" in Liberia.

As part of a class in international relations, junior Patrick Wiseman organizes a 2-week conference aimed to address hunger issues in the Horn of Africa.

## Publication scavenger hunt

Search newspapers and magazines for the following story leads. Cut them out and mount each lead onto a separate sheet of paper. Then, label the type of lead.

### ■ News leads

1. Find a news lead that begins with a person's name, position or title.
2. Find a news lead that begins with an improper noun.
3. Find a news lead that begins with a present participle.
4. Find a "what" lead.
5. Find a "when" lead.
6. Find a "why" lead.
7. Find a "how" lead.
8. Find a "where" lead.

### ■ Feature leads

9. Find a lead that uses a play on words.

*For example: City garbage collectors have been down in the dumps lately.*

10. Find a lead that makes you sad.
11. Find a lead that describes something.
12. Find a lead that makes you smile or laugh.

# the radical write

## teacher's manual

---

chapter 2  
assignment | 1

### How well did you understand the chapter?

Please answer  
the following  
questions.

1. According to the author, most high school newspapers are not read. They're scanned. Why is that?
2. Three things are needed to create news. What are they?
3. List four ways student journalists can find more interesting and compelling stories.
4. List three excuses students use to justify poor coverage. Explain why each excuse is wrong.
5. Which statement is true?
  - a. An ellipsis can be used just like a dash. They're interchangeable.
  - b. All news questions must be given equal prominence in the lead.
  - c. A feature story is very different from an essay.
6. Which statement is true?
  - a. Short item news should be third person.
  - b. In a news story, it's best to open with a question or a summary.
  - c. It's OK to build stories around "composite" persons — that is, fake people who represent a larger reality.
7. List five things that can be used in writing an interesting lead.
8. List five things you want to avoid in a lead.
9. What are the 10 news (or journalistic) values?
10. What are the eight elements of news?

# the radical write

## teacher's manual

chapter 2  
assignment | 2

### Lead writing exercise

You are a student at Your High, a science and technology magnet school. From the following information, write a “news leads we want to see” lead rather than a “news leads we see too often” lead.

- Who:** Your school district’s board of education
- What:** revised the way it will admit incoming freshmen. The new policy takes effect next spring.
- When:** Sept. 12
- Where:** your school
- Why:** to diversity its student population
- How:** it will expand the pool of applicants who make the first cut in the review for admissions.

Other information:

*The magnet school changed its admissions policy so applicants will be reviewed on a “sliding scale” basis, meaning that the school will balance applicants’ grade points averages with their scores on the school’s admission test. That allows students who don’t test well to compensate with better grades, and those with lower grades to compensate with strong test scores, district spokesman Paul Romer said.*

- Your student publication will be published on Sept. 21.
- How would you report the above story in a way that does not tell readers what they already know?
- Who would be your primary sources?

# the radical write

teacher's manual

chapter 2  
assignment | 3

## News writing assignment part I

From the information provided here, write a summary lead emphasizing “who” and a summary lead emphasizing “what.” Be as concise and precise as possible.

<b>WHO:</b>	The School Board
<b>WHAT:</b>	Discussed the off-campus lunch policy, then took a vote and decided to discontinue the policy of allowing students to leave the campus for lunch. Students take lunch from noon to 1 p.m. The decision will go into effect the first day of class next fall.
<b>WHEN:</b>	The vote was taken at the board’s regular meeting at 7:30 p.m. Tuesday.
<b>WHERE:</b>	In the Administrative Building
<b>HOW:</b>	The board voted unanimously with a show of hands.
<b>WHY:</b>	Because of reports of students leaving campus at lunch to use alcohol, drugs and/or tobacco.

# the radical write

## teacher's manual

---

chapter 2  
assignment | 4

**If a word ends in “ion,” be very suspicious of it.**

Replace the “ion” word combinations with a single word.

- The school board made a decision to fire coach Randy Jones.
- The board met Monday to hold a discussion regarding the matter.
- Several parents were in opposition to the plan.
- Others were in a state of elation at coach Jones' firing, although a few said termination is what Jones deserved, given his 0-10 record last season.
- Athletic director Brad Hammers said he was full of mystification at the way the events were handled.
- Hammers said he has great admiration for Jones but added it is time to move forward.
- Booster Club president Tom Braddock said he is enjoying great exhilaration that the matter has come to a state of resolution.
- Of course, coach Jones said he is full of agitation at firing and made a suggestion that the board will one day regret the cancellation of his contract.

# the radical write

## teacher's manual

chapter 3  
assignment | 1

### How well did you understand the main points?

Please answer  
the following  
questions.

1. Explain how desktop publishing has changed student publications for the better and for the worse.
2. List three ways to build an effective beat system.
3. What are the six parts of a strong journalistic story?
4. What is a “label” lead?
5. You’ve been assigned to write a story about student depression. What are four questions you should ask before beginning the information-gathering process?
6. Which statement is **NOT TRUE**? Explain why it is not true.
  - a. Stories should always be told in chronological order.
  - b. A dictionary definition lead works almost every time.
  - c. As a general rule in attribution, place verbs before nouns.
  - d. Second-person leads are clever and original.
7. News is often hidden in the most obvious of places. List five of them.
8. According to the author, which attribution arrangement is preferred.
  - a. “Mrs. Jones was a special part of the school for many years, and we will miss her dearly,” principal Dan Fletcher said.
  - b. “Mrs. Jones was a special part of the school for many years, and we will miss her dearly,” said Dan Fletcher, principal.
  - c. “Mrs. Jones was a special part of the school for many years, and we will miss her dearly,” said principal Dan Fletcher.



## Discussion exercise

What should be focus of each of the two stories here? Be prepared to explain your answer.

### 1. Locks of Love

The Student Council is participating in “Locks of Love,” a non-profit organization that provides hairpieces to financially disadvantaged children under age 18 suffering from long-term medical hair loss.

“Most of the children helped by Locks of Love have lost their hair because of a medical condition called alopecia areata, which has no known cause or cure,” president Sarah Ellis said. “The hairpieces made from donated hair help restore self-esteem and confidence, enabling them to face the world and their peers.”

Ellis said her experience as a cancer survivor inspired her to participate in Locks of Love.

In other action, the council approved the budget for homecoming and drafted a resolution asking the school board to study problems with the student parking lot.

