Journalism Ethics and Responsibility

Lesson Plan One

Introduction: These lessons are designed to go beyond the legal responsibilities of journalists and look at the different ways print media can be biased, without necessarily violating the code of ethics or law. It is an important extension of the discussion on ethics because it allows the students to see that even though journalists are called to report without bias, there are ways that bias is still present.

Key Theme: The Economics of the Media

Overview and Rational: This initial lesson is designed to increase the media literacy of our journalism students. The media is owned by conglomerates that have incredible power. Over the years, the number of conglomerates that own the majority of mainstream media has decreased. News sources, even though they are called to follow the code of ethics are also responsible to the conglomerate who owns them. It is important for kids to understand who owns what, allow them to see synergy at work, so they can be aware of the potential for bias in the media they consume.

ASNE Connection: This lesson is an extension of our work with Ken Paulson and the 1 for All organization as well as the Student Press Law Centers presentation on ethics. This lesson would be appropriate as a follow-up to discussion on the first amendment because it sheds light on the fact that even though journalists are protected by the first amendment, the news source they work for is still owned and operated by a someone or a group of people whose ultimate goal is to make money. The need to not lose money can often drive the news we see. This alone violates the code of ethics that says journalists should be free of obligation to any interest other than the public’s right to know.

Goals for Understanding: Students will understand the economic structure of the media and how the conglomerate serves as a gatekeeper for the news they see.

Essential Questions

1. Who owns the media we consume?
2. How does synergy work in the media?
3. How did the Telecommunications Act of 1996 affect media ownership rules?
4. What are the ways that a conglomerates other media interests shape the news?
5. Are there ethical ramifications when the news is driven by the need to make money?

Critical Engagement Questions

1. What are the names of the largest media conglomerates?
2. Who runs the specific conglomerates?
3. What other media do these conglomerates own?
4. What is a subsidiary?
5. What is vertical integration?
6. Why did the government open up media ownership?
7. What happens when the news is about the media conglomerate? For example, did Fox News accurately and fully report on the phone hacking scandal of 2011?
8. What would be the difficulty of maintaining the journalism code of ethics in a vertically integrated media structure?

Activities

1. The following assignment is meant to generate a visual of media conglomerates. These posters can be used when referring back to different media sources and looking at who owns a particular news source.

You and 2-3 people in your group will create a poster and a source sheet outlining the holdings of an assigned media conglomerate. Sources for this information will be web sites. We will be in the lab today gathering information (and tomorrow, if needed) and putting the posters together in class on Tuesday. On Wednesday, each group is responsible for presenting the poster to the class.

On the poster (displayed in a graphically pleasing manner):

• Name of the conglomerate
• Names of subsidiaries, categorized by type (i.e. record labels, film studios, magazines, television networks, publishing houses, etc.)
• Special interest groups the conglomerate contributes to
• Other, non media, groups associated with the conglomerate
• Parts of the world where they are found
• Magazine/Internet photo cutouts, drawing, logos and phrases representing a sampling of the conglomerate’s holdings.

On your TYPED source sheet:

• Names of group members
• Name of the conglomerate
• At least three web sites where you found information. Note that web sites should be documented in MLA format (see below).

Your group grade will be out of 25 points:

• Poster is detailed and complete—10 points
• Poster is neatly and clearly presented—10 points
• Source Sheet is typed and follows MLA style—5 points
Also, when you present your poster to the class, you must address how this conglomerate personally affects the lives of you and your peers. In other words, answer the “why does this matter to me?” question.

**Style for citing web sites**

Author (if known). Title of item. [Online]. Available [http://address/filename](http://address/filename), date of access.

**Assessment of Poster** (also sent as an attachment)

**Conglomerate Media Posters Grade Sheet**

Names of group members and their specific contributions

1. 

2. 

3. 

4. 

**Content**

- Poster includes name of conglomerate
- Poster includes names of subsidiaries
- Poster includes labels for type of medium for subsidiary
- Poster includes words/images representing conglomerates holdings
- Poster includes non-media holdings and interests

**Organization, Style and Mechanics**

- Poster layout is neat
- Poster layout is easy to follow
- Poster is colorful
- Poster is free of grammar and spelling errors

**Source Sheet**

- Sheet lists three sources
- Sources follow MLA format
- Source sheet is typed and neat
Supplemental Material

1. The Frontline special *Free Speech for Sale*.
2. The PBS special, *Buying the War*.

Lesson Plan Two

*Theme:* News Bias Analysis

*Overview and Rational:* Once students have an understanding of how media ownership can affect the information consumers receive they are ready to scrutinize their news sources, either local print news or perhaps on-line news sources. Going back to the idea of the code of ethics, students should be reminded that journalists are to present the news without bias. However, we know that bias does happen and we have explored some of the reasons it can happen.

*ASNE Connection:* This lesson is an extension of our work with the Student Press Law Centers presentation on ethics. This lesson would be appropriate as a follow-up to discussion on ethics, especially under the heading Seek Truth and Report It.

**Essential Questions**

1. What are the different ways news can be bias?
2. Is news bias accidental?
3. Does bias in the news relate to the political position of the news site or of its owner?

**Critical Engagement Questions:**

1. How does a news sources decision as to what news to cover and where to place news determine bias?
2. How does the news sources (or writers) decision on who to interview indicate bias?
3. How does the news sources decision about where to place the interview in the story indicate bias?
4. Does the use of loaded words indicate bias?
5. How can news sources be biased through the use of photos?

**Activities**

The following activity was designed specifically for a town with two local newspapers, both with political ties. It could easily be modified to look at two separate on-line news sources, such as CNN and Fox
News. It is best to compare and contrast two different news sources, but you could do parts of this activity with just one news source.

News Bias Analysis

For this project, you and a partner will use the critical process to analyze the news pages of the Post-Gazette and the Tribune Review—both from the same day. Using your notes, you will decide whether the PG’s alleged liberal point-of-view and the Trib’s alleged conservative point-of-view are evident on news pages. Remember that bias and opinion should only be present on the editorial pages or in columns. News stories should be fair, but we discussed in class several ways that reporters can show bias in news.

Part One: Choosing what to cover (bias can lead to ignoring stories that don’t support views or covering stories that do support views but might not otherwise be covered) and placement of story (placement on front page vs. inside or top vs. bottom send priority messages)

Description
1. Write the headlines of the stories that appear on the front page of each newspaper, from top to bottom.
2. If the stories don’t match, check the inside pages or the Local section of each newspaper to see if the story has been “buried” elsewhere. Make note of this, including identifying missing stories and noting the location of buried stories.
3. Also make note of stories that are placed at the top of the page of one paper but near the bottom of the other, if applicable.

Analysis
1. Make note of whether any of the non-matching or missing stories have a potentially biased edge to them—most often this means stories about politics or business. In many cases you could eliminate stories that involve routine fires and crimes.

Interpretation
1. Explain any cases noted above that you believe might indicate a liberal or conservative bias from one paper or the other. Do you believe that such a bias may have led to a failure to cover a story or to burying it, or that such a bias may have led to overplaying an otherwise unimportant story?

Part Two: Sources interviews and space given them (sends message that sources from one side are more important than from another side) and placement of sources within story (sends message that sources from one side are more important than from another side).

Description
1. List all front-page stories that you believe have a bias potential, even those that match in terms of placement.
2. Read each story (including the jump), then list all the people who are directly quoted and the side that person seems to be supporting.

Analysis
1. Make two columns on your paper, representing the conservative and the liberal point-of-view.
2. Tally the number of sentences in all the stories that seem to represent each point-of-view, also note where the sentences fall in the stories (beginning, middle, end).

Interpretation
1. Explain any cases noted above that you believe might indicate a liberal or conservative bias from one paper to the other. Are sources representing the liberal or conservative point-of-views quoted more often, or are they quoted up higher?

Part Three: Loaded words

Description
1. With the same story you just read, or a different one if you desire, make a list in the same conservative and liberal columns of the words that have potential to create bias.

Analysis
1. Look at the words collectively and determine if their use leads you to draw a specific conclusion. In a sentence under each column, indicate what that conclusion is.

Interpretation
1. Keeping in mind the conservative or liberal point-of-view of the paper, determine, and answer in a sentence, if the wording is indeed biased or simply necessary to make the story interesting. Does the writer violate his responsibility to be fair and balanced?

Final Analysis
In a paragraph (with a topic sentence and anywhere from 7-9 sentences to support it) discuss whether you believe that your evidence indicates an overall liberal bias in the PG and/or a conservative bias in the Trib.
Writing Worth Reading

During the institute, I decided to focus on one major topic to improve this year. As I sat through the sessions and saw example after example of beautiful writing, I realized: the writing in my yearbook is terrible. Every example that Jeane Actor or Bobby Hawthorne showed us of “bad high school journalism” was something that easily could have appeared on the pages of the 2012 Manakopa Yearbook. Every story in the book could be in any yearbook anywhere; none of the copy in the book was specific and focused for our students. Getting students to read is difficult enough; of course students won’t want to read something that isn’t relevant and interesting to their lives. My goal for this year is to drastically improve the quality of the writing in the yearbook. I plan to do this by getting my staff exciting about the opportunity to be the “storytellers” of the school. I want my students to recognize the unique stories that fill our campus and to know that they can be the students who share these unique stories with the entire student body.

This past year was my first year advising, and I currently teach yearbook only. My staff is inexperienced; most students joined on a whim, and some were given the class as a schedule-filler by their guidance counselors. I want to not only improve my students’ writing, but I want to get them excited about writing. In this year’s book, I want to encourage my students to cover the people on campus, rather than the events on campus. I was inspired by Bobby Hawthorne’s 300-word story because it allows students to give a snapshot of our campus life in a way that is relatable for other students. These short snippets of students’ lives are engaging reading and
exciting yearbook copy. Jeane Acton’s presentation from the UIL writing contents provided resources that I can use directly in the classroom to teach my students to write better yearbook copy. Jeane’s presentation was about news writing, but the powerpoints and packets she provided about feature writing are perfect for teaching students to write better yearbook copy.

The two lesson plans that I am submitting are designed to encourage students to find the stories that make our campus unique and become the storytellers that bring our yearbook to life. The first lesson is designed to help students brainstorm story ideas for this year’s book that will be engaging for our student body. I am using the activity that Dr. George Sylvie discussed in his session, “The News about Newspapers.” In his presentation, Dr. Sylvie discussed the idea that news is not what it used to be, and he gave us a list of the 10 things people like to read, as taken from Newseum.org. The lesson will help students to understand the 10 types of stories that people would like to read, then students will apply these 10 types in a brainstorming session for stories in this year’s yearbook.

After my staff has a good idea of what stories they would like to appear in this year’s book, I want to show them what good yearbook copy looks like. I am going to do this using a combination of Jeane Acton’s powerpoint presentation on feature writing and Bobby Hawthorne’s 300-word story presentation. I want students to read several examples of good quality 300-word stories that give a vivid visual of a person and help to tell that person’s story. The lesson will begin by showing students an overview of the structure of a story, then continue breaking story writing down piece by piece using the feature writing powerpoint that Jeane Acton provided.
### What stories do students want to read?

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<th>Key theme/topic</th>
<th>Writing Stories Worth Reading</th>
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| Institute Sessions | George Sylvie, “The News about Newspapers”  
Jeane Actor, “Localizing News” |

**Overview/Rationale**

Yearbook copy doesn’t get read. Why? Because the writing is boring! During my first year advising, this was especially true. Almost all of the stories were boring and predictable. The quotes provided little extra information and did help to explain pictures or further tell the story. We covered events, not people. In this lesson, I want to help students see that the writing in our yearbook can be interesting if we find the stories that make our campus unique. This lesson is designed to get students thinking. Students will learn the 10 types of stories that people like to read, they will categorize headlines into these 10 story types, and then they will find these 10 story types in newspapers from across the country. Finally, students will brainstorm story ideas for this year’s yearbook using the 10 story types. Students will then choose which stories we will focus on in the book.

**Goals for Understanding**

Students will be able to identify the 10 types of stories people enjoy reading and brainstorm story ideas to include this year’s book based on the 10 story types.

- **Essential Question:** What makes students want to read?
- **Critical Engagement Questions:** What types of stories make engaging reading?

**Activities**

Day 1:

**Warm Up:** Students write down their answers the question: What qualities make you want to read a story?

**Activating Prior Knowledge:** Teacher leads a class discussion about the warm up question. Teacher makes a class list of what makes us want to read.

**Input:** Teacher will present the 10 types of stories using a Prezi online presentation. Presentation will show pictures of each story type; students will make guesses as to what the story type is based on the pictures. Then, teacher will present the story type and students will complete a notes worksheet that corresponds to the presentation.

**Activity:** Students will complete a white-board activity asking them to categorize pictures and headlines. After each picture or headline, students will write which of the 10 types they believe the story is. Teacher will call on non-volunteers to explain why they chose each story type.

Then, students will complete an activity taken from Newseum.org. Students will play a game called “News Confusion.” Students will be broken into groups of 3 or four. In their groups, students will be given a list of headlines and a piece of colored cardstock for each of the 10 types of news. Students will have 10 minutes to sort the headlines into the types of news stories. Students will share out each categorization and explain why they placed each headline into its category.

**Closing:** On a post-it note, students will answer: Which of the 10 types of stories would you find most compelling to read? Why? Students will stick post-it note on the board on their way out of class.
**Day 2:**

**Warm Up:** Students will answer the following questions: From memory, list as many of the 10 types of news stories as you can remember.

**Activating Prior Knowledge:** As a class, we will reconstruct the list of the 10 types of stories.

**Activity:** Teacher will give students a copy of the assignment. After teacher explains assignment, students will explain the directions to their partner. Then, teacher will call on non-volunteers to re-explain the directions to everyone.

Students will read through several newspaper articles from the current day’s news. Students will find headlines that fit into each of the 10 story types. Students will then explain why they chose each story to fit in each type. Students will then put their headlines on classroom anchor charts of each of the 10 story types.

**Homework:** Students will brainstorm one story idea for each of the 10 types of stories that are relevant to our campus. Students need to bring their 10 story ideas to class tomorrow for a group brainstorm session.

