

# News Literacy Model Curriculum in English/Language Arts

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# News Literacy Model Curriculum in English/Language Arts

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## A Note for Teachers

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The lessons in this guide were developed by a team of veteran English and Language Arts teachers from across the country. They are designed to represent the multitude of ways in which news literacy concepts can be incorporated into ELA classrooms at all grade levels. Lessons are aligned to Common Core State Standards and are created to be flexible and to be used independently or in concert with other lessons. In addition to the content standards listed for each lesson, these lessons also meet the following Partnership for 21st Century Skills (P21) framework:

<i>Skills</i>	<i>P21 outcomes</i>
Critical Thinking	<ol style="list-style-type: none"><li>1. Reason effectively</li><li>2. Use systems thinking</li><li>3. Make judgments and decisions</li></ol>
Communication	<ol style="list-style-type: none"><li>1. Communicate clearly</li></ol>
Information Literacy	<ol style="list-style-type: none"><li>1. Access and evaluate information</li><li>2. Use and manage information</li></ol>
Media Literacy	<ol style="list-style-type: none"><li>1. Analyze media</li></ol>

Please note that because of copyright restrictions, some supplementary lesson materials appear as links to outside content. We encourage you to scale up or scale down each lesson as appropriate for your students.

## **News Literacy Framework**

For each lesson, you'll find a recommended time frame, materials, and a detailed instruction plan that walks you step-by-step through the lesson. Most importantly, you'll find learning objectives that specify which content-based skills are addressed and which core news literacy question is used to guide the lesson.

Each lesson is aligned to one of the four guiding news literacy questions, established by the News Literacy Project:

1. Why does news matter?
2. Why is the First Amendment protection of free speech so vital to American democracy?
3. How can students know what to believe?
4. What challenges and opportunities do the Internet and digital media create?

These questions supply the framework through which students develop, practice, and apply their English and language arts skills in a news literacy context. In doing so, we believe students will make more meaningful connections between this core subject area and the ever-changing media world in which they live.

# News Literacy Model Curriculum in English/Language Arts Grades 7/8

## Lesson 1: News Literacy & Literary Analysis



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## Lesson 1

### News Literacy & Literary Analysis

*In this lesson, students will watch three networks' online broadcast of the Detroit, Michigan, teacher who was fired for using a broomstick to break up a classroom fight. Once the video was uploaded online, school-district officials decided to terminate the teacher. The lesson asks students to consider how literary devices not only are used in works of literature, but also can be present (whether purposefully or otherwise) in news-media footage. In doing so, students begin to make connections between concepts learned in their English classes and the news media.*

**Grade Level:** 7-8

**Required Time:** Five 50-minute lessons

#### Learning Objectives

Students will:

- Identify literary analysis tools in news-media texts and images (e.g. speaker, audience, intended audience, static character, dynamic character, situational irony, dramatic irony, verbal irony, setting, mood, tone, and denouement).
- Construct an argumentative essay that contains a central idea and supporting evidence.

**Guiding News Literacy Question:** What challenges and opportunities do the Internet and digital media create?

*In today's digital world, news media often use first-person or eye-witness footage during news reports. Sometimes, for better or worse, that footage tells a story in ways the average journalist could not. Knowing that such footage isn't necessarily inherently journalistic can help students understand its place in a news story. By deconstructing such footage using common literary devices, students can better understand what meaning is conveyed in such footage and apply that to other online video footage.*

#### Common Core State Standards

CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyze each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### **NCTE/IRA Standards**

Standard 1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Standard 8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Materials

Highlighters, markers, pens, pencils, and whiteboards

LCD projector, computer with Internet access and audio, and SMARTboard® to project PDF files

Class set: Literary Mind Map

## Resources and Preparation

1. Locate three broadcast networks' footage of the broomstick teacher's attempt to break up a classroom fight:

- a. [Detroit Teacher Broom Fight](#) (4:08 minutes)

[http://www.huffingtonpost.com/2014/05/07/detroit-teacher-broom-fight\\_n\\_5283324.html](http://www.huffingtonpost.com/2014/05/07/detroit-teacher-broom-fight_n_5283324.html)

- b. [Teacher Who Breaks Violent Brawl Fired](#) (5:05 minutes)

<http://www.nydailynews.com/news/national/detroit-teacher-breaks-violent-brawl-broom-fired-article-1.1784044>

- c. [Broomstick Teacher Disrupts Spontaneous Violence](#) (0:57 minutes)

<http://www.usatoday.com/story/news/nation/2014/05/06/teacher-broom-fight/8780421/>

2. Prepare printed copies of mind map worksheet (found in materials section).
3. Prepare printed copies of rubric (found in materials section).
4. Optional: Locate "*Inside Urban Charter Schools: Promising Practices and Strategies in Five High Performing Schools*" by Katherine Merseth as additional teacher resource.
5. Locate text set websites for student use during essay portion:

*The Huffington Post:* [Detroit Teacher Broom Fight](#)

[http://www.huffingtonpost.com/2014/05/07/detroit-teacher-broom-fight\\_n\\_5283324.html](http://www.huffingtonpost.com/2014/05/07/detroit-teacher-broom-fight_n_5283324.html)

*New York Daily News:* [Teacher Who Breaks Violent Brawl Fired](#)

<http://www.nydailynews.com/news/national/detroit-teacher-breaks-violent-brawl-broom-fired-article-1.1784044>

*USA Today:* [Broomstick Teacher Disrupts Spontaneous Violence](#)

<http://www.usatoday.com/story/news/nation/2014/05/06/teacher-broom-fight/8780421/>

## Key Vocabulary

speaker, audience, intended audience, character, verbal irony, situational irony, dramatic irony, bias, setting, mood, tone, foreshadow, denouement, satire, spontaneous development, realism, and comic relief.

## Instructional Plan

### **Day 1: Building background using tier 1, 2 and 3 vocabulary development**

First, write the key vocabulary words on the chalk or whiteboard. Explain that these words are all literary devices, or methods for conveying meaning in a story. Students should copy each word in their ELA notebook or a vocabulary journal. As students copy the words, the teacher can lead students in pronouncing each word aloud. Depending on students' learning levels, a literature book or dictionary may be used to define each word. Students should be able to make connotative connections to a story, play, poem, or literary text once they have defined each word.

*Ask: Where have you seen these words before? In what context?*

Once the words have been defined and literary references have been established for each term, the teacher will explain that news-media stories can employ these various types of literary elements. The same literary elements used to analyze a work of literature also can be used to analyze a news-media story. Explain that, in literature, we expect the author to consciously use these literary tools to achieve a desired response in the reader. In breaking news footage, however, the person behind the camera has no such control over whether these literary tools ultimately end up being present in the footage.

*Ask: What's the difference between breaking news footage and a prepared news media video?*

Respond to answers, and explain that breaking news footage is often filmed by eye-witnesses on the scene, so it is not carefully shot and edited like a normal news story might be. For a prepared news video, the journalist carefully selects the right sources to interview, finds the appropriate location to film, and makes sure the audio and video works well to tell the best and most accurate story. In this situation, the journalist does all these things in order to make sure the story is accurate and fair, and that all sides are represented.

On the other hand, in breaking news footage, the person filming has no time to prepare or set up, so we often get only a limited view of what's happening. Because of this, sometimes breaking news footage feels a little more like a movie or a TV show. In movies and TV shows, directors purposefully use literary devices to help you understand what's happening. In breaking news footage, those literary devices are sometimes unexpectedly present.

*Ask: How might this random and unexpected use of literary devices in news footage change the way you think about these tools? If, for example, irony is present in news*

*footage without the reporter trying, does that make it more effective or authentic or real to the viewer/reader?*

### **Day 2: Using literary analysis to explore media footage of a news event**

To begin the class, ask students if they've ever read or watched the news media discuss instances of fighting inside schools. As students provide examples, explain that the news media cover these events because we don't typically expect schools to be a place where violence occurs.

Next, explain that students will be observing and analyzing three news-footage videos of a teacher who attempted to diffuse a classroom brawl using a rather unusual method. Before playing the classroom brawl footage, distribute the literary mind map (found in the resources section) to each student. Ask students to write the topic or main idea of this activity in the bold, center box of the diagram, e.g. "Detroit Classroom Brawl" or "Literary Elements Found in Classroom Brawl Footage."

Instruct students that as they watch the footage, they should identify four literary elements found within the video footage. Instruct students to write each element in a separate box that extends from the center box. (The footage repetition will allow students multiple opportunities to record their thoughts and ideas.) Some students may be able to explain and expound upon the element while the footage is playing. Complex ideas should be recorded in the boxes to the left and right of the central idea box, and less complex ideas should be written above and below the central idea box. (The lesson assumes students are familiar with the key vocabulary terms as defined in Day 1.)

### **Day 3: Turn and Talk & Teacher-Guided Questions (Optional)**

As a follow-up and review to the news-media video footage, the teacher will assign students to groups of two to three to discuss their reactions, responses, and literary mind maps. Students should focus on the key vocabulary outlined in step one of the instructional plan. After 10-15 minutes of discussion, the teacher can select one student from each group to share his or her reaction or connections made to literary terminology.

*Note:* Turn and talk activities usually require noise-level guidelines. The teacher may have to demonstrate what level 1, 2, and 3 voices sound like. For this activity, level one voices (whisper) should be used. To maintain classroom decorum, the teacher should call specific groups one at a time.

After the turn-and-talk, the following optional teacher-guided questions can be shared with students to help those who had a particularly difficult time identifying the

literary devices or to reinforce what the students already found. Key terms appear in bold to help students who may have had difficulty pulling elements from the videos, and these terms can be written in the corresponding mind map boxes.

1. Is there an example of **situational irony** present in the video? If so, at what point does it occur? Describe the irony in detail.
2. Does any of the news footage present a **conclusion**? Explain. If not, predict what will happen next.
3. Who is the **intended audience**? How do you know? How does the video footage reach a wider audience and why? Is the story newsworthy? Explain in 100-200 words.
4. List three examples of **verbal irony** presented in the video footage.

*End-of-Class Exit-Ticket Assessment:* As students leave, administer a 3-2-1 ticket out the door. Ask students to write down and submit: three important facts from the video footage, two questions students still have, and the single most important point from the news coverage.

#### **Day 4-5: Student Reflections and Writing Assessments**

Explain that students will use two class periods to write a reflective or argument-based paper in response to the video footage and mind-mapping activity. Read and explain each prompt to the class, and ask students to pick a prompt to which they will respond. As they write, walk the class; respond to questions; and help guide students to analytical, thoughtful responses. Sample thesis statements, responses, and examples of evidence from the video footage may be shared with the class as a model. Students will use a Word Processor or applicable program in class to construct their response to one of the following prompts:

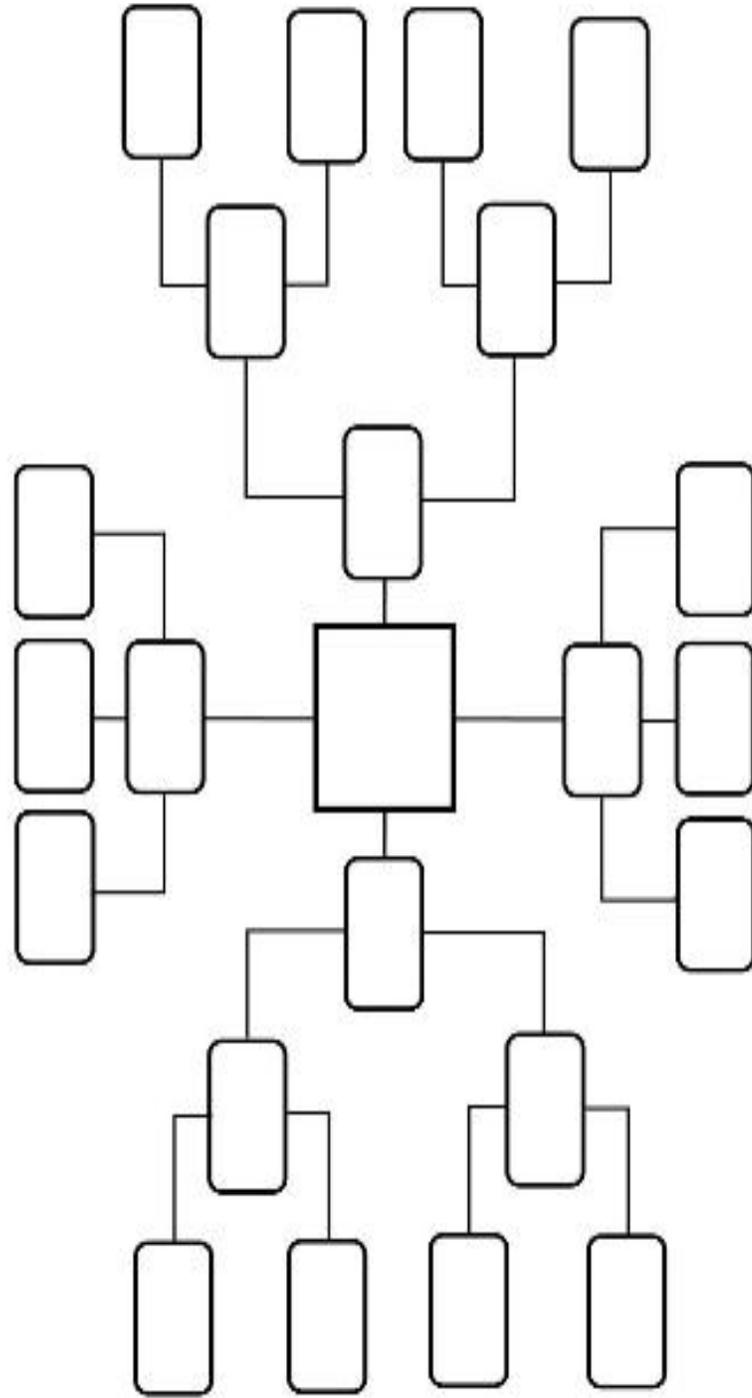
1. Evaluate the teacher's reaction to the student brawl. What might be the various ethical, legal, and personal concerns present in this case? What do you think of the teacher's choices? This response should be 150-200 words.
2. Write an argument-based paper of 250-300 words that focuses on *one* key vocabulary term as seen in the eyewitness-account footage. Explain where you saw that term/device in use and how it affected your opinion of what happened.
3. What are the various causes and effects of school violence? Use primary and secondary sources to build an argument. This response should be 250-500 words.