### 2. Teens Make a Difference Day

On Nov. 1, teens from around the world will join together to make a difference in their school and community. The purpose of the annual “Teens Make a Difference Day” is to help create a new generation of teen leaders.

“This is a wonderful experience, and I’m looking forward to taking part in it,” said junior Corey Cettie. “Our main goal will be to show people in our community that young people care.”

Last year, more than 150 groups of teens from across the city worked together on some 43 projects, according to Dan Feazell, student council sponsor.

“This year, we hope to have more than 1,000 teens involved,” he said. “By participating, teens can see their contributions immediately. It has a profound effect on the community.”

Senior Kendra Tyson said she will again participate because she has seen the value of the program first-hand.

“Three years ago, a group of volunteers helped re-build a portion of my grandmothers house that was destroyed in a storm,” Tyson said. “So I’m just giving back some to my community.”

# the radical write

## teacher's manual

---

chapter 3  
assignment | 3

### Deciding how to cover a news story

Based on the information provided, explain how you would cover the following story. Keep in mind your answer will differ based on whether you're writing for a student newspaper or a yearbook.

In a shocking decision, Principal Max Beltram announces that the soccer team is disbanded effective immediately and the season is suspended. The announcement comes after game in which a fight occurs.

The decision is made on Feb. 16.

*You are assigned to cover this story.*

Extenuating circumstance: Soccer coach Mike Getman says Beltram has “had it out for me ever since I kicked his son off the team last year for breaking team rules.”

Who would you interview? List at least three people.

List six questions you would ask each source.

### Tips on how to generate story ideas

Based on the information provided, explain how you would cover the following story. Keep in mind your answer will differ based on whether you're writing for a student newspaper or a yearbook.

Can't come up with fresh ideas about what to cover? Stuck for ideas about topics your readers really care about? Try listing what is happening in your own life: your feelings, satisfactions, worries, wants, anxieties, expectations and needs.

1. List five emotions you've experienced the past week. What triggered them?
2. List three things or situations that have given you a sense of satisfaction or accomplishment.
3. List five things you worry about.
4. List three things that frustrate you.
5. List three things you need.
6. List three things you think teachers worry about.
7. List three things you think frustrate teachers.
8. List three things you think give teachers a sense of satisfaction or accomplishment.
9. List three things you like about your school/community.
10. List three things you dislike about your school/community.

# the radical write

## teacher's manual

---

chapter 4  
assignment | 1

### **Tell the readers a good story**

Based on information provided in Chapter 4, please answer the following questions.

1. Explain the difference between a “subject” and a “story.”
2. Selecting a theme is a “chicken or egg” proposition. Explain.
3. According to the author, what is the worst four-letter word in journalism?
4. On page 47, the author shows two stories: the typical story and the creative angle. Why is the creative angle a better story?
5. The author writes that reporters must balance “the needs of the audience versus the constraints of their publishing realities.” What does that mean?

## Using literary devices

Define what each of the literary devices provided here mean. Be prepared to explain how they individually and collectively make a story more interesting and more powerful.

- Drama —
- Character development —
- Conflict —
- Dialogue —
- Order —
- Anticipation —
- Climax —
- Resolution —

# the radical write

teacher's manual

chapter 4  
assignment | 3

## Jettisoning unnecessary baggage

Each of the phrases contains one or more meaningless or redundant words. Cross out empty words to make each phrase as precise and succinct as possible.

lift it up

in a dying condition

null and void

drop down abruptly

a free gift

he continued on

a near facsimile

his final conclusion

on Easter Sunday

had two twins

a complete monopoly

the actual truth

raise the aerial

he personally believes

she definitely decided

caught a tuna fish

sent none at all

consensus of opinion

June sales to level

a pretty young debutante

a true fact

two complimentary passes

30 invited guests

was short in length

our hopeful optimism

came on Christmas day

zoom up fast

held a temporary recess

first of all

decided last of all

a rich widow woman

will start soon

it first began

a hound dog

a noon luncheon

in court litigation

in close proximity

finishing off soon

its final completion

an old adage

strangled to death

a personal friend

the proved facts

was finally settled

her past experiences

a clever innovation

its future prospects

a canary bird

will repeat again

whether or not

will start off soon

complimentary free prize

# the radical write

## teacher's manual

chapter 5  
assignment | 1

### How well did you understand the main points?

Please answer  
the following  
questions.

1. Explain the difference between the angle and the lead.
2. The angle is a multi-layered process that begins when the reporter asks a number of questions. List four of these questions.
3. Finding the angle is a process of elimination. How does the author suggest you find an interesting angle?
4. Why is important for the story lead to be accurate, honest, interesting?
5. List 10 questions to ask to help find your lead.
6. The author writes, "Avoid generalities." List four words that, he says, provide little or no real information.
7. Find a story in a local daily newspaper or magazine. Explain how you would localize it for your student publication.
8. List four errors the writer of the following piece committed.

*Have you ever been to Europe? Well, the choir went to Europe this summer. And they said they had a great time.*

*"London was beautiful," Anne Thomas, senior, said. "It contains many great museums and libraries. We had a wonderful time."*

*The family also visited Paris, Amsterdam and Vienna as well, all of which are fabulous cities, steeped in history. One can hardly consider oneself a cultivated person until he or she has stood in front of the Mona Lisa or visited the Van Gogh museum in the city of Amsterdam.*

*"I've never been to Europe, but I hope to go one day," an unnamed choir member said.*

*Amongst the members of the choir who went to Europe are Chris Grewe, Sydney McNeil, Mark Salinas, Hector Yzaguirre, Maggie Fuchs and Anne Thomas.*

*"My favorite city was Paris," Salinas said. "The Eiffel Tower is there, and it's awesome."*

*So, next time you see a member of the choir, stop them and ask them about their trip. Don't be surprised if they answer in song.*

### Looking for mistakes in all the right places

List four mistakes made by the writer of the following piece:

Have you ever been to Europe? Well, the a cappella choir went to Europe this summer. And they said they had a great time.

“London was beautiful,” senior Anne Thomas said. “It contains many great museums and libraries. We had a wonderful time.”

The family also visited Paris, Amsterdam and Vienna as well, all of which are fabulous cities, steeped in history. One can hardly consider oneself a cultivated person until he or she has stood in front of the Mona Lisa or visited the Van Gogh museum in Amsterdam.