**Day 3:**

**Warm Up:** Students will respond to the following warm up: Choose your top 5 best story ideas from the 10 you wrote for homework.

**Activating Prior Knowledge:** Teacher will lead class discussion: Which of the 10 types of stories do you believe are most relevant to high school students? Why?

**Input:** Teacher will present information about localizing news stories via a powerpoint presentation. Students will see examples of how students have made stories local to their campus. Students will discuss how they can make the 10 types of stories relevant to our campus.

**Activity:** Students will work in groups of four to develop story ideas for this year’s yearbook. In groups of four, students will go through each of the 10 story types and will share out their homework responses for each category. The group will then choose the best story idea for each category. Then, each group will decide how that story idea could be localized to our campus. Groups will share their responses with the class and we will make a class list of the best story ideas.

**Closing:** Students will write their favorite story idea from the day on a post it. Students will stick post-it to the wall on their way out of class.

**Assessment**

Students will be given two front-pages from various newspapers. Students will work individually to sort each headlines and explain why he/she chose each category for each headline. Then, students will look at the class list of stories for this year’s yearbook. Students will choose the 5 stories that they believe will be best for this year’s book, and explain why they made these selections.

**Resources**

Dr. George Sylvie’s Presentation, “The News about Newspapers”
Jeane Acton’s Presentation, “Localizing News”
Newseum.org Lesson Plan: “News Confusion”
Newseum.org: “Today’s Front Page Exhibit”
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| **Institute Sessions** | Jeane Acton – News Writing/Editorial Writing  
Bobby Hawthorne – 300 word stories |
| **Overview/ Rationale** | Overall, the yearbook copy that my students produce is terrible, and I want to work to improve the quality of writing in the yearbook using Jeane Acton’s UIL powerpoints and packets and Bobby Hawthorn’s 300-word story presentation. As my students are very inexperienced writing, I want to give them a step-by-step, formulaic guide to writing good yearbook copy. I want them to read many examples of good stories that they can model their own writing after, and I want to give them advice and guidance throughout each individual step of the writing process. Through this lesson, I want students to recognize that they are the storytellers of the school, and I want them to feel like they have the tools with which to tell those stories. |
| **Goals for Understanding** | Students will be able to write interesting 300-word feature stories that include a lead, nut graf, quotes and transitions and tell the story of a student’s experience.  
a. Essential Question: What are the components of a feature story for the yearbook?  
b. Critical Engagement Question: How can I write interesting stories that include all of the components of a feature story? |
| **Activities** | Day 1:  
**Warm Up:** Students will read two versions of a story. After reading both versions, students will answer the following questions: Which story do you believe is better? Why? What are the qualities that make the story better?  
**Activating Prior Knowledge:** After the warm up, teacher will lead discussion of what makes good writing. Students will use their warm up as a reference.  
**Input:** Teacher introduces the 300-word story using parts of Bobby Hawthorne’s Powerpoint, “The 300-word story.” During this time, teacher focuses on being a “storyteller” and covering the people rather than the event. Students will read several examples of good writing. Students will learn leads, nut graf, quotes, and transitions. Students will take Cornell notes during the presentation.  
**Activity:** First, teacher will read a 300-word story aloud to the class. Teacher will then color-code (lead – blue; nut graf – green; quotes – yellow; transitions – red) and label the parts of the story. Then, a student will read the next story aloud. The class will work together to label and color-code the parts of the story. Then, students will work together in groups of four to read several more short stories. Each student in the group will read one story aloud; the groups will color-code and label each story.  
**Closing:** Students will summarize the components of a story at the bottom of their Cornell Notes.  
**Homework:** Students will read, color-code, and label the parts of a story. |
| **Activities** | Day 2  
**Warm Up:** Students will read several different leads for the same story story. Students will answer the following question: Which story lead do you like the best? Why?  
**Activating Prior Knowledge:** Teacher will lead class discussion about the leads. Class
will review the parts of a 300-word feature story.

**Input:** Teacher introduces various types of feature leads using Jeane Acton’s “Feature Writing” powerpoint. Students will see several good examples of each type of lead. Students will take Cornell notes on the various types of leads.

**Activities:** After the introduction of the various types of leads, students will complete a white-board activity. Students will be shown several different leads, and they will write which type of lead it is on their white-boards.

Once students are familiar with the types of leads, students will practice writing leads using UIL feature writing prompts. First, the teacher will read a prompt aloud to the class. Teacher will model annotating the prompt for the 5Ws and H. Then, teacher will model choosing information for the lead. Teacher will model the various types of leads.

In groups of four, students will read a new UIL feature writing prompt. Students will work together in their group to identify the 5Ws and H, and find information to include in the lead. Students will brainstorm ideas for the various types of leads with their groups.

Students will share out examples of the various types of leads.

**Closing:** Students will choose their favorite lead for the second story. They will write their favorite lead on a post-it, and stick the post-it to the door on their way out.

**Day 3:**

**Warm Up:** What is a lead? What are the various types of leads? Which type do you like best?

**Activating Prior Knowledge:** Review of leads. Discussion of types of leads.

**Input:** Teacher gives directions.

**Activity:** Students will work with a partner to read another UIL prompt. In partners, students will annotate the prompt and work together to write each of the various types of leads for the story. Students will then choose their favorite lead and explain why it is their favorite.

After students have submitted their partner assignments, students will begin working on a new prompt alone. Students will complete the same assignment alone. If they do not finish in class, they will finish for homework. One of each type of lead is due tomorrow. Students will choose their favorite lead and explain why they chose it.

**Closing:** Students write their favorite leads from the partner story on a post-it and stick the post-it on the door on their way out.

**Homework:** Complete individual leads assignment.

**Days 4-5**

Students will complete similar assignment on writing nut grafs. Students will take notes on nut grafs and see various examples. Then, students will practice writing nut grafs. First, I will model writing nut grafs from various aspects of the 5Ws and H. Teacher will use the same UIL prompt used to model leads in the previous lesson. After teacher models the assignment, students will use the same UIL prompts as they did with the
lead assignment to write nut grafs. On the first day, students will work in groups of four and will share out their assignment. On the next day, students will write various nut grafs with partners. They will submit their partner work for review before working individually.

Day 6 and 7

Students will follow the same procedure to learn about and practice writing the quote/transition portion of their stories. Students will learn Bobby Hawthorne’s method of writing transitions (*Radical Write*). Teacher will model writing the quote/transition method using the same UIL prompt as used for the lead and nut graf assignment. Then students the class will work together to write the second story. On the following day, students will write the partner story. They will submit a full story, including their lead and nut graf from the previous lessons. Students will then write quote/transition body of the individual story. Students will finish the story for homework and submit the full story, including the lead and nut graf, on the following class day.

**Assessment**

Students will receive a new UIL prompt. They will have the entire class period to annotate the prompt and write a 300 word story that includes an interesting lead, informative nut graf, and quotes and transitions that flow together.

**Resources**

UIL Feature Writing Prompts (5)
“Feature Writing” powerpoint, Jeane Acton
“300-word story” presentation, Bobby Hawthorne
*The Radical Write*, Bobby Hawthorn

April Braun

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Title: Writing your first news article

Overview: Highs school students in a newspaper class will be introduced to news writing using the quote/transitio

n formula. In the first session, students will learn about leads and how to properly focus the content. The day will end with the composition of a summary lead. In the second session, students will learn how to use quotes and transitions to continue the news story. The final product will be a 300 word article.

Timeframe: 2 - 50 minute class periods

Materials: Teacher created fact-quote handouts, article examples from newspapers or magazines, pen/paper, “Let’s Talk About... News Writing” handout, “News Writing Evaluation Sheet” handout

Handouts:


Preparation: For the article assignment, students will need the five Ws & H of the news story and any other pertinent background information. Additionally, students will need five or six expanded quoted from various sources. The material for one article comes ready-made the news writing handout. Additional prompt can be requested from Jeanne Action and UIL, or can be created from any newspaper or magazine article and compiled for classroom use.

Session 1 Procedure:

1. Use Jeanne Acton’s news writing handout to introduce news writing.

2. Discuss news leads and the types of news leads from the news writing handout. Explain their purpose in the article. Identify the some other lead formats other than summary.

3. Read and identify the leads in articles from various sources. Identify what lead format is used: summary, descriptive, question, quote, direct address, surprise.

4. Distribute the handout containing the facts and quotes.
5. Students should write one summary lead with each of the following focuses: how, why, and what.

6. Ask for volunteers to read their leads. Give redirection when necessary.

**Session 2 Procedure**

1. Discuss the direct quote and transition portion of the news writing handout. Include how to attribute quotes correctly and appropriate transitions to use. Emphasize that the transition and quote are linked. Emphasize that transitions drive the story.

2. Allow students an appropriate amount of time to write the remainder of the article.

3. Instruct students to change papers with a partner. Allow for revisions based on the evaluation sheet.

4. Articles should be turned in for teacher evaluation.

**Extension Assignment:**

Students should be given two or three days to create their own news article using this format. Articles will be evaluated by the teacher using the sheet provided.
Title: Writing with purpose

Overview: High school students in a newspaper class will identify the purpose behind newspaper and magazine articles in order to improve their own writing. Common purposes of writing will be aligned with the types of articles that can be written. Photography for each purpose will also be considered. Group discussion and a list of topics for each purpose will be the result of this lesson.

Timeframe: 1 - 50 minute class period

Materials: Newseum’s handout for elementary visitors (pages 12-15), copies of various front pages of newspapers from Newseum’s “Today’s Front Pages” gallery, teacher create presentation of photos, paper/pencil

Links to Resources:

- [http://www.newseum.org/todaysfrontpages/default.asp](http://www.newseum.org/todaysfrontpages/default.asp)

Teacher Preparation: Assemble both handouts for class. Prepare PowerPoint displaying photos that convey each category.

Procedure:

1. Ask students “What is news?”
2. Distribute handouts. Features, editorials, and news articles will address subjects that can be categorized in one of nine ways. These categories reflect what readers are interested in. Considering the student audience, the purpose of each article written for the student newspaper should address one of the categories.
3. Show photo presentation. Ask students what category the photos would represent and why.
4. Discuss the page of headlines. Ask students what category the headlines would represent and why.
5. Distribute the front pages handout. In groups, allow the student to discuss the categories of the articles. When enough time has passed, ask students what category the articles would represent and why.

6. Ask each student to work independently and create at least two article topics for each category relevant to the school or local community. Each topic should include a possible headline and idea for photographic coverage. Some of the topics will become articles for the student newspaper.

Extension Assignment:

Students will create a portfolio in which each article category. Articles should be from the local and/or school newspaper. Photos should be included wherever possible.
Jami Cameron  
Brazoswood High School  
Clute, TX

Title: Obituary Writing

Description of School and Students
This obituary writing unit is taught to freshman-senior Journalism I students in a public high school of approximately 2,500 students. The class size ranges from 20-30 students who are predominately Caucasian and Hispanic. Brazoswood High School is a Title 1 school with 41 percent of students on a free or reduced lunch.

Generative Topic
How do student journalists write obituaries for a professional newspaper?

Goal
To understand, apply and evaluate obituary writing.

Understanding Goals

Essential Questions
What is the purpose of an obituary article?
How are obituary articles structured?

Critical Engagement Questions
What is an obituary?
What is a news obituary?
What is a feature obituary?
Why are obituaries important?

While obituaries are rarely published in school newspapers – it is essential to understand and apply obituary writing techniques in the case of the death of a student, staff/faculty/administration member or important community figure.

In conjunction with teaching students the basic tools for understanding, application and evaluation of an obituary writing, they must also be exposed to professional obituary articles published in daily newspapers and magazines.

Activities

Day 1
Prior to students entering the classroom, place several photos of famous people who have died (Choose celebrities relevant to the time - Rodney King, Michael Jackson, Amy Winehouse, Ray Bradbury, Maurice Sendak, Adam Yauch, Dick Clark, Mike Wallace, Whitney Houston, Heavy D, Kurt Cobain, Andy Rooney, Ryan Dunn, Randy Savage, Elizabeth Taylor, etc.).

For bell work, have students choose a photo and free write a few paragraphs about that person. Once they complete their assignment, call on students to share what they wrote about the person (make sure you cover all photographs).
Then, ask students what the celebrities have in common. Record the varied responses on the board. Once someone says they have all passed away, write it on the board and circle it.

Then, ask students how they found out that the celebrities died. Write the responses on the board. Once all responses are recorded, ask if anyone knows the term for a written notice of death. Then share the definition of obituary.

**Merriam Webster definition**: A notice of a person's death usually with a short biographical account.

Then, explain that celebrity obituaries are often called feature obituaries because they are written as profiles that bring the subject to life one last time by including intimate details and anecdotes of their lives.

To finish the day, have students find the obituary of a celebrity to share with the class the next day. If class runs out of time, make the assignment homework.

**Day 2**

For bell work, have students find an obituary in the local newspaper. Tell them to read it, and then record the similarities and differences with feature obituary and normal obituary.

Have students share their obituaries with the class. Then, read them a few local obituaries. Using their bell work notes/ideas, have them call out similarities, then differences. Write them on the board.

Have them break up in groups and give them two feature obituaries. Hand out a feature obituary checklist and tell them to label the feature obituary with each checklist item. Turn in for a daily grade. At the end of the class tell them that for the rest of the week they will be writing a feature editorial about anyone who has died – celebrity or family/friend.

**Day 3**

For bell work, have the students get into their groups and review comments on their checklist activity.

After they complete bell work, hand out the feature obituary assignment handout.

Explain the sheet, noting that the final grade for the project is reading the obituary at the “wake” which will be held on the assigned date. Each student will be required to dress in wake-appropriate clothing, and they will also be required to bring a dish to share after all obituaries have been read.

Now, have them to choose a subject for their feature obituary and write their name at the top of the handout. Then, have the class brainstorm how to research/receive the information they need for the article. Write it on the board. Have them write down the methods on the board.

**Day 4 – 7**

Begin by scheduling the student’s wake day. Then, students will research, write, edit and re-write their feature obituaries.