*Assessment:* All essays should be typed using MLA-style format. The teacher should explain that the “Criteria for Evaluating an Essay” rubric provided in the resources section will be used to score each assignment. This rubric should be given to students before they begin writing their paper or response. For a complete guide to MLA-style writing, visit the [The Purdue Online Writing Lab](https://owl.english.purdue.edu/owl/resource/747/01/).  
<https://owl.english.purdue.edu/owl/resource/747/01/>

## **Materials: News Literacy & Literary Analysis**

1. Literary mind map
2. Rubric
3. Optional knowledge quiz
4. Knowledge quiz answer key
5. Extension/Differentiation Idea

Literary Mind Map



Subject:

Date:

### Rubric: News Literacy & Literary Analysis

	Exceptional	Capable	Developing	Weak
Development	Response provides exceptional insights into stated rhetorical and literary element; and gives relevant, substantial examples that support the central idea	Response contains some insights into rhetorical and literary elements but needs further development and provides reasonable examples that develop the central argument	Response contains few insights and may be too broad, the central argument and examples need further development, patterns of development are limited	Response contains no insights, main argument is unclear, contains few or irrelevant examples, and no patterns of development are present
Organization and Coherence	Ideas are arranged in a logical or emphatic order; transitions and other cohesive devices effectively link ideas within and between paragraphs	Ideas are arranged but may lack some cohesion; extraneous details or commentary may exist	Ideas are weakly arranged and cloud the writer's central argument; some ideas may be illogical or contradictory	The organization is ineffective; paragraphs do not connect to each other; no transitions or other cohesive devices are present
Style	Response uses precise language, varied sentence types and varied sentence patterns to express ideas	Response uses good sentence structure and word choice and slight errors in language usage may be present	The sentence structure is weak; several errors in language usage exist; repeating sentence patterns may be present	Response contains little-to-no variation in sentence types or patterns and incorrect word choice or non-standard English may be present
Grammar and Mechanics	Response is free of grammar, spelling, capitalization, and punctuation errors	Response may contain minor errors in grammar, mechanics, and/or usage, but they do not weaken clarity	Response contains several errors in grammar, spelling, punctuation, and/or usage and ideas are unclear	Contains excessive or repeated errors in grammar, spelling, punctuation, and errors weaken clarity

## Knowledge Quiz

*This optional quiz can be administered after viewing the footage to check for comprehension.*

1. A Detroit English teacher tried to break up a classroom brawl with:
  - a. a broomstick
  - b. a chair
  - c. her fists
  - d. a ruler
  
2. When school officials learned the incident had been posted online, they decided to:
  - a. suspend the teacher's license
  - b. hold a conference and training session with the teacher
  - c. fire the teacher
  - d. none of the above
  
3. A student in the classroom recorded the classroom brawl with a:
  - a. video camera
  - b. tape recorder
  - c. cell phone
  - d. none of the above
  
4. The classroom brawl was finally broken up by:
  - a. the principal
  - b. another student
  - c. the teacher
  - d. the custodian
  
5. A petition was generated and signed, and demanded that the teacher:
  - a. be given her job back
  - b. be suspended indefinitely
  - c. face civil and criminal charges
  - d. render a public apology
  
6. The teacher's use of a broomstick to break up the brawl can be *best* described as:
  - a. simile
  - b. extended metaphor
  - c. foreshadowing
  - d. situational irony and dramatic irony

7. According to the teacher, her walkie-talkie was:
- a. missing
  - b. in her car
  - c. not working
8. One of the students involved in the brawl described the teacher as:
- a. mean
  - b. his favorite teacher
  - c. apathetic
9. School violence is most often a result of:
- a. a negative school climate
  - b. poor academic performance
  - c. various forms of bullying
  - d. all of the above
10. One solution to school violence would be:

### Knowledge Quiz (Answer Key)

1. A Detroit English teacher tried to break up a classroom brawl with:
  - a. a broomstick
  - b. a chair
  - c. her fists
  - d. a ruler
  
2. When school officials learned the incident had been posted online, they decided to:
  - a. suspend the teacher's license
  - b. hold a conference and training session with the teacher
  - c. fire the teacher
  - d. none of the above
  
3. A student in the classroom recorded the classroom brawl with a:
  - a. video camera
  - b. tape recorder
  - c. cell phone
  - d. none of the above
  
4. The classroom brawl was finally broken up by:
  - a. the principal
  - b. another student
  - c. the teacher
  - d. the custodian
  
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  - b. be suspended indefinitely
  - c. face civil and criminal charges
  - d. render a public apology
  
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- a. missing
  - b. in her car
  - c. not working
8. One of the students involved in the brawl described the teacher as:
- a. mean
  - b. his favorite teacher
  - c. apathetic
9. School violence is most often a result of:
- a. a negative school climate
  - b. poor academic performance
  - c. various forms of bullying
  - d. all of the above
10. One solution to school violence would be: Answers will vary.

## Extension and Differentiation Ideas

### **1. Cause-Effect Relationships, Learning Environments, and School Performance**

The school where this incident occurred is labeled as one of many failing schools in the nation. Using a cause-effect Venn diagram or fishbone, have students analyze the connection or correlation between school violence and academic performance. Students might also examine the causes and effects present in the brawl footage. Teacher-guided scaffolding is one way to show students various cause-effect relationships. Diagrams can be displayed on an LCD projector or whiteboard. Have student participants come to the board to discuss their own responses, as well. A link to a cause-effect Venn diagram can be found here:

<http://www.enchantedlearning.com/graphicorganizers/causeandeffect/>.

### **2. Research, Gathering Evidence, and Building an Argument**

Using ERIC, EBSCO Host, NC Wise, and other educational databases, have students research local and state laws concerning cell-phone usage within a classroom. One question students might explore is whether the school's cell-phone policy allows cell-phone footage and whether such footage should be considered evidence in a “criminal” case.

Another topic that naturally stems from this incident is the “Bring Your Own Device” movement. In many districts, cell phones are allowed as long as they are used as learning tools and devices. Students can build arguments around whether technology, such as cell phones, should be allowed in the classroom or whether the teacher should be allowed to keep her job. For a guide to writing thesis statements and argument-based papers, visit The Writing Center at UNC Chapel Hill at <http://writingcenter.unc.edu/handouts/thesis-statements/>.

### **3. Broomstick Teacher Skit or Enactment: Incorporate Satire, Comic Relief, and/or Realism to Curate and Enact an Eyewitness Account**

The teacher will assign two male students to be “brawlers” and one student to be the eyewitness “reporter.” (A second news reporter is optional). Participants will incorporate satire and/or realism to enact the broomstick-teacher news event. Teacher discretion is permitted with regard to satire and comic relief.

Several sessions might be necessary to reach the desired effect or performance. Props: broomstick, desks, chairs, a cell phone, and other classroom items. Rules of decorum should be established *before* the enactment takes place, e.g. noise levels,

physical contact, and educational purposes of the activity. Once the enactment is over, students can form a restorative-justice circle to discuss possible conflict resolutions and alternatives.

#### **4. Restorative-Justice Circles, Conflict Resolution, and Conflict Transformation**

After the enactment, the class might engage in restorative-justice circles in order to process the real event and the events that took place to diffuse the conflict. Conflict resolution and transformation lessons can become further extensions of the lesson. See the RJ Online for more information and resources for peace rooms, healing, and restorative justice: Restorative Justice Online: <http://www.restorativejustice.org/>.

## **News Literacy Model Curriculum in English/Language Arts Grades 7/8**

### **Lesson 2: Using Syllogism, Deductive Reasoning, and Argument Evaluation to Analyze a News-Media Story**



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## Lesson 2

### Using Syllogism, Deductive Reasoning, and Argument Evaluation to Analyze a News-Media Story

*The purpose of this lesson is to strengthen students' ability to distinguish, analyze, and evaluate reasonable and fallacious argumentative tactics found in a news-media story. Using deductive reasoning, and other appropriate argumentative techniques, students will construct argumentative papers that establish a clear thesis statement and relevant examples that logically complete the development of a central idea. This lesson can complement Lesson 1 in this packet.*

**Grade Level:** 7-8

**Required Time:** Six 50-minute lessons

#### Learning Objectives

Students will:

- Use syllogisms, deductive reasoning, and logical fallacy examples to analyze, interpret, and evaluate the broomstick-teacher incident.
- Determine whether arguments and conclusions are valid, invalid, true, or untrue.
- Analyze the various parts of speech present in a major and minor premise.
- Construct an argument-based paper that incorporates reasoned examples (evidence) and ideas that logically complete the development of the central idea.
- Cite sources (primary and secondary) using MLA-style formatting.

**Guiding News Literacy Question:** How can students know what to believe?

*Logical fallacies are present in many different types of work, but they shouldn't be a part of a reputable news source. Sometimes, well intentioned reasoning actually presents itself as a logical fallacy. Being able to identify these in news sources (whether they are intentional or otherwise) can help students begin to identify biased, false, or unsupported news content. This can also help students process the message they are receiving from news content, and whether that message is a result of the content itself or the student's own interpretation and reasoning.*

## Common Core State Standards

CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.1A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1D	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## NCTE/IRA Standards

Standard 1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Standard 7	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Standard 8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Materials

LCD projector, laptop computer, whiteboard, SMARTBoard®, or Elmo Text Set (see below) for online news-media stories. Students will watch, review, and annotate the news stories.

Copies of syllogism and deductive-reasoning handouts found at <http://writingcenter.unc.edu/handouts/fallacies/>

Graphic organizers (Venn diagram, or ask students to draw their own)

Response Rubric

## Preparation

Provide access to the following text set, whether by locating and printing copies per educational copyright standards; or by providing individual student Internet access.

1. *Huffington Post* newscast: “Detroit Teacher Broom Fight”  
[http://www.huffingtonpost.com/2014/05/07/detroit-teacher-broom-fight\\_n\\_5283324.html](http://www.huffingtonpost.com/2014/05/07/detroit-teacher-broom-fight_n_5283324.html)
2. *New York Times* online article: “Obama to See if N. Korea Should Return to Terror List” [http://www.nytimes.com/2014/12/22/us/politics/obama-cuba-north-korea-cyberattack.html?ref=us&\\_r=0](http://www.nytimes.com/2014/12/22/us/politics/obama-cuba-north-korea-cyberattack.html?ref=us&_r=0)
3. *Boston Globe* online article: “Our Free Expression Will Not be Stifled”  
<http://www.bostonglobe.com/opinion/letters/2014/12/20/let-send-message-that-our-free-expression-will-not-stifled/410nCcKxnIPhnUSuLWyTJL/story.html>
4. *Review Journal* online article: “Stand with Us: Thousands Protest Police Killings” <http://www.reviewjournal.com/news/nation-and-world/stand-us-police-killings-prompt-thousands-protest>
5. *Washington Post* online article: “Syria’s Ancient Sites Damaged by War”  
[https://www.washingtonpost.com/world/middle\\_east/syrias-ancient-sites-were-already-damaged-by-war-now-theyre-being-looted/2014/12/19/117911a8-2556-4c84-90f1-8034e8e8a001\\_story.html](https://www.washingtonpost.com/world/middle_east/syrias-ancient-sites-were-already-damaged-by-war-now-theyre-being-looted/2014/12/19/117911a8-2556-4c84-90f1-8034e8e8a001_story.html)
6. The UNC Writing Center: A Guide to Understanding Fallacies website  
<http://writingcenter.unc.edu/handouts/fallacies/>
7. “Middle School Students Awarded for Anti-Violence Poem, Essay” article  
[http://articles.sun-sentinel.com/2010-05-06/news/fl-do-the-write-thing-challenge-20100505\\_1\\_youth-violence-palm-springs-middle-school-essay](http://articles.sun-sentinel.com/2010-05-06/news/fl-do-the-write-thing-challenge-20100505_1_youth-violence-palm-springs-middle-school-essay)

## Key Vocabulary

syllogism, major premise, minor premise, conclusion, deductive reasoning, fallacy, quantifier, subject, predicate, universal affirmative, universal negative, particular affirmative, particular negative, undistributed middle, and hypothetical syllogism.

## Instructional Plan

### **Day 1: Building background with tier 1, 2, and 3 vocabulary development**

The teacher will write the key vocabulary terms from the lesson on a whiteboard or display them from an LCD projector. Students should copy the words in a writing notebook or into a vocabulary journal. A dictionary or appropriate website can be used to define the words. (Students should have an understanding of the terms before the syllogism lesson is taught.) The definitions should be discussed and reviewed as a class. The teacher should correct and clarify difficult or challenging definitions for students.

### **Day 2: Read, discuss, and annotate a news-media story**

Using various text-set stories from the text set provided for the lesson, the teacher will assign a different news-media story to each group of three to four students. (Students of different learning levels can be grouped together.) Once grouped, students should take turns reading the news-media story aloud, from start to finish.

During a second reading, one student in the group should record sentences, ideas, and points that make the article's argument strong. Another student should record fallacies or breakdowns found in the argument. Students should use the following guide to understanding logical fallacies as they annotate and take notes on the story: <http://writingcenter.unc.edu/handouts/fallacies/>.

Once this activity is complete, one student from each group will report group findings to the class. Ask: *Are there any similarities in the ideas each group highlighted from their articles? Are the strong ideas similar in certain ways? How about the fallacies? How might those be similar or related?*

### **Day 3: Using syllogism to analyze a news-media story**

First, the teacher will provide a brief definition/overview for the term syllogism. (See the syllogism overview at the beginning of the lesson.) The teacher will then write the syllogisms found below on the board or distribute them as a handout to students. The syllogisms develop an argument based on one of the news stories presented in the text set. Students should first annotate each sentence in the syllogism based on whether it is a fact, opinion, or belief. The following key can be used to help students color code each sentence. Colored pencils can be used to complete the color-coding activity:

Fact = highlight in green

Opinion = highlight in yellow

## Belief = highlight in blue

After color coding each sentence, students should discuss, annotate, label, and identify each syllogism in terms of the following: truth, bias, universal affirmative, particular affirmative, particular negative, subject, predicate, major premise, minor premise, conclusion, fallacy, and whether the syllogism is valid or invalid. The key vocabulary should help students articulate their ideas.

Once students have had a chance to discuss the syllogisms in groups, the teacher should conduct a whole class lesson. Individual students can be called to the front of the class to analyze the facts, opinions, and beliefs they identified. The teacher should demonstrate or model the first example with the class, and point out the subject, predicate, and category each sentence falls into and why.

The syllogisms presented below are arguments constructed from the news media stories found in the Text Set section of this lesson. This activity may take one to two days to complete, depending on student learning levels.

### **Detroit Teacher Broom Fight**

Teachers who use broomsticks to break up a fight should be fired.

Mrs. Johnson used a broomstick to break up a fight.

Therefore, Mrs. Johnson should be fired.

All students are responsible for maintaining a safe learning environment.

Linda, Brian, and Reagan are students.

Therefore, Linda, Brian, and Reagan are responsible for maintaining a safe learning environment.

Most English teachers care about the well being of their students.

Mrs. Johnson is an English teacher.

Therefore, Mrs. Johnson cares about the well being of her students.

Students who fight should be suspended for 10 days.

Larry was fighting.

Therefore, Larry should be suspended for 10 days.

All students deserve to feel safe at school.

Mary is a student.

Therefore, Mary deserves to feel safe at school.

No broomstick is ever a weapon.

Mrs. Tate used a broomstick.  
Therefore, Mrs. Tate did not use a weapon.

### **North Korea May Return to the Terror List**

Any country that poses a threat to U.S. security should be placed on the terror list.  
North Korea is a country.  
Therefore, North Korea should be placed on the terror list.

All countries that have terrorists are terrorist threats.  
Syria contains terrorists.  
Therefore, Syria is a terrorist threat.

### **Our Freedom of Expression Will Not be Stifled**

No piracy will hinder freedom of expression.  
John has the right to freedom of expression.  
Therefore, piracy does not hinder him.

All movies are subject to piracy and hacking.  
The Interview is a movie.  
Therefore, The Interview is subject to piracy and hacking.

No security measures can prevent hacking or breaches of security.  
Online monitoring is a type of security measure.  
Therefore, online monitoring cannot prevent hacking or a breach of security.

### **Ancient Sites Damaged by War**

When war takes place, ancient sites will be destroyed.  
An ancient site has been destroyed.  
Therefore, war has taken place.