“I’ve never been to Europe, but I hope to go one day,” an unnamed choir member said.

Among the members of the choir who went to Europe are Chris Grewe, Sydney McNeil, Mark Salinas, Hector Yzaguirre, Maggie Fuchs and Anne Thomas.

“My favorite city was Paris,” Salinas said. “The Eiffel Tower is there, and it’s awesome.”

So, next time you see a member of the a capella choir, stop them and ask them about their trip. Don’t be surprised if they answer in song.



# the radical write

## teacher's manual

chapter 5  
assignment | 3

### Searching for a unique angle

Read the story  
provided here.  
Explain how  
you might  
make it more  
interesting, more  
timely, more  
newsworthy?

Seaweed High School's percussion ensemble will play a concert at 7 p.m. Tuesday, May 24, at the SHS theater.

Last spring, the talented group played a similar concert to a full house, and SHS band director Steve Jacobs expects the show to once again sell out.

"People say they've been blown away by what they hear," Jacobs said. "They didn't know percussion could do this."

The 15-member ensemble recently placed fourth at the State Solo and Ensemble Competition. Last year, they placed eighth.

Jacobs said those who come to the concert, which is also a fundraiser for the band program, are in for a treat. The entire stage will be filled with various percussion instruments, from bongos and bass drums to xylophones and marimbas.

Even everyday objects will become instruments, as the group incorporates items such as a garden weasel into their music.

"Anything becomes a percussion instrument when you get into percussion ensemble," Jacobs said.

Small groups, individuals and the entire cast of percussionists will play a wide range of music, he said, from avant-garde 20th Century pieces to modern pop tunes.

"There are so many sounds and colors and different styles of things," he said.

The concert will also be bittersweet, said Jacobs, as it will be the percussion ensemble's last performance ever. The program is one of several extracurricular classes in the district being cut next year due to the school district's \$850,000 budget shortfall.

Jacobs said that although the program has only existed for three years, many are sad to see it go.

"Not only is this a special group of kids," he said, "but the fact that we're able to have this separate class where we really get to focus on percussion and get to do a lot of other literature we would not be able to do in a regular band class. It's hard to see this going away."

# the radical write

## teacher's manual

---

chapter 5  
assignment | 4

### **Write a feature story about the person you know more about than anyone alive: you!**

This is called a “diagnostic.” The purpose is to let the teacher know how much you know about writing feature stories.

Write a feature about yourself. It can be a straight feature or a personality profile.

- It should be no longer than 600 words. The length doesn't matter so long as you answer all relevant news questions.
- Interview yourself and don't complain later that you were misquoted.
- You are free to include quotes from other people, but it's not required.
- Use any and all literary devices you wish.
- Remember what you've learned so far about angle and theme.

# the radical write

## teacher's manual

chapter 5  
assignment | 5

### Time to review a few grammar basics.

Based on information covered in the textbook, select the right response to each of the following questions. Be prepared to explain each answer.

- Which statement is not true?
  - Good journalistic writing and good fiction employ many of the same literary devices.
  - Every story has a factual reality and an emotional reality.
  - As a general rule, avoid “where” leads.
  - Short item news should be first or second person.
- Which sentence contains a major error.
  - James came to the conclusion that Sherry was seeing other boys.
  - Sherry is the cheerleader that broke James’ heart.
  - Wearing a tutu, the burly wrestler patted the 6-year-old dancer on the head.
  - all of the above
- Of the following sentences, which is (are) correct?
  - The 79-year-old English teacher has taught here for 51 years.
  - The six-year-old boy looked just like Harry Potter.
  - Jeff McHugh’s 6-year-old son has read 3 Harry Potter books.
  - Stella Bernardo moved here from Argentina when she was 5.
- You are your publication’s copy editor. A beginning reporter turns in the following story with this lead: “Sleep is essential to a healthy person, yet many high school students have problems with sleeping.” How you would coach this beginner to improve his or her lead.
- Of the following sentences, which is (are) correct?
  - The Spanish Club will sponsor their Cinco de Mayo Day celebration next week.
  - The television that is in the teacher’s lounge is broken.
  - The juniors won their third straight PowderPuff football game.
  - The television which is in the teacher’s lounge is broken.

### Searching for a unique angle

Based on the information provided, a write a feature story about Lou Paschal, who teaches automotive technology at your school. Paschal is 59 years old. He has taught for 21 years, including the past nine here. He is a former automobile mechanic. Every day, he drives 111 miles to work, 111 miles home. On a good day, the drive takes him just under two hours. On a bad traffic day, the drive can take as long as three hours.

He drives a white 2002 Chevy pickup.

“I try to be at school by 7:45 each day, which means I get up around 5 and hit the road by 5:45. My wife has my coffee in the thermos, ready to go. And she packs me a biscuit and a slice of ham or maybe a cinnamon roll.

“The morning drive isn’t so bad. I’ve always been an early riser. I love watching the sun come up in the east, although there are days when I’m driving right into it, and that’s no fun. Usually, I listen to a book on tape or to music. I don’t listen to the radio any more. I can’t stand all that screaming and silliness. Also, I like to take some time to plan my lessons.

“I enjoy the afternoon drive as well. After being with kids all day, it’s nice to relax and enjoy the silence. The drive gives me time to relax and clear my head. Even if something went wrong that day, I’m usually pretty relaxed by the time I get home.

“I don’t let the traffic bother me. I used to yell a lot. I’d get upset if people were driving too fast or too slow — or rather, if I thought they were driving too fast or too slow. These days, I just take whatever the road gives me. Lately, I’ve been chewing up books on tape. Just finished Charles Darwin’s *The Bleak House*. I know what you’re thinking. ‘Bubba reads literature?’ Well, I do.

“I guess the obvious question is, ‘Why don’t you live closer to your work?’ Well, my wife and I own a little ranch, and we love the place. Other teachers tell me I’m crazy, but there’s too much hustle and bustle in the city. If I had a bad day at home, I have time to leave it behind before I get to work. And if I have a bad day at work, I can leave it behind before I get home. Plus our kids grew up on the ranch, and my and grandchildren look forward to coming out there to fish and hunt and chase the chickens.

“I suppose I could look for a job closer to home, but the fact is, I love teaching here. I have a lot of friends here. I’ve built the program to fit my needs, and the administration has been extremely supportive, so I figure I owe them.