**Day 8-9**

Students will participate in the wake. They will be graded based on the sheet.
Resources:

Famous Early American Obituaries
http://www.earlyamerica.com/earlyamerica/obits/list.html

Michael Jackson Obituary
Los Angeles Times

Kurt Cobain Obituary
The Independent
http://www.independent.co.uk/news/people/obituary-kurt-cobain-1369279.html

The New York Times

Amy Winehouse Obituary
The New York Times

The Los Angeles Times

Whitney Houston Obituary
The New York Times
http://www.nytimes.com/2012/02/12/arts/music/whitney-houston-dies.html?pagewanted=all

USA Today
http://www.usatoday.com/life/people/obit/story/2012-02-11/whitney-houston/53053070/1

Maurice Sendak
The New York Times
http://www.nytimes.com/2012/05/09/books/maurice-sendak-childrens-author-dies-at-83.html?pagewanted=all

Ray Bradbury
The New York Times

Adam Yauch
The Los Angeles Times
http://articles.latimes.com/print/2012/may/05/local/la-me-adam-yauch-20120505

USA Today
http://www.usatoday.com/life/people/obit/story/2012-04-18/dick-clark-dies-at-82/54390716/1

The New York Times

Mike Wallace
USA Today
http://www.usatoday.com/life/people/obit/story/2012-04-08/mike-wallace-60-minutes-obituary/54116154/1

Ryan Dunn
The Pittsburgh Post Gazette

Andy Rooney
The Los Angeles Times
http://articles.latimes.com/2011/nov/06/local/la-me-andy-rooney-20111106

Elizabeth Taylor
The New York Times

Merriam Webster Dictionary
http://www.merriam-webster.com

Recommended reading:

The Art of Obituary Writing, NPR, July 26, 2000
Interview with Glenn Mitchell of member station KERA in Dallas

Summing Up a Life: Meeting the Obituary’s Challenge
Chip Scanlan
http://www.poynter.org/how-tos/newsgathering-storytelling/chip-on-your-shoulder/9699/summing-up-a-life-meeting-the-obituarys-challenge/
Feature Obituary Checklist

__ Lead includes full name, major accomplishment or occupation, age, day, location and cause of death (emphasize person’s significance)

__ Don’t forget to include:
  __ residence
  __ day and date of death
  __ place of death
  __ cause of death

__ Life
  __ date of birth
  __ place of birth
  __ names of parents
  __ childhood: siblings, stories, schools, friends
  __ marriage(s): date, place, name of spouse
  __ survivors
  __ education: school, college, university and other
  __ designations, awards, other recognition
  __ employment: jobs, activities, stories, peers, promotions
  __ places of residence
  __ charitable, religious, fraternal, political or other affiliations, positions held
  __ Paragraph detailing admirable qualities - at least 3 admirable qualities are highlighted
    __ use the above details to make a short timeline of the person’s life - include at least 5 details

__ Family
  __ survived by (and place of residence):
    __ spouse
    __ children
    __ grandchildren, great grandchildren, etc.
    __ parents
    __ grandparents
    __ others (nephews, nieces, cousins, in-laws, pets, etc.)

__ Service
  __ day, date, time, place
  __ name of officiant, pallbearers, etc.
  __ visitation information
  __ reception information
  __ other memorial information if applicable
  __ name of funeral home
  __ contact information

__ Other
  __ memorial funds/donations
  __ quote from deceased (optional)
  __ three words that sum up his/her life (optional)
  __ Writing considers tone and audience
## Feature Obituary Project

**Obituary subject:**

**Name:**

**Wake Date:**

You are responsible for researching, writing, editing, re-writing and reading aloud a feature obituary. You may choose the subject for your obituary. You will be graded on the following:

<table>
<thead>
<tr>
<th>Metric</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>INCLUDES EVERYTHING ON THE OBITUARY HANDOUT; SHORT PARAGRAPHS, NO MISSPELLINGS</td>
<td>USES MOST OF THE ITEMS ON THE OBITUARY HANDOUT; SHORTER PARAGRAPHS; NO MORE THAN 2 MISSPELLINGS</td>
<td>USES MOST OF THE ITEMS ON THE OBITUARY HANDOUT; PARAGRAPHS MAKE SENSE; MORE THAN 2 MISSPELLINGS</td>
<td>SKIPS IMPORTANT INFORMATION ON THE OBITUARY HANDOUT; PARAGRAPHS TOO LONG; MORE THAN 2 MISSPELLINGS</td>
<td>FOLLOWS 2-3 ITEMS ON THE HANDOUT; PARAGRAPHS TOO LONG OR TOO SHORT, SEVERAL MISSPELLINGS</td>
<td>DOESN’T FOLLOW HANDOUT; PARAGRAPHS TOO LONG, SEVERAL MISSPELLINGS</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>USES THE APPROPRIATE RESEARCH / INTERVIEW METHODS; ALL INFORMATION IS ACCURATE AND CONVEYED CORRECTLY</td>
<td>USES THE APPROPRIATE RESEARCH/INTERVIEW METHODS; MOST OF THE INFORMATION IS ACCURATE AND CONVEYED CORRECTLY. SOME RESEARCH FINDINGS LEFT OUT</td>
<td>USES APPROPRIATE RESEARCH/INTERVIEW METHODS BUT SOME ITEMS ARE INCORRECTLY; ITEMS ARE INACCURATE OR LEFT OUT</td>
<td>CONDUCTS SOME RESEARCH/INTERVIEWS INCORRECTLY; ITEMS ARE INACCURATE OR LEFT OUT</td>
<td>CONDUCTS SOME RESEARCH; ITEMS ARE INACCURATE OR LEFT OUT</td>
<td>DOESN’T USE THE APPROPRIATE RESEARCH; ITEMS ARE INACCURATE OR LEFT OUT</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>READS THE OBITUARY IN FRONT OF THE CLASS; SPEAKS CLEARLY; ANSWERS ANY AUDIENCE QUESTIONS; EYE CONTACT</td>
<td>READS THE OBITUARY IN FRONT OF THE CLASS; SPEAKS CLEARLY, NO EYE CONTACT; ANSWERS SOME QUESTIONS FROM AUDIENCE</td>
<td>READS THE OBITUARY IN FRONT OF THE CLASS OR FROM SEAT; SPEAKS CLEARLY OR SPEAKS CLEARLY ONCE PROMPTED</td>
<td>READS OBITUARY IN FRONT OF CLASS OR FROM SEAT; DOESN’T SPEAK CLEARLY; DOESN’T ANSWER QUESTIONS</td>
<td>READS OBITUARY TO TEACHER</td>
<td>DOESN’T READ OBITUARY</td>
</tr>
<tr>
<td><strong>Wake participation</strong></td>
<td>DRESSES APPROPRIATELY FOR WAKE; PROVIDES A SNACK FOR THE CLASS; PARTICIPATES IN WAKE FESTIVITIES 5 PTS</td>
<td>DRESSES APPROPRIATELY; DOESN’T PROVIDE SNACK; PARTICIPATES IN WAKE FESTIVITIES 3 PTS</td>
<td>DRESSES APPROPRIATELY</td>
<td>DOESN’T PARTICIPATE 0 PTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Content 50 points

Research 30 points

Presentation 15 points

Wake participation 5 points
Title: Fact Checking

Description of School and Students
This fact checking unit is taught to freshman-senior Journalism I students in a public high school of approximately 2,500 students. The class size ranges from 20-30 students who are predominately Caucasian and Hispanic. Brazoswood High School is a Title 1 school with 41 percent of students on a free or reduced lunch.

Generative Topic
Why is it important to fact check? Who’s responsibility is it to fact check?

Goal
To understand, apply and defend fact checking.

Understanding Goals
Essential Questions
Why is it important to fact check?
How do you fact check an article?

Critical Engagement Questions
What are facts?
What is fact checking?
Why is fact checking important?

This lesson follows a “Shattered Glass” lesson I teach (Use the Shattered Glass study guide), so my students are already aware of how the lack of fact checking is the difference between fiction and non-fiction.

This lesson will require you to make contact with your local Politifact organization. If that isn’t possible, you can provide the facts for students to check.

Activities

Day 1
Hand out newspapers for bell work. Have students choose an article. Tell them to underline all the facts in the story. Students will then share the facts they underlined and write them on the board.

After everyone has shared one fact, choose one fact on the board and ask them how they would check it (call ______, visit website, etc.).

Then, hand out a hard copy of the student newspaper (or have students go to the online site). Tell them to choose one story in which they must check at least 5 facts by the next day. Give them the rest of the period to work on it. Walk around and check for understanding.

Day 2
Have students get into groups of 3-4 and share the facts they checked, how they checked them and
the results. Then, as a group, have them pick one example from each person to share with the class. After each group shares their results, take feedback/suggestions that can improve fact checking techniques.

**Day 3**
Introduce the class to Politifact. Explain its background, purpose and importance. Show them one or two checked facts on the website.

Next, assign each group (keep them in the same groups from yesterday) a checked fact from the website. Tell them to locate and print it out, and then answer the following questions and turn it in by the end of the period:

1. Title of the fact that was checked
2. Fact checker name
3. Fact being checked:
   a. Was it in print or said aloud?
   b. When was it in print/said aloud?
   c. How did the fact checker come to his/her conclusion (step by step)
4. Is there anything you would have done differently to check the fact?

**Day 4**
Hand out the completed sheets from day 3. Have each group share their information with the class.

Next, show them examples of facts (pull from newspapers, online news sources or presidential candidacy speeches that are available on video) that need confirmation. Have them brainstorm independently how they would check each fact in a step by step process. Turn in ideas at the end of the day.

**Day 5**
Hand back their brainstorming sheet with feedback. Tell them that they are now Politifact checkers. Explain that their original groups will be responsible for checking a fact provided by a Politifact staff member. Their team will be responsible for confirming whether the fact is true, may be true or pants on fire. They will have one week to complete the fact checking process – more time will be given if they provide documentation on why they need more time.

Instructions for the project:
1. Students must keep a group log (either written or online) that explains each step of their process. It must be thorough and each member must log their participation daily. The log must include
   a. Name of the person logging
   b. Who they contacted
   c. When they were contacted
   d. What was the outcome
   e. Is more information needed?
   f. Did the person/website provide other sources to contact? Why or why not?

2. Once they have completed their fact checking, they must present their findings to the class, explaining the following information:
   a. The fact they were responsible for
   b. The importance of checking the fact
   c. The result of their fact checking
d. The process that they used to come to their conclusion

_Days 6-12_
Students will use class time for fact checking. If they run into a problem, or are waiting on a source, sit down with their group and have them discuss what they have completed so far. Help them generate other ways to check the fact.

If some groups finish before others, have them check facts for the school newspaper’s upcoming articles.

_Day 13_
Students will present their findings to the class. Have classmates complete feedback forms for each presentation for the group’s reflection.

Resources:
Politifact
various newspapers
speech videos
Finding Your Voice – First Amendment Lesson

By Deanna Caplett
North Forney High School
Forney ISD

**Purpose:** To explore the five freedoms provided by the First Amendment – religion, speech, press, assembly and petition – by interviewing classmates, recording research and planning a lesson for teaching students about the freedoms.

**Time:** 2-4 weeks, depending on the number of students and how in-depth the material goes, skill level and software knowledge.

**Materials:** video camera, microphone, video editing software, [www.firstamendment.org](http://www.firstamendment.org).

**Procedure:**

- Create five groups of 2-5 students each, depending on class size.
- Assign (or have students choose) one freedom per group to research/report for their project.
- Within each group, students divide the following tasks: reporter (in the field); videographer; researcher; film editor.
- Groups will need to create a plan of what questions they wish to ask, secure names of those students who are recorded, etc.
- Researcher can begin finding relevant information about the chosen freedom from [www.firstamendment.org](http://www.firstamendment.org) and other First Amendment sites, and compile it into preferred software. Students should focus on what the freedom means to other students, citing examples or cases.
- Students should appropriately cite all work in presentation.
- After all components of research are completed, students will work together to create their project, which can be made from any available software.
Carrie Coldicutt
Dr. George Sylvie
2012 ASNE Reynolds Institute at UT
24 July 2012

Final Project

The Reynolds Institute has proven itself to be an invaluable asset to myself, an educator in a tiny school district. Denair High School is the only high school in our rural district and our school has a population of roughly 380 kids. I am the only journalism adviser in our district and took over the program last year without any knowledge of what a journalism program should include. The materials, presenters and useful information provided during this intensive two week course have greatly increased my knowledge on the topic of journalism and will directly benefit the student body at Denair High School in Denair, Ca. I have students hungry for journalism techniques and practices. We have struggled through the last year and a half getting our paper to press and living deadline to deadline. There has not been a great deal of time in my classroom spent on analyzing the craft of journalism and I hope to remedy this problem in my classroom this year. This was the basis for my desire to enroll in the Reynolds Institute and my goal was met.

Before I came to the institute at UT, I was unaware of the code of ethics for journalists, had never heard of the Tinker case, and didn’t even know that there was a Student Press Law Center an instructor could contact for help on a myriad of issues that arise in producing a student publication. This is sad, but I am qualified to teach Journalism based on my English degree that I obtained without taking a single class on Journalism. This program has changed all that and I am grateful for it.
Beyond the facts and resources presented during the program at UT, I was also privileged enough to get an inkling of the passion that journalists have for this topic and hope to light this fire for my students at home. This was very present during the many presenters’ speeches and clearly evident through the passion and dedication shown by our program organizers. There was a respect and reverence for the craft of journalism that I did not understand until I came to this program. This understanding was further developed when we went to The Statesman and got to meet people within this profession. From the editor, to the copy writer, to the print shop mechanic, everyone at the paper seemed wholly devoted and passionate about the news and the work it takes to keep people informed. So many times in teaching it is hard to show a direct, real-world application of a topic, but the hands on experience with the paper helped to shed light on what it is like to be a professional journalist and renewed my interest in this topic.

