

PROBLEM-BASED LEARNING
IN LANGUAGE ARTS/SOCIAL STUDIES

Fit to Print

A Problem about Yellow Journalism
and the Road to War with Spain

NAGC Curriculum Award-Winner

Teacher Manual

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Problem Narrative:

The Storyline for *Fit to Print*

Ideally, the direction of a Problem-Based Learning unit is decided by the students through the questions they ask. To some extent, this is made manageable by the structure of the opening scenario presented during Problem Engagement. The opening scenario is carefully designed to point students in the direction of some predictable questions. For example, it would be hard to avoid asking questions about Evangelina Cisneros's background and what was going on in Cuba that led to her arrest. The narrative below and the lesson plans in this unit respond to these more predictable questions and address other desirable learning outcomes. They also provide a helpful guide for teachers new to PBL.

Experienced PBL teachers are encouraged to use this unit as a framework, selecting lessons that fit the students' questions (and, as above, many should fit) and adding new lessons to address other questions.

In the late 1890s, newspapers were the primary source of news for the American public. Students are placed in the midst of this powerful information center in the role of editors of foreign news for *The New York Times*. In 1896, the year before the problem begins, the *Times* was acquired by Adolph Ochs, the visionary who turned the newspaper away from yellow journalism and toward more responsible reporting. In the 14 months between Ochs's acquisition of the paper and the time this unit begins, Ochs took action to help bring stability to the financially challenged paper and created the tag line "All the News That's Fit to Print." Chief among the competition for *The New York Times* were the *New York Journal*, led by Randolph Hearst, and the *New York World*, led by Joseph Pulitzer. The *Journal* and the *World* were engaged in a constant battle for readers, each attempting to out-do the other in drama and flair. However, this unit focuses on the *New York Journal* as a primary competitor for *The New York Times*.

Even though the content of this problem involves four historical events prior to the Spanish-American War, the problem that the students address throughout the unit is about responsible journalism. Each section of the unit is designed to introduce students to different issues related to responsible journalism. They learn how to read newspaper articles and interpret the nature of content contained in the articles (all of the articles they read are reproductions of what actually appeared in *The New York Times* and the *New York Journal*). An optional political cartoon analysis exercise is also included. As the unit progresses, students continue their deep analysis of news stories and of how different presentations lead to different understandings about an event. They then turn to how news is placed in a newspaper in an exercise on how a front page is constructed.

With this foundation in place, students are prepared to create the news. This forms the crux of problem definition: *How do we responsibly and accurately present the news?* Students are presented with a breaking story about a scandal and the firing of a key player in U.S.-Cuban-Spanish relations. They resolve this part of the problem through the creation of their article. They then have a second opportunity to address and resolve the problem with a more incendiary story: the sinking of the *USS Maine*.

Problem Engagement

What Is Responsible, Successful Journalism?

Students receive an orientation into the world of journalism when they receive congratulations from their editor-in-chief for "staying the course" of responsible journalism while reporting the story of Ricardo Ruiz, a Cuban-born naturalized American dentist who died in questionable circumstances in a Cuban jail. Students are asked to create guidelines for responsible journalism based on a comparison of *The New York Times*'s report of Ruiz's death and the report published in the *New York Journal* (Lesson: Dr. Ruiz Is Dead).

Questions Students Should Ask

- Who is Ricardo Ruiz?
- What happened to him?
- In what ways are the two articles different?
- Why are they different?
- What does “yellow kid” mean?
- What makes our article “better”? What makes it “more responsible”?
- What does it mean to be a responsible journalist?

Content Students Should Encounter

- Yellow journalism was dominant in the media in the late 1890s.
- *The New York Times* made an intentional shift away from yellow journalism and toward responsible reporting, adopting the motto “All the News That’s Fit to Print.”
- The *Journal* and the *World* were removed from respectable libraries.
- Yellow journalism featured exaggeration, flamboyant language, bias, and other manipulative writing techniques.
- Responsible journalism focuses on facts and is more objective than yellow journalism.
- The U.S. was in conflict with Spain over Cuba.
- Ruiz died in a Cuban jail. He may have been murdered, or he may have committed suicide.
- Ruiz was an American citizen.
- *The New York Times* made accusations about the irresponsible journalism of other papers.

