

[What is Journalism?]

Unit Title: Why should we study the history of journalism?

Grade Levels: 11-12

Subject/Topic Areas: Journalism

Date: August 10

Vocabulary: muckrackers, yellow journalism, inverted pyramid, penny press, convergence, libel

Designed By: Kevin Kenealy

Time Frame: Sept. 11-15

School: Crete-Monee High School

Brief Summary of Unit

In this one week unit, students will be able to analyze where journalism got its start in the United States, where it is currently, and where it is going.

Established Goals: Core Standards

Reading Standards

Standard 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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Standard 3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Standard 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Writing Standards

Standard 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Standard 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Standard 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Standard 1 - Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Standard 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Standard 3 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Standard 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Standard 6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

What essential questions will be considered?

Students will be asked to explore such questions as...

- Why were the muckrackers key to the start of investigative journalism?
- Evaluate why yellow journalism was a black spot in our media's history.
- Does yellow journalism carry on in some form today?
- Define mass media.
- How did the penny press make newspapers more accessible to the public?
- How were newspapers different than then media today when they began in this country?
- Where do you see the future of the media going in America?
- Why were figures such as Woodward and Bernstein so important?

What understandings are desired?

Students will understand that...

- Muckrackers investigated the evil doings of government and big business and took pride in this.
- Yellow journalists would tell half-truths in the news and dramatize events to get people to buy the news.
- Answers will vary.
- Mass media uses convergence, or a combination of print, online, video, and citizen journalism today.
- The penny press made the printing of papers cheap and more readily available to the average person.
- Newspapers included everything from essays to poetry when they began. Oftentimes they were only a page or two in length as well.
- Answers will vary.

What evidence will show the students understand?

Performance Tasks:

- Inverted Pyramid Practice
- SSR
- 3-2-1 Activity
- Compare/Contrast Activity
- Vocab Practice
- Muckrackers Activity

What other evidence needs to be collected?

Informal Observations/Discussions

- Higher Level Questioning
- Group Discussion
- Round Table Discussion
- Gallery Walk Activity
- Muckrackers Activity
- Smartboard Discussion
- Partner Work

Student Self-Assessment and Reflection

1. **Self-Assess History of Journalism Quiz**– Students will assess their knowledge by taking a history of journalism quiz.

Daily Lesson Plans : Unit One

Day One: History of Journalism Introduction

1. Bell Ringer: SSR – Students will begin by reading their history of journalism independent reading novel that was assigned the Friday before. Every day they will have an SSR sheet that I will stamp for points to make sure they are reading. – 5 min.
2. Build Schema – History of Journalism Gallery Walk – The room will be set up like a “newsroom through the ages.” Each wall will have newspapers and vocabulary from different eras of journalism that students will learn about in their groups. After every few minutes, they will “press” on and go to the next era. After every group has reached each wall, we will talk about their walk and fill out a gallery walk sheet. 15-20 min.
3. Discussion/Vocab – Essential Questions – Questions based off vocab – students will make sure they have the vocab words and definitions – 20 min.
– 10 min.
4. Apply – Use the vocab in a sentence with a partner – 10 min.
5. 3-2-1 What did we learn today? – 5 min.

Day Two: Journalism – The Early Days

1. Bell Ringer: SSR – 5 min.
2. Pass around: I will have students work in small groups to look at the first newspaper in America, Publick Occurrences. They will discuss and then we will bring it back to class discussion. – 15 min.
- Inferences Round Table – I will pass a swoosh ball around the room and ask students to make inferences on how they think things changed from this one page newsletter to the mass media we see today. – 5 min.
4. Media – (Music/Video) - *Newsies* Clip – Explains the start of the Penny Press and the availability of the paper to the masses – Students will write their thoughts of the video and we will discuss after – 10 min.
5. Civil War/Inverted Pyramid Style – Smartboard Presentation – Why the Inverted Pyramid Style came to be, why it’s still used today and how to write in inverted pyramid. – Students will take notes – 10 min.
6. Inverted Pyramid Practice – Students will look at some information and try to start a story with it using inverted pyramid – 10 min.
7. 3-2-1 – What did we learn today? – 5 min.

Day Three: From Yellow Journalism to Television

1. BR: SSR – 5 min.
2. Spanish-American War and Yellow Journalism Video – 5 min background on Pulitzer, Hearst, and sensationalism of journalism behind the Spanish-American War
<https://www.youtube.com/watch?v=0wFrAny77UY>
3. Discussion/Essential Questions based on Yellow Journalism – 10 min.
4. Muckrackers – I will pass out a hand-out about Nellie Bly, a non-fiction article about one of the first women investigative journalists. Students will take annotated notes and discuss the article with a partner. We will then discuss Bly and the muckrackers as a class. I will mark their points on the Smartboard. 15-20 min.
5. Advent of Radio – FDR’s Fireside Chats – I’ll play a fireside chat about Japan’s attack on the US and FDR’s response - <https://www.youtube.com/watch?v=n5LKtzipWNB8> – Students will take notes and we will talk about the importance of radio – 10 min.
6. Vietnam War TV coverage impact - https://www.youtube.com/watch?v=arfMd_ar91o – We will see what impact the TV coverage of Vietnam had on the country at the time – 5 min.
7. 3-2-1 – What did we learn?

Day Four: From Woodward and Bernstein to Present Day

1. BR - SSR – 5 min.
2. What was Watergate? – Smartboard Presentation/Discussion – 10 min.
3. *All President's Men* Clip - <https://www.youtube.com/watch?v=vLt6djxhNe8> – Show what Woodward and Bernstein had to go through to bring down Nixon and top government officials – 2 min.
4. Discuss – What makes good investigative journalism? – 5-10 min.
5. Stephen Glass/Brian Williams – Fabricating the News – Talk about journalism ethics and how these journalists let the industry down – Smart Board – 5-10 min.
6. Compare/Contrast – We will do a close read on the same article from two separate sources and compare and contrast the facts and how objective each article is. – 15-20 min.
7. 3-2-1 – What did you learn today?

Day Five: What is the future of Journalism?

1. Bell Ringer: SSR – 5 min.
1. History of Journalism Quiz. – 5-10 min
2. How do you get your news Group Discussion and Share – 10 min.
4. Mass Media – Talk about Online Journalism – Share Interactive Narratives, Washington Post Media Packages – 10 min.
5. Libel/High School Journalism Law – What rights do we have as high school journalists? – Smartboard – 15 min.
6. 3-2-1 – What did we learn today? – 5 min.