Aside from theory and drive, this program will also help me to enhance our stories beyond the simple informative pieces that are filled with common knowledge and help my students to incorporate the voice of our small community into the school paper. Bobby Hawthorne gave a great presentation on writing and let us all have his power point presentation that will not only interest the students, but show them practical examples of what good writing for a student paper looks like. This will definitely be a focus for my journalism class this year. He had such great advice. For example, having students list their friends and then taking that list of names and directing students to never quote them was just one great strategy that I will take directly into my classroom. My students need to go beyond their circle of friends and I had struggled on how to make them do just that.

I will also take away a better understanding of my rights as a journalism adviser. Before I came to this program, I did not know about the prior review laws or that California is not subject
to prior review. My principal has always looked at my paper before it goes to print and I even check with my principal on stories that may be questionable as inflammatory. I was completely unaware that our school was not legally required to do so. I also have a much clearer idea of what our students can write about and when we are committing a transgression through our reporting. The Student Press Law Center will become an invaluable piece of our program and I plan to turn to the center with any future issues I have regarding what is acceptable to print and will direct students to be proactive in using the Student Press Law Center to be sure they are doing the legally appropriate thing for our paper.

Another major piece that I will take from this program is the importance and art of design. Designing our paper was a task that I took on alone and compared to the Tops in Texas papers we saw during our two weeks, our paper was not one to be proud of. Cindy Todd gave us an excellent power point presentation on design with specific tips and strategies to improve our newspaper’s design. I plan to share this presentation with my students and let me students take the creative lead in designing our student paper. The students in my classroom have not had much time to think about what our paper looks like and I want to change that. I would love to have a more creative approach to our issues and using the flavor of the article to dictate the two page spread.

Overall, this program is the source of a great change within my journalism classroom. I cannot thank you enough for allowing me the opportunity to learn so much from such dedicated professionals. I feel that I understand journalism now and I am not afraid to teach my students about it. I also have the tools necessary to do so.
Lesson Plan #1

1. Dr. George Sylvie: The Newspaper Business

2. Article Topic Selection

3. Students often struggle over what to write about. This lesson is intended to inform students about what people want to read about. By keeping in mind the top 10 things readers are interested in, students can better focus their stories on topics of interest to our readers and improve the content of our paper.

4. What do our readers want to read about? What topic makes for a good story?

5. For this lesson, students will be introduced to what the top 10 topics are that readers want to read about: first to do something, life experiences, hatred, freedom, war/tragedy, death, sacrifices, peace, love/wedding/charity, and breakthrough/achievement/goals. Students will then divide into pairs and look at past issues of our newspaper. Students will identify what each story falls under based on the top ten list presented. We will then discuss what the focus of our paper has been and which of these areas has not been covered well by our paper. Students will then be given time to write an article using one of the previously identified focus areas to be sure that our paper is fulfilling the needs and interests of our readers.

6. Students will be assessed on how well they covered the assigned topic, quality of writing, length of article, and timeliness of the article.

7. Newseum.org has practice examples of articles for this exercise and was the source of material for Dr. Sylvie's practice during this session.

8. Carrie Coldicutt  ecoldicutt@dusd.k12.ca.us
Lesson Plan #2

1. Jeanne Acton and Janet Elbom: Advising

2. The Importance of Transitions and Quotes

3. This lesson will focus on incorporating quotes into a piece and allowing a voice into an article. This will make use of a handout from Jeanne and Janet on the “Transition/Quote Formula.” Students will be using their articles from lesson one and will be using the handout to be sure to have proper voice, transition, and quote techniques in their articles.

4. How do you maintain an interviewee’s voice in an article? How do you incorporate quotes into your writing? What makes a good transition?

5. Students will use the articles they wrote in lesson one to focus on transitions and including quotes. Students often try to insert themselves and their opinions into a piece. This exercise is intended to have them work to include the voice of the person they interviewed and merely serve as a transition source. Students will use the worksheet to remodel their articles as the worksheet suggests. Students will start with a summary of what the story is going to be about and why it is important. Students will then use a direct quote that connects the summary to the lead. Students will next create a transition that has an important fact or opinion for the story. Students will then use a direct quote that connects the first transition without repeating. It should elaborate with emotions, details, and/or opinions. This pattern will repeat until the story is complete.

6. Students will be assessed on how they transformed their story using the “Transition/Quote Formula,” quality of writing, and timeliness of the piece.

7. Radical Write by Bobby Hawthorne

8. Carrie Coldicutt ccoldicutt@dusd.k12.ca.us
Transition/Quote Formula

Lead:
Most interesting information. Something that will grab the reader's attention and drag them into the story.

Nut Graph:
A summary of what the story is going to be about. Why the story is important.

Direct Quote:
Connects to the nut graph or lead. Use more than one sentence. Direct quotes should show the emotion of the story.

Transition:
Next important fact or opinion for the story. Use transition words to help the story flow. Transitions can be a fact, indirect quote or partial quote.

Direct Quote:
Connects to the first transition. Do not repeat the transition in the quote. The DQ should elaborate on the transition. It should give emotions, details, opinions, etc.

Transition:
Next important fact or opinion for the story. Use transition words to help the story flow. Transitions can be a fact, indirect quote or partial quote.

Direct Quote:
Connects to the second transition. Do not repeat the transition in the quote. The DQ should elaborate on the transition. It should give emotions, details, opinions, etc.

and so on... until the story is complete

Side Notes:
1) Each box is a new a paragraph.
Rhetorical Appeals

Jessica L. Shupik of Motivation High School in Philadelphia.

Jessica L. Shupik
Motivation High School
Philadelphia

Title: Rhetorical Appeals

Objective: Students will be able to identify and analyze ethos, pathos, and logos.

Goals:

- Identify and define ethos, pathos, and logos
- Analyze the author’s purpose and use of rhetorical appeals

Time: One class period of approximately 50 minutes

Lesson:

- Each group will receive a news story and a definition of ethos, pathos, or logos.
- Students will read the story and complete the appropriate section of a rhetorical appeals chart. After approximately 10 minutes, groups will switch articles and definitions. The process will repeat again until each group has read an evaluated article for each of the three rhetorical appeals.
- Groups will share their analyses of at least one article with the rest of the class.
- Students will practice their analysis of rhetorical appeals by completing another chart for homework. The article that is assigned for homework should make use of at least two of the three rhetorical appeals.

Evaluation:

Students will be evaluated on completion of the rhetorical appeals chart, participation and collaboration within their groups, and
completion of a related homework assignment to practice identification and analysis of rhetorical appeals.

**Materials:** four newspaper articles, slips of paper with definitions of rhetorical appeals, rhetorical appeals chart

| ETHOS          | PATHOS          | LOGOS          |
|---------------|-----------------|----------------|-----------------|
| Concrete Detail | What is the author’s rhetorical purpose? | How effective is this example? (Commentary) | PATHOS          | LOGOS          |
Analyzing Non-Fiction

Jessica L. Shupik of Motivation High School in Philadelphia.

**Jessica L. Shupik**
Motivation High School
Philadelphia

**Title:** Analyzing Non-Fiction

**Objective:** Students will be able to identify and analyze bias, narrative non-fiction, and informative non-fiction.

**Goals:**

Students will be able to:

- Identify and define bias
- Analyze the author’s purpose and use of narrative and informative non-fiction

**Time:** One class period of approximately 50 minutes

**Lesson:**

- Teacher will lecture and lead a class discussion on bias, narrative non-fiction, and informative non-fiction.
- Class will review worksheet “Things to consider when reading non-fiction.”
- Collaborative groups will receive a newspaper article (different articles for each group). Students will read and analyze the article for examples of bias, narrative non-fiction, and informative non-fiction using the “Things to consider” worksheet. Students will also highlight words/phrases that signal bias.
- Groups will decorate posters with the words/phrases that they pulled from their articles.
- For homework, students will analyze a newspaper article using the “Things to consider” worksheet.

**Evaluation:**
Students will be evaluated on completion of the “Things to consider” worksheet, participation and collaboration within their groups, completion of the bias poster, and completion of a related homework assignment to practice analysis of non-fiction.

**Materials:** one newspaper article per collaborative group, a newspaper article for homework, “Things to consider when reading non-fiction” worksheet

Things to consider when reading non-fiction

1. Who is telling the story?
   a. Does this person have any bias or opinion that may make the text slanted toward one opinion or idea?
   b. What seems to be the purpose of this story? What is it trying to tell the reader? What might the author have done to make sure he/she accomplished his/her purpose?

2. How much of a narrative can possibly be exactly how it happened?
   a. How do you know that the author did not make up parts of the story? Did they do research? Do they have proof?
   b. Does the author admit to making some things up? Does it matter if they do?
   c. Can the author have left out or added some information even if it was true? How could leaving out or adding information affect the way a reader understands the story?
   d. Can a person’s memory be unreliable? Can you remember something that didn’t actually happen?
Title: Buddy Bios: Getting to Know Your Classmates

Overview and Rationale:

This activity is meant to be used at the beginning of the school year as a fun way for new and returning students to get to know each other, as well as a way for all students to be exposed to the basics of journalism, which they will learn more in depth throughout the school year.

Goals for Understanding:

- Students will be exposed to journalism basics through this assignment, include creating interview questions, interviewing sources, writing stories, taking photos, and creating simple page designs.

- Students will get to know at least one of their classmates on a better basis and will learn more about the rest of their classmates through short presentations.

- This is a “learn by doing” type of assignment. Student are not expected to be proficient in any of these areas but are expected to listen to and follow directions, and make an effort to complete the assignment as given.

- Students will learn the value and importance of deadlines (this being one of the first ones they will be expected to meet).

Critical Engagement Questions:

- What skills can you (or your) partner bring to this journalism team?

- Based on this assignment and your limited exposure to journalism, what do you think you’ll have the easiest time with? The hardest time with?

- What are some of the benefits of working with other people?

- What are some of the challenges of working with other people?
**Activity:**
1) Introduce students to the assignment, show them the example you have created, and walk them through the directions. Model what to do for the InDesign portion of the activity; make sure students take notes on this.

2) Have students partner up. I usually draw names from a hat and randomly match students together to decrease the chances of students working with people with whom they are already good friends.

3) Have students create interview questions to ask their partner. I usually give students a list of possible questions to ask, and then we also brainstorm some questions together. Have students write these questions down and think of some their own as well.

4) After interviewing their partner and taking copious notes on the interview, student will write a short biography of their partner. The Buddy Bio should be about 500 words. I tell students that it’s OK if they write more than 500 words, but anything less than that is really unacceptable (it usually means they haven’t gotten enough information yet).

5) Using one of the class cameras or their own (an iPhone would be OK, too), students will take photos of their buddy around campus. After they have taken enough photos, have students download the photos onto one of the journalism computers. If students know how to use Photoshop, they can edit the photos they wish to use.

6) Once students have written their 500-word Buddy Bio and taken photos of their partner, they will create a document (letter size – 8 ½-by-11 inches) in InDesign. Make sure you walk students through how to do this (and make them take notes!) before letting them do it on their own. Students will use their bios and photos to create a one-page layout. They should the teacher’s example as a guide.

7) Have students turn in their completed Buddy Bios.

*I give students four days in class to complete this assignment. Our class periods are 55 minutes each, and I tell students they will need to use their time wisely in class and probably have to finish parts of the assignment at home, during lunch, or after school. Students are given the assignment and the steps required to complete it but can complete each aspect of the assignment at their own pace (again, within that four-day time period).*

**Assessment:** Since this assignment is meant to be used at the beginning of the
year, no formal assessment is necessary. However, students should be given feedback on their writing, photography, and graphic design skills; ability to meet deadlines; and thoroughness in completing the assignment. I usually write general notes as I read through the Buddy Bios after they’ve been turned in and then debrief with students as a whole class; I also give individual feedback to students.

**Preparation:**

- Create your own Buddy Bio, using yourself as the focus. (See the provided example.) Students love this because they get to know more about their teacher, and they have a visual of what their end product should look like. I usually print my Buddy Bio on one side of the paper and then print the directions for this assignment on the other side of the paper.
Using Children’s TV Shows to Practice News Writing

Janelle Eastridge  
Bakersfield High School  
Bakersfield, California

**Title:** Using Children’s TV Shows to Practice News Writing

**Overview and Rationale:**
The purpose of this assignment is to give students a fun, easy way to practice news writing. Students are familiar with TV shows and their structure, and the fact that they always have some news worthy event happen make them easy to use for writing in this genre.

**Goals for Understanding:**

- Students will review the structure of news stories and practice ordering their notes into a well written, engaging news story.

- Students will practice taking notes on important facts, details, descriptions, and quotations.

- Students will learn the value and importance of writing within a certain time constraint (one, 55-minute class period) and meeting deadlines.

**Critical Engagement Questions:**

- What makes a good news story?

- What things were important to take notes on during the TV show? How did you know?

- What is the "news worthiness" of the main story in this episode? Is this effectively communicated at the beginning of this story (in the lede)?

**Activity:**

1) Make sure you first review the basics of news writing, note-taking techniques, and possible ways to write leads with students.

2) Tell students to be sure to write down all relevant facts; interesting, pertinent details and descriptions; and any important quotations they might be able to use later for their story. (These notes will be turned in with their
3) Watch an episode from a TV show together as a class. Children’s shows are especially good because a) they’re short, b) you really don’t have to worry about parents or administrators objecting too much, and c) high school students still love to watch these types of shows. I’ve found that *Scooby Doo* episodes work especially well, but really any 22-minute show will do.

4) After you watch the show, give students five minutes to ask clarifying questions and check facts and details with each other.

5) Next, working individually, have students organize their notes and write a news or news feature story about the important events in the TV episode. Give students a whole class period to write their stories. They should turn in their stories at the end of the period.

**Assessment:**

Use a news writing rubric (or similar writing rubric) to grade students’ writing. Also give students descriptive feedback on their writing. If possible, have students rewrite their stories for clarification, structure, grammar, etc.

**Preparation:**

- Borrow or rent an episode of a TV show for students to watch. Any 22-minute TV show would work (a 40-plus minute show is probably too long), but I have found that children’s shows work especially well with high school students for this assignment.
- Develop or use an already existing news-writing rubric.