Introduction of the Problem

Suddenly, students receive word that there is rumbling in the air about a pending breaking story involving Evangelina Cisneros, a 20-year-old Cuban jailed in Havana. They are told to get up to speed on the back story regarding Evangelina and on the florid reporting of her case by the *New York Journal*. Attached to the memo is a note that Evangelina wrote to the *Journal* in Spanish. The note was leaked to the *Times* by an inside source at the *Journal*. Students must figure out how to absorb a great deal of information, including an interesting cast of characters and sometimes wildly conflicting details, as they try to learn Evangelina’s story. They also have to translate the mysterious note, which says, “*I wish to express my thanks to the Journal for the efforts taken in my behalf.*” In the background is a lurking concern that the *Times* is not making enough money to stay solvent in its current form (Lesson: Cuba’s Flower).

The students’ research includes a series of articles about Evangelina Cisneros in *The New York Times* and the *Journal*, information about yellow journalism, and other background information about the situation in Cuba.

Questions Students Should Ask

- Who is Evangelina Cisneros?
- Why is she thanking the *Journal*?
- Why is her story important?
- What background information do we have about her?
- What articles about her have we published at the *Times*?

- What have others reported about her?
- Who else is involved?
- Why are we in financial trouble at the *Times*?

Inquiry and Investigation

How to Analyze, Synthesize, and Organize the News

Students begin their research into the back story of Evangelina Cisneros’s imprisonment. They read newspaper articles from both *The New York Times* and the *New York Journal*. They are asked to organize and synthesize the information they learn (Lesson: Preparing for the Unexpected).

Content Students Should Encounter

- Evangelina Cisneros has been imprisoned as an insurgent. It is unclear whether or not this is justified. It is also unclear how she is being treated while in jail.
- Evangelina Cisneros may or may not have been sentenced to 20 years of servitude in an African penal colony.
- Hearst has organized a campaign to have Evangelina Cisneros released, including appeals to the Queen Regent of Spain and to the Pope.
- Important individuals involved in the Cisneros story are:
 - Evangelina Cisneros
 - Enrique Dupuy de Lôme, Spanish Minister to the U.S.
 - William Randolph Hearst, editor of the *Journal*
 - A host of American women who appeal to the Queen Regent and the Pope on behalf of Evangelina, urged on by Hearst and the *Journal*; these include President McKinley’s mother, Mrs. Jefferson Davis, Jane Addams, Frances Hodgson Burnett, and Julia Ward Howe
 - General “Butcher” Weyler, head of Spanish forces in Cuba
 - U.S. Ambassador to Cuba, General Lee
 - The Queen Regent of Spain
 - The Pope

As predicted, the story of Evangelina’s escape begins to break. The seemingly simple question posed to the students in their role of copy editors is where a report about the escape should appear in the paper. Students are provided with the articles for the front page and are told to find the arrangement they think is best. The trouble is, there is not enough space for everything. They will have to decide which articles belong on the front page and which should be pushed to page 2. The lesson includes recommended websites with criteria that editors use to select and place front-page stories.

To complicate matters, the students receive the first page of the article from the *Journal* acknowledging that it orchestrated the escape. The big, splashy headlines are accompanied by dramatic illustrations celebrating the successful rescue. Students are asked to reflect on what happens when papers create the news instead of reporting it (Lesson: Dealing with the Unexpected).

Questions Students Should Ask

- What are the other issues of the day, and how important are they?
- What are the other articles that have to be placed?
- How do editors decide where to put a front-page article?

Content Students Should Encounter

- The media campaign to appeal to the Queen and the Pope to have Evangelina Cisneros released from jail failed, so Hearst organized the escape from prison with the aid of a *Journal* reporter.
- Weyler said that Evangelina Cisneros would have been released if it hadn't been for the overblown coverage by American newspapers.
- Evangelina escaped with accomplices led by a reporter from the *Journal* by sawing through bars in windows and climbing through to a house next door, which had been rented to two men. She was then smuggled onto a boat to the U.S.