“If I get tired, I’ll pull over and grab a cup of coffee or maybe even take a little power nap. And if I’m late for a class because of traffic or the weather, well the kids have my cell phone number. They’ll call me, and I’ll tell them what we’re working on that day, and they’ll get started. I don’t worry about them a bit.

“I enjoyed working on cars but I love teaching auto mechanics even more. It’s a class where kids want to be there. We get to do a lot of cool stuff. And the young people who go through my program are prepared to enter the work force when they graduate. They can find a job that pays a decent salary, enough to get them started in life.”

# the radical write

## teacher's manual

chapter 6  
assignment | 1

### Description takes readers to a new place.

Based on  
information  
covered in  
Chapter 6,  
please answer  
the following  
questions.

1. List five physical senses.
2. Successful description generates empathy between the reader and the subject. How?
3. What might you do if you can't figure out what your story is about?
4. When should you use a thesaurus?
5. How can reporters re-create a scene if they were not there to witness it themselves?
6. The showcase stories in Chapter 6 are excellent. Select three stories and list two specific strengths for each of them. Be specific.
7. Select one of the following sentences and write a lead that shows rather than tells.
  - A. The Student Council had a busy year.
  - B. She was a popular and excellent teacher.
  - C. The National Honor Society participated in many charitable events this year.
  - D. Computer made a big difference in the school this year.
  - E. Reality shows are popular with students.
  - F. A spirit of volunteerism swept through the school.
  - G. The boys baseball team had a habit of losing games in the final inning.
8. Rewrite each sentence to make it more precise, concise and descriptive.
  - A. Jerry looked at the umpire with anger.
  - B. Mrs. Riggins enjoys classical music and TV game shows.
  - C. Hearing that the tornado was coming nearer and nearer, Jeff assumed a squatting position in the basement of his house.
  - D. Ashley's face expressed great pain upon seeing her boyfriend, Lawton, severely injured his arm during the football game.
  - E. A hound dog searched for food outside the cafeteria.

# the radical write

teacher's manual

---

chapter 6  
assignment | 2

## Similes are as handy as a pocket on a shirt.

Complete  
the following  
sentences with a  
simile that isn't a  
cliche.

1. The floor was as sticky as a
2. The new microwave oven was as worthless as
3. News that the store had closed was as welcome as a
4. Her mother ironed her blouse as crisp as a
5. Their quarterback was as tough as a
6. After the loss in the student council race, Barry Morton's self-confidence shrank like
7. The sophomore running back squirted around like a

# the radical write

teacher's manual

---

chapter 6  
assignment | 3

## Hyperbole is one way to make a point.

Finish the following sentence with four different answers. Each answer should be an exaggeration to make a point.

Here's a wonderful piece of hyperbole by columnist Dave Barry:

"As a child, I was more afraid of tetanus shots than, for example, Dracula."

So, now, complete the following sentence with four different answers.

■ **The local cops were so inept, they couldn't find...**

- A.
- B.
- C.
- D.

# the radical write

## teacher's manual

chapter 6  
assignment | 4

### Details reveal the fact.

Read the “opinion” and the “fact.” Now, use specific examples to create an objective sentence that “shows” rather than tells. You will “make up” the revealing detail, but it must be factually consistent with other information.

#### ■ FOR EXAMPLE

**Opinion** — *Junior Jenny Lunde loves spending time with her family.*

**Fact** — *Junior Jenny Lunde spent last weekend with her family.*

**Details “show” the fact** — *Junior Jenny Lunde watched the final Harry Potter movie with her 9-year-old sister Friday afternoon and played cards with her parents and grandmother later that night.*

#### ■ EXERCISE

1. **Opinion** — *Alex Gonzales is the most reliable Student Council officer.*

**Fact** — *Gonzales attends all Student Council functions.*

**Fact with revealing detail** —

2. **Opinion** — *Senior Bobby Phillips is the basketball team's best player.*

**Fact** — *Phillips is the team's leading scorer and rebounder.*

**Fact with revealing detail** —

3. **Opinion** — *English teacher Clarence McClellan is neurotic.*

**Fact** — *McClellan worries about the strangest things.*

**Fact with revealing detail** —



# the radical write

teacher's manual

chapter 6  
assignment | 5

**Great writing often comes down to a matter of choosing the right word.**

Provide a more precise word for each of the following words.

pants/slacks

eat quickly

motorcycle

dance (noun)

female

tree

Rock 'n roll group

cartoon

restaurant

frown

Laugh

tropical Fruit

drink

tropical Fish

complain

coffee bar

look

child

dog

high school student

knock

money

move

vacation

university

drug

professional athlete

hot

old

young

breathed

flower

Computer

dessert

## Talk to the right people.

Based on information provided in Chapter 7, please answer the following questions.

1. According to the author, what is the key to successful reporting?
2. According to the author, how does a reporter gain the trust of a source?
3. Explain how a reporter should prepare for an interview.
4. List five “kinds of information” readers will want to know about.
5. List four “memory” questions.
6. List three reasons why people generally might want and enjoy being interviewed.
7. List three tips for conducting an interview.
8. What does “pay close attention to the interviewee’s environment” mean?
9. List three steps necessary to successfully conclude an interview.
10. When would be an appropriate time to use an e-mail interview?
11. Explain the difference between “off-the-record” and “deep background.”
12. List five reasons your interview might have failed.

### Breaking up the long direct quote.

Break this long direct quote into a series of direct quotes and transitions sentences or paragraphs.

“For years, I assumed that I’d end up at UT-Austin or Rice or some place like that, but then I heard about Trinity College in Dublin, Ireland, and the more I looked into it, the more attractive it became. Trinity is like the Harvard of Ireland. So, my parents and I arranged to meet some of the university recruiters in Chicago, and that sealed the deal for us.

“It’s a lot different than I thought it would be. I live in a dorm that’s a half-hour commute from campus, and my flat mates have to stop and cook because there is no such thing as a dormitory meal plan. The year is broken into three terms, and I had to declare a major on my admissions application because students apply to a specific department instead of the college itself. I like it a lot, especially now that Ireland is part of the European Union. I’ve met people from all across Europe.”

— Jenny Brown

## Transition Exercise I.

From the situation and two quotes provided, create a series of direct quotes and transition paragraphs.