**Notes:**

- Make sure you have students do this assignment after you have taught the basics of news writing and note-taking. This should be a fun way to reinforce basic news concepts and give students a chance to write in a constricted time frame.
- This is a two-day activity for a 55-minute class: one day for reviewing news writing, watching a TV show, and taking notes on this show; and a second day for writing a news story in class, using their notes.
- This assignment could also work as a homework assignment. Have students watch a TV show at home and take notes on it; then write a news story
either in class the next day or at home as homework.

- This activity could easily be adapted to help students with feature or review writing. Similar concept (watch an episode, take notes, write a story), but different preparation and end product.
As a journalism student at Bakersfield High School, Janelle Eastridge never thought that she would one day teach journalism in the very class she spent hours toiling on the Blue & White herself. But the saying must be true: “Once a Driller, Always a Driller,” and in her case, its meaning is quite literal.

Born in Bakersfield in 1986, Eastridge graduated from BHS in 2004 and began attending Cal Poly, San Luis Obispo that fall. As a well-rounded student in high school (though science classes were usually a challenge), she had trouble settling on a major but eventually chose journalism since she had loved working on the Blue & White (and was good at it). She also knew her natural curiosity, people skills, and general interest in a variety of subjects would help her in journalism and aid her in the long-run.

During college, Eastridge worked and interned for a few local publications, including the San Luis Obispo Tribune, and Cal Poly’s student newspaper, The Daily Mustang. After graduating, Eastridge moved back to Bakersfield and worked for a few local publications, including The Bakersfield Californian, Bakersfield Life magazine and the Taft Independent — while pursuing another long-time career interest, teaching.

She eventually completed her teaching credential and is excited to combine two of her greatest interests, teaching and journalism.

Eastridge is the oldest of two children. Her younger brother, Tyler, recently graduated from UC Santa Barbara with a degree in global studies. Her mother, Kris, teaches fifth grade at Harding Elementary, and her father, John, works as a project supervisor for Habitat for Humanity.

In her spare time, Eastridge enjoys exercising (yoga, weight lifting, and spin classes are current favorites, as she gets bored of routines); spending time with friends and family; playing with her family’s dogs, Annie and Danny; and baking.

One of her absolute favorite interests, though, is traveling. In fifth grade, a two-week family vacation to Indonesia, where her dad was working, sparked a love of travel and discovery of new cultures. Since then, she has traveled to several countries and throughout the United States.

Because of her constant wanderlust, Eastridge has always wanted to combine her love of traveling with her desire to work with people. She would love to teach English overseas for an extended amount of time (maybe a year or two) in the near future. (She even got through most of the Peace Corps’s application process before deciding to complete her teaching credential instead.)

This BHS grad is excited to see what the future holds!

Below: New journalism adviser Janelle Eastridge spends time with friends and family in Costa Rica, Spain, Orange County, and Utah’s Canyonlands National Park.
**Buddy Bios!**
*Due on Friday by 3 p.m.*

Here’s what you will need to do:

1) Partner up with another journalism student in class. **Interview this person**, with the goal being to find out what makes this person really tick. How is he or she unique?!
   - **Questions you must ask your buddy:**
     - His or her name (spelled correctly!)
     - What grade he or she is in… and when and where he or she was born
     - Why he or she joined the journalism
   - **Other possible questions:**
     - What is your family like?
     - What are your interests? Do you play any sports?
     - What are your aspirations in life? What do you want to do after high school?
     - Do you have a most embarrassing moment?
     - What is your favorite food or snack? Why?
     - What type of music do you like? Who are your favorite artists/bands? Why?
     - Do you belong to a particular faith or practice a specific religion?
     - Are you interested in politics or societal issues?
     - ___________________________? (Think of your own questions!)

2) **Write a short biography** of this person. Your Buddy Bio should be about 500 words. (It is OK if you go over 500 words; shorter bios are not acceptable, though.)

3) Use one of the cameras provided (or bring your own… we don’t have too many, so you’ll have to share…) to **take photos of your partner around campus**. Download the photos onto one of the journalism computers once you are finished taking them. If you know how to use Photoshop, you can edit the photos; if you don’t know how to use the program, don’t worry about it.

4) Create a document (letter size – 8 ½-by-11 inches) in InDesign and **layout your Buddy Bio using the 500-word story and at least one photo of your partner**. (You can definitely use more photos, as long as the bio itself is still at least 500 words…) An in-class example of how to do this will be provided – TAKE NOTES!

5) On the back, **write this information**: your name, the date, and the period (6th).

6) Remember, the **Buddy Bio is due on Friday by 3 p.m.**! Use your time in class wisely. If you don’t have a 7th period, feel free to work on it then, too (I have 7th period prep), or come in after school. If you want to come in after school, please let me know, and I will be sure to be here. GOOD LUCK! 😊
Shelley Hazen
Coweta High School
Coweta, OK

sdhazen@gmail.com; Shelley.hazen@cowetaps.org

ASNE Final Project

Introduction

I chose the First Amendment and editorial writing as my two lessons. The First Amendment is important in my situation because I have heard my students refer to it as if they have the exact freedoms stated in the amendment. I want them to realize that, while the First Amendment is critical, they do not have the same liberties as a professional journalist. Students must learn to apply the First Amendment to high school journalism. The editorial lesson plan helps students understand how to logically, clearly, and factually form and report an opinion.

Our school is in a small, rural community, and our student body is approximately 700. Our students tend be sheltered when it comes to news, politics, religion, etc. I feel it is important for them to be exposed to as much information as possible, and to understand the importance of making informed decisions and forming opinions that are well-researched. My goal is to give them the tools to seek out information that teaches them the importance of what “fair and balanced” really means.

Background

I plan to utilize information from the sessions with SPLC. Other resources include my journalism textbook, which I will utilize this year and various other handouts, worksheets, and Power Points.
Title: High School Journalism and the First Amendment

Overview and Rationale

High school journalism students must understand the limitations that apply to the First Amendment when it comes to high school reporting. They must also learn about how and why these limitations exist today. Students will learn the First Amendment. They will also explore the court cases *Hazelwood v. Kuhlmeier*, *Tinker v. Des Moines*, and *Dean v. Utica*.

Goals for Understanding

- Essential Questions
  - What is the First Amendment?
  - How did court cases change the First Amendment for high schools?

Overview and Timeline

Day 1

- Students will take a quick quiz on the SPLC website to assess their current knowledge of the First Amendment.
- Review quiz questions to clear up misconceptions regarding the First Amendment.
- Review SPLC Power Point, Press Freedom
- Pass out individual copies of First Amendment.

Day 2

- Place students in three groups of four.
- Each group will focus on one court case and research it answering the following questions:
  - What story caused the initial problem?
Day 3

- Each group will present/teach each court case to the class and include handouts for the whole class.
- Homework: Individual students will write one paragraph responses to each court case expressing their own opinion on the case and how it was resolved.

References & Resources

- Student Press Law Center Quiz: http://www.splc.org/falawtest/
- SPLC Power Point: Press Freedom http://www.splc.org/presentations/
**Title:** Editorial Writing

**Overview and Rationale**

Editorial writing, unlike news and feature writing, requires thought and research to make valid, logical points. Students will learn the elements of editorials, and practice research methods, turning in a complete editorial by the end of the lesson.

**Goals for Understanding**

- **Essential Questions**
  - What is opinion and what is fact?
  - What is an editorial?
  - What are the parts of an editorial?

**Overview and Timeline**

**Day 1**

- Discuss the difference between personal opinions and editorials.
- Read chapter 9 section on editorials, including types of editorials and parts of an editorial.
- In class exercise: Read editorial article in local paper and label the parts.
- Homework: Choose a topic that concerns your school that you wish to editorialize, and research opposing opinions on the topic.

**Day 2**

- In class: Write editorials based on your topic including researched information.

**References & Resources**

- Textbook: *Exploring Journalism and the Media*
Angel Hill

Teaching high school journalism is a challenge for teachers. Training students to be journalists within the confines of the high school framework offer unique challenges. One of the most difficult things for teachers is helping their students understand their rights and freedoms. Many students are not aware of the laws that are in place to protect their freedoms of speech and press. Even if they do know a bit about the laws, they don’t know where to get help or support. Often times, the teacher has to step back and let the student go up against the school administration because of the teacher’s employment contract.

The school I teach at is in a very small rural community. It is located in the “Bible Belt” and is a very conservative community. The community is very involved in the school and is the driving force behind the push to build a school newspaper. The first time the students want to run what the community or administration might deem inappropriate, I need to make sure that the students know their rights and have resources to stand up for themselves. I will have to be very hands off in these cases to protect my job. Our school board and superintendent are all elected officials and listen closely to the community.

My journalism I class is the entry level class into my program. From this class they can choose to take the newspaper, yearbook, digital design and/or web design. The students in the journalism I class are in grades nine through twelve. They come from different social groups and see the world in different ways from each other.

By teaching these lessons to the students, I am ensuring that they know their rights as public school students or where they can get answers if they are not sure.
Lesson Plan 1

1. The Institute session source: The First Amendment with Ken Paulson
2. Key theme: 1st Amendment
3. Overview and rationale for unit
   The purpose of the unit is to educate students about the freedoms provided by the first amendment to the U. S. Constitution. Students will become familiar with the reasons the founding fathers felt the amendments were necessary. Students will research how the five freedoms are interpreted and applied today. By the end of the lesson, the students will be able to explain the first amendment in depth to other students.
4. Goals for understanding
   a. Florida Journalism I Standards:
      i. 03.0 Demonstrate awareness of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).
      ii. 16.0 Perform electronic/desktop-publishing operations.
      iii. 17.0 Demonstrate knowledge of electronic/desktop publishing concepts.
      iv. 34.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
   b. Essential Question: What is the first amendment to the Constitution?
   c. Critical Engagement Questions:
      i. What are the 5 freedoms provided for in the first amendment?
      ii. Why did the founding fathers feel we needed these specific freedoms?
      iii. How do these freedoms apply to us today?
5. Activities
   a. Day 1: (35 minutes) The teacher will present the first amendment quiz PowerPoint to the students. This is a pre-learning activity to get the students interested. Students that answer a question correctly will receive a pen from hsj.org. Each question will be discussed in class after the initial answer/reward.
   b. Day 2: (50 minutes) The teacher will hand out a copy of the first amendment to the students and present a video from the One for All site, “The First Amendment”, that is a brief recitation of the first amendment from celebrities and officials. Students will then be assigned their project with an explanation of exactly what is expected.
i. Project: Students in pairs or groups of 3 will research the first amendment, including why we have it, what it means, and how it is interpreted/applied today. They may use any of the sources provided, other reliable Internet sources, polls/surveys they take, etc. The end product of this research is a 15 slide minimum interactive PowerPoint presentation. The PowerPoint must have at least one video or audio file embedded in it. It must have some kind of interaction with the audience that will result in the opportunity for prizes to be awarded to participants. Students must create an outline/script for their presentation to accompany the PowerPoint. The total presentation, including the PowerPoint, must be at least 30 minutes long. The presentation should be organized in a way that other students will understand it.

c. Day 3 and 4: Students will have both of these days to work on their presentations. While working the students must be sure they are citing their sources within in the PowerPoint.
d. Day 5, 6 and 7: Student groups will present their presentations to our class while the other members of the class critique their presentations, offering advice for improvement at the end of.
e. Day 8: Students will meet with their groups and tweak their presentations.
f. Day 9: Students will be assigned to go to another classroom (8th grade U. S. History, 11th grade U. S. History and American Government) where they will teach those students about the first amendment with their presentations.

6. Assessment

   a. Students will be assessed on their presentations. The presentation will be worth 100 points. 50 points will be based on meeting the requirements set by the project assignment. The other 50 points will be based on critique forms filled out by the teacher and class of students they present too.

7. Recommended readings and sources

   b. “The First Amendment” video from All for One for use with day 2. http://1forall.us/media-resources/video/
   c. First Amendment Center- www.firstamendmentcenter.org/
   d. 1 Amendment for all- http://1forall.us/about/the-first-amendment/

8. Contact: Angel Hill
   roxy3578@hotmail.com
Lesson Plan 2

1. The Institute session source: Student Press Law with Mike Hiestand

2. Key theme: Student Rights

3. Overview and rationale for unit
   The purpose of the unit is to educate students about their rights in today’s school system.
   Students are not aware of their rights as student journalists. By exploring the resource that is the Student Press Law Center, students will become familiar with an important tool. This is a resource for the students to consult whenever they have a question about their rights.

4. Goals for understanding
   a. Florida Journalism I Standards:
      i. 03.0 Demonstrate awareness of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).
      ii. 06.0 Demonstrate fundamental use of technology for research, production, and dissemination of journalistic media.
      iii. 38.0 Use information technology tools.
      iv. 42.0 Describe the importance of professional ethics and legal responsibilities.
   b. Essential Question: What is the Student Press Law Center?
   c. Critical Engagement Questions:
      i. How can I use the SPLC to learn about my rights as a student journalist?
      ii. Do I have freedom of speech and press as a public school student?

5. Activities
   a. Day 1: “Do you, as public school students, have the freedoms of speech and press?”
      i. (20 minutes) Students will be given the opportunity to debate this question in a class discussion. The debate will include what they think, yes or no, and why they think this.
      ii. (10 minutes) Prove your answer. Students will research on the web to try and find proof for what they think the answer to the question is. After time is up, students will report what they have found (an additional 10 minutes).
      iii. (10 minutes) If someone as found the SPLC, then we will pull it up on the projector to discuss what it says. If no one finds the SPLC, I will pull up SPLC to introduce
students to it as the “go to” place when they have questions about their rights to freedom of speech and press.

b. Day 2: (50 minutes) The students will go online to the SPLC and take the “Test Your Knowledge Exam”. Students will keep track of their correct/incorrect answers. For their incorrect answers, the students must explain what they put for the answer and why. Then they must list the correct answer and why it is correct.

c. Day 3: (50 minutes) Students will visit the SPLC site. On the site, they will choose one of the podcasts contained there to listen to. While listening to the podcast, they will take notes about what is being discussed. After listening to the podcast, they will use their notes to summarize the podcast. The summary must include the people being broadcast, the case being discussed and a description of both sides. If an outcome is discussed, that should be included in the summary as well. Students should then discuss on the same paper how the information discussed in the broadcast could affect a high school journalism student. Students should label their summary with the name of the podcast they listened to.

d. Day 4: (50 minutes) Students will visit the SPLC site with a partner. Students will browse the articles on the site. They will pick one or two the articles to read. They will then discuss the articles they have read. The students will then write at least two paragraphs explaining what they think the importance of the articles are.