Problem Definition

How to Report the News

Having completed their initial assignment, students find a letter informing them of another breaking story. The Ambassador of Spain to the United States, Enrique Dupuy de Lôme, wrote a letter to a colleague in which he insulted President McKinley. A reporter from the *Journal* has acquired a copy of the letter and is ready to print it in that newspaper. The *Times* has also managed to get a copy of the letter and has provided it to its editorial staff. The letter is in Spanish, so students must find a way to translate the letter (an English version is also included). They are also provided with a reporter's notes about comments de Lôme made earlier in his career (Lesson: de Lôme's Disaster).

Before they write their article, students must consider what they have learned about high-quality, responsible journalism and create a problem definition that describes their goals for writing the article. Constraints that students might consider when creating the problem definition include responsibilities to the public, responsibilities to individuals, and a personal commitment to responsible reporting. The problem takes the form:

How can we (issue) in a way that (constraints)?

Examples:

How can we create an interesting newspaper article in a way that is accurate and fair?

How can we present the de Lôme story in a way that increases readership without sacrificing quality?

How can we resist the pressure to sensationalize while creating an engaging and accurate story?

Once students have agreed on their problem definition, they work in small groups to create alternate drafts of the article. Students are given more information than they can include in the space they are allotted, requiring them to decide what information to include in their article and what to leave out. They are also faced with the realization that they have someone's career in their hands.

Questions Students Should Ask

- Who exactly is Dupuy de Lôme?
- What did the letter say, and how can we be sure that what we have is accurate?
- What are the consequences of de Lôme being fired?

- How will this affect the situation in Cuba?
- What is our responsibility to the reading public? To the individuals involved?
- What information is most essential?
- What information should we leave out?

Content Students Should Encounter

- Discretion is the heart of diplomacy.
- Journalists have a significant responsibility—what they choose to report affects both policy and personal lives.
- The selection of information can affect how the public views a situation.

Problem Resolution

Writing the News

Students learn a systematic, organized method of coming to consensus as they consider which of the various article drafts should be selected to go to press. They use this strategy to select the article and make final edits to optimize the copy (Lesson: Reaching Consensus).

In a second lesson for this section, telegrams are waiting for the students as they arrive in class. The *USS Maine* has exploded off the shores of Cuba! This is an important story that could affect public sentiment toward the war. Students have to report the story, with some pressure to draw attention to the *Times* but also with the knowledge that misreporting could have significant consequences. They get a secret copy of the apocryphal Hearst telegram to Frederic Remington (“You get the pictures; I’ll provide the war”); this reminds them of the power of the press to report or to manipulate. Students review their problem definition and prepare to write. They are told that they can have substantial front-page space, and they can spill over into several front-page articles if necessary (Lesson: The *Maine!*).

Content Students Should Encounter

- Some reporting is speculative because information is not available or is incomplete.
- New information changes how a situation is perceived.
- Patriotism versus reporting: Is objectivity always correct?

Problem Debriefing

Valuing the News

Debriefing activities could include further exploration into the Hearst/Pulitzer era of yellow journalism, contemporary tabloid journalism, and reports on the Spanish-American War. A podcast of a brief radio report supporting yellow journalistic techniques could be the center of a debate about the ideal form and function of the fourth estate (Lesson: News, Journalism, Media, and Infotainment).

Problem Engagement

Dr. Ruiz Is Dead

Minimum Recommended Time: Two traditional periods or one block




Goals:

- Introduce students to the concept of yellow journalism.
- Give students some background information on Cuban/Spanish/American relations.
- Analyze primary source documents.
- Compare newspaper articles for journalism reporting styles.

Grouping: Pairs or small groups; whole class for discussion

Generalizations: Responsibility involves being trustworthy, accountable, and ethical/moral. Responsibility is an intentional choice to follow internal and external standards.