Begin your piece with the following opening sentence:

*Newspaper editor Joan Lane said administrators caught a student on campus carrying a .22-caliber pistol.*

Now, write the rest of the story using the two quotes provided.

*Situation:* This story involves a principal's decision to censor a story in the high school newspaper about guns in school. The students appealed the decision to the school board, which ruled that the coverage can and should be reported.

*Quotes:*

### JOAN LANE, EDITOR

"Administrators caught a student on campus carrying a .22-caliber pistol. Everyone knew about it. But when we wanted to report on this and other instances of students bringing guns to school, they tried to censor us. I think they were more worried about public relations than they were about guns.

"It was really absurd. As much as anything, we were trying to dispel a lot of rumors. For example, there was one rumor that the student brought an assault rifle to school.

"We took the matter to the school board, and they basically agreed with us that the story should be reported. We were pleased, but I'm sure the principal is now going to be on our case the rest of the year. I don't think they like us because we want to print the truth.

"Mr. Garvey asked us to wait until the next issue to write about this. It would have been old news by then. We're a monthly paper, and we'd have completely lost the timely angle if we had waited another month to run the story."

### JOSEPH B. GARVEY, PRINCIPAL

"We were concerned that the paper might publish something that would further inflame the issue. I was not trying to censor the publication, but I wanted time for the whole episode to calm down.

"There will be no retribution against the paper or its editors. I'm disappointed that they'd think I'm that petty. I'm proud of the paper. I just want them to do the best job possible, journalistically."

## Transition Exercise II.

From the situation and two quotes provided, create a series of direct quotes and transition paragraphs.

Begin your piece with the following opening sentence:

*Two thirds of adolescents have tried tobacco by age 18, and high school students who say they smoke cigarettes regularly say they began as early as sixth grade, Principal Juanita Gomez said.*

Now, write the rest of the story using the two quotes provided.

*Situation:* This story involves a middle school's outreach program to help teenage smokers outgrow a dangerous adult habit.

*Quotes:*

### JUANITA GOMEZ, PRINCIPAL

"We know that the younger children are when they start smoking, the more likely they are to become smokers, and heavier smokers as adults. The health consequences of smoking are well documented, so preventing tobacco use among young people can significantly reduce the long-term health consequences.

"Rather than catching smokers and punishing them, we decided to try to see what we could do to get them to stop. So we began the "Hi! I. Q. Club," which means "Hi. I Quit Smoking." I liked the positive connotation of IQ. It means, "Yeah. You're smart. You quit smoking."

"The bottom line is to teach students that they have control over their habits. We try to uncover the reasons why they smoke and then channel those motivations in less harmful directions. A lot of time, students say they smoke to relieve stress. So we pay a lot of attention to helping them reduce stress."

### MEGAN OSGOOD, SOPHOMORE

"I started smoking to look older, more mature, like my sister, who's a senior. But I found that cigarettes also calmed me down and I didn't eat so much. I joined the "Hi! I. Q. Club" because I once coughed up some blood, and I think that is a bad sign."

## Transition Exercise III.

Use a transition sentence to link the following two direct quotes.

### ■ Quote 1

“Teenagers are at a significant risk for developing depression and other health-related conditions, and schools need to take a more proactive approach. Too many schools take a piecemeal approach to mental health, offering services only after problems reach critical stages.”

— Libby Lundegard, director of public policy for the National Association of School Psychologists.

### ■ Quote 2

“Schools are stretched too thin as it is. Schools are expected to do too much these days already. In addition to teaching kids to read, write and do math, and with diminished resources we’re provided by the states to do them, it’s unrealistic to expect schools to serve as mental health care providers as well.”

— Randy Munoz, assistant principal

# the radical write

## teacher's manual

chapter 8  
assignment | 1

### Organize your facts and opinions.

Based on information provided in Chapter 8, answer the following questions.

1. Explain why telling a story in straight chronological order rarely works well in student publications.
2. The following quote ENDS a feature story. Which is the preferred way to handle attribution?
  - A. “It was the greatest experience of my life,” Williamson said. “I’m already saving my money for another trip to India.”
  - B. “It was the greatest experience of my life. I’m already saving my money for another trip to India,” said Williamson.
3. Which statement is TRUE?
  - A. Place facts in transition sentences.
  - B. Begin a new paragraph with each line of a direct quote.
  - C. Never use a second person lead. Ever.
  - D. Generally, what is said is less important than who said it.
4. When is it acceptable to use “state” as your attribution verb?
5. When is it acceptable to use “according to” as your attribution verb?
6. When is it permissible to use a second person lead?
7. What is the difference between ending an inverted pyramid story and ending a feature story?
8. Which statement is TRUE?
  - A. Repeat facts from the transition to the direct quote.
  - B. Direct quotes should never be longer than three sentences.
  - C. Spell-check will catch virtually all errors, so proofing is unnecessary.
  - D. As a general rule, delete “that” unless it’s essential.
9. From a feature story you find in a newspaper or magazine, highlight the transition sentences. Explain how the author has used different types of transition sentences to stitch the story together.

## Organize your facts and opinions.

Dan Burke teaches government at Seaweed High School. Mr. Burke recently announced that he will take a leave of absence next year in order to work with a humanitarian group, Feed the Children, in Afghanistan. He says he plans to leave in early June. Based on this information and the quotes to the right, write a feature story.

### Dan Burke Quotes

“I’m one of the few social studies teachers here who doesn’t coach athletics. They asked me if I’d like to coach basketball, but I didn’t want to split time between teaching and coaching, so I declined.

“I worked as a freelance photographer in 1994-95, covering the Afghan civil war. I was there in 1996 when the Taliban took control of the country. To make matters worse, the country was in the middle of one of its worst droughts ever. It was nothing to see people with rationing coupons standing in line for hours to get bread. Those with no other resources resorted to begging, stealing, rummaging through garbage, whatever it took to survive. The country was in complete ruins then.

“I have one memory that really stands out. One day in 1996, a couple of friends and I went to watch a soccer match in Kabul, hoping for a little diversion. During a break in the action, two men accused of crimes had their hands chopped off. Afterward, the hands were hung outside for days to make sure other people saw them. It was a horrible thing to witness.