6. Assessment
   a. Students will be assessed on their participation in the “Test Your Knowledge Exam”. They will receive 10 points for completing the quiz and writing assignment, half credit for partially completing or no credit for non-participation.
   b. Students will be assessed on the summary of the podcast. They will receive 10 points for a complete, well written summary, 5 points for a poorly written or incomplete summary, or 0 points for non-participation.
   c. Students will be assessed on their explanation of the article(s). Students will receive 10 points for a complete, well written summary, 5 points for a poorly written or incomplete story and 0 points for non-participation.

7. Recommended readings and sources
   a. Student Press Law Center

8. Contact: Angel Hill
   roxy3578@hotmail.com
Jennifer Kim
ASNE 2012, University of Texas

Final Project – Curriculum
August 4, 2012

INTRODUCTION

San Gabriel High School is in the San Gabriel Valley (SGV), an ethnoburb, an ethnic suburb comprised mostly of Asians and Latinos, located 15 minutes from downtown Los Angeles. Though we are close to Los Angeles, we are very unlike the L.A. of Hollywood because the SGV is a town of working class families and immigrants, where assimilation is not a priority, but the American Dream still is. By the numbers San Gabriel High School, with a population of 2,400, is 87.8% socioeconomically disadvantaged; 53.1% English learners; 58.4% Asian (primarily Chinese, Vietnamese, Cambodian); 38.7% Hispanic (primarily Mexican). We are a Title 1 school with a plethora of support programs. Our newspaper distributes 1600 copies a month and is free.

We are an Asian majority school, with student government and student publications dominated by Asians. As a new adviser this year, I would like to see more diversity in our staff and in our coverage. I would like to see race and culture talked about in student publications, and I would like to see my staffs (yearbook and newspaper) leading the way for campus discussions on relevant issues. My lesson plans will center around creating diversity in publications.

Also, as a new adviser, I will focus my lessons on foundation skills because this
is where I need to begin. **DISCLAIMER – These lessons have not been road tested yet, as I am a new adviser. Before these plans get published, I ask that you let me road test them first so that I can make them better.

<table>
<thead>
<tr>
<th>LESSON ONE: THE ROLE OF A JOURNALIST IN A MULTI-ETHNIC COMMUNITY</th>
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<tbody>
<tr>
<td><strong>1. RELEVANT INSTITUTE SESSIONS:</strong> The Newspaper Business – George Sylvie; Ethics – Bob Jensen; Critiquing – Janet Elbom</td>
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<tr>
<td><strong>2. KEY THEME, TOPIC OF UNIT:</strong> Developing courage and curiosity in student journalists to create a dynamic and informative paper.</td>
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<tr>
<td><strong>3. OVERVIEW AND RATIONALE FOR UNIT (A PARAGRAPH)</strong></td>
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<td>The newspaper coverage at my school is primarily centered around club news and not necessarily anything with depth and complexity. In our double truck spread, I see an opportunity to delve into issues that can help educate our student body. Topics such as cultural perceptions of other races, paths to college, localized coverage of national issues, and teen pregnancy would benefit our school. Our school district cut health and safety from our curriculum several years ago, so features on health and safety topics would be beneficial.</td>
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<td><strong>4. GOALS FOR UNDERSTANDING</strong></td>
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<tr>
<td><strong>A. ESSENTIAL QUESTIONS</strong> – What is the role of a journalist?</td>
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| **B. CRITICAL ENGAGEMENT QUESTIONS** – How do journalists function in a society and a democracy? How is a journalist like a teacher? How is journalism a public service? (Sam Donaldson quotation) What are the traits of a journalist?
5. ACTIVITIES

1) Students do a series of freewrites and discuss them:
- What is news in our school?
- What is news in the real world?
- How do journalists help society? Give examples of news stories where journalists made a difference in people’s lives. (TEACHER find these to present.)

2) Students do an evaluation of our newspaper and the type of stories we have.
   Rate the paper on a scale of 1-10, with 10 being the top score. Make a class list of things we do well in our paper and things we could improve on.

3) Students form groups and study award-winning high school papers such as the The Liberator. Make a list of their strengths and weaknesses. Rate on a scale of 1-10.

4) Discuss the difference between our paper and The Liberator. Discuss how we think The Liberator gets its story ideas. Pretend you’re a Liberator reporter and hypothesize how they got their sources and what kind of questions they asked. Students discuss how they think The Liberator audience was affected by the stories.

5) Students write how-to articles on how to be courageous and curious as a journalist.

6) Teacher shares samples of professional articles which cover diverse populations and also advocates on their behalf.
6. ASSESSMENT: Teacher and class critique the profiles. Publish in paper and online.

7. RECOMMENDED READING AND SOURCES:

*Making Sure Everyone Has a Voice: Campaigning on Campus*

http://www.hsj.org/modules/lesson_plans/archive.cfm?menu_id=&submenu_id=&module_id=2#diversity

*Diversity Does Matter:*

http://www.hsj.org/modules/lesson_plans/detail.cfm?menu_id=&submenu_id=&module_id=2&LessonPlanId=227

More HSJ lesson plans on diversity:

http://www.hsj.org/modules/lesson_plans/archive.cfm?menu_id=&submenu_id=&module_id=2#diversity

8. CONTACT – Jennifer Kim, Kim_Jennifer@ausd.us. PLEASE DO NOT PUBLISH MY PHOTO ON THE INTERNET. THANK YOU.

**LESSON TWO: REPORTING IN A MULTI-ETHNIC AND DIVERSE COMMUNITY**

1. RELEVANT INSTITUTE SESSIONS: Reporting – Bobby Hawthorne

2. KEY THEME, TOPIC OF UNIT: Increasing cultural and diverse coverage in the high school paper
3. OVERVIEW AND RATIONALE FOR UNIT (A PARAGRAPH): After students build awareness of the role of a journalist, they need to learn how to find and report these diverse stories.

4. GOALS FOR UNDERSTANDING:

A. ESSENTIAL QUESTIONS:
How do you write about your own culture? How do you write about a different culture?

B. CRITICAL ENGAGEMENT QUESTIONS:
How can you write about something you are not familiar with? How do you become more comfortable interacting with people different from you? Why is it valuable to have diverse stories in the school newspaper? What are the stereotypes at our school? Where do students learn stereotypes? Have you ever felt discriminated against?

5. ACTIVITIES
1) Play the Maynard Institute's Diversity Game to intrigue students on the topic of diversity. Discuss results. http://mije.org/diversitygame
2) Students make a list of how to be courageous as a scholastic journalist. Role-play scenarios.
3) Have students write down the names of five of their friends or people they talk a lot to. Don’t tell them why.
4) Students make lists of students and groups who are rarely covered in the school paper. Hypothesize why they are not covered? Are these valid reasons?
5) Send students out to observe and interview people they do not know during
lunch time. The above five named people cannot be on their list. Students write profiles or features on their new subjects.

6) Students read articles on the value of diversity in student publications.

7) Students research and report back on diverse media associations (see list below), including LGBT.

<table>
<thead>
<tr>
<th>6. ASSESSMENT:</th>
<th>We will compare a Matador newspaper before these lessons and a Matador newspaper after these lessons. Students will also receive individual grades on their profiles.</th>
</tr>
</thead>
</table>

| 7. RECOMMENDED READING AND SOURCES: |

Tips on Diverse Coverage:


AAJA Handbook to Covering Asian America:

http://www.aaja.org/aajahandbook/

The Association of LGBT journalists:

http://nlgja.org/Toolbox

UNITYJournalists:


Latino Journalist of California:

http://www.ccnma.org/

Hispanic Journalists Urge Sensitivity:

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<tr>
<td>Inclusion Resources:</td>
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<td><a href="http://www.hsj.org/Students/index.cfm?requestAction=goMenuContent&amp;menu_id=7&amp;CmsPagesID=251">http://www.hsj.org/Students/index.cfm?requestAction=goMenuContent&amp;menu_id=7&amp;CmsPagesID=251</a></td>
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| 8. CONTACT – Jennifer Kim, Kim_Jennifer@ausd.us. PLEASE DO NOT PUBLISH MY PHOTO ON THE INTERNET. THANK YOU. |
Final Project

Introduction

This is my first year teaching journalism at Boerne High School in Boerne, Texas. I am designing curriculum to use my first week of school. I will be learning right along with the students. I will have a combination class of journalism and yearbook students in one class. The journalism program at the school is new and needs to be developed. My goal is to use the lessons that I am creating for the final project to jump-start the program and get the students interested in journalism by introducing them to the basics. From there the goal will be to create an online newspaper and a yearbook that is journalistically sound for the community and Boerne High School. My plan is to introduce students to the 5 W’s and H during the first week of school to teach them interviewing techniques and also as an ice-breaker for them to get to know one another.

Background

Introduce students to the Who, What, Why, When, Where and How of journalism using the following websites:

1. A graphic organizer to help them apply the 5 W’s and H. [www.ucfsd.org/.../FOV1.../5Ws%20and%201%20H%20handout.pdf](http://www.ucfsd.org/.../FOV1.../5Ws%20and%201%20H%20handout.pdf)
Objectives:

1. Journalism students will be able to understand, practice and apply the 5 W’s and H of journalism.

2. Students will be able to use the 5 W’s and the H of journalism to write a news story.

Materials and Equipment Needed:

- Computer
- Projector
- Power Point
- Graphic Organizer Handout

Anticipatory Set

Get to know your neighbor ice-breaker. Ask your neighbor questions:

1. Who are you?
2. What happened to you this summer?
3. When did it take place?
4. Where did it take place?
5. Why is this event important to you?
6. How did it happen?

Ask your neighbor the above questions jotting down there answers. Be prepared to introduce them to the class and tell what you learned about them.
Power Point

Guided instruction and discussion on the 5 W’s and the H of journalism and how good journalists use this technique to help them get a great story.

Activity

News reporters make sure that their news stories contain the 5 W’s and one H (who, what when, where, why and how). Students will use the graphic organizer provided to pick a topic and then fill in the organizer. Students will use the information to write a news story. Students will write a news story in MS Word. Students will use the rubric provided to guide them as they write their story.

Students will have their neighbor proof read their story for grammar and spelling errors. When the story is free of errors print, students will print and turn in article for a grade.

Assessment

A rubric guides students through the activity process. Instructor uses the rubric to assess students’ outcome.
JAMES MILLER LESSON PLAN

Title: Public Records Scavenger Hunt

Summary: High school students try to answer a list of questions by scouring public records resources.

Objectives: Students will become familiar with local, state, and federal public records resources and learn to cite them correctly in the context of newswriting.

Preparation/materials: Teachers will need to assemble their own list of local & state public records resources. (See the Resources list below.) Large news media organizations (especially newspapers) are likely to maintain some databases of public records on their websites.

Once you have a decent list of public records (at least 15 or more) websites, dig into the sites to find some facts that may be of interest to the students. Try criminal/prison records, public property records for (in)famous people, voter registration lists, police reports, government salary databases, political donors, environmental/pollution records, employment data, restaurant inspection scores, cell phone towers, sex offender registries …

Assemble 10-20 questions of varying difficulty levels based on these facts. Here are some sample questions that I’ve used in the past (identifying details removed):

1. What’s the lowest score the health department gave W____ on Fern Valley Road?
2. By what percentage did violent crime in Kentucky decrease from 1992 to 2002?
3. What’s the birth date of the person who committed 2 counts of drug violations at 215 L____ Street on February 5, 2012?
4. On what date did our principal purchase his condominium on F____ Court?
5. In which church does our mayor cast his vote?
6. What is school board member C____ H____’s phone number?
7. How much did the teachers’ union donate to J____ M____ in 2012?
8. What’s the value of the most expensive house on S____ Road?
9. What’s the name of the toxic polluter closest to our school?
10. What percentage of children under 18 lived in poverty in J____ County in 2010?

To answer these questions, the students will need access to the public records websites you have found, so plan ahead by booking time in your school’s media center, reserving a laptop cart, etc. If the students all have regular Internet access at home, they can do part of the activity as homework.

Activity: Begin by asking the students how much money they think the top coach at the biggest state university makes, how much his/her house is worth, and where the house is located. After they guess, ask them how they would actually find out. Students are usually surprised to learn that all of these things are a matter of public record and can easily be determined by anyone who knows how to locate the records.

Pass out the scavenger hunt questions that you generated. I have found that offering an appropriate prize to the student (or team of students) who can correctly answer the most questions in the shortest time while correctly citing their sources works very well.
Give the students a time limit — whatever fits into your unit plan will work. You can have them rush to find the most answers in a single class period, or you can encourage them to find all of the answers over the course of a few weeks.

Many students have been trained by their English teachers to use footnotes or endnotes and that will be their first instinct when writing news articles, so this is a good opportunity to teach them to cite in-text. If the question is something like “How many people are serving time on assault charges at Henryville State Prison?”, then you should refuse to accept answers like “138” or “There are 138 people serving time on assault charges.”

Instead, have them write answers to the scavenger hunt with an in-text cite either before or after the fact they found:

“According to the Kentucky Incarcerated Offender Database, there are 138 people serving time on assault charges at Henryville State Prison.”

“There are 138 people serving time on assault charges at Henryville State Prison according to the Kentucky Incarcerated Offender Database.”

**Assessment:** Once they have become familiar with local public records resources, you can assess their ability by providing them with a list of those resources and asking them where they would start looking for answers to a certain type of question. For example, questions about corporations cited for toxic pollution would be answered by perusing the Environmental Protection Agency’s public records databases. You can also add public records research requirements to future newswriting assignments — in addition to interviewing experts and stakeholders, now your journalism students should be able to research the facts themselves when it comes to public records.