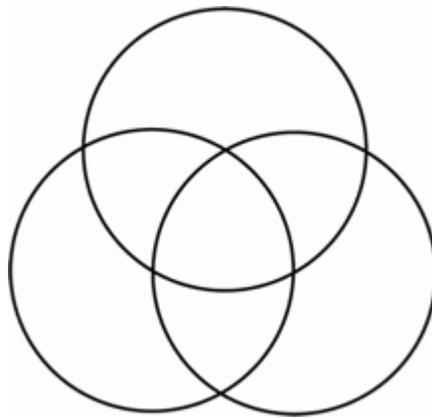
The United States should protect all ancient sites from damage caused by war.  
The pyramids in Cairo are an ancient site.  
Therefore, the pyramids should be protected from damage caused by war.

All men are terrorists.  
Muhammad is a man.  
Therefore, he is a terrorist.

All immigrants are threats to peace.  
Miguel is threat to peace.  
Therefore, Miguel is an immigrant.

#### **Day 4: Venn diagrams and syllogism relationships**

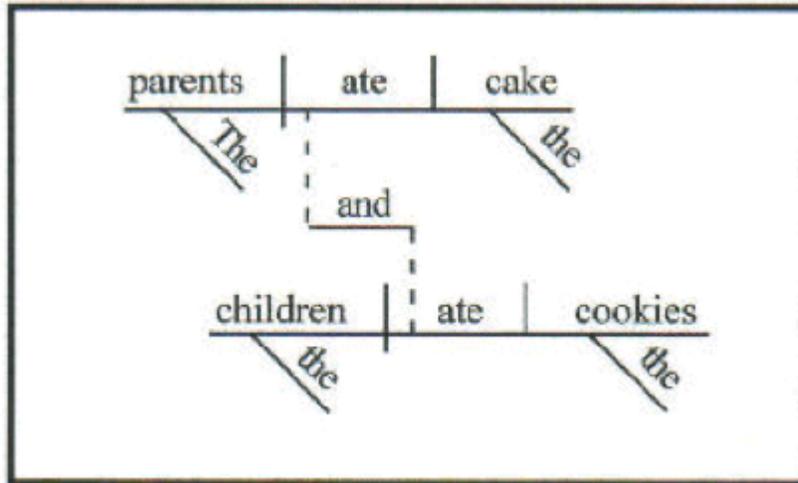
Once the syllogism examples have been covered and explained, the teacher will show students the relationship between major premises, minor premises, and conclusions using a Venn diagram. The three overlapping circles set up a three-way comparison. Parts of the major and/or minor premise may overlap. In a whole group session, the teacher should complete the following Venn diagram, and insert words, phrases, and ideas from a sample syllogism to demonstrate the relationship between the major premise, minor premise, and conclusion found in a syllogism.



**Diagram 1.0**

#### **Day 5: Diagramming Syllogisms, Conclusions, and Argumentative Statements**

Syllogism sentence diagramming is another way to show students the proposition or premise in terms of its individual parts of speech. A lesson on the parts of speech may be given prior to completing this activity. Students should pay *close* attention to the minor premise and decide whether it stems or has a direct connection to the major premise. Students should go back to the list of syllogisms above and select three to four to diagram. Allow students 30-35 minutes to complete this activity. The teacher will then call individual students to the board to diagram their sentence, and explain the various parts of speech and lines used to separate the various parts of speech found in the sentence. Online-sentence diagramming cards can further assist students with annotation and note-taking (see: [http://www.german-latin-english.com/flashcards\\_of\\_sentence\\_diagrammi.htm](http://www.german-latin-english.com/flashcards_of_sentence_diagrammi.htm)).



**Diagram 2.0**

Ask students to practice articulating why the conclusions presented in the news-media story and syllogisms are either valid or invalid. Students should start with the news-media articles and then move to the sample syllogisms. Many students will have a good grasp of explaining the logic in a syllogism, but might not be able to articulate these findings using tier-level vocabulary and/or logical-fallacy terms. An introduction to logical fallacies and fallacy terminology might serve as a subsequent lesson. For a guide to logical fallacies, visit the UNC Writing Center at <http://writingcenter.unc.edu/handouts/fallacies/>.

### **Day 6: Student Assignments and Assessments**

Read and explain each of the following prompts to the class, and instruct students to pick one prompt for their writing assessment. Pass out the writing rubric for students to use as a guide in constructing their response.

1. A Detroit teacher was fired for using a broomstick to break up a classroom brawl. Write a 500-700 word essay that argues whether the teacher should have been fired. Use logical reasoning, textual evidence, and supporting details to support your claim.
2. The use of cell phones and other electronic devices has become part of the "Bring Your Own Device" educational initiative. What are the benefits and drawbacks of such an initiative? What role did technology play in the broomstick- teacher incident? Write a 250-500 word response that incorporates logical reasoning and relevant examples to articulate your position.
3. What is the major premise in the article "Thousands Protest Police Killings"? What minor premises does the article present? Do they stem from the major

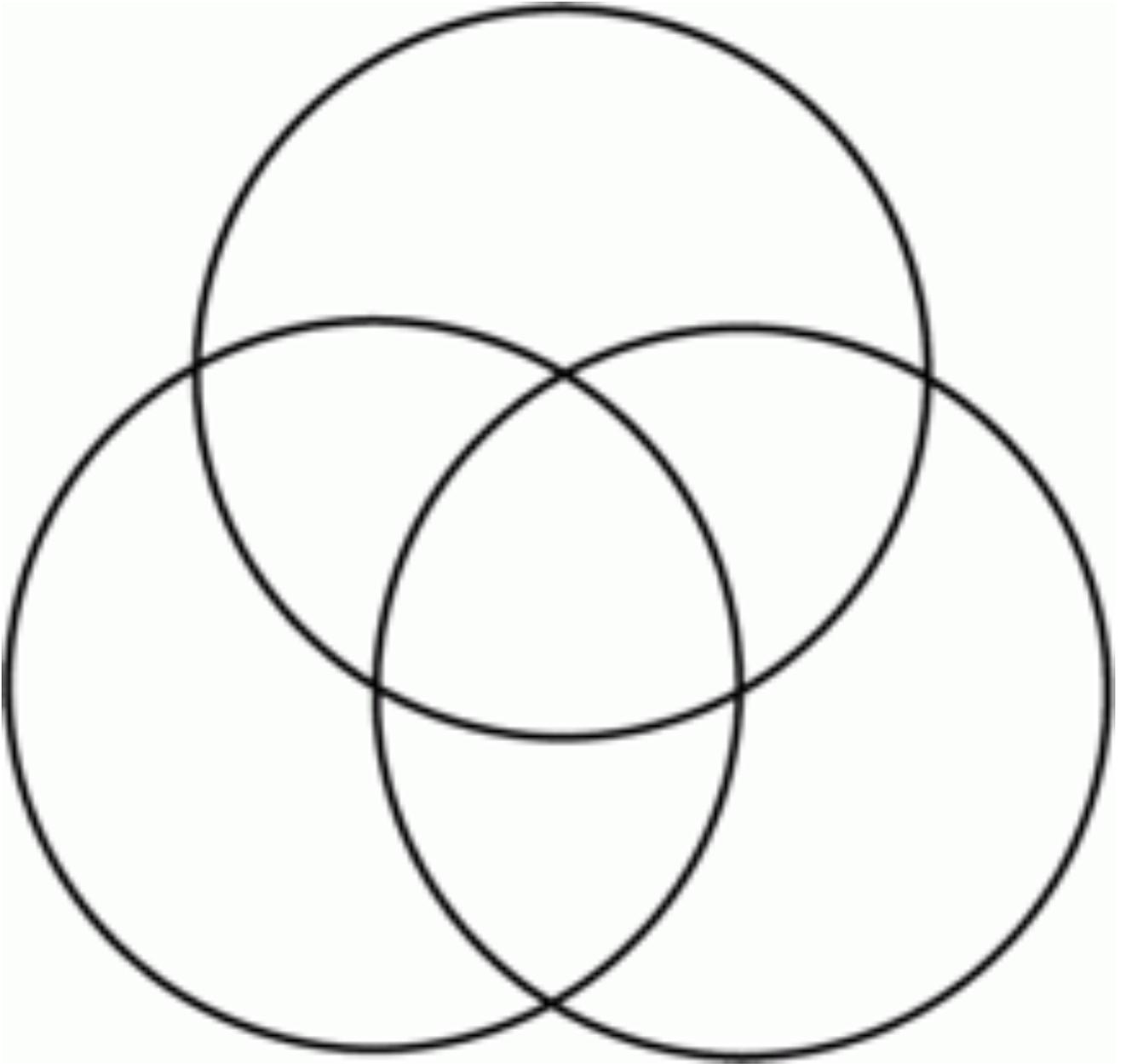
- premise? Write a critical response that examines the article's premises and conclusion(s) regarding recent police killings.
4. Use the Internet to find a definition for the First Amendment. Next, paraphrase the amendment definition using your own words. Does the article, "Our Free Expression Will Not be Stifled" construct a false-analogy fallacy? If so, how? Is the argument presented in the article a valid one? Why or why not? Explain. What fallacies weaken the article's central point? What points strengthen the article's main idea? Write an essay that examines the article's argument regarding freedom of expression.

## **Materials: Syllogisms and Deductive Reasoning**

1. Response Rubric
2. Venn Diagram
3. Optional Syllogisms Knowledge Quiz and Answer Key
4. Extension and Differentiation Activities

### Rubric: Syllogism Response

	Exceptional (20-25)	Capable (14-19)	Developing (8-13)	Weak (Below 8)
Development	Response provides exceptional insights into stated rhetorical and literary element; gives relevant, substantial examples that support the central idea	Response contains some insights into rhetorical and literary elements but needs further development and provides reasonable examples that develop the central argument	Response contains few insights and may be too broad, the central argument and examples need further development, patterns of development are limited	Response contains no insights, main argument is unclear, contains few or irrelevant examples, no patterns of development are present
Organization and Coherence	Ideas are arranged in a logical or emphatic order; transitions and other cohesive devices effectively link ideas within and between paragraphs	Ideas are arranged but may lack some cohesion; extraneous details or commentary may exist	Ideas are weakly arranged and cloud the writer's central argument; some ideas may be illogical or contradictory	The organization is ineffective; paragraphs do not connect to each other; no transitions or other cohesive devices are present
Style	Response uses precise language, varied sentence types, and varied sentence patterns to express ideas	Response uses good sentence structure and word choice; slight errors in language usage may be present	The sentence structure is weak; several errors in language usage exist; repeating sentence patterns may be present	Response contains little-to no-variation in sentence types or patterns and incorrect word choice or non-standard English may be present
Grammar and Mechanics	Response is free of grammar, spelling, capitalization, and punctuation errors	Response may contain minor errors in grammar, mechanics, and/or usage, but they do not weaken clarity	Response contains several errors in grammar, spelling, punctuation, and/or usage and ideas are unclear	Contains excessive or repeated errors in grammar, spelling, punctuation, errors weaken clarity



Venn Diagram

## Syllogisms, Deductive Reasoning, and Effective Argumentation Quiz

*At any point to check for understanding, the teacher can administer the syllogisms, deductive reasoning, and effective argumentation quiz. Students should be given 30 minutes to complete the quiz. Answer choices should be circled. Students should complete the conclusion with a sentence that logically stems from the major and minor premise. The explanation requires two or three complete sentences.*

1. A syllogism can be best defined as:
  - a. a major premise, a minor premise, and conclusion
  - b. a three-part argument
  - c. a form of deductive reasoning
  - d. all of the above
  
2. In argumentation, referring to a person as stupid or incompetent is an example of:
  - a. hasty generalization
  - b. red herring
  - c. ad hominem
  - d. either/or
  
3. A syllogism is valid only when:
  - a. the major and minor premise lead to a logical conclusion
  - b. the minor premise is logical
  - c. the major premise is true
  - d. none of the above
  
4. Deductive reasoning can be *best* described as:
  - a. broad-to specific-based reasoning
  - b. eliminating unimportant details
  - c. using textual evidence to reach a conclusion
  - d. using context clues to determine word meaning

Complete the following syllogisms. Then discuss whether each is valid or invalid, true or untrue. Discussion responses will vary.

5. When it rains, Susan will wear red. It is raining. Therefore,  
Explanation:

6. All dogs are smart. All cats are smart. Therefore,  
Explanation:

7. Most teachers are kind. Mrs. Green is a teacher. Therefore,  
Explanation:

8. If Mike does his homework, he will be rewarded. Mike did his homework.  
Therefore,  
Explanation:

9. All presidents drive a Honda Accord. Barack Obama is a president. Therefore,  
Explanation:

10. All rivers are red. The Nile is a river. Therefore,  
Explanation:

**Syllogisms, Deductive Reasoning, and Effective Argumentation Quiz**  
**ANSWER KEY**

1. A syllogism can be best defined as:
  - a. a major premise, a minor premise, and conclusion
  - b. a three-part argument
  - c. a form of deductive reasoning
  - d. all of the above
2. In argumentation, referring to a person as stupid or incompetent is an example of:
  - a. hasty generalization
  - b. red herring
  - c. ad hominem
  - d. either/or
3. A syllogism is valid only when:
  - a. the major and minor premise lead to a logical conclusion
  - b. the minor premise is logical
  - c. the major premise is true
  - d. none of the above
4. Deductive reasoning can be *best* described as:
  - a. broad-to specific-based reasoning
  - b. eliminating unimportant details
  - c. using textual evidence to reach a conclusion
  - d. using context clues to determine word meaning

Complete the following syllogisms. Then discuss whether each is valid or invalid, true or untrue. Discussion responses will vary.

5. When it rains, Susan will wear red. It is raining. Therefore, Susan is wearing red.

Explanation: Valid. The major premise establishes a conditional proposition. The condition is met in the minor premise, and the conclusion logically stems from the major and minor premise.

6. All dogs are smart. All cats are smart. Therefore, all dogs are cats.

Explanation: Invalid. The major premise establishes a universal affirmative. The minor premise appears to derive from the major premise but establishes the new category "cats." The conclusion erroneously assumes that all dogs are cats because they, too, are smart.

7. Most teachers are kind. Mrs. Green is a teacher. Therefore, Mrs. Green is kind.

**Explanation:** Invalid. The quantitative word “most” establishes a particular in the major premise. Although Mrs. Green is a teacher, there is no evidence presented in the major premise that confirms she is kind or is included in the group “most.” The conclusion seemingly stems from the propositions but presents faulty reasoning.

8. If Mike does his homework, he will be rewarded. Mike did his homework.

Therefore, Mike will be rewarded.

**Explanation:** Valid. The major premise establishes a conditional proposition, and the condition is met in the minor premise. The conclusion logically stems from the major and minor premise.

9. All presidents drive a Honda Accord. Barack Obama is a president. Therefore, Barack Obama drives a Honda Accord.

**Explanation:** The syllogism is valid, even though the major premise is false or untrue. The minor premise is true, but this fact has no effect on the conclusion. An argument can be valid but untrue.

10. All rivers are red. The Nile is a river. Therefore, the Nile is red. Discussion: Valid syllogism.

## Extension and Differentiation Ideas

### 1. Deductive Reasoning Vocabulary Shuffle

Using blank note cards, the teacher will write each key vocabulary term on a separate note card and write the corresponding definition on a separate note card. Distribute terms and definitions randomly to each student in the class. Give students approximately three to four minutes to find the corresponding term or definition student. Students can use a dictionary if they are unsure. (Offer incentives for those who correctly match the term or definition within the three to four minute time limit.) Groups will share their terms and definitions whole-group style. Teachers can give a low-, medium-, or high-stakes score for the activity.