Differentiation: By ability (reading level or level of cartoon analysis) or learning style (visual or written)

 Materials	 Problem Log	 Teacher Reference
<p style="text-align: center;">Included in Unit</p> <ul style="list-style-type: none"> • Memo #1 from Mr. Ochs • “Us vs. Them” comparison chart • Cartoonists’ Persuasive Techniques • Cartoon Analysis pages • Reflective Moments • Journalism Guidelines page <p style="text-align: center;">Additional Materials</p> <ul style="list-style-type: none"> • Ruiz articles from <i>The New York Times</i> and the <i>New York Journal</i> (in Resource Book) • Political cartoons (optional; in Resource Book) 	<ul style="list-style-type: none"> • “Us vs. Them” comparison chart • Cartoonists’ Persuasive Techniques • Cartoon Analysis pages • Reflective Moments • Journalism Guidelines page 	<ul style="list-style-type: none"> • Sample “Us vs. Them” comparison chart • Political cartoons

Summary:

The purpose of this lesson is to provide background for students about the world they are getting ready to step into as they enter the problem. They are given a memo addressed to the Foreign Bureau Editorial Team from someone named Ochs. In the memo, the team is congratulated on a job well done for writing an article about someone named Ruiz. Ochs reminds the team that they work for a newspaper that prides itself on accurate reporting. He instructs them to compare their article with an article from a yellow paper and then create guidelines for responsible journalism.

Note: The primary task in this lesson is for students to read and analyze two newspaper articles. Readability analysis puts the reading level at tenth to twelfth grade; however, this is primarily due to sentence length. Subdividing the newspaper articles among groups of students should make the reading manageable for most students. For teachers who feel the need to differentiate further, this lesson includes four political cartoons. Small versions of the cartoons are included in this manual; larger versions are included in the Resource Book. The political cartoon analysis is available at three levels of sophistication.

Things to Do Before Class:

1. Prepare the classroom to look like a newsroom as much as possible.
2. Read through the materials, including the Content Background, Problem Narrative, and newspaper articles, to become familiar with the content that the students will encounter.
3. Download, print, and make copies of the memo from Mr. Ochs and the two Ruiz articles from the Resource Book to distribute to the students.
4. Copy the “Us vs. Them” comparison chart onto a whiteboard or smartboard.
5. If you plan on differentiating the lesson, look through the political cartoons in the Resource Book. Some cartoons are more complex than others, so make a choice based on both the issues you want students to discuss and the level of complexity. Then download and print the cartoons you wish to use.
6. Review the three versions of the Cartoon Analysis worksheet, and decide which one(s) to use.

Things to Do During Class:

1. Pass out the Ochs memo to the students, and give them time to read it.
2. Conduct a discussion about the memo, highlighting key pieces of information from Ochs, such as yellow papers and Cuban/Spanish/American relations. Ask the students what seems to be going on. Be sure they recognize that the letter is addressed to the “Foreign Bureau Editorial Team,” their stakeholder role. Have them identify their immediate task (to create a set of guidelines based on identified differences between the articles from *The New York Times* and the *New York Journal*).

Key Questions:

- *What seems to be going on?*
- *What is our role in this situation?*
- *What do we know about the current situation? About our task?*
- *What do you think being “yellow” means?*

3. Ask the students what they will need to complete their task. If they don’t ask for the articles, let them know that you have the articles available in order to prompt their thinking in that direction. As they read the articles, have the students work in pairs or small groups to complete the “Us vs. Them” comparison chart. Remind them that there are a number of different methods for keeping track of information as they read, and ask them which might be most useful now. If the students have no ideas, offer suggestions such as using a highlighter to identify any language that they feel is charged or that may incite emotion.