“I remember one little girl in particular. Her name was Haziza. A beautiful little girl, maybe 11 or 12 years old. She grew up in a village near Kabul. Her father was a candy vendor. One day, the Taliban came to her village to conscript boys into the army. Her father protested that his sons were still children. They killed him on the spot and left with the two boys, ages 13 and 15. A month later, Haziza and her mother escaped to Pakistan.

“When I met Haziza in a refugee camp, she couldn’t read or write, but she was extremely bright and curious. In a room full of schoolchildren, I noticed her right away, and we became friends. I taught her to take photos and gave her a point-and-shoot camera. The shots she came back with were remarkable. They really captured the human spirit fighting to survive amid such desolation and horror.

“After I returned to the U.S., I tried to stay in touch, but it was impossible. I’m not sure if her family returned to Afghanistan, and if so, what happened to them. I realize I’m going back to a different place, a better place I hope, but not necessarily a good place. I hope to play a small role in bringing peace to people who have known little more than war and hardship. But most of all, I hope to find Haziza.”



**Alternative copy serves important coverage and design functions.**

Go through a daily newspaper or magazine and find examples of the following:

- A. sidebar story
- B. infographic
- C. read-in
- D. fact box
- E. pull quote
- F. use of bullet(s)
- G. news briefs
- H. survey sidebar
- I. index

## History provides endless story possibilities.

Write a historical feature. Follow guidelines provided on pages 128-129.

- Think of an important era in history. War. Cultural movement. Political event. Natural disaster.
- Find a person who was intimately connected to an era or event. In other words, a person who was there, who participated, who has a powerful, personal story related to that event. A World War II veteran who fought in the Battle of the Bulge. A man who was in Dallas on the day JFK was killed. A woman who was in the audience the night the Beatles played the Ed Sullivan Show.
- Research the event and understanding of the facts.
- Interview the person.

This will require that you ask around: Who has been involved in an important historical moment? What was that person's involvement? Is it significant enough to warrant a story?

Pay attention to details, especially regarding the subject of your story. Here's the lead of one such story:

*The day remains as sharp in his mind as if it occurred 24 hours ago, not 59 years.*

*"The water was on fire, there was so much oil floating on it," John Evans remembered. "You'd try to help people get out, and their skin would come off in your hands. You can't get rid of the odor.*

*"I'll tell you, you don't get over something like that."*

*But as America celebrates Veteran's Day and honors the men and women who fought the nation's wars, fewer and fewer people can recount what happened at Pearl Harbor or Iwo Jima, at Omaha Beach or the siege at Bastogne.*

*Of the 2,000 or so men stationed with Evans on the USS Arizona on that Sunday morning almost six decades past, perhaps only a few dozen remain to tell the tale.*

# the radical write

teacher's manual

chapter 9  
assignment | 1

## **Reporters must occasionally look over, under, through and beyond the facts.**

Based on information provided in Chapter 9, please answer the following questions.

1. According to the author, achieving absolute objectivity is impossible. Explain why he believes that.
2. Objectivity depends on point of view. Explain.
3. Objectivity demands that reporters be more than “just” accurate. Explain.
4. List four examples of unprotected free speech.
5. The notion of objectivity is a fairly recent one for American journalism. What event had a major impact on the move to objectivity in mass-circulation newspapers?
6. Explain the difference between interpretive reporting and opinion.
7. List four examples of “loaded words.”

# the radical write

## teacher's manual

chapter 9  
assignment | 2

### See beyond the basic facts.

Thumb through an old yearbook or past issues of the student newspaper. Find a basic fact-driven story. Now, write about the same topic but as a more visual, interpretive approach. Explain what the facts mean. Interview. Observe. Extrapolate. Do not editorialize.

#### For example, this is a basic fact-driven story

As part of its fund-raising effort to go to the Orange Bowl Parade of Bands next January, the band raised more than \$700 selling Christmas trees last month.

“We have wanted to go to this festival for several years but could not afford it,” band director Jerry Downs said. “If we stay on target, we will have sufficient funds to afford this trip.”

Band president Brad Nichols said hauling the trees was hard work but added, “It will be worth it because everyone is looking forward to going to Miami. It’ll be great to be on the beach and away from this cold weather.”

#### On the other hand, this interpretive approach reveals a more interesting, colorful truth.

Huddled around a small heater, four band members waited for the next customer and argued.

“I’m not going out there again. I waited on the last guy,” junior Roger Wharmund said. “It’s your turn.”

“No way. I’m freezing,” senior Angel Walker answered. “Let Ann go. She hasn’t been out in an hour.”

“I can’t go. Look at this blister,” sophomore Ann Hughes said. “My hands will never recover.”

“You should have worn gloves,” senior Brad Nichols answered. “What did you expect? That unloading Christmas trees would be fun?”

These students and others spent Friday hauling Christmas trees from a refrigerated truck to an outside lot, where the fog and snow gave the event a festive holiday atmosphere that lasted only until the students started shivering.

Why all this? For two years, band members have raised money to pay for next January’s trip to the Orange Bowl Festival of Bands in Miami, Florida. Still, the thoughts of sunny beaches did little to warm the band members as they braved the bone-chilling weather.

“It was fun at first, but after a while we all got tired and cold,” Hughes said. “We tried to break up the boredom with a little snowball fight, but even that didn’t work.”

# the radical write

## teacher's manual

chapter 10  
assignment | 1

**All politics is local. News should be treated the same way.**

Based on information provided in Chapter 10, please answer the following questions.

1. Explain the seven steps you would take to “localize” a story?
2. List five national events or issues you could localize to your school.
3. Take one of the five topics and explain how you would localize it to your school.
4. **HEADLINE:** Joining a national trend among urban school districts, the Los Angeles board of education approved a plan to scale down all the sprawling district’s secondary schools into smaller units of 350 to 500 students each.  
*How would you localize this story? List at least three persons you would need to interview.*
4. **HEADLINE:** According to Education Week, more and more schools are turning down federal Title I money or are finding other ways to avoid having to comply with the No Child Left Behind Act (NCLB).  
*How would you localize this story? List at least two persons you would want to interview.*
5. What is “computer-assisted plagiarism?”
6. List five questions you should ask yourself before using information taken from the Internet in any story that will be published in a school publication.
7. **STUDY REPORT:** Although studies show that teenagers are at significant risk for developing depression and other mental-health conditions, few U.S. high schools have clearly defined procedures for identifying students with such problems and referring them for treatment.  
*List four websites that provide accurate and reliable information that could be used to localize this story. Be prepared to justify your selections.*

# the radical write

## teacher's manual

chapter 10  
assignment | 2

### All politics is local. News should be treated the same way.

How would you localize these stories for your publication or broadcast?