### 2. Syllogism, Deductive Reasoning, and Argument Evaluation

Building from the sample syllogisms presented in the lesson, the teacher can develop more syllogism examples that test students' understanding of major premises, minor premises, and conclusions. Students will develop premise statements or conclusions and then determine whether the conclusion is valid or invalid:

Syllogism Example 1:

1. Teachers who use force on students should be fired.
2. Mrs. Johnson used force on one of her students.
3. Therefore,

Syllogism Example 2:

1. Child abuse should not be tolerated under any circumstance.
- 2.
3. Therefore, Mr. Crawford should not be tolerated.

Syllogism Example 3:

1. Students who fight should be suspended for at least 10 days.
2. Johnny was fighting.
3. Therefore,

Syllogism Example 4:

1. When students fight, teachers will scream.
- 2.
3. Therefore, students were fighting.

Syllogism Example 5:

1. The Acceptable Use Policy forbids students from videotaping without permission.
2. Brandon is a student who videotaped without permission.
3. Therefore,

Syllogism Example 6:

1. All electronic devices serve as a teaching tool.
2. A cell phone is an electronic device.
3. Therefore,

Syllogism Example 7:

1. When students humiliate their teacher, they will be expelled.
2. Jamie and Thomas humiliated their teacher.
3. Therefore,

## News Literacy Model Curriculum in English/Language Arts Grades 7/8

### Lesson 3: Visual News Literacy During the King Years



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### Lesson 3

#### Visual News Literacy During the King Years

*Dr. Martin Luther King, Jr., delivered his "I Have a Dream" speech as a sermon in the black Baptist tradition on August 28, 1963, at the Washington Mall in Washington, D.C. The speech is both proverbial performance and extended metaphor; it captures a collective ethos and pathos steeped in freedom for all. In addition, the speech was an international, televised news event. The March on Washington Photo Analysis lesson invites students to analyze a historical news event while also examining relevant news literacy connections within a visual text.*

**Grade Level:** 7-8

**Required Time:** Four 50-minute lessons

#### Learning Objectives

Students will:

- Examine the various social, racial, and economic stratifications of the 1960s.
- Analyze a photo text using relevant literary terms and figurative language devices.
- Identify text evidence found in a non-print or photo image.
- Synthesize information using visual, non-print, and implied evidence.
- Construct a coherent narrative essay or response that employs rhetorical and narrative techniques.

**Guiding News Literacy Question:** Why does news matter?

*News captures historic, significant, and life-changing events. Sometimes, journalists record those events with words. Other times, a photograph can convey the importance of an event in ways a news article could not. Knowing that news can be chronicled both textually and visually helps students refine their understanding of journalism and its role.*

#### Common Core State Standards

CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in

	a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-Literacy.L.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### **NCTE/IRA Standards**

Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Standard 12	Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## **Materials**

*Scholastic News* “March on Washington Photo Analysis” worksheet:

[upfront.scholastic.com/issues/09\\_02\\_13/Printables](http://upfront.scholastic.com/issues/09_02_13/Printables)

LCD projector or SMARTBoard® to project PDF files

Markers, pens, colored pencils, notebook paper, and journal

Graphic organizers and comparison-contrast Venn diagrams

MLK speech explored via *The Guardian* newspaper:

<http://www.theguardian.com/world/interactive/2013/aug/martin-luther-king>

Student Internet access

## **Preparation**

Provide access to the following resource, either by locating and printing copies per educational copyright standards, or by providing individual student Internet access.

1. Digital text version of Martin Luther King, Jr.'s, “I Have a Dream” speech (speech and audio) [http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc\\_august\\_28\\_1963\\_i\\_have\\_a\\_dream](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream)

Next, run copies of the “March on Washington Photo Analysis” worksheet via the link provided. You might want to create a PDF file as well. Set up an LCD projector, SMARTBoard®, or computer to display a PDF file of the worksheet.

## **Key Vocabulary**

figurative language, audio-visual rhetoric, simile, metaphor, extended metaphor, tone, mood, verbal irony, situational irony, and dramatic irony

## Instructional Plan

### Day 1: Using a K-W-L Chart to Make Connections to News Literacy

A K-W-L chart will serve as an initial scaffolding tool to see what connections students can make between the March on Washington and Dr. King’s “I Have a Dream” speech. Students will complete the “K” and “W” column. The teacher can complete a sample “know” column with students as a guided practice, but independent practice might prove more effective.

Once students complete the “K” column, they should develop three to four questions to insert into the “W” column. Questions should ideally be higher order and relate specifically to the march, speech, or Dr. King’s life.

Then, place students into groups of two to three to share their “K” and “W” responses. The learned column will not be completed until the final quiz is given. The “learned” column does not have to match or correspond to the student’s “W” column. In other words, what students learn may not address the questions they develop. Once the K-W-L chart is completed, the teacher can assign an optional, short comparison response that invites students to access what they know, what they wanted to know, and what they learned. Responses can be scored based on how well students further elaborate on their K-W-L responses. Teachers should use fair judgment in determining whether an answer is correct or relevant to the lesson. Sample responses are below:

**The March on Washington and “I Have a Dream” speech. Sample KWL Chat**

Know (Facts)	Want to Know (Questions)	Learned (New Knowledge)
1. Martin Luther King, Jr., was born in Atlanta, Georgia.	1. Where was the “I Have a Dream” speech televised?	1.
2. President John F. Kennedy met with Dr. King on several occasions.	2. Why were photos black and white during the 1960s? Did color photos exist?	2.
3. Martin Luther King, Jr., believed in equality for all people, regardless of color or economic status.	3. Who assassinated Dr. Martin Luther King, Jr.? Was he assassinated at the site/event seen in the photo?	3.
4. The “I Have a Dream” speech was delivered in the nation’s capital (Washington, D.C.)	4. Were other speakers scheduled to speak at the March on Washington?	4.

Next, explain to students that they will be analyzing a photo of Martin Luther King, Jr., using the following essential questions (You can write these on the board or project them.):

1. Verbal irony: What is the photographer's intended purpose? Do news media sources in the photo convey a message opposite of the photographer's intended purpose? Explain.
2. Situational irony: Discuss the cultural context seen in the photo. What cross-cultural understanding(s) and/or misunderstandings does the photo present?
3. Dramatic irony: What details make the photo dramatic? Identify three to four details and explain why.
4. Mood, tone, and cultural context: Describe the tone of the photo. What might have been going through Dr. King's mind at this moment? Describe the setting, images, and objects in the photo. What mood do they create for the reader?
5. Textual evidence: For example, is the photo taken before or after the speech? Incorporate textual evidence as a basis of support.
6. Narrative technique (*In medias res*, historical present, foreshadowing, suspense, and point of view.)

## **Day 2: Photo analysis**

First, the teacher will project the “March on Washington Photo Analysis” worksheet on a whiteboard or SMARTBoard. To access the photo students will analyze, please use any of the links below:

1. [http://kingencyclopedia.stanford.edu/encyclopedia/chronologyentry/1963\\_08\\_28/index.html](http://kingencyclopedia.stanford.edu/encyclopedia/chronologyentry/1963_08_28/index.html)
2. <http://www.whywegive.co/dr-martin-luther-king-jr/>
3. <http://pastortimseals.com/tag/dr-martin-luther-king/>
4. <http://www.gettyimages.com/detail/news-photo/the-civil-rights-leader-martin-luther-king-waves-to-news-photo/80837221>

Next, students will be allowed five to seven minutes to analyze the photo using various literary terms and definitions. Terms and definitions students might use include purpose, thesis, speaker, setting, tone, mood, irony, and climax. Use the rubric provided in the materials section to aid in this activity.

### **Day 3: Student photo reflections**

Divide students into small groups of two to three to discuss and answer each of the following questions as a team. Answers should reflect in-depth thought and should be written using complete sentences.

1. The March on Washington photo of Dr. Martin Luther King, Jr., is black and white. Does this fact change or inform how the photo might be analyzed or interpreted? Would your analysis be different if the photo were in color? (150-200 words)
2. Discuss the use of one literary device or rhetoric tool found in the photo. (200 words)
3. What elements make the photo dramatic? Does the photo accurately convey the message contained in King's "I Have a Dream" speech? Support your answer using textual evidence. (250 words)
4. What can the writer (King) accomplish with words that the photographer cannot accomplish with photos and images and vice versa? (150 words)
5. Would you rather read a story about his speech or see photos like this one? How does this photo convey the news in a way that's different than the text sources? Why is it important to have both visual and textual or verbal records of important moments in history?

### **Day 4: Exploring the guiding news literacy question**

Once students have completed their photo analysis, allow them time individually or in groups to explore *The Guardians* extended and historical coverage of the speech using this website: <http://www.theguardian.com/world/interactive/2013/aug/martin-luther-king>

Once they have made their way through the content, ask the class to reflect together on how having both visual and textual news information changed the way they perceive the photo, and the way they look at the event as a whole. Ask: *Does having many types of coverage make you feel more connected to the event? How is it more accurate to have both visual and textual news-media content? Why is important that the news media cover these events in many different ways?*

## **Materials: Visual Literacy in the King Years**

1. Photo Analysis Rubric
2. Optional Quiz and Answer Key
3. Additional Web Resources
4. Extension Ideas

**Rubric: Text Mapping for March on Washington Photo**

	4	3	2	1
Structural Elements	Mapping marks and annotations clearly and accurately differentiate sections, transitions, and rhetorical strategies.	Structural elements are accurately identified. Rhetorical strategies are included but may need further development.	Misconceptions may be evident in the identification of structural elements or rhetorical strategies.	Students either did not identify structural elements and rhetorical strategies or illustrate misconceptions in both areas.
Interaction of Ideas	Mapping marks accurately indicate how specific ideas interact and develop over the course of the text.	Students recognize main ideas, but may need to further illustrate how those ideas are developed after introduction.	Students attempt to identify main ideas but may display misconceptions and/or may not indicate how those ideas are developed.	Students have failed to identify main ideas or annotations on how they develop throughout the text.
Claims and Counterclaims	Claims and counterclaims are accurately identified, and a high level of comprehension is evident in marginal annotations.	Claims and counterclaims are identified. Annotations could be further developed.	Either claims or counterclaims are missing or may indicate misconceptions.	Students have marked neither claims nor counterclaims.
Evaluation of Argument	Photo is critically delineated and evaluated citing multiple text references and high-level student thinking.	Photo is accurately identified with at least one mark, and appropriate text evidence is cited at least once. Student annotations could be further developed.	Students attempt to identify photographer's argument but may display misconceptions or unaligned text evidence. Students may be missing text evidence or annotations.	Students are missing two or more of the following: argument, citations, and annotations.

## March on Washington Photo Analysis Quiz

Circle the correct answer for each question.

1. The speaker in the March on Washington photo is:
  - a. Jackie Robinson
  - b. Barack Obama
  - c. Martin Luther King, Jr.
  - d. Michael Jordan
2. Martin Luther King, Jr., delivered his "I Have a Dream" speech on:
  - a. August 28, 1963
  - b. August 28, 1968
  - c. August 28, 1965
  - d. August 28, 1962
3. According to official reports, approximately how many people were present at the "I Have a Dream" speech?
  - a. 100,000
  - b. 900,000
  - c. 400,000
  - d. 250,000
4. The March on Washington photo can be *best* described as:
  - a. historical
  - b. fictional
  - c. creative
  - d. disturbing
5. The setting for the "I Have a Dream" speech is:
  - a. Selma, Alabama
  - b. Washington, D.C.
  - c. Atlanta, Georgia
  - d. Joplin, Missouri
6. When Martin Luther King, Jr., delivered his "I Have a Dream" speech, who was president of the U.S.?
  - a. Lyndon B. Johnson
  - b. Ronald Reagan
  - c. John F. Kennedy
  - d. Richard E. Nixon

7. By profession, Dr. Martin Luther King, Jr., was a:
  - a. university professor
  - b. civil rights lawyer
  - c. United States senator
  - d. Baptist preacher
  
8. The "I Have a Dream" speech contains several examples of:
  - a. metaphor
  - b. allusion
  - c. repetition
  - d. all of the above
  
9. T/F: The March on Washington was a nationally televised event.
  
10. List three things that make the March on Washington photo dramatic.

## March on Washington Photo Analysis Quiz (Answer Key)

1. The speaker in the March on Washington photo is:
  - a. Jackie Robinson
  - b. Barack Obama
  - c. Martin Luther King, Jr.
  - d. Michael Jordan
2. Martin Luther King, Jr., delivered his "I Have a Dream" speech on:
  - a. August 28, 1963
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8. The “I Have a Dream” speech contains several examples of:
- a. metaphor
  - b. allusion
  - c. repetition
  - d. all of the above
9. T/F: The March on Washington was a nationally televised event.
10. List three things that make the March on Washington photo dramatic. Sample responses: The large crowd, the photographers to the right of Dr. King, and Dr. King’s facial expression/hand gesture.

## Additional Web Resources

Website Title: I Have a Dream, Address at March on Washington for Jobs and Freedom (audio)

Website URL: <http://mlk->

[kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc\\_august\\_28\\_1963\\_i\\_have\\_a\\_dream\](http://kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream)

In his iconic speech at the Lincoln Memorial, King urged America to "make real the promises of democracy." King synthesized portions of his earlier speeches to capture both the necessity for change and the potential for hope in American society.

Website Title: Excerpt from "I Have a Dream" speech

Website URL: <http://www.thekingcenter.org/archive/document/i-have-dream-1>

Dr. King delivered the "I Have a Dream" speech on the steps of the Lincoln Memorial on August 28, 1963. Along with Lincoln's "Gettysburg Address," it is considered one of the greatest speeches of all time.

Website Title: 94:17 General Correspondence 1966 (B)

Website URL: <http://www.thekingcenter.org/archive/document/9417-general-correspondence-1966b>

Mrs. Burke, a representative of the Wisconsin Council of Teachers of English, requests permission to reprint several excerpts from the "I Have a Dream" address. The material will be included in the Johnson publication, entitled "The Day They Marched."

Website Title: Letter from Albert E. Manley to MLK

Website URL: <http://www.thekingcenter.org/archive/document/letter-albert-e-manley-mlk>

Spelman College President Albert E. Manley congratulates Dr. King for the "highly effective" March on Washington. Manley commends Dr. King for his "I Have a Dream" speech. He found the speech inspirational and considers it to be one of the greatest speeches of this century. Because of their continued support to the struggle, the Manleys enclose a financial contribution to assist the work of the SCLC.

Website Title: Letter from Joan Daves to Harry H. Wachtel

Website URL: <http://www.thekingcenter.org/archive/document/letter-joan-daves-harry-h-wachtel>

Joan Daves sends Mr. Watchel a copy of a proposed "Memorandum of Agreement" for the distribution of hand-lettered copies of Martin Luther King, Jr.'s, speech, "I Have a Dream."