Key Questions:

- *What annotating or note-taking tools do you have to keep track of differences in the articles?*
- *Which tools do you think will be most effective for this task? (Allow groups to select different annotating tools.)*
- *What useful information is provided in the memo and articles?*
- *What seems to be the difference between us and the New York Journal?*

4. If time permits, or as a possible form of differentiation, consider having students do the political cartoon analysis activity. Give the students a political cartoon to analyze, or have them choose one themselves, and assign one of the Cartoon Analysis forms to complete, differentiating based on ability. Review the Cartoonists' Persuasive Techniques page with the students, and then go over the Cartoon Analysis worksheet(s) with them. Allow them time to complete them.
5. The activities that the students are working on will probably fill the time available in a traditional class period. If so, assign one of the Reflective Moments on responsibility from the students' Problem Logs as homework. If not, allow students time to complete it at the end of class. There are three options for the Reflective Moment; the students could choose one to do, or you could use the options to differentiate by ability or interest.
6. Begin the second day with a whole-group discussion about the students' responses to the key questions from the previous day, and fill out the "Us vs. Them" comparison chart on the whiteboard or smartboard together as a class, using information from the students' charts. Use this as a basis for a discussion about the guidelines they'll be creating. If the students did the cartoon analysis activity, include in the discussion why cartoons are sometimes used to send social messages and how perspective affects the creation and interpretation of political cartoons.

Key Questions:

- *What are some of the specific differences you noted between the two articles?*
- *What is the effect of (specific difference)?*
- *What are some of the differences in language?*
- *What are some of the differences visually?*
- *Which newspaper seemed more interesting? Which seemed more accurate?*
- *Each strategy seems to have a specific effect. What is the overall effect when all of the techniques used by the Journal are combined together?*
- *Who do you think is better informed: someone reading the article from The New York Times, or someone reading the article from the New York Journal?*
- *Why would newspapers print stories that aren't completely true?*
- *Which newspaper is being more responsible? What do you suppose are the positive and negative effects of being responsible?*
- *What do you understand about a journalist's responsibility when reporting the news?*
- *Our editor-in-chief has said that we will present "all the news that's fit to print." Based on our conversation, what should be included in our guidelines for what is "fit to print"?*

7. When the students seem to have a basic understanding of who they are and what is going on, give them time to work in their pairs or small groups to create their journalism guidelines using the page for this in their Problem Logs. Then come together as a class, and establish a final set of guidelines. These guidelines should be posted in class or online so that students can refer to them throughout the unit. Elements of the guidelines can be incorporated into rubrics used for the remainder of the unit.
8. Have the students complete one of the two remaining Reflective Moments as homework.

The New York Times

“All the News That’s Fit to Print”

From the Desk of Editor-in-Chief

Memorandum

To: Foreign Bureau Editorial Team
From: Adolph Ochs, *The New York Times* Owner/Publisher
Date: February 25, 1897

Congratulations on a job well done on the February 24th Ruiz article. As a seasoned journalist with this paper, you know that it is my goal to present the news in a concise and attractive form and to use language that is accepted in polite society. The Ruiz article was an excellent example of the kind of reporting I expect here at *The New York Times*—impartial and based in fact. It’s the kind of reporting that will ensure that the public will never get us confused with yellow papers.

The relationship between America, Spain, and Cuba has become of increasing concern. While Hearst and Pulitzer continue to generate drama in order to build “war fever” regarding Cuba, it is important for us to remain impartial. Ours is the standard to which all journalists should aspire. Perhaps that is why more and more New York libraries are considering following the example set by New Jersey to ban those papers but to keep ours!

I feel that it is important that we create guidelines for responsible reporting. To that end, I am enclosing a copy of your Ruiz article and the *New York Journal’s* Ruiz article. Take some time to review each one. Note the differences between the two, and use what you discover as a starting point for your recommendations on news that’s fit to print. Remember, it is our journalistic integrity and high standards that set the *Times* apart from other papers.

I expect your reporting guidelines on my desk within the next day or two.

“Us vs. Them”: Comparing *The New York Times* and the *New York Journal*

Directions: You have been asked to compare two articles about the death of Dr. Ricardo Ruiz. Use the chart below to analyze each one of them. Remember, you must think like a journalist: look for differences in the information reported, including details included or omitted. Consider word choice, and pay close attention to the adjectives and emotionally charged words. As you read, try to determine how all of these elements converge to create the overall tone for the article. Use this information to decide what the author’s purpose was in writing the article.