1. An annual survey of hundreds of thousands of American college freshman found that a growing percentage of them rated themselves as “above average” in several categories, compared with college freshmen who were surveyed in the 1960s.
2. According to the National School Board Association, bullying lawsuits are on the rise nationwide. There are no studies the association knows of, but “anecdotal evidence shows an obvious increase,” TSBA general counsel Francisco Negron said.
3. According to a story in the Wall Street Journal, people born between 1965 and 1980 might call themselves “The Divorce Generation” because so many of their parents divorced.
4. Theodore Dalrymple is a contributing editor of the Manhattan Institute’s City Journal. He writes, “Fifty years from now, no one in Indiana — or at least, no one born and raised in Indiana — will be able to write cursive. On the other hand, everyone will be able to type, and by then, technology might have made the ability to sign your name redundant.”
5. The U.S. economy added painfully few jobs for the second month in a row, undermining hopes that the sluggish recovery was getting back on track.
6. The type of high-profile police crackdown and public education campaign that led to record seat-belt use in the U.S. has proved highly effective against distracted driving in two pilot programs, the federal agency that tracks road deaths reports.
7. According to USA Today, a growing number of special-needs students nationwide have gone back to school with tablet computers. The tablets are growing in popularity for special-needs students because they can be customized to each child’s needs, are lightweight and mobile, and give the kids the sense they’re plugged into a larger, high-tech community.

# the radical write

teacher's manual

chapter 11  
assignment | 1

## Creating a tight, coherent, interesting and satisfying narrative.

Based on  
information  
provided in  
Chapter 10,  
please answer  
the following  
questions.

1. How does a reporter achieve unity in a story?
2. Great stories are born from \_\_\_\_\_.
3. From the following information, write a lead that uses a partial (also known as a “minor”) sentence.
  - John Bartolo is a senior at Seaweed High School.
  - He will graduate in May ranked No. 3 in his class of 435 students.
  - Rather than attending an elite college or university, John has decided to enlist in the U.S. Army.
  - John said he expects to serve in Afghanistan next year.
  - John has been accepted to Harvard, Cal Tech and the University of Chicago. He was accepted by every college to which he applied.
  - John is a fourth-generation U.S. soldier.
4. List five ways you can make sure you meet deadlines.
5. List four ways transition words, sentences and paragraphs are used.
6. How do you make certain your stories are unified?
7. List five questions a reporter might ask before submitting a feature for publication.
8. Find in a newspaper or news magazine feature or personality profile an example of effective use of first person.

### Feature writing exercise.

From the following facts and quotes, write a feature story. Make sure information flows smoothly from direct to indirect quotes.

Susan Kelso is a school psychologist. She is 34 years old, a graduate of the University of Kansas. She is married to Dr. Robert Kelso, a professor of chemical engineering at Southview College. Kelso has developed a program to assist overweight students. She has worked with nutritionist Molly Greer. The program consists of counseling, diet and exercise.

#### ■ Susan Kelso

“An overweight child has a real dilemma, especially in this fitness-conscious age. No doubt, there’s a stigma in this society to being overweight and kids pick up on it. The television is especially guilty of portraying overweight people as stupid, lazy or evil. It’s important to realize that no kid wants to be fat. The New England Journal of Medicine recently produced concrete evidence that genetic factors play a deciding role in the weight of adults. We are led to believe that people are overweight by choice or by a lack of self-will. This is rarely the case.

“Overweight kids are often ridiculed, taunted or ostracized. They hear all the cruel nicknames and unless they are very strong, this can be devastating to the child’s self-esteem. We are trying to teach children that they control how they feel about themselves and the rest of the world.”

#### ■ Molly Greer

“There are no miracle cures. You can’t sleep away those pounds, regardless of what you hear on the television. The new cure for obesity is no miracle at all — it’s simply good nutrition and exercise. We want the kids to change their lifestyles but they must be committed to losing weight. We try to see what psychological reasons lie behind the weight problem and to make sure there is adequate family support to sustain the child through what will likely be a lifelong weight problem. Then, the child begins a 10-week program of diet, counseling and exercise.”

#### ■ Jeffrey Beaumont, junior

“I’ve been fat all of my life. Not just overweight but really fat. This program has really helped me. Before, when someone teased me about my weight, I’d console myself by eating. I’d look for satisfaction in food, generally sweets. It was a vicious circle.

“I’ve tried all sorts of diets but they never worked. This time, I’m really serious. I’m watching my diet and since I started the program five weeks ago, I’ve lost 30 pounds. I have a long way to go. But I have a picture in my mind how I want to look, and I’m not giving up until what I see in the mirror matches the picture in my mind.”



# the radical write

## teacher's manual

---

chapter 12  
assignment | 1

### Taking your writing to the next level.

From information covered in Chapter 12, please answer the following questions.

1. What is “polysyndeton”? Find an example of polysyndeton in a newspaper or magazine article.
2. What is “asyndeton”? Find an example of asyndeton in a newspaper or magazine article.
3. What is the difference between a sentence fragment and a partial sentence? Find an example of a partial sentence in a newspaper or magazine article.
4. Thumb through news or feature stories in newspapers, magazines or news websites for examples of the following:
  - simile
  - hyperbole
  - metaphor
  - allusion
  - comparison
  - partial sentence
  - repetition
  - dialogue
  - alliteration
  - personification
  - dialogue

# the radical write

teacher's manual

chapter 12  
assignment | 2

## Taking risks with your writing.

From the facts, write a feature story that uses all of the information as well as at least three literary devices. Do not write a news story. Do not open with an inverted pyramid news lead.