Website Title: Request to Use I Have a Dream Speech in Musical Composition

Website URL: <http://www.thekingcenter.org/archive/theme/4783?title=&page=2>

Classical composer Irwin Heilner requests Dr. King's permission to sample the "I Have a Dream" speech in a musical work. Heilner specifies his plans to send the song to musicians in order to get it published, and outlines the terms of the royalties if it is successful. The notes at the bottom of the letter indicate that Dr. King referred Heilner to attorney Clarence Jones regarding use of the speech.

## Extension and Differentiation Ideas

### 1. I Have a Dream Speech Still Private Property?

Have students read the Washington Post article, “I Have a Dream Speech still Private Property” at: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/27/i-have-a-dream-speech-still-private-property/>

How credible or reliable is the information in the article? What connections does the article make to news-media and news literacy? Should such a speech be part of public domain? Why or why not? For further information on news media copyright issues and laws surrounding the “I Have a Dream” speech at: [http://www.huffingtonpost.com/2013/08/28/i-have-a-dream-copyright\\_n\\_3829901.html](http://www.huffingtonpost.com/2013/08/28/i-have-a-dream-copyright_n_3829901.html)

### 2. Recognizing, Analyzing, and Interpreting Metaphors

Martin Luther King, Jr.’s, “I Have a Dream” speech is suffused with various metaphors and extended metaphors. A metaphor is a comparison that omits the words “like” or “as;” it seeks to build a strong relationship between two unlike things, objects or ideas. For further study on metaphors, visit the website “Literary Devices: Definition and Examples of Literary Terms” at <http://literarydevices.net/metaphor/>.

For this assignment, students will identify five to ten metaphors King employs in his “I Have a Dream” speech. Students will listen to the audio version of the speech in completing this assignment. The teacher will play the audio selection and ask students to write down as many examples as they can.

Examples include:

1. mountain of despair
2. stone of hope
3. beacon light of hope
4. manacles of segregation
5. lonely island of poverty
6. vast ocean of material prosperity
7. bank of justice

Once students have identified five to ten metaphors, they should jot down ideas that make the metaphor powerful. In addition, students should label the objects of comparison used; explain why the metaphor is effective within the given context; and state whether the metaphor is political, religious, economic, or social in nature. As a culminating activity, students can create a visual for the metaphor.

### **3. Narrating a Historical Fiction Story**

Historical fiction is a type of writing in which the action takes place in the past. Although the events in the story may be fictional, the story is often based on an historical event. Write a 500-700 word narrative story as if you were at the March on Washington. Use details from the photo, historical facts, narration, dialogue, and other appropriate rhetorical strategies to develop your Literary Journalism Essay. (See [IB English A: Narrative Technique](#) for a guide to narrative writing: <http://www.thinkib.net/englishalanglit/page/10277/narrative-technique>).

All responses should be typed using MLA-style format. A Criteria for Evaluating an Essay Rubric will be used to score each assignment. For a complete guide to MLA-style writing, visit the [The Purdue Online Writing Lab](#) at: <https://owl.english.purdue.edu/owl/resource/747/01/>

# News Literacy Model Curriculum in English/Language Arts Grades 9/10

## Lesson 1: News Literacy & Career Exploration



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## Lesson 1

### News Literacy Career Exploration Lesson

*Students will use online research, including news-media resources, to consider possible college and career pathways after taking an online aptitude assessment. They will research college and government websites to determine job requirements and current and future employment trends. As a culminating project, students may create a PowerPoint presentation on their career choice using the guidelines provided, which may include a video clip of someone they have interviewed to get a first-hand understanding of this profession. As a result of their exploration, students are expected to demonstrate more sophistication in using the Web and evidence of becoming more news-literate digital consumers.*

**Grade level:** 9-10

**Estimated time:** 1-2 weeks or 5-10 class days

#### Objectives

Students will:

- Read, interpret and research online articles regarding future job trends.
- Research college majors relating to their career exploration.
- Write a one-page reflection at each step.
- Evaluate how consuming news media informs them on local/national events.
- Use online research tools to aid in the fact-checking process.
- Create a personalized, final career presentation.

**Guiding News Literacy Question:** What challenges and opportunities do the Internet and digital media create?

*Young adults today are bombarded with information, advertising, and propaganda aimed at telling them how to live their life and construct an identity. This can be overwhelming, but learning how to use these tools for self-reflection empowers students. In doing so, students also develop greater awareness of their digital footprint.*

## Common Core State Standards

CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## NCTE/IRA Standards

Standard 1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
Standard 7	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Standard 8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Materials & Technology

<http://money.cnn.com/2014/08/15/news/economy/teen-unemployment/?iid=EL>  
 “Recovery: Job Growth and Education Requirements Through 2020,” Slideshare, June 26, 2013  
 Final presentation rubric  
 Career-goals chart worksheet

## Websites

1. [http://www.quintcareers.com/teen\\_jobs.html](http://www.quintcareers.com/teen_jobs.html)  
 Quintessential Careers: Job and Career Resources for Teenagers: Including Tools for Younger and Older Teens, website
2. <http://money.usnews.com/money/careers/jobs-in-2020>  
 “Jobs in 2020,” U.S. News & World Report, 2014 website

### **Related/optional resources**

1. <http://money.cnn.com/2014/08/15/news/economy/teen-unemployment/?iid=EL>  
“More teens are hearing ‘You’re hired!’” CNNMoney, Aug. 19, 2014
2. <http://www.bls.gov/opub/mlr/2013/article/overview-of-projections-to-2022-1.htm>  
“Overview of Projections to 2022,” Bureau of Labor Statistics, United States Dept. of Labor, December 2013.
3. <http://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm>  
“Occupational Employment Projections to 2022,” Bureau of Labor Statistics, United States Dept. of Labor, December 2013.
4. <http://www.ini.wa.gov/WorkplaceRights/TeenWorkers/Wages/default.asp>  
“Wages, Breaks & Meal Periods for Teen Workers,” Washington State Dept. of Labor and Industries, 2014

### **Student/Teacher Preparation**

Students must have access to online resources for this lesson that relies heavily upon Internet research. A computer lab may be reserved for one day a week for several weeks for the lesson to be spread out if computers are not available to students in the regular classroom. The teacher may choose to write prompts on the whiteboard each day, or instead reproduce all the prompts on one sheet for each student

Days 1,2,4—Computer access needed.

Day 6—Copies of article needed for discussion.

Days 3,5,6,7—Whole-class activities do not require computer access, unless teacher prefers students to word process one-page reflections and two-page essay.

## Instructional Plan

*Note:* Teachers may find it useful to adapt this lesson, depending upon their students' level and needs, by using the reflective prompts throughout the year rather than during an intensive, one to two week-long college and career exploration.

### Part 1 Overview

Students first describe how they see themselves in an essay, describing their personality, interests, hobbies, and possible future career, before taking three quick, online personality profile quizzes. Then, they compare the results from the three sites, and use news literacy principles to comment upon the credibility and purpose of these sites. Students next offer their opinion of how the results match with their own self-descriptions.

### Days one to two: Career quizzes and personal reflection

Tell students that exploring future careers also means exploring your own personality on a more critical level. Write the following prompt for their pre-personality-test personal reflection on the whiteboard. Students should be given 20-25 minutes to write the one-page reflection.

- *Prompt:* Which future career do you believe might suit your personality the best? First, reflect upon your specific interests and hobbies, as well as your own personality and what you seem to be good at. Consider what you might envision your day-to-day work habits to look like. Then, write a short description of yourself, and explain which types of jobs or career pathways you think best suit you.

Instruct students to use the remainder of Day one and all of Day two to take the three online quizzes that follow. Depending upon students' reading and research skills, some students may complete the assignment sooner than others; in that case, they may convene in small groups of two to three to share their reflections.

Using one-to-one computer access, instruct students to take the following three online quizzes that provide insights into their personality profile. They should respond to the questions under each quiz in a Microsoft Word document using complete sentences.

Later, you will compare these sites in another one-page reflection.

### Career/personality quiz websites

1. Sokanu—<https://www.sokanu.com/> (pronounced, "So Can You"). This site's mission is to connect every person with the career they are meant to be in. Use the results of your unique character, interests, and abilities to analyze your compatibility

with the recommended career. Claims to have the largest, most detailed database of careers. No cost, but does require sign-up.

**Answer:**

1. Which career is recommended for your unique character, interests and abilities?
2. Have you considered this career? Could you be successful at this or a related career?

2. Similar Minds—<http://similarminds.com/career.html> Answer 30 questions accurately online to learn your personality profile and which careers you may enjoy. Free.

**Answer:**

1. What is your personality type? Which qualities describe your personality?
2. Your personality type is well suited for which careers?

3. Human Metrics—<http://www.humanmetrics.com/cgi-win/jtypes2.asp> Answer 72 yes/no questions to learn your personality type based on Jung and Briggs Myers typology. Identify your type after hitting the “score it” button. Learn which famous personalities share this same personality type. Click on the link [Identify Your Career with Jung Career Indicator™](#) to learn which careers you are matched with. Free.

**Answer**

1. According to Jung and Briggs Myers, what is your personality type? Which four personality traits characterize you?
2. Which famous personalities do you share the same personality type with?
3. Which careers are you matched with?
4. Which survey findings did you find the most accurate regarding your personality type and career choices?

**Day 3: News literacy discussion**

Once students have finished their reflection, quizzes, and response questions, lead a whole-class discussion based on the previous day’s activities.

Ask: How many of you were surprised by the personality-profile results? What do you think of these quizzes? Do you think some of the results are more credible than others? Why or why not? Do you think one of the quizzes was more accurate than the others? Why?

Following a brief discussion, instruct student to respond to the prompt (written on the whiteboard or duplicated on the handout):

- Post-Personality-Test Assessment, One-page suggested *Prompt*: After reviewing your results of the three personality profile quizzes, how do they sync with your original pre-test description of yourself? Are the results what you expected, or do they surprise you?
  - How credible do you think these sites are? Is there a difference in the information provided by these sites? Do you think all sites have the same purpose? What is the information/results based on? Determine the authorship and source of each site to assess its credibility, and explain how you did so.
  - Based on your assessment, how will you use these results to inform your college major and career choices?

#### **Day 4: College majors search**

Teacher may tell students that now that they have discovered possible compatible future careers that match their personality type and interests, they may look online to find colleges that offer majors that could prepare them for those career pathways. In many cases, choosing a college major in an area of interest may lead to a related career in this field.

Direct students to explore the main websites below. They may also explore the sites included on the Recommended Career Portfolio Links handout, and they should complete questions one to 13 below as they conduct their research. Consider the source for the information provided. How recent is the information? Later, you will write a one-page essay reflecting on your college and career exploration and the information you have discovered.

- <http://www.careersandcolleges.com/tp2/cnc/articles/category.do?cat=cnc.c> Website provides links to careers and colleges, scholarship information, and career schools.
- <http://www.careerinfonet.org/> Careeronestop website, provides pathways to career success with occupation, industry and state information.

#### **Exploration Questions**

1. Which college or colleges offer majors in your area of career interest?
2. What are the college-entrance requirements?
3. What is the cost of attending this college? Will loans or workstudy make it affordable?
4. What is the job outlook for the career you might pursue?
5. What are the skills necessary for your career choice?

6. Which classes have you taken, or you will be taking, in high school to prepare you for your college and career choices?
7. What is the starting pay for this first career?
8. What is your ultimate career goal?
9. What do you see yourself doing 15 years from now? Will you have a family and/or career?
10. Where would you like to be living? What is a realistic dream for your future?
11. Fill in the information to the above questions on the **My Career Goals Chart Worksheet**.
12. Fill in the information on the **Career Research Planning Worksheet**.
13. Use the questions and worksheets you have completed to create your **Career Exploration Presentation**.

### Recommended Career Portfolio Links

- <http://www.experience.com/entry-level-jobs/internships/resume-for-internships/internship-resume-essentials/> 3 Tips to Help Get You Started on Your Internship Resume. Experience website.
- <http://jobsearch.about.com/od/sampleresume1/a/high-school-resume-examples.htm> High school resume examples and templates. About.com.
- <http://jobsearch.about.com/od/samplestudentletters/a/studentcoverletters.htm> Sample student cover letters. About.com.
- <http://www.campusexplorer.com/college-advice-tips/38E0DE6E/What-Are-the-Most-In-Demand-Careers-in-2012/> What Are the Most In Demand Careers in 2012? Campus Explorer website.
- <http://www.careercast.com/jobs-rated/10-best-jobs-2012> Career Cast website with a slide show of top 10 jobs with wages.
- <http://www.careercast.com/jobs-rated/2012-ranking-200-jobs-best-worst> Career Cast web site includes list of 200 jobs and their rating in 2012.
- <http://www.campusexplorer.com/college-advice-tips/D7E6D4EE/Top-25-Occupations-with-the-Most-Openings/> Discover what degree programs can help you land an in-demand career, Campus Explorer website.
- <http://www.ca.gov/Work/JobOpps/JobListings.html> A list of links to private sector job listings in California.

- <http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1009> Wages for an occupation in my county or California. Use the [Occupation Profile](http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occxplorerqsselecton.asp?menuchoice=occxplorer) (<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occxplorerqsselecton.asp?menuchoice=occxplorer>) State of California website.
- <http://jobs.aol.com/articles/2012/05/11/8-college-majors-with-the-highest-paying-starting-salaries/> 8 Highest-Paid College Degrees In 2012. AOL jobs website.
- <http://economix.blogs.nytimes.com/2011/05/19/the-college-majors-that-do-best-in-the-job-market/> The College Majors That Do Best in the Job Market, New York Times website.
- <http://www.princetonreview.com/schoolsearch.aspx?sch=College> Using the school finder, click on the majors tab and find the subject you may be interested in pursuing in college. Then, find a college that offers a program in that area. Go to that college website and check the requirements and cost.

### **Day 5: Discussion and reflection**

For whole-class discussion, ask students to share some of the information they learned from their college exploration. Was it difficult to locate this information? How did students conduct their research? What keywords could they have used? Do their majors seem consistent with the career they might pursue? Next, students should write a one-page reflection based upon their exploration of the college and career information gleaned from the websites recommended.

- *Prompt:* Which colleges offer a major related to the job you may seek in the future? What requirements are needed to be prepared for the job? How accurate do you think this information is? How recent is the information? Is it confirmed by different websites? What is the source of the information? Is it credible, and how do you know?

### **Day 6: Understanding your digital footprint**

Explain to the class that students who are interested in college should be concerned not only with their personalities and career goals, but also the digital footprints they have created during years of Internet use. This digital history might be public, and it might be accessible to college recruiters and administrators, so taking care to protect your identity and reputation online is paramount.

Increasingly, more college recruiters and employers are looking up prospective students' online presence. Ask students: What do they think someone may learn

from the various photos and comments they have posted? Have they Googled their own name?

Print out individual copies of the following article for each student. Students may read as pair/share activity or as whole class. Pause and ask while reading: Do you agree? State your own opinion if you disagree with any statements made in the article. Do you think there is danger in using social media or posting certain comments? What do you think about the article's claims that recruiters do check social media?

<http://careersherpa.net/is-social-media-hype-or-reality/>

"Is Social Media Hype or Reality?" Career Sherpa, 4/11/12

Finally, assign a wrap-up writing assignment either in class or as homework.

- *Prompt:* Much has been said about the importance of creating a positive digital presence online. Describe your digital footprint by analyzing the types of searches you have conducted and the way you might be using Facebook, Twitter, or other social media sites. Do you believe that future college recruiters and employers might Google your name or trace your footsteps online? You may add data from reading the article "Is Social Media Hype or Reality?" Then, write a one-page reflection on your online presence and what you think about using social-networking sites and search engines to screen college candidates.