	Reported “Facts” Include at least five for each article.	Word Choice Include at least three for each article. Label them by marking appropriate descriptions “+” and misleading ones “-.”	Tone (Formal, informal, dramatic, solemn, accusing, serious, ironic, superior, etc.)	Other (Visual elements, text style, etc.). Are these used to inform or persuade?
<i>The New York Times</i> Article Headline:				
<i>New York Journal</i> Article Headline:				

Conclusions: What differences did you find between the articles? What is the reason for those differences?

What do you think were the underlying goals of each author that led to his selection of facts, words, and tone?

Cartoonists' Persuasive Techniques

Visuals

Symbolism: Using simple or common objects to stand for more global concepts

Example: A picture of Humpty Dumpty could stand for something important yet fragile.

Exaggeration: Amplifying and distorting the physical characteristics of people or things in order to make a point

Example: All the king's men could be drawn smaller than Humpty Dumpty to suggest that they are not powerful.

Analogy: A comparison between two unlike things to reveal common underlying characteristics

Example: Humpty Dumpty might represent something else that is broken—for instance, an idea or a system.

Irony: The difference between the way things are and the way they should be or are expected to be; often used in cartoons to express an opinion or to depict an issue

Example: Politicians are supposed to be powerful. In a political cartoon they could be represented as all the king's men to stand for people who should be powerful but are not because they can't reassemble Humpty Dumpty.

Words

Labels: Used to identify objects or people to make it clear exactly what they stand for

Example: The words "American economy" might be written over Humpty Dumpty so the reader knows what Humpty Dumpty is supposed to represent.

Captions: Used outside the cartoon box to give words to characters, to send an ironic message to the reader, or to present the overall message of the cartoon

Example: The caption "Humpty Dumpty falls again" might suggest a repeating problem.

Cartoon Analysis

Level 1

Visuals

1. What objects or people are central to the meaning of this cartoon?
2. Which of the objects are symbols?
3. Which of the people are symbols representing a larger group or institution? What group or institution does each represent?

Words

1. Record the cartoon caption and/or title.
2. What are the important words or phrases? Why are they important?

Synthesis

1. What do you think you are supposed to think or feel about the situation in this cartoon?
2. The editor-in-chief seemed to be glad that the *Times* was not portrayed in this cartoon. What does that tell you about the philosophy that guided *The New York Times* in 1897?

Cartoon Analysis

Level 2

Visuals

1. Which elements of persuasion do you see used in the cartoon?
Select at least two:

Symbolism Exaggeration Analogy Irony Labels Captions

2. What do you think each element in the cartoon represents?

Words

1. Which words or phrases (labels, captions) in the cartoon appear to be the most significant? Why do you think so?

2. List some adjectives that describe the emotions portrayed in the cartoon.

Synthesis

1. Write a sentence that expresses the overall message about the relationship between the press and the public presented in this cartoon.

2. The editor-in-chief seemed to be glad that the *Times* was not portrayed in this cartoon. What does that tell you about the philosophy that guided *The New York Times* in 1897?

Cartoon Analysis

Level 3

Visuals

1. Describe how the cartoonist used elements of persuasion in the cartoon. Choose from among the following: symbolism, exaggeration, analogy, irony, labels, captions.
2. What do you think each element in the cartoon represents?

Thoughts and Feelings

1. How did the cartoonist blend intellectual (thinking) and emotional (feeling) appeals? How does the combination affect the impact of the cartoon?

Synthesis

1. Write a sentence that expresses the overall message about the relationship between the press and the public presented in this cartoon.
2. The editor-in-chief seemed to be glad that the *Times* was not portrayed in this cartoon. What does that tell you about the philosophy that guided *The New York Times* in 1897?

 **Problem Log**

Reflective Moment: Responsibility, Option A

Directions: What does it mean to be responsible? Here are some related words. Look up at least three of these words, and provide a definition for them.