Who:	Senior Ben Grant
What:	Finished second in the district 100-meter dash championship
When:	Last Saturday
Where:	District track meet
How:	He was suffering from a mild pulled hamstring
So what:	Until Saturday, Ben had not lost a district 100-meter race in four years of high school. He's finished second at state the past two years. As a freshman, he finished fourth at region.
Ben Quote:	"I had hoped to finish my career undefeated, but he's been on my heels all year. I knew that sooner or later, he'd beat me. But he shouldn't plan on making a habit of it."
Sam Quote:	"I'm not going to kid myself, Ben can smoke me when he's healthy. If his hamstring improves by regional, I'll be back looking up at him on that winner's stand."
Also:	The sophomore was Sam Grant, Ben's brother. Ben's father, Pete Grant, won the district 100-yard dash in 1972. His older brothers, Josh and Dan, won the district 100-meter dash championships in 2002 and 2004 respectively. On the awards stand, Sam and Ben wore their blue and red warm-ups.
Scene:	On the awards stand, Sam grabbed his brother and pulled him up on the top rung. "I wouldn't be standing here if it weren't for you," Sam said. Ben grabbed his brother's arm and raised it into the air. "No. You deserved it. You're the champ. Until the next time we run," Ben answered.

# the radical write

## teacher's manual

---

chapter 13  
assignment | 1

### **Show. Don't tell. Describe a scene that illustrates a larger truth.**

Describe (either in writing or as a class discussion) a scene in which...

- A small, timid boy is harassed by a bully at school.
- The sophomore point guard is nervous before his first varsity game.
- Members of the one-act play cast were disappointed in their ranking.
- Girls can be cruel to one another.
- The teacher takes extra time and effort to help students.
- The school adopts a “get-tough” policy toward tardy students.
- Football practice on a summer day is tough.
- The girl is sexually harassed at a dance.
- A teacher confronts a student over a cheating incident.
- The boy was sleepy.
- The girl was nervous.
- The man appeared intoxicated.
- The room was cold.
- Every day, students face emotional and psychological problems.

# the radical write

## teacher's manual

---

chapter 13  
assignment | 2

**As a general rule, use active, specific verbs.**

Re-write each sentence to make it tighter, more precise, more concise, more active.

1. Terri Nichols was the girl George Koepp chose to take to the prom.
2. Larry, the boy who threw the ball through the window, is my cousin.
3. The race horses were out trotting around the racetrack.
4. Bill Evans, who teaches AP English, is the man who also wrote for "All Things Considered," which airs on PBS.
5. Three seniors were announced as winners of the Poetry Slam contest, April 16.
6. Among the students at our school, there is one student who has traveled the world. His name is Ryan Wickman.

# the radical write

teacher's manual

chapter 13  
assignment | 3

## Molding wooden ideas into living, breathing stories.

From these broad yearbook topics, brainstorm for specific story ideas and angles.

Dating	Homecoming	Elections
Sports Injuries	Class trips	Jobs
Academic competitions	Sibling rivalry	Parents
Stage fright	Cafeteria food	Junk Food
School spirit	Fashion	Plagiarism
Dieting	Beauty pageants	Popularity
Holidays	Spring Break	Burnout
Leadership	Standardized tests	Dreams
Bad Hair Day	Leadership	Stress
Volunteering	Fund-raisers	Politics
Teacher's pet	Music	Religion
Friends	Graduation	Prom
Part of the Pack	War & Conflict	Celebrity
Being unique	Publications	Pets
Problem solvers	Career	College
Under the radar	Over-achievers	Survivors
Disappointment	Procrastination	Practice
Money	Favorite Expressions	Loss
The Fast Lane	Productions	Rituals
Trends	Expectations	Joy

# the radical write

## teacher's manual

chapter 13  
assignment | 4

### Write like you think and talk. Trust the sound of your own voice.

If you are not motivated to write well, you won't. If you're not willing to work hard, to spill your guts to total strangers, then your writing will never amount to much. But if take ownership of your writing, great things can happen.

It's time to try your hand at writing an opinion column. Read several excellent columns first. Read Hanna Ricketson's column on pages 197-198. It is amazing.

Write an opinion column. Your column should use many of the techniques and devices discussed so far this semester. It should be visual. It should appeal to the senses and emotions. It should be tight, focused and muscular. It should sound like you.

- Pay attention to tone: bombastic, calm, acerbic.
- Pay attention to the voice: ironic, melancholy, sarcastic, angry.
- Pay attention to flow: use of quotes, parallel sentence structure, repetition, simile, description, alliteration, dialogue.
- Most importantly, tell readers something they didn't already know or could not figure out themselves. Show that you're willing to spill your guts to total strangers.
- Your column should deal with one or more of the following themes:
  - winning and losing
  - all in the family
  - bullies
  - the road less traveled
  - my worst moment

# the radical write

## teacher's manual

---

chapter 14  
assignment | 1

### **You must put your heart and soul into it.**

If you are not motivated to write well, you won't. If you're not willing to work hard, to spill your guts to total strangers, then your writing will never amount to much. But if take ownership of your writing, amazing things can happen.

1. Based on what you've learned this semester, what is the hardest part of the reporting process?
2. Explain how you have been turned on or turned off to writing as a high school student.
3. John Lennon of the Beatles once said he never finished writing a song. He and the other members of the band simply recorded the latest version. How does that relate to writing for student publications?

# the radical write

## teacher's manual

chapter 14  
assignment | 2

### Write a personality profile.

This final assignment is the culmination of all you've learned in the course this semester. It's a personality profile. You should be able (and thrilled) to publish this profile in your student publication.

It does not matter who you write about. Find someone who has an interesting story, who has overcome a major obstacle, who has completed or is attempting to complete a long journey. Find a person whose story resonates with readers, someone whose story can teach me something about myself. In *Writing for Story*, Jon Franklin notes that good stories center on a complication and a resolution.

Franklin writes, "To be of literary value, a complication must be not only basic but also significant to the human condition. A resolution is simply any change in the character or situation that resolves the complication. The resolution, like the complication, can be either physical or psychological, external or internal. The cancer patient's problem can be solved externally, by the surgeon who cuts out the tumor and the radiologist who kills the remaining malignant cells. Or it can be solved internally, as the character makes peace with himself and accepts the approach of death. Either resolution reduces anxiety which is to say tension, and is therefore a resolution. A resolution, by definition, destroys tension."

Thus, you should write your profile about a real person who is confronted with a significant problem, who struggles to solve the problem, who ultimately succeeds and, in doing so, becomes a different human being.

Again, the profile should be descriptive. It must have flow smoothly and logically. It should be built on powerful direct quotes. It should contain at least one anecdote. It must be error-free: spelling, style, grammar.