## **Materials: Career Exploration**

1. My Career Goals Worksheet
2. Optional Presentation Plan Chart
3. Career Exploration Presentation Directions
4. Presentation Rubric
5. Extension Idea

## MY CAREER GOALS WORKSHEET

1. Name:
2. Personality Type Traits:
3. Famous Personalities Sharing These Traits:
4. Career Matches:
5. College or Post-Secondary Plans:
6. My Career Goal:
7. College Degree or Job Requirements:
8. Necessary Skills:
9. Starting Pay:
10. Job Outlook:

### Optional Presentation Plan Worksheet

Job Steps I Will Take to Reach My Career Goal	The Pros of Each Step I Will Take	The Cons of Each Step	How Long I Think It Will Take At Each Step

## **Career Exploration Presentation**

*Directions: Create a presentation with the following slides following your Career Exploration. Your presentation may have 17-25 slides. You may also include **video clips of interviewees** you have contacted in your career pathway.*

1. Title Slide, Career Exploration Presentation, Heading
2. My Personality Type (description of personality traits according to online quizzes)
3. Famous Personalities (three pictures with names of personalities sharing same traits)
4. Career Matches (list several jobs you are suited for according to your personality type; select at least three photos describing these jobs to illustrate on your slide)
5. My Career Choice (include a picture or graphic that represents this career)
6. Colleges (which offer majors toward this career, include logos)
7. My College or Post-Secondary Plans
8. My Degree or Job Requirements (check recommended websites)
9. My Career Goal
10. Necessary Skills (check recommended websites)
11. First Job Starting Pay (check recommended websites)
12. Job Outlook (check recommended websites)
13. Steps I Will Take (Refer to My Career Goals worksheet)
14. How Long I Anticipate My College Plans Might Take
15. My Ultimate Career Goal (at least three sentences)
16. My Future (at least three sentences)
17. Webliography (links used for content and illustrations)

## CAREER EXPLORATION PRESENTATION RUBRIC

<i>Assignment</i>	Proficient	Average	Undeveloped
Word Document provides responses to Career Exploration Lesson, Questions 1-6, indicating completion of the similarminds.com and humanmetrics.com personality questionnaires	Thoughtful, complete sentences with correct grammar and spelling	Some errors in responses in grammar or spelling; some responses incomplete	Responses too brief or do not answer all the questions completely
Evidence that students used the Recommended Career Portfolio Links to do Questions 1-13	Thoughtful, complete sentences with correct grammar and spelling	Some errors in responses in grammar or spelling; some responses incomplete	Responses too brief or do not answer all the questions completely
Six Essay Reflections	Thorough, accurate responses	Some responses limited or inaccurate	Responses incomplete or missing
My Career Goals Chart Worksheet Questions 1-10	Thorough, accurate responses	Some responses limited or inaccurate	Responses incomplete or missing
Career Research Planning Worksheet, Questions 1-12	Complete responses	Some responses limited	Responses incomplete or inaccurate
Career Exploration Presentation (Content)	17-25 slides, including accurate webliography	Fewer than 17 slides or incomplete webliography	Incomplete presentation or missing information
Career Exploration Presentation (Design)	10-15 visuals (photos, logos)	Some images lacking or inaccurate	Incomplete, missing or inaccurate
Creativity (10 extra points possible)	Attractive color and design	Some images incorrectly sized	Incomplete, missing or inaccurate

## **Extension Idea**

News Media Search, two-pages suggested for short essay

### **Teacher Overview**

Teacher may ask students to turn to a partner and discuss how the media (television shows, commercials, magazines, songs, etc.) portray certain professions. Could there be a bias? Why? Then students share their findings with the whole class.

### **Directions to students**

*Writing Prompt:* How does the news media portray the career you have chosen to explore? Think of which professions are trending on popular television shows. Who are the heroes? What types of careers are portrayed favorably on television series? In a two-page essay, analyze how the news media and other media generally portray certain professions and, more specifically, how they portray the profession you might be pursuing. How influenced do you think we are by media portrayals online, on television, on billboards, in magazine ads and on commercials?

# News Literacy Model Curriculum in English/Language Arts Grades 9/10

## Lesson 2: Ebola Facts & Fallacies in the News



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## Lesson 2

### Ebola Facts and Fallacies in the News

*Students will read a newspaper article and analyze expert opinions and factual information before completing a comparative analysis chart preceding the writing of an analytic essay. In the process, students will examine signal words and qualifying terms that will enable them to better differentiate between fact and opinion. In the final essay, they will provide evidence from their online research or recommended articles to build an argument supporting their point of view regarding the credibility of the claims or the fallacious reasoning.*

**Grade level:** 9-10

**Estimated time:** 5-7 class days

#### Learning Objectives

Students will:

- Demonstrate the ability to differentiate between fact and opinion, credible sources, and authenticating claims by analyzing the statements in a newspaper article.
- Examine recommended websites for fact-checking based upon questions the article raises.
- Write a comparative analysis essay based upon their research and close reading.

**Guiding News Literacy Question:** How can students know what to believe?  
*Health scares, including the recent Ebola outbreak, often prompt massive media reactions that can induce fear and confusion. Knowing how to identify expert opinion and factual information in news-media content can help students feel informed and prepared.*

#### Common Core State Standards

CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.RI.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### **NCTE/IRA Standards**

Standard 1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 5	Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
Standard 6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Standard 7	Students conduct research on issues and interests by generating ideas and

	questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Standard 8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Materials

Class set: "As Ebola Spreads, So Have Several Fallacies," NY Times article. Available at: [http://www.nytimes.com/2014/10/24/us/fallacies-are-spreading-as-readily-as-the-virus-has.html?\\_r=0](http://www.nytimes.com/2014/10/24/us/fallacies-are-spreading-as-readily-as-the-virus-has.html?_r=0)

Class set: Fact and Opinion Exercise

Class set: Fact/Proof or Opinion/Signals

Class set: Comparison/Analysis Chart

Class set: Comparative Analysis Rubric

## Resources & Links

<http://www.who.int/mediacentre/factsheets/fs103/en/> Ebola virus disease fact sheet, World Health Organization, updated Sept. 2014.

<http://www.takepart.com/article/2014/10/24/taking-fruit-bats-dinner-menu-will-help-stop-ebola-and-other-diseases> Taking fruit bats off the dinner menu will help stop Ebola, Takepart, participant media, 10/24/14.

[http://www.slate.com/articles/health\\_and\\_science/science/2014/10/ebola\\_animal\\_reservoir\\_between\\_outbreaks\\_bats\\_gorillas\\_chimpanzees\\_dogs.html](http://www.slate.com/articles/health_and_science/science/2014/10/ebola_animal_reservoir_between_outbreaks_bats_gorillas_chimpanzees_dogs.html) Where does Ebola hide? First-person account, 10/22/14.

<http://www.wired.com/2014/10/bats-ebola-disease-reservoir-hosts/> Why bats are such good hosts for Ebola and other deadly diseases, Wired, 10/15/14.

<http://www.theguardian.com/society/2014/aug/23/ebola-outbreak-blamed-on-fruit-bats-africa>  
<http://observer.theguardian.com> Ebola: research team says migrating fruit bats responsible for outbreak, Guardian, 2014.

<https://web.stanford.edu/group/virus/filo/bats.html> Could Bats Be Ebola's Natural Host/ Reservoir? Tara Waterman, 1999.

<http://www.livescience.com/48235-ebola-outbreak-news.html> 2014 Ebola Outbreak: Full Coverage of the Viral Epidemic, LiveScience, 10/31/14.

<http://www.livescience.com/48527-ebola-toddler-patient-zero.html> Ebola 'Patient Zero': How Outbreak Started from Single Child, LiveScience, 10/30/14.

<http://www.nejm.org/doi/full/10.1056/NEJMoa1404505#t=article> Emergence of Zaire Ebola Virus Disease in Guinea, New England Journal of Medicine, 2014.

<http://www.thedailybeast.com/articles/2014/11/11/bats-link-to-ebola-finally-solved.html> Bats' Link to Ebola Finally Solved, The Daily Beast, 11/11/14.

<http://www.cnn.com/2014/09/12/health/ebola-airborne/> Ebola in the air? A nightmare that could happen, CNN, 10/6/14.

<http://www.scientificamerican.com/article/where-does-ebola-hide/> Where does Ebola hide? Scientific American, 10/14/14

<http://www.scientificamerican.com/article/where-does-ebola-hide/> Fact or Fiction? The Ebola Virus Will Go Airborne, Scientific American, 9/16/14.

[http://article.wn.com/view/2014/10/03/Well\\_Said\\_Defusing\\_the\\_Fear\\_of\\_Airborne\\_Ebola/](http://article.wn.com/view/2014/10/03/Well_Said_Defusing_the_Fear_of_Airborne_Ebola/) Well said! Defusing the fear of airborne Ebola, World News Network, 10/3/14.

<http://blogs.scientificamerican.com/molecules-to-medicine/2014/11/11/ebola-quarantines-can-we-stop-the-charade-now/> Ebola Quarantines: Can we stop the charade now? Scientific American, 11/11/14.

<http://www.latimes.com/opinion/topoftheticket/la-na-tt-ebola-research-20141014-story.html> Ebola would not be as scary had GOP funded vaccine research, LA Times, 10/14/14.

## Instructional Plan

### Day 1

Discuss with students the difference between fact and opinion. Ask: *What are the characteristics of a fact? What are the characteristics of opinion?* Explain that facts are objective, can be discovered, can be verified, and can be presented without using biased or loaded words.

Explain that opinions are subjective and, rather than stating a reality, they often state an *interpretation* of reality. True opinions cannot be verified or proven true/false because they are based on the perspective of the person holding the opinion. Ask students to provide examples of both truth and opinion. If students need more practice with these concepts, then you can use the Fact/Opinion Exercise included in the materials section.

Then, instruct students to read the New York Times article to themselves. They should pay careful attention to what statements they think are fact or opinion.

Following the whole-class reading and discussion of the New York Times article, students will code each of the 55 numbered sentences as Fact (F), Opinion (O), or Both (B). Students may work in pairs to determine fact and opinion sentences and statements that possibly contain a mix of both fact and opinion.

### Day 2

Next, students may work in groups of three to complete Factual/Proof or Opinion/Signals handout. They may record the part of the statement that is fact or opinion (or they may indicate the sentence number). Examining the context, they should supply the proof, that is, the part of the sentence that provides evidence that supports factual accuracy, or they should provide the signal (or bias) words that identify opinion. To ascertain student understanding, the teacher should model the first example with students and field any questions that might arise in the process.

Using the Comparative Analysis Chart, students will indicate what they know/don't know about Ebola and what they know/don't know about influenza based upon the article discussed and the handouts.

### Days 3-4: Optional Computer Days

Students might benefit from a whole-class discussion about how we determine if what we hear or read is credible or accurate. Do we read with a critical eye, and look for possible contradictions within an article? Are the sources credible? What is the background of the experts making the claims? Is the information timely? Is there more than one source or article that supports the information? Is there factual data to support the claims made? For further research, students may access the recommended websites provided in the resources section to ascertain the credibility of certain claims and questions arising from the

article, as well as to gather information and evidence to support their point of view for the analytic essay.

### **Days 5-7**

Teachers may guide students to the online Comparative Analysis Essay Outline and Templates for structured writing and peer review. Handout 5, Comparative Analysis, News Literacy Rubric, may be used for assessment. The teacher should review the rubric and answer any questions before the students begin their in-class writing. For this assignment, students may compare how Ebola and influenza are similar in eliciting media sensationalism and fear in the resulting deaths, the lack of a cure, the ways in which they are contracted, the danger these diseases impose upon health officials and the public, and the health precautions necessary, or they may take the position that either Ebola or influenza is more dangerous, and explain why with evidence gathered from the articles read.

Students might wish to brush up their notions of fact and opinion using the following news literacy articles:

<http://www.thenewsliteracyproject.org/learn-channel/sourcing> A Consumer's Guide to Sourcing in News Reports, News Literacy Project, seven practical tips to evaluate a report's credibility, video 8:57.

<http://www.noodletools.com/debbie/literacies/newsmedia/teachnews.pdf> News Literacy: Evaluating Authority in a World Full of Perspectives, CCSS Conference Slideshow, 3/7/14.

[http://guides.library.cornell.edu/evaluating\\_Web\\_pages](http://guides.library.cornell.edu/evaluating_Web_pages) Five criteria for evaluating Web pages, Cornell University Library, chart updated 4/29/14.

## **Materials: Ebola Facts and Fallacies**

1. Fact and Opinion Exercise
2. Fact/Proof or Opinion/Signals
3. Comparison/Analysis Chart
4. Comparative Analysis, News Literacy Rubric
5. Extension and Differentiation Ideas

## Fact and Opinion Exercise

A fact is a true statement or a specific detail based on verifiable evidence or objective proof.

*Example:* News articles, encyclopedia entries, textbooks, medical information, and scientific research should be based on factual evidence. The main purpose of these types of writing is to instruct and inform.

An opinion is based on a belief, value judgment or an interpretation that cannot be proven or disproved.

*Example:* Editorials, advertising and blogs mix fact and opinion. The main purpose of these types of writing is to persuade, provoke action, or entertain.