**Resources:**

http://www.city-data.com

http://publicrecords.searchsystems.net

http://www.opensecrets.org

http://www.journaliststoolbox.org/archive/public-records

http://publicrecords.onlinesearches.com

http://www.brbpub.com/free-public-records
Title: Finding & Understanding News Media Critiques

Summary: High school students locate, share and understand examples of news media critiques written by journalists and laypersons.

Objectives: Students will become familiar with the Nine Principles of Journalism, apply them to real-world examples of journalism, and differentiate between news reporting and opinion writing.

Preparation/materials: Teachers should first familiarize themselves with examples of media critiques (see the Resources section). Also, cue up Don Henley’s “Dirty Laundry” for playback in the classroom with the lyrics available.

Students should already be familiar with the basic concepts of journalism: tell the truth, don’t take sides, and so on.

Teachers will also want to have copies of newspapers and newsmagazines on hand – they don’t have to be current.

Depending on how much the students already know about journalism and opinion vs. newswriting, this activity could take more than one class period.

Activity: Begin by asking the students “What makes good journalism?” This could be a good warm-up activity, journal entry, class discussion, or bell assignment. If the students are working individually, go ahead and moderate a class discussion to explore their answers. Pass out handout #3 (Nine Principles of Journalism) and explain that a committee of journalists and concerned citizens developed these principles over the course of four years. Point out the commonalities and differences between the Nine Principles and the students’ own ideas of what constitutes “good journalism.”

Then ask the students what consequences there are for people who practice poor journalism – who are unfair, biased, dishonest, hyperbolic, etc. If necessary, make the connection between the ninth principle (Room for Dissent) and news media critiques. Point out that there are journalism professionals who do nothing but observe and criticize other journalists—their “beat” is the news media itself. (Some examples of media critics can be found on handout #1.)

Perhaps students may complain about sports columnists who are always beating up on their favorite team, or political analysts who always seem to disparage their favorite politicians, or political cartoonists who seem to be blatantly partisan. If not, it’s up to you to introduce the idea that there is a difference between news reporting and opinion writing, and that people employed as columnists or commentators are not held to the same standards of objectivity as news reporters.

Pass out the newspapers and magazines and ask the students to determine which pieces are news articles and which are opinion columns. One easy way for students to distinguish between news and commentary in the world of print is to recognize that columnists almost always have headshots posted along with their columns; news reporters usually don’t. First-person writing is also a big clue. Of course, unattributed, unquoted opinions delivered in headlines or body copy is the ultimate sign.

Once the students have grasped the differences between news and opinion, it’s time to move on to the concept of news media critiques.
Play Don Henley’s “Dirty Laundry” as an example of a news media critique in song form. Distribute the lyric sheet (handout #2). Ask the students: which of the Nine Principles does Don Henley think TV journalists are violating?

Explain that news media critiques simply attempt to hold journalists accountable to the standards of journalism; when reporters fail to meet these obligations, they may find themselves criticized and condemned by their professional peers. Because journalism organizations live and die according to their credibility, a compromised reputation can mean career death for individual journalists (such as Steven Glass of the New Republic, Jayson Blair of the New York Times, and so on).

Distribute handout #1 and explain that their project is to create their own news media critique. The form of the critique is up to the teacher—brief articles or essays are common, but cartoons, videos, songs, and other creative forms are certainly acceptable as long as they follow the five steps on the handout. This definitely works best as a long-term project with regular check-ins, so make a habit out of finding examples of media critiques (in article, video, song, or cartoon form) and sharing them with the students as the due date approaches.

**Assessment:** The assessment will come in the form of the final project described above. Teachers could also ask questions about the Nine Principles on a quiz, test or final exam. It’s important to stay high up in Bloom’s Taxonomy with advanced concepts like these; rather than assessing their ability to memorize the names of the Nine Principles, ask them to apply, analyze or evaluate the principles in the context of specific situations. The students’ ability to apply the Nine Principles by evaluating professional news organizations and reporters (without falling into the trap of complaining about opinion columnists, reviewers, etc.) should satisfy any requirement for higher-level assessments, critical thinking, and so on.

**Resources:**

Three handouts, “How to Write a News Media Critique,” “Dirty Laundry,” and “Nine Principles of Journalism.”
HANDOUT #1

How to Write a News Media Critique

1. First, figure out what you are going to critique. You have several choices:
   a. Critique the way that an individual journalist reported a single story
   b. Critique the way that an individual journalist reports on a particular subject
   c. Critique the way that a news organization handles a particular subject or story
   d. Critique the way that the news media as a whole handles a particular subject or story

   You may NOT critique opinions by reviewers, columnists, analysts, or commentators!

2. Figure out why you want to critique it. Which of the 9 principles is being violated?
3. Explain, in detail, how this particular journalist or organization has failed to live up to one or more of those principles. Give concrete examples.
4. What, if anything, was omitted? What, if anything, was actually incorrect?
5. How could the problem be improved?

Finding Examples of Media Critiques

From a left-wing point of view: mediamatters.org, fair.org
From a right-wing point of view: mediaresearch.org, newsbusters.org
From a supposedly neutral point of view: factcheck.org, prwatch.org, cmpa.com, cjr.org

Examples of individual media critics:

Glenn Greenwald: www.guardian.co.uk/profile/glenn-greenwald
Jay Rosen: pressthink.org
Howard Kurtz: thedailybeast.com/spin-cycle.html
Erik Wemple: washingtonpost.com/blogs/erik-wemple
Jim Romenesko: jimromenesko.com
Brooke Gladstone: onthemedia.org/people/brooke-gladstone/
Maureen Holland: maureenholland.wordpress.com/category/media/

The Nine Core Principles of Journalism:

www.journalism.org/resources/principles
I make my living off the Evening News
Just give me something
Something I can use
People love it when you lose,
They love dirty laundry

Well, I coulda been an actor,
but I wound up here
I just have to look good, I don't have to be clear
Come and whisper in my ear
Give us dirty laundry

Kick 'em when they're up
Kick 'em when they're down
Kick 'em when they're up
Kick 'em when they're down
Kick 'em when they're up
Kick 'em when they're down
Kick 'em all around

We got the bubble-headed bleach-blonde
who comes on at five
She can tell you 'bout the plane crash
with a gleam in her eye
It's interesting when people die-
Give us dirty laundry

Can we film the operation?
Is the head dead yet?
You know, the boys in the newsroom
got a running bet
Get the widow on the set!
We need dirty laundry

You don't really need to find out
what's going on
You don't really want to know
just how far it's gone
Just leave well enough alone
Eat your dirty laundry

Kick 'em when they're up
Kick 'em when they're down
Kick 'em when they're up
Kick 'em when they're down
Kick 'em when they're up
Kick 'em when they're down
Kick 'em all around

Dirty little secrets
Dirty little lies
We got our dirty little fingers
in everybody's pies
We love to cut you down to size
We love dirty laundry

We can do "The Innuendo"
We can dance and sing
When it's said and done
we haven't told you a thing
We all know that crap is king
Give us dirty laundry!
1. TRUTH: Journalism's first obligation is to the truth.

Democracy depends on citizens having reliable, accurate facts put in a meaningful context. Journalism does not pursue truth in an absolute or philosophical sense, but it can—and must—pursue it in a practical sense. This "journalistic truth" is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, valid for now, subject to further investigation. Journalists should be as transparent as possible about sources and methods so audiences can make their own assessment of the information. Even in a world of expanding voices, accuracy is the foundation upon which everything else is built—context, interpretation, comment, criticism, analysis and debate. The truth, over time, emerges from this forum. As citizens encounter an ever greater flow of data, they have more need—not less—for identifiable sources dedicated to verifying that information and putting it in context.

2. LOYALTY: Its first loyalty is to citizens (as opposed to advertisers, shareholders, etc.)

While news organizations answer to many constituencies, including advertisers and shareholders, the journalists in those organizations must maintain allegiance to citizens and the larger public interest above any other if they are to provide the news without fear or favor. This commitment to citizens first is the basis of a news organization's credibility, the implied covenant that tells the audience the coverage is not slanted for friends or advertisers. Commitment to citizens also means journalism should present a representative picture of all constituent groups in society. Ignoring certain citizens has the effect of disenfranchising them. The theory underlying the modern news industry has been the belief that credibility builds a broad and loyal audience, and that economic success follows in turn. In that regard, the business people in a news organization also must nurture—not exploit—their allegiance to the audience ahead of other considerations.

3. VERIFICATION: Its essence is a discipline of verification.

Journalists rely on a professional discipline for verifying information. When the concept of objectivity originally evolved, it did not imply that journalists are free of bias. It called, rather, for a consistent method of testing information—a transparent approach to evidence—precisely so that personal and cultural biases would not undermine the accuracy of their work. The method is objective, not the journalist. Seeking out multiple witnesses, disclosing as much as possible about sources, or asking various sides for comment, all signal such standards. This discipline of verification is what separates journalism from other modes of communication, such as propaganda, fiction or entertainment. But the need for professional method is not always fully recognized or refined. While journalism has developed various techniques for determining facts, for instance, it has done less to develop a system for testing the reliability of journalistic interpretation.

4. INDEPENDENCE: Its practitioners must maintain an independence from those they cover.

Independence is an underlying requirement of journalism, a cornerstone of its reliability. Independence of spirit and mind, rather than neutrality, is the principle journalists must keep in focus. While editorialists and commentators are not neutral, the source of their credibility is still their accuracy, intellectual fairness and
ability to inform—not their devotion to a certain group or outcome. In our independence, however, we must avoid any tendency to stray into arrogance, elitism, isolation or nihilism.

5. WATCHDOG: It must serve as an independent monitor of power.
Journalism has an unusual capacity to serve as watchdog over those whose power and position most affect citizens. The Founders recognized this to be a rampart against despotism when they ensured an independent press; courts have affirmed it; citizens rely on it. As journalists, we have an obligation to protect this watchdog freedom by not demeaning it in frivolous use or exploiting it for commercial gain.

6. FORUM: It must provide a forum for public criticism and compromise.
The news media are the common carriers of public discussion, and this responsibility forms a basis for our special privileges. This discussion serves society best when it is informed by facts rather than prejudice and supposition. It also should strive to fairly represent the varied viewpoints and interests in society, and to place them in context rather than highlight only the conflicting fringes of debate. Accuracy and truthfulness require that as framers of the public discussion we not neglect the points of common ground where problem solving occurs.

7. MAKE THE IMPORTANT INTERESTING: It must strive to make the significant interesting and relevant.
Journalism is storytelling with a purpose. It should do more than gather an audience or catalogue the important. For its own survival, it must balance what readers know they want with what they cannot anticipate but need. In short, it must strive to make the significant interesting and relevant. The effectiveness of a piece of journalism is measured both by how much a work engages its audience and enlightens it. This means journalists must continually ask what information has most value to citizens and in what form. While journalism should reach beyond such topics as government and public safety, a journalism overwhelmed by trivia and false significance ultimately engenders a trivial society.

8. INCLUSIVE: It must keep the news comprehensive and proportional.
Keeping news in proportion and not leaving important things out are also cornerstones of truthfulness. Journalism is a form of cartography: it creates a map for citizens to navigate society. Inflating events for sensation, neglecting others, stereotyping or being disproportionately negative all make a less reliable map. The map also should include news of all our communities, not just those with attractive demographics. This is best achieved by newsrooms with a diversity of backgrounds and perspectives. The map is only an analogy; proportion and comprehensiveness are subjective, yet their elusiveness does not lesson their significance.

9. ROOM FOR DISSENT: Its practitioners must be allowed to exercise their personal conscience.
Every journalist must have a personal sense of ethics and responsibility—a moral compass. Each of us must be willing, if fairness and accuracy require, to voice differences with our colleagues, whether in the newsroom or the executive suite. News organizations do well to nurture this independence by encouraging individuals to speak their minds. This stimulates the intellectual diversity necessary to understand and accurately cover an increasingly diverse society. It is this diversity of minds and voices, not just numbers, that matters.
Erika Mincey, Journalism Teacher

The Institute Session(s): Interviewing – Dave Garlock and Bobby Hawthorne

Unit Lesson: Asking the Right Questions

Overview and Rationale for Unit
How do interviewers craft and pose questions? How can questions open doors to information, shed light on important subjects and invite subjects to open up? In this lesson, students learn about interview skills and techniques, then practice interviewing and creating their own Q. & A.’s. In addition, students will also learn how to find the right person to interview for his/her story.

Objective/Goals

• Generate open-ended questions to gather in-depth information for news story.

Time Frame: 60 minutes

Resources:

• The Radical Write textbook by Bobby Hawthorne (Third edition)
• The New York Times Learning Network


Essential Question(s):

• What is the difference between open-ended and closed-ended questions?

Introduction (Teacher Led)

The ability to ask open-ended questions is very important in many vocations, including education, counseling, mediation, sales, investigative work and journalism.

Teach Vocabulary:
Open-ended questions; Closed-ended questions; Direct Quotations

An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a closed-ended question, which encourages a short or
single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions. Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Often they are not technically a question, but a statement which implicitly asks for a response.

**Model Closed-ended & open-ended question on Promethean Board**

<table>
<thead>
<tr>
<th>Closed-Ended Question</th>
<th>Open-Ended Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get on well with your boss?</td>
<td>Tell me about your relationship with your boss.</td>
</tr>
<tr>
<td>Who will you vote for this election?</td>
<td>What do you think about the two candidates in this election?</td>
</tr>
<tr>
<td>What colour shirt are you wearing?</td>
<td>That's an interesting coloured shirt you're wearing.</td>
</tr>
</tbody>
</table>

**How do you feel?**

Perhaps the most famous (or infamous) open-ended question is "How does this make you feel?" or some variation thereof. This has become a cliché in both journalism and therapy. The reason it is so widely used is that it's so effective.

In journalism, stories are all about people and how they are affected by events. Audiences want to experience the emotion. Even though modern audiences tend to cringe at this question, it's so useful that it continues to be a standard tool.

In psychology, feelings and emotions are central to human behavior. Therapists are naturally keen to ask questions about feelings.