Amenable _____

Obligated _____

Trustworthy _____

Answerable _____

Liabile _____

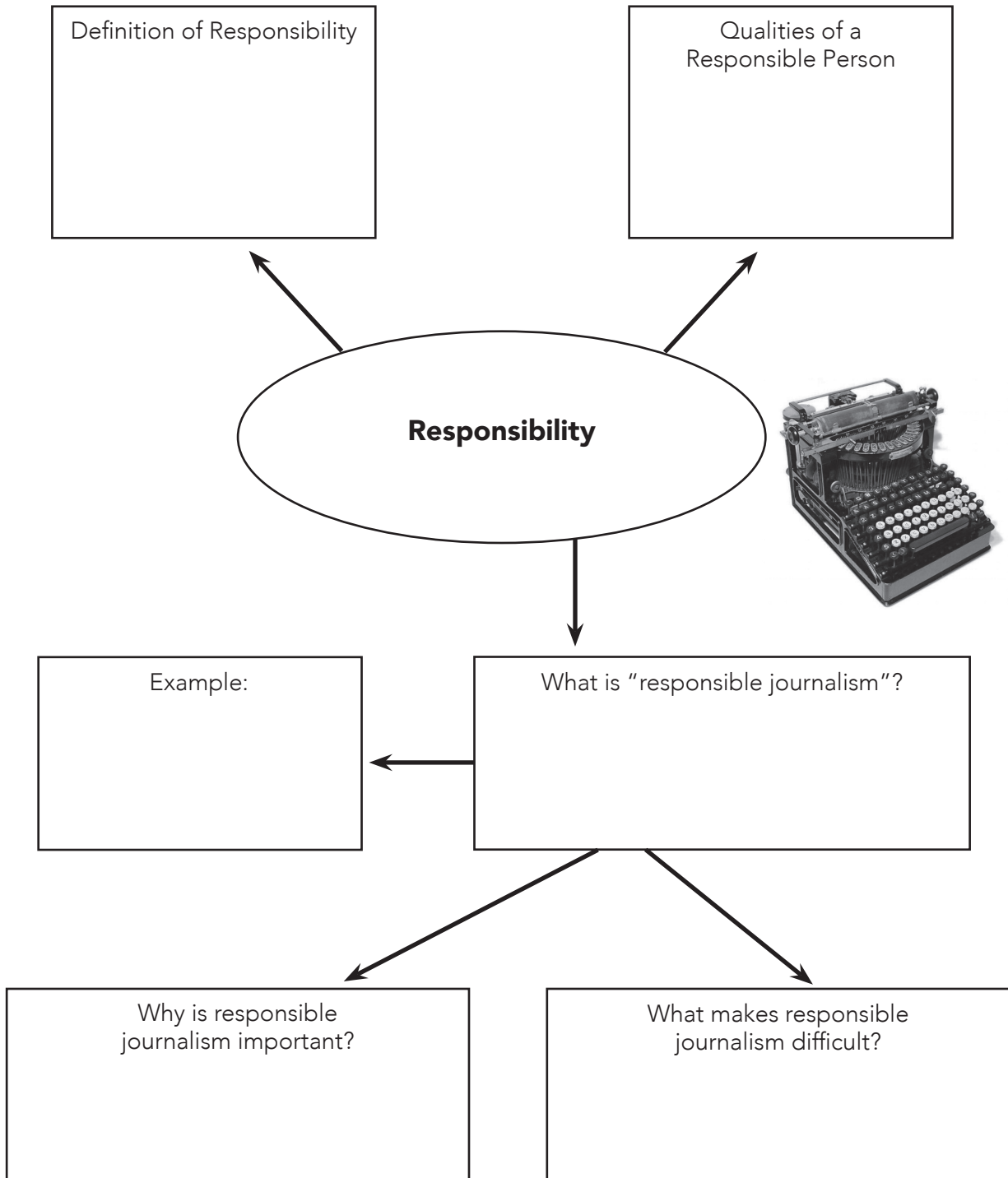
Creditworthy _____

Accountable _____

Now describe responsibility in your own words:

Reflective Moment: Responsibility, Option C

Directions: Many people rely on the news. They count on newspapers to give them the information they need to know in order to decide what issues to support and how to vote. It is essential that we understand what it means to be a responsible journalist. Complete the graphic organizer below to identify the most important elements of responsibility as it relates to journalism.