<p><b>Biased Words</b>  <i>An opinion can often be identified because the sentence contains biased words. Biased words express opinions, value judgments, and interpretations. Often they are full of emotion. Add your own examples to the chart below.</i></p>	<p><b>Qualifiers</b>  <i>Sometimes an author will use words that qualify an idea. A qualifier may express an absolute opinion using words such as always or never. Other times a qualifier expresses opinion in the form of a command, as in must or should.</i></p>
<p style="text-align: center;"><b>ADD YOUR OWN</b></p> <p>awful          bad          best          better          devious          disgusting          exactly          frightful          good          great          harmlessly          if          likely          little          more          most          possible</p>	<p style="text-align: center;"><b>ADD YOUR OWN</b></p> <p>all          always          appear          believe          could          every          has/have to          it is believed          might          most likely          must          never          often          only          ought to          possibly          probably</p>

## FACTUAL/PROOF OR OPINION/SIGNALS

STATEMENT	FACT or OPINION	PROOF or SIGNAL WORDS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Comparative Analysis Chart**

<b><i>Know About Ebola</i></b>	<b>Know About Influenza</b>
<b>Don't Know About Ebola</b>	<b>Don't Know About Influenza</b>
<b>Primary question to explore:</b>	<b>Primary question to explore:</b>

### Comparative Analysis Rubric

	Proficient	Average	Developing
Differentiate Fact From Opinion	Effectively uses credible evidence to support factual claims, identifies signal words and qualifying opinion terms	Can adequately determine key concepts that identify facts and opinions	Has difficulty identifying all the key concepts differentiating fact from opinion, identifying signal words and qualifying terms
Evaluate Sources	Effectively evaluates authenticity of claims, evidence, and sources	Adequately evaluates credibility of claims, evidence and sources	Has difficulty determining sources, sorting evidence or understanding claims
Gather Online Research	Effectively accesses recommended websites for fact-checking, and verifying supporting evidence	Adequately demonstrates online research skills to fact check and verify supporting evidence	Has difficulty conducting online research to verify facts and gather supporting evidence
Demonstrate Analytical Skills and Original Thinking	Effectively conducts comparative analysis using evidence to support claims and point of view	Adequately demonstrates ability to compare and contrast, using supporting evidence	Has difficulty demonstrating analytic skills to compare and contrast or lacks originality

## Extension and Differentiation Ideas

1. Using a classroom projector, the teacher may select Ebola editorial cartoons to share with students. Helpful links:
  - a. <http://www.cagle.com/news/ebola-virus/> The Cagle Post Cartoons
  - b. <http://www.usnews.com/opinion/cartoons/2014/08/07/cartoons-on-the-ebola-outbreak> U.S. News & World Report
  - c. <http://www.sacbee.com/opinion/editorial-cartoons/jack-ohman/article2665211.html> Jack Ohman, editorial cartoonist, Sacramento Bee
2. Students may access online Ebola editorial cartoons to discuss the cartoonist's point of view, the message of the cartoon, symbolism, and their opinion regarding its effectiveness in communicating its message.
3. Alternately, students may design their own original Ebola cartoon depicting their point of view regarding this controversial subject.
4. Depending upon the interests of the students and time constraints, the teacher might like to show the suggested Ebola documentaries. Helpful links:
  - a. <http://www.pbs.org/wgbh/nova/body/surviving-ebola.html> Surviving Ebola, PBS, NOVA, Documentary, 10/8/14
  - b. <http://www.pbs.org/wgbh/pages/frontline/ebola-outbreak/> Ebola Outbreak, PBS Frontline, Video, 9/9/14
  - c. <https://www.youtube.com/watch?v=X0Jpn22HJys> Ebola: Inside the Deadly Outbreak, ABC News' Dr. Richard Besser, Documentary, 2014

**News Literacy Model Curriculum in English/Language Arts  
Grades 9/10**

**Lesson 3: Apple and Foxconn — Understanding Controversy in the  
News**



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## Lesson 3

### Apple and Foxconn — Understanding Controversy in the News

*Students will read a newspaper article and analyze conflicting opinions and factual information before writing an argumentative essay. Students will utilize multiple sources to select evidence to support their point of view. They will provide attribution and citations to support their claims in substantiating their thesis.*

**Grade level:** 9-10

**Estimated time:** 5 days

#### Objectives

Students will:

- Demonstrate the ability to grasp the main ideas in a complex article or visual text in order to articulate and defend their point of view.
- Evaluate claims of fact to determine authenticity, and examine recommended articles and data to determine bias and the reliability of sources and to gather supporting evidence.
- Write an argumentative essay based upon their research and close reading.

**Guiding News Literacy Question:** How can students know what to believe?

*News regarding highly controversial or political topics is often difficult to process. He-said, she-said approaches make it difficult to distinguish truth, and students often find it difficult to care about stories that do not resonate with their own understanding of the world. Learning to evaluate the facts of these stories allows students to relate to complicated issues and helps them to connect to stories they otherwise might brush off.*

#### Common Core State Standards

CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

	analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.RI.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### **NCTE/IRA Standards**

Standard 1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 5	Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
Standard 6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to

	create, critique, and discuss print and non-print texts.
Standard 7	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Standard 8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Materials

Class set: "The Apple Boycott: People Are Spouting Nonsense about Chinese Manufacturing," Forbes magazine article, 1/29/12. Available at: <http://www.forbes.com/sites/timworstall/2012/01/29/the-apple-boycott-people-are-spouting-nonsense-about-chinese-manufacturing/>

Class set: "What happened after the Foxconn suicides," MoneyWatch article, 8/7/13. Available at: <http://www.cbsnews.com/news/what-happened-after-the-foxconn-suicides/>

News Literacy Terms Handout  
 News Story Questionnaire  
 Argumentative Essay Writing Prompt Handout  
 Argumentative Essay Rubric

Projector or SMARTboard display of:  
 "The Apple Boycott Graphically Explained," Forbes Infographic, 1/30/12  
<http://www.forbes.com/sites/timworstall/2012/01/30/the-apple-boycott-graphically-explained/>  
 "iKill Infographic Charts The Human Cost Of The iPhone," Mark Wilson, 2/29/12  
<http://www.fastcodesign.com/1669154/ikill-infographic-charts-the-human-cost-of-the-iphone>

## Web Resources

Beaumont, Claudine. "Foxconn suicide rate is lower than in the US, says Apple's Steve Jobs," Telegraph, 6/2/10 <http://www.telegraph.co.uk/technology/steve-jobs/7796546/Foxconn...>

Duhigg, Charles and David Barboza. "China Contractor Again Faces Labor Issue on iPhones," New York Times, 9/10/12  
<http://www.nytimes.com/2012/09/11/technology/foxconn-said-to-us...>

Duhigg, Charles and David Barboza. "In China, Human Costs Are Built Into an iPad," New York Times, 1/25/12 <http://www.nytimes.com/2012/01/26/business/economy-apples-ipa>

Fish, Eric. "The 'Foxconn Suicide Scandal' That Isn't," Economic Observer Online, 5/21/13 <http://www.eeo.com.cn/ens/2013/0521/244294.shtml>

Greene, Jay. "Riots, suicides, and other issues in Foxconn's iPhone factories," CNET, 9/25/12 <http://www.cnet.com/news/riots-suicides-and-other-issues-in-foxconns-iphone-factories/>

Greenfield, Rebecca. "Apple Is Breaking Up with Foxconn for a New iPhone Builder with Labor Problems," The Wire, 5/29/13 <http://www.thewire.com/technology/2013/05/apples-foxconn-pegatron/65706/>

Guglielmo, Connie. "Apple's Supplier Labor Practices In China Scrutinized After Foxconn, Pegatron Reviews," Forbes, 12/12/13 <http://www.forbes.com/sites/connieguglielmo/2013/12/12/apples-lab...>

Heffernan, Margaret. "What happened after the Foxconn suicides," CBS MoneyWatch, 8/7/13 <http://www.cbsnews.com/news/what-happened-after-the-foxconn-suicides/>

Kan, Michael. "Foxconn builds products for many vendors, but its mud sticks to Apple," Computer World, 10/24/12 <http://www.computerworld.com/article/2492795/it-careers/foxconn-builds-products-for-many-vendors--but-its-mud-sticks-to-apple.html>

Shenzhen. "When workers dream of a life beyond the factory gates," The Economist, 12/15/12, <http://www.economist.com/node/21568384/print>

Worstell, Tim. "The Apple Boycott: People Are Spouting Nonsense about Chinese Manufacturing," Forbes, 1/29/12 <http://www.forbes.com/sites/timworstell/2012/01/29/the-apple-boyco...>

## Instructional Plan

### Day 1: Examining the Foxconn and Apple Controversy

Ask students if they know where iPhones or iPads are manufactured. Why is so much of manufacturing outsourced? Do they know of other items that are produced by workers in other countries for American companies? What are some of the benefits or problems with production outside of the United States?

After brief discussion, show the photo of the 150 Foxconn workers who gathered on the factory balcony to stage a mass suicide threat, and read the following excerpt below from the article:

<http://www.telegraph.co.uk/news/worldnews/asia/china/9006988/Mass-suicide-protest-at-Apple-manufacturer-Foxconn-factory.html>

“The workers were eventually coaxed down after two days on top of their three-floor plant in Wuhan by Foxconn managers and local Chinese Communist party officials. Foxconn, which manufactures gadgets for the likes of Apple, Sony, Nintendo and HP, among many others, has had a grim history of suicides at its factories. A suicide cluster in 2010 saw 18 workers throw themselves from the tops of the company's buildings, with 14 deaths. In the aftermath of the suicides, Foxconn installed safety nets in some of its factories and hired counsellors to help its workers.”

—London Telegraph newspaper, 1/11/12

Ask students what could incite such a protest, for example: unfair work conditions, blistering assembly line labor, choking factory dust, long hours, poor pay, underage workers, lack of seriousness in the workers' complaints, desire to make a public statement through a dramatic spectacle to draw attention to the conditions.

### Locating fact in news stories

Divide class into four groups to read and discuss the main articles. Students should underline factual statements and share in groups after silently reading. In their groups, they should be able to articulate for their peers why they selected each fact and why they believe it is, indeed, a factual statement (as opposed to an opinion statement).

Then, direct students to complete the News Story Handout in their small groups.

Once students are finished, regroup and present the Apple Boycott Infographic to the whole class, and explain the main points while students take notes.

Next, share the “iKill” Infographic, and discuss as a class; ask students to identify any bias they see in the infographic. Ask: *How is this visual different than the first? Who provided this information (source)? How does that change your perception of it? Where was this published? Is the information factual and reliable?*

### **News literacy exploration**

After discussing the infographic, pass out the News Literacy Terms Handout. Ask for student volunteers to read the terms aloud, and pause to explain and clarify items they may not know.

In small groups, direct students to identify and explain three examples of bias in their assigned article. For homework, they can write a one-page response to one of the following response questions:

### **Questions**

1. Identify and explain the bias in the text; after skimming the whole article, discuss with a partner whether the article presents evidence to support the complaints of the Foxconn workers of unfair working conditions or whether their complaints seem to be exaggerated or sensationalized. Speculate what might be the main motives behind the various actions taken by Apple, Foxconn, or the factory workers. What is the personal investment, if any, at stake for each group?
2. Examining the infographics, "iKill Infographic Charts The Human Cost Of The iPhone," Mark Wilson, 2/29/12, and "The Apple Boycott Graphically Explained," Forbes, 1/30/12, which data might support Foxconn's point of view? Which statements might support Apple? What is the source of this data? Who sponsored this Infographic? What does context mean in the sidebar? Why might the data be unreliable? What might the reader conclude after examining the graphics?

### **Days 2-3: Conducting Online Research**

#### **Review**

Review students' notes from the previous day's introduction of infographics, and collect homework. Discuss with the whole class the main points or provide clarification as needed of Questions 1 and 2. How did students respond?

#### **Research**

Spend the rest of the class period with students at computers to research the Web resource links provided. Instruct students to select three articles that share the same point of view for the argumentative essay. Students should take notes as they research to provide attribution and accurate citations.

Provide the following directions and the Argumentative Prompt Handout to students as they begin their research:

Select three articles from the recommended list (provided under the resources section in this lesson) to find evidence to support your defense of Apple, Foxconn, or the Foxconn factory workers, or conduct your own online research for updated information on the situation in China. (Update: Apple might be moving factory

production to Taiwan) Be sure that the articles selected support a unified point of view by examining the headlines and claims carefully.

Ask students to consider: Do the headlines mislead the reader? Is the information in the article reliable or accurate? Is attribution and sourcing provided? Provide accurate attribution and citations from the texts you have selected to build your argumentative essay that clearly indicates the side you choose to defend.

#### **Days 4-5: Writing the Argumentative Essay**

Hand out the Argumentative Essay Rubric so students will better understand the assignment expectations. Depending upon access to computers, students may word process or write longhand using the notes they have compiled and articles they have annotated.

**Materials: Apple and Foxconn — Controversy in the News**

1. News Literacy Terms Handout
2. News Story Handout
3. Argumentative Essay Writing Prompt Handout
4. Argumentative Essay Rubric

## News Literacy Terms Handout

**accuracy:** factual information, verifiable evidence, opinion statements attributed

**angle:** point of view from which an article is written

**argumentative essay:** carefully organized essay that provides supporting evidence for the claims made to substantiate a complex but clearly articulated point of view

**attribution:** statements of opinion are identified with the source, names and position or description of news sources included in story

**authoritative:** informed source, expert or reliable opinion

**balanced reporting:** stories that provide multiple sources and/or different points of view or opinion, fair coverage that includes all sides, objective account

**biased reporting:** stories in which the subject is unfairly represented, omission of facts, card stacking, characterized by personal interest

**card stacking:** argument that presents only favorable evidence, one-sided

**credible:** information that is trustworthy and believable, sources can be verified and trusted

**impact:** effect story will have upon the audience based upon interest and relevance

**infographic:** chart or visual representation that measures or explains data or information; might be biased depending upon source or intent.

**loaded language:** words with positive or negative impact that elicit strong emotion

**multiple sources:** verifiable information from more than one person

**newsworthiness:** factors that make a story worth reporting, including timeliness, proximity, widespread impact, human interest, emotional appeal, novelty

**objective:** free of opinion, based on factual evidence or proof, unbiased

**relevance:** usefulness or importance of story, how the story effects or impacts the audience

**reliable:** information that is accurate, based upon verifiable and authoritative sources

**sensationalism:** deliberate exaggeration to arouse interest, curiosity, or reactions, especially to increase ratings or attention by the media

**slant:** personal point of view or opinion expressed in a report, bias

**source:** origin of story, person interviewed to support details or provide facts for news report or material the journalist used for background information

**substantiation:** evidence, facts, authoritative sources or quotations that support the claims as reliable and accurate

**thoroughness:** completeness of coverage of the 5W's and H (who, what, when, where, why, how — elements required in every news story), all sides of issue.

**verify:** to make sure that something is true and accurate

## News Story Questionnaire

1. What is the headline of the story?
2. What is the date of the story?
3. What is the website sponsoring the story?
4. Who is the writer of the story? Does he or she have any credentials or links to other content that might indicate bias?
5. Does the headline or website suggest bias or point of view? Explain any slant to the story.
6. Describe the main information contained in the story by identifying the following:  
  
Who  
  
What  
  
When  
  
Where  
  
Why  
  
How
7. What is the central idea of the story?
8. Briefly identify factual evidence or supporting data that substantiates the central idea of the story.

9. What effect or emotional reaction does this story have upon the reader?

10. How reliable or believable is this story, based upon your responses to the previous questions?

## Argumentative Essay Prompt

*Directions:* Select one of the thesis statements below and list supporting evidence from the articles you have read. Be sure to cite your sources and provide attribution for the claims made. After the teacher has confirmed your evidence supports your thesis, you will use it to write your argumentative essay.

### **Apple in China: Foxconn Misery or Survival?**

*(Defend one of the following position statements)*

As a world leader in the manufacturing industry, Apple should not be exploiting Chinese factory workers by subjecting them to sweatshop conditions.

Apple provides economic stimulation to China and the U.S. through the manufacture of iPhones and iPads at the Foxconn factory.