**Activities:**

**Teach Vocabulary: Direct quotes**

**Noun 1. direct quotation** - a report of the exact words used in a discourse (e.g., "he said 'I am a fool'"
  - direct discourse
  - report, account - the act of informing by verbal report; "he heard reports that they were causing trouble"; "by all accounts they were a happy couple"
**Warm-up:** Ask students if they know who Arne Duncan is, and briefly explain his role as secretary of education. Then give students the following passage, excerpted from the New York Times article “For Education Chief, Stimulus Means Power, Money and Risk,” written just after Mr. Duncan was confirmed as education secretary:

Divide students into pairs or small groups and have them engage in a “reverse interview” exercise, using the following prompts to guide them:

1. Identify the direct and indirect quotes, including partial quotes, from Mr. Duncan that appear in the passage.

2. Generate a list of questions you imagine the reporter asked to get these quotes. How do you think the reporter, Sam Dillon, got Mr. Duncan talking? How did Mr. Dillon get Mr. Duncan to provide the information and quotations?

After a few minutes, have groups share the questions they generated. Were their ideas similar or different?

**Assessment**

Then have students return to their groups to brainstorm a list of questions they would ask Secretary Duncan if they had the opportunity. Teacher will conduct a mock interview pretending to be the Secretary of Education. Each group will select a person from their group to pose questions generated in group. Teacher along with class participation will assess verbally whether the questions asked were in fact open ended questions.

**Recommended readings and sources:**
Textbook: *The radical write by Bobby Hawthorne (third edition)*. Jostens, Inc. 2011. Read the following sections:

*How Do I Use a Direct Quote pg. 96 - 97*

*Listen, watch, respond pg. 98 -99*

*Types of questions pg. 99*

*Conducting the interview pgs. 100- 104*

**Contact**: Erika Mincey [selahenter@gmail.com](mailto:selahenter@gmail.com)
Erika Mincey, Journalism Teacher

The Institute Session(s): Sports Interviewing – Speaker Bobby Hawthorne

Unit Lesson: Interviewing

Overview and Rationale for Unit
Sports journalism relies on “good” observation and interviewing skills. In this lesson, students will learn that good interview requires preparation, research, background knowledge, and good note-taking. Student will discover that two things matter when conducting sports interviewing: Curiosity and Courage…”If you don’t have the curiosity to follow your courage to interview it won’t matter,” says nationally acclaimed Author Bobby Hawthorne,

Objective/Goals:
* Understand the basic techniques for interviewing
* Use understanding of interviewing techniques to get better quotations for my stories.

Time Frame: 2 class sessions

Resources:

• You Try It! Student Worksheet – Interviewing: Getting the Story (attached)

• Holt McDougal, A Division of Houghton Mifflin Harcourt Resources

• The Radical Write textbook by Bobby Hawthorne (Third edition)

Additional Online Support:

• www.holtmcdougal.hmhco.com
Essential Question(s):

- List and define the three main types of interview?
- What are some techniques used to accomplish a good interview?

Teach Interviewing:

1. **Introduce Interviewing**: News gathering and writing relies on interviewing. Tell students that interviewing people is an essential part of newswriting. Remind them that good interview requires preparation, research, background knowledge, and good note-taking.

2. **Teach Interviewing**:

   - Tell the students that there are three main types of interview. Many interviews are mixtures of all three types. But the three basic forms are:

     1. **The Informative Interview**. They type of interview is to get details that the interview subject can provide because of his or her position. Who is injured? Who is still recovering? A coach or trainer can tell you this, because he or she is the one who is making the decision about who is ready to play.

     2. **The Opinion Interview**. Rather than seeking out the facts, this type of interview seeks out people’s thoughts and feelings. Opinion interviews
are significant for two reasons. First, if the person holding the interview is newsworthy. Second, if the opinion itself is newsworthy, because it is well-expressed, popular, or simply because it is original.

3. *The Personality Interview.* This type of interview attempts to give an accurate picture of a person in the news. Relying upon impression, informal talk, and the subject’s emotions, the personality interview is all about getting to know someone as well as possible.

3. **Exercise:** To make the different styles of interview more vivid, have students do the following exercise in class. Invite student volunteers to act as journalists and their interview subjects. First, read the basic information in the table aloud. Then ask students to conduct Q and A sessions, and have the student playing the journalist change her or his approach according to the type of interview she or he is conducting. Students should use their reporter’s notebook to record information while conducting their interview.

<table>
<thead>
<tr>
<th>Basic Information</th>
<th>Informative Interview</th>
<th>Opinion Interview</th>
<th>Personality Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball Coach</td>
<td>Barry Leuders has led the local squad to a 0-22 record. All 22 of his losses have come in triple overtime, and his leading scorer, Chet Leonard, just sprained his ankle. Only one game remains, against the school’s archrival.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Despite being an optimistic kind of guy, his hair has turned completely white during the course of the season. Rumors are, he’s thinking about getting out of coaching, and checking in to a monastery.

Teach Interviewing: Terms and Techniques

BEFORE THE INTERVIEW

5 Steps to Preparing for the Interview – Introduce to the students the 5 steps to preparing for an interview.

- Choose an interview subject – be sure you talk to the best person for the story.
- Make an appointment – just showing up is not professional.
- Research your subject – get to know who the person is, what their position is, etc.
- Research your topic – be acquainted with the basics, so you can ask the interviewee good questions.
- Write out your questions in advance – don’t trust to inspiration.

Teach “The Four Types of Attribution”

- On the record – when the identity of the source is part of the story, and anything the source says can be directly quoted.
- Off the record – when both the reporter and source agree that the source’s name will not be used, and the information will not go into the story.
• On background – when the reporter is given permission by the source to use the source’s information, without saying precisely where it came from.
• On deep background - when the source’s material can be used, but with no allusion to where it came from.

Teach DURING THE INTERVIEW

• Be professional – dress well be on time for your appointment, and be polite.
• Ask if it is OK if you use a tape recorder – some people prefer not to be taped.
• Take notes, no matter what- and don’t be shy about asking people to repeat themselves.
• Be observant- take notes of the scene, and of the subject’s appearance and disposition.
• Ask the questions you have prepared - but don’t be afraid to improvise.
• Thank the subject-never forget to do this!

ACTIVITY

Apply the Skill: Hand out copies of the You Try It! Worksheet, “Interviewing: Getting the Story.” After reading the directions, have the students get in pairs to work through the exercise. When they are done, have volunteers from each pair tell the class about their work.

Assessment (Self Check Evaluation)
Have students look back at their preparation for the interview, and the notes they took during the interview. Respond to the following question on notebook paper and share with a one-on-one teacher student evaluation. Did taking the time to gather your thoughts before you started the interview help you stay focused on the story you want to write?

**Recommended readings and sources:**

**Textbook:** *The radical write by Bobby Hawthorne (third edition).* Jostens, Inc. 2011.

Read the following sections:

*Listen, watch, respond pg. 98 -99*

*Types of questions pg. 99*

*Conducting the interview pgs. 100- 104*

**Contact:** Erika Mincey selahenter@gmail.com
YOU TRY IT!

**Interviewing: Getting the Story**

**GOAL**

There’s no quicker path to better sportswriting than to become a crack interviewer. As you write your piece for the Blue Nose Sportswriting Contest, be sure to hone your interviewing techniques so that you get all the information you need for your story, expressed in a quotable, memorable way.

**DIRECTIONS**

The best way to become a good interviewer is to practice at it. For this exercise, pick out someone to interview—a coach, an athlete, a fan—and use the following graphic organizer as a guide, filling in the spaces in the table as you go.

<table>
<thead>
<tr>
<th>Interview Subject:</th>
<th>Time and Place:</th>
<th>Main Topic of Interview:</th>
</tr>
</thead>
</table>

Research your Interview Subject:

1. Why is this person worthy of being interviewed?
2. What is this person’s position, expertise, and known outlooks on the topic you are investigating?

Research your Topic:

1. Why are you interested in this topic?
2. What are the basic facts of this topic?
3. What do you think people need to know about this topic?

Write Out Your Main Questions Here:

Take Notes Here (or in a separate notebook):

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Rosa Rodriguez, journalism teacher

Unit lesson: intro to feature writing

Goal: Allow students to become familiar with feature writing and some of the subjects that interest them most in the media. Students will demonstrate their knowledge and understanding through their creation of feature writing.

Overview and rationale/timeframe:

1) Journal entry-warm up: Students write about a topic in the media that isn't hard news that they often research or try to stay informed about, can be a notable person: Writing activity is followed by discussion. 10 min.

2) Brief lecture on feature writing, set two columns on board to differentiate hard news writing and feature: points to discuss: the strength of good quotes, extracting a single impacting element of the interview to mold into a strong lead, and the subject matters that encompass features: 20 minutes.

3) Students must select a topic that they can research on, locally: local wildlife, a touristy center, or a person on campus from which they can produce a personal feature, travel article, etc. By the end of class students must have chosen a topic and brainstorm aspects of that place or person for which they are curious about, including in-depth questions, which demonstrate their curiosity about finding out more about something they have a general idea about. This assignment will be a basic draft of a project they will elaborate and investigate further: 20 minutes
**Rosa Rodriguez**, journalism teacher

**Unit lesson**: layout and design-magazine style

**Goal**: familiarize students with direct, concise writing for caption work.

**Overview and rationale/timeframe**:

1) Journal entry-warm up: Six random photos depicting action will be placed on board, large enough for students to see. Magazine photos, printed out, actual photos will work. Students must write full captions to include lead-in, description of action in present tense voice (No passive voice), and must label the people in the photos: Senior Joshua Hamilton, for instance. We will follow-up with students volunteering to share their work: 10 min.

2) Vocabulary exercise: have a handful of students come to board one at a time and sketch an example of layout vocabulary previous discussed (students must be familiarized with vocab and understand the role of each element in order to complete the following project): sidebar, secondary coverage, gutter, internal/external margins, etc.: 10 minutes. NOTE: items they will present will be at teacher’s determination-consider only key elements.

3) using graphing paper and real photographs (I use photos that are more than five years old and weren’t claimed following senior ad publication) students are to create a yearbook spread where they demonstrate knowledge of pica measurements, dominant photo placement, eyeline, gutter, margins, secondary coverage and quality of photos chosen, caption writing and other key elements: 20 minutes, students need to additional days in class to finish or may be assigned as homework.
Student Publications/Yearbook

*Analyze newspaper articles concerning a Notre Dame Football Game*

**Time:**

2 class periods

**Essential Questions:**

- Are articles written with slant according to the geographical area?
- Are articles written with same facts according to the geographical area?
- Does coverage of an event differ according to the geographical area or according to the outcome?
- Does coverage identify similar relevant issues?

**Teaching Styles:**

Group Work, Classroom Discussion, Individual Assessment

**Activity:**

Share newspaper articles for the entire week before a Notre Dame game from the South Bend Tribune, the Notre Dame Blue and Gold, and from the city of Notre Dame’s opponent.

After reading all relevant articles pertaining to game day, including articles covering the game and results, discuss the different types of articles: human interest, commentaries, editorials, sports news, features, etc. Then come up with possible ideas for stories that weren’t covered in the papers.

Discuss the slant of the writing and why each paper would cover the same game in the manner covered.

Discuss the amount of coverage for the same event from each newspaper.

Compare/contrast similar articles from the different papers (for ex. The articles following game day giving the info about the game).

**Assessment:**

Formative through discussion

Summative: compare/contrast 2 articles that discuss the same topic.
Standards Covered:

EL.JRN.3.5
Compare and contrast coverage of the same news stories in a variety of newspapers or non-print media.

EL.JRN.3.2
Analyze and evaluate news stories, feature stories and columns (human interest, profile/personality, sports, in-depth, special occasion, humor, sidebars), op ed pages, commentaries, and editorials in local, national, international newspapers and magazines as well as online news sources (electronic copy, blogs, convergence) for: accuracy, balance, fairness, proper attribution, and truthfulness or credibility.

EL.JRN.3.1
Analyze news stories and reports that focus on specific issues, people, and events for the following qualities: importance or amount of space or time, proximity or nearness, timeliness or immediacy, prominence or names, conflict, consequence, or impact, variety, human interest, or humor.

EL.JRN.4.1
Discuss ideas for writing with classmates, teachers, other writers, or community members.

EL.JRN.4.2
Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
Student Publications/Yearbook

Interviewing: Echoes in the Hallways

Time:

3 class periods

Essential Questions:

What kind of questions do you want to ask when interviewing?
How do you determine these questions?
What is the proper protocol when interviewing a person?
What is the proper protocol for making sure your facts are correct?

Teaching Styles:

Group Work, Classroom Discussion, Individual Assessment

Activity:

Match each student up with an alum from the school. Discuss the assignment (pertaining to the theme of the yearbook) and brainstorm possible story lines and appropriate journalistic writing style.

Discuss the correct way to greet, interview, and complete the interview process.

Discuss possible interview questions to ask.

Discuss the questions NOT needed to ask.

Follow the writing process to complete the article about the person interviewed.

Assessment:

Formative: Discussion
Summative: Completed article about the alum
Standards Covered:

**EL.JRN.4.1**
Discuss ideas for writing with classmates, teachers, other writers, or community members.

**EL.JRN.4.2**
Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.

**EL.JRN.4.3**
Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes: researching background information, formulating questions that elicit valuable information, observing and recording details during the interview, effectively concluding the interview, double-checking information before writing the story, and keeping dated notes or interview records on file.

**EL.JRN.4.4**
Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.

**EL.JRN.4.5**
Demonstrate knowledge of the structure of journalistic writing (feature stories and columns, news stories, op ed pieces, commentaries) for a variety of print, broadcast and Internet media that includes: the inverted pyramid (lead, most important details, less important details, least important details), narrative storytelling pattern (indirect lead, facts and information, closing), or combinations of the inverted pyramid and narrative storytelling pattern.

**EL.JRN.4.6**
Select and use an appropriate journalistic style for writing to inform, entertain, persuade, and transmit cultural context and climate that includes: short, focused sentences and paragraphs, varied word usage and descriptive vocabulary, active voice verbs, and specific word choice to avoid jargon and vague language.

**EL.JRN.4.7**
Use language effectively to establish a specific tone.

**EL.JRN.4.8**
Evaluate and revise the content of copy for meaning, clarity, and purpose.
EL.JRN.4.9
Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.

EL.JRN.4.10
Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.