Journalism Guidelines

Directions: Now that you've compared one of our articles with an article by our competitor, the New York Journal, it is time to create a set of guidelines. What makes a piece of news "fit to print"? Create a list of five criteria. Then circle the one you think is most important, and briefly state why.

1. _____

2. _____

3. _____

4. _____

5. _____

Why do you think the criterion you circled is the most important?

Sample “Us vs. Them”: Comparing *The New York Times* and the *New York Journal*

	Reported “Facts” Include at least five for each article.	Word Choice Include at least three for each article. Label them by marking appropriate descriptions “+” and misleading ones “-.”	Tone (Formal, informal, dramatic, solemn, accusing, serious, ironic, superior, etc.)	Other (Visual elements, text style, etc.). Are these used to inform or persuade?
<p><i>The New York Times</i> Article Headline: Lee and Ruiz Case Denial of the Rumor that the Consul General at Havana Has Threatened to Send in His Resignation. The Department Disturbed. Secretary Olney Not Disposed to Act upon Sensational Newspaper Reports—Doubt That Dr. Ruiz Was a Citizen of the United States at the Time of His Death.</p>	<ul style="list-style-type: none"> Lee denies reports of demands for a warship and threats to resign. Olney reported the arrest. Olney made inquiries about Ruiz’s citizenship. Olney learned of Ruiz’s death on February 13th. Ruiz was imprisoned in Guanabacoa. State Department finds no justification to send ships to Cuba. State Department will not send warships to Havana until the details of Dr. Ruiz’s death are better understood. 	<ul style="list-style-type: none"> Lee <i>appears</i> to have denied + The <i>sensational</i> reports about his <i>alleged</i> demand + It <i>appeared altogether improbable</i> + A <i>feeling that</i> the Administration has not been more urgent + Olney will not make any attempt to keep pace with that journalism that <i>contrives for publication of alleged facts</i> + 	<p>Formal, serious. The author sounds as though he doesn’t want to misrepresent or report anything that may not actually be fact.</p> <p>There is a pointed dig at yellow papers for their reporting style.</p>	<p>Larger main title; short and to the point</p> <p>Smaller subtitles without charged language</p>
<p><i>New York Journal</i> Article Headline: American Slain in Spanish Jail General Lee Indignant and Demands Full Investigation of Ricardo Ruiz’s Death. Strong Evidence to Show That the Hapless Man was Murdered by Spanish Policemen in His Cell.</p>	<ul style="list-style-type: none"> Ruiz was an American dentist. He was arrested by Fondesviela a fortnight ago. His body was found in his cell. No communication with his family or counsel was allowed. The prisoner was visited by policemen accompanied by an officer at night. General Lee asked Acting Governor-General Ahumada for an investigation. Spaniards say it was suicide. 	<ul style="list-style-type: none"> <i>American Slain</i> - <i>Hapless Man</i> - <i>Another outrage</i> - <i>Notorious military commandant</i> - <i>Foul, gloomy little cell</i> - 	<p>Accusing. The author seems to accuse the Spanish of wrongdoing or of hiding something</p>	<p>Large text for main headline</p> <p>Section title in bold and asking a leading question</p>
<p>Conclusions: What differences did you find between the articles? What is the reason for those differences? The <i>Times</i> article seems more concerned with getting the facts straight. The word choices it used don’t seem as strong as the <i>Journal’s</i> language.</p> <p>What do you think were the underlying goals of each author that led to his selection of facts, words, and tone? I think the <i>Times</i> author wanted to get the facts right and was careful not to publish something that couldn’t be backed up. The <i>Journal</i> author seems intent on saying that Ruiz was killed by the police and was trying to convince readers that Spain was in the wrong.</p>				