### Argumentative Essay Rubric

	<b>Proficient</b>	<b>Average</b>	<b>Developing</b>
<b>Gather Online Research</b>	Effectively accesses recommended websites for fact-checking and verifying supporting evidence	Adequately demonstrates online-research skills to fact check and verify supporting evidence	Has difficulty conducting online research to verify facts and gather supporting evidence
<b>Thesis Statement and Supporting Paragraphs</b>	Effectively states position, clear point of view, supporting factual evidence, identified source	Adequately identifies thesis and provides supporting claims, evidence, and sources	Has difficulty identifying thesis, determining sources, sorting evidence, and understanding claims
<b>Attribution and Citations</b>	Effectively provides attribution and sources for information, and proper citations	Adequately provides attribution and sources for information, effort to provide accurate citations	Has difficulty providing attribution and sources for information or providing proper citations
<b>Demonstrate Analytical Skills and Original Thinking</b>	Effectively conducts comparative analysis using evidence to support claims and point of view	Adequately demonstrates ability to compare and contrast using supporting evidence	Has difficulty demonstrating analytic skills to compare and contrast or lacks originality

# News Literacy Model Curriculum in English/Language Arts Grades 11/12

## Lesson 1: Curating a Complete News Story



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## Lesson 1

### Curating a Complete News Story

*In this lesson, students will evaluate multiple sources of information presented in different media and formats in order to “curate” a more complete picture of a current news story. Students will work both independently and in groups to analyze texts, determine point of view, and synthesize sources into an effective thesis statement.*

**Grade level:** 11-12

**Estimated time:** One 90-minute class period

#### Objectives

Students will:

- Students will evaluate multiple media sources in order to curate a complete news story.
- Students will synthesize sources in order to answer the question: *How and why does coverage differ among media outlets, and how do those differences impact the consumer?*

**Guiding News Literacy Question:** What challenges and opportunities do the Internet and digital media create?

*With an abundance of sources and perspectives present online, the Internet is a vast resource for students. But, it is not always apparent how to best sift through myriad websites or types of news content. Learning to curate digital media and information presented on the Internet is an essential 21st-century skill.*

#### Common Core State Standards

CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

## NCTE/IRA Standards

Standard 1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
Standard 7	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Standard 8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Materials

Sample Pinterest pinboard

At least three digital devices for students to access sources

Six stations set up around the room (can be done with desks, poster paper, markers and Post-its)

Document camera

Class set: index cards

Class set: SOAPStone analysis chart

## Resources and Websites

American Red Cross Logo

<https://lintvwpri.files.wordpress.com/2014/07/red-cross.jpg>

Red Cross Diverted Assets During Storms' Aftermath to Focus on Image

<http://www.npr.org/2014/10/29/359365276/on-superstorm-sandy-anniversary-red-cross-under-scrutiny>

Red Cross Responds to NPR-ProPublica Report on Storm Response Inefficiencies

<http://www.npr.org/blogs/thetwo-way/2014/10/30/360193714/red-cross-responds-to-npr-propublica-report-on-storm-response-inefficiencies>

A Brief History of the American Red Cross

<http://www.redcross.org/about-us/history>

Twitter.com/redcross

<https://twitter.com/redcross>

Statement Appealing for Support of the American Red Cross  
<http://www.presidency.ucsb.edu/ws/?pid=14771>

The Writing Center (University of North Carolina at Chapel Hill)  
<http://writingcenter.unc.edu/handouts/thesis-statements/>

The News Literacy Project  
<http://www.thenewsliteracyproject.org/learn-channel/sourcing>

National Archives Document Analysis Forms  
<http://www.archives.gov/education/lessons/>

The Teaching Channel: Reading like a Historian (Sourcing)  
<https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing>

### **Preparation**

Prepare six stations around the classroom a good distance away from one another, each with a different media source on a current news topic. Sources should be concise and should vary in medium and in stance, including podcasts, advertisements, news stories, etc. If the source requires speakers and a digital device, the station might need a table. Print sources can be displayed on poster paper or projected on the whiteboard. A sample text set could include (links provided above under resources):

Source No. 1: [American Red Cross Logo](#) (image)

Source No. 2: [Red Cross Diverted Assets During Storms' Aftermath to Focus on Image](#) (audio story)

Source No. 3: [Red Cross Responds to NPR-ProPublica Report on Storm Response Inefficiencies](#) (video)

Source No. 4: [A Brief History of the American Red Cross](#) (website article)

Source No. 5: [Twitter.com/redcross](https://twitter.com/redcross) (social media site)

Source No. 6: [Statement Appealing for Support of the American Red Cross](#) (Presidential quotation)

## Instructional Plan

### Turn and Talk (1 minute)

Ask students to “turn and talk” with a classmate about the following topic:

Do you ever use Pinterest or do you know someone who does? What seems to be its purpose? What are some “pinboards” you’ve seen or started there?” (Students discuss Pinterest and how they’ve used it or seen it used). Show the class an example of a [Pinterest \(www.pinterest.com\)](http://www.pinterest.com) board from the website, your own account, or even a student’s account.

Explain to students that Pinterest is a “curating” tool, a device for collecting information from multiple sources for the purpose of research and information. Crafters might use this curating tool to learn how to make a rag ribbon wreath; teachers might use it to gather ideas about how to teach isotopes.

### Connect (1 minute)

Explain that today, the class will curate a news story in order to answer the question, “How and why does coverage differ among media outlets, and how do those differences impact the consumer?”

### Collaborate (45-50 minutes)

In a gallery walk style, direct small teams of students to travel from one station to the next to discuss and analyze the sources. Signal for students to move in a clockwise direction when it is time to change stations. Using the SOAPSTone analysis strategy, ask students to discuss and analyze each source for subject, occasion, audience, purpose, speaker, and tone. More on the strategy can be found here: [http://apcentral.collegeboard.com/apc/public/preap/teachers\\_corner/45200.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html).

Students record their thinking on the SOAPSTone Analysis Chart. A sample text set for this activity is included below (this is the same set of links found in the resources section).

Source No. 1: [American Red Cross Logo](#) (image)

Source No. 2: [Red Cross Diverted Assets During Storms’ Aftermath to Focus on Image](#) (audio story)

Source No. 3: [Red Cross Responds to NPR-ProPublica Report on Storm Response Inefficiencies](#) (video)

Source No. 4: [A Brief History of the American Red Cross](#) (website article)

Source No. 5: [Twitter.com/redcross](https://twitter.com/redcross) (social media site)

Source No. 6: [Statement Appealing for Support of the American Red Cross](#)  
(presidential quotation)

### **Curate (3 minutes)**

Back at their own desks, ask students to select at least three of the sources to further curate for the purpose of writing a thesis statement that synthesizes their points of view. To ensure students are aware of the most recent news cycle, they may be required to include a specific source.

### **Write (5-10 minutes)**

Using the sample text set, one student might select sources 1, 3, and 6 and write the thesis statement: *Despite recent negative press, the American Red Cross is both an historic and contemporary symbol of hope to those in need.*

Another student might choose sources 2, 3, and 5 of the sample text set and write this thesis statement instead: *Although the American Red Cross provides relief in the face of disaster, recent snafus suggest the historic organization is suffering image problems.*

### **Discuss (10-20 minutes)**

Ask multiple students to share their thesis statements on the document camera, and make sure to represent multiple stances and writing styles. Ask writers to share how the sources impacted their writing. Discuss with the class the following questions:

- How and why does news differ among media outlets? (Consider today's six sources.)
- How do these differences impact the news consumer? (Cite student thesis statements as evidence here.)

### **Reflect (5 minutes)**

As an exit activity, ask students to create an analogy demonstrating their new learning and using Bloom's higher-order thinking skills. The purpose is to demonstrate the knowledge that differing media outlets have significant impact on consumers. Ask students to complete this analogy on an index card: *News curation is like . . . \_\_\_\_\_*. A sample analogy might read: "News curation is like watching *Gone Girl* . . . who's telling the truth? *Is there one truth?*"

**Assessment**

Because this is a one-day activity, assessment is formative in nature. During the gallery walk, the teacher should monitor the work of groups, and check for understanding of the task and for all voices involved. Evidence of critical thinking will be evident on the SOAPSTone chart, the thesis statement, and the exit-slip analogy. It might be appropriate for students to evaluate their own or a classmate's argumentative thesis statement. A set of questions to determine the existence of a strong thesis statement can be found at the University of North Carolina's Writing Center:

<http://writingcenter.unc.edu/handouts/thesis-statements/>.

## **Materials: Curating a Complete News Story**

1. SOAPSTone Analysis Chart
2. Extension and Differentiation Ideas

## SOAPSTone Analysis: Curating a Complete News Story

	Source No. 1	Source No. 2	Source No. 3	Source No. 4	Source No. 5	Source No. 6
Subject						
Occasion						
Audience						
Purpose						
Speaker						
Tone						

## Extension and Differentiation Ideas

### Differentiation

1. Teams might examine different news stories instead of the same one. Packets can be given to individual groups stationed at tables.
2. Depending on skill level, students might be asked to analyze fewer sources or to research one of their own.

### Extension

1. Students can develop their thesis statements into a full synthesis essay modeled after the AP English Language and Composition Synthesis Essay at: [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/51474.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/51474.html).
2. Students can practice sourcing the six texts by analyzing their origination/authorship and the context surrounding their publishing date. The National Archives offers excellent document and artifact analysis templates at: <http://www.archives.gov/education/lessons/>
3. Students might next curate their own complete news story using an online curation tool, such as Kurator ([www.kurator.com](http://www.kurator.com)) or Storify ([www.storify.com](http://www.storify.com)).
4. Students might evaluate a new text set to answer a different synthesis question, such as, *Who controls the news, and why?* Research might include the qualities and values that make a story “newsworthy,” such as timeliness, proximity, prominence, conflict, etc.

### Additional Resources

1. Students might read the blog article “Spotlight on Content Curation: Best Practices, Tools, and How to do it Right” at: <http://moz.com/ugc/the-spotlight-on-the-content-curation-best-practices-tools-and-how-to-do-it-right>  
Ask students to explain the author’s claim: “Content curators ... select the best and most relevant content and re-share it out while including their own unique annotation. It adheres to the OPC concept: Other People’s Content.” Ask students, what the implications of “OPC” are.
2. Students can view the video “A Consumer’s Guide to Sourcing in News Reports,” at <http://www.thenewsliteracyproject.org/learn-channel/sourcing> and create a bulleted list of the factors significant in evaluating news reports.
3. For a model sourcing lesson, teachers can view the Teaching Channel’s lesson “Reading like a Historian” at <https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing>.

## **News Literacy Model Curriculum in English/Language Arts Grades 11/12**

### **Lesson 2: Text-mapping the News — Analyzing Structure and Sequencing in Editorial Writing**



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## Lesson 2

### Text-mapping the News — Analyzing Structure and Sequencing in Editorial Writing

*In this lesson, students will examine editorial writing as argumentative text. Students will analyze two historic editorials with increasing text complexity and evaluate their claims, counterclaims, and the impact of structure on purpose and message.*

**Grade level:** 11-12

**Estimated time:** One-two 90-minute classes

#### Learning Objectives

Students will:

- Identify claims and counterclaims in editorial writing, and cite text as evidence.
- Analyze multiple editorials and evaluate the impact of structure and organization on clear, convincing, and engaging text.

**Guiding News Literacy Question:** Why is the First Amendment protection of free speech so vital to American democracy?

*News editorials represent a unique kind of speech, a collective perspective meant to comment on and critique the most pressing issues in society. Understanding how and why editorials function as argumentative texts helps students to value this critical platform for free speech.*

#### Common Core State Standards

CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-LITERACY.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
CCSS.ELA-LITERACY.RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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### NCTE/IRA Standards

Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

### Materials

Digital projector & whiteboard or Smartboard

Document camera

Post-it notes

Colored dry-erase markers

Highlighter pens

Large poster paper or newsprint

The Crisis Text-Mapping Copy

Text Mapping The Crisis Directions

Class Set: *Yes, Virginia, There is a Santa Claus* (including Virginia's letter to the editor)

<http://www.nysun.com/editorials/yes-virginia/68502/>

Class Set: "Editorials Serve a Different Role than Daily News"

<http://www.printthis.clickability.com/pt/cpt?expire=&title=Behind+the+Headlines+%2F+Ask+the+JS+->

[+Editorials+serve+a+different+role+than+daily+news&urlID=427659308&action=cpt&partnerID=380384&cid=95199294&fb=Y&url=http%3A%2F%2Fwww.jsonline.com%2Fnews%2F95199294.html](http://www.printthis.clickability.com/pt/cpt?expire=&title=Behind+the+Headlines+%2F+Ask+the+JS+-+Editorials+serve+a+different+role+than+daily+news&urlID=427659308&action=cpt&partnerID=380384&cid=95199294&fb=Y&url=http%3A%2F%2Fwww.jsonline.com%2Fnews%2F95199294.html)

Internet Access to: 4 Modes of Discourse Infographic

<https://www.mapsforthat.com/viewmap.php?m=1797>

## **Resources and Websites**

<http://www.nysun.com/editorials/yes-virginia/68502/>

<http://www.jsonline.com/news/95199294.html>

<http://www.ushistory.org/paine/crisis/c-01.htm>

[http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)

<http://quizlet.com/302172/rhetorical-terms-flash-cards/>

<https://www.mapsforthat.com/viewmap.php?m=1797>

[http://www.nytimes.com/2011/01/09/magazine/09FOB-medium-t.html?\\_r=0](http://www.nytimes.com/2011/01/09/magazine/09FOB-medium-t.html?_r=0) (headphones article)

<http://www.businessweek.com/articles/2014-10-06/fighting-ebola-an-african-travel-ban-is-bad-for-the-u-dot-s-dot-too#p2> (Ebola article)

## **Teacher Preparation**

To prepare for this lesson, the class might review the four rhetorical modes of writing with an emphasis on argumentation. The 4 Modes of Discourse infographic will provide a quick and engaging review.

Students might also benefit from reviewing rhetorical strategies used in persuasive writing (such as editorials). Students might refer to a list of rhetorical terms, including the rhetorical appeals of ethos, logos, and pathos. For an engaging review, students can also practice with Quizlet rhetorical terms digital flashcards available at <http://quizlet.com/302172/rhetorical-terms-flash-cards/>.

## Instructional Plan

### **Inquiring (10-15 minutes)**

To introduce students to the structure and purpose of editorials, share with them the most famous editorial ever published, Francis Church's "*Yes, Virginia, There is a Santa Claus.*" Give each student several Post-it notes and a copy of this 1897 New York Sun editorial, as well as the letter that prompted the famous reply. Ask students to read Church's letter silently and jot down on Post-it notes any words, phrases or stylistic or rhetorical devices the writer uses that make his editorial clear, convincing, or engaging. In other words, ask students, "What speaks to you as a reader?"

### **Categorizing (5-10 minutes)**

Invite students to walk their sticky-notes to the front of the class and post them on the board. With the help of students, arrange the notes into categories by stacking them. For instance, several students might note the multiple uses of the word "little" or the phrase, "Yes, Virginia." Other Post-its might list the logical or emotional examples the writer uses. As a class, decide on a name for these categories, and label them with colored markers. Topics might include repetition of key words and phrases, personalization of the audience, appeals to emotion and logic, and use of examples. Explain to students that these characteristics all contribute to an editorial's structure and organization, which is the target of today's lesson.

### **Building Background Knowledge (5-10 minutes)**

Tap into students' prior knowledge by holding a "3-minute consultancy." Ask students to rise and walk across the room to a classmate. In a timed (project a PowerPoint timer on the whiteboard), 3-minute session, ask students to answer the question: *What is the purpose of editorials?* When students return to their seats, ask them to share any highlights with the class as a whole. Introduce them to the idea of the media as the fourth branch of the government, or the Fourth Estate. Explain that some call the press the fourth branch or estate because it monitors politics, business, and other arenas in order to ensure democracy. However, with that role comes controversy. Remind students that though the press is supposed to be objective, journalists are people (as are their intended audiences), people with opinions, values, feelings, and preconceptions.

### **Digging Deeper (10-15 minutes)**

To build on their initial understanding about editorials, ask students to read the first eight paragraphs of the article "Editorials Serve a Different Role than Daily News." Based on evidence from the author, ask partners to make a bulleted list of editorial roles and characteristics. Students should include to advocate for something, to take

a stance, to base on fact and truth, to persuade for something in the public interest, and to consider counterarguments. Tell partners to use sticky notes and bring to the board any new components of an effective editorial and add them to the categories already on the board. Once again, name and label these categories. Students now have a working list of characteristics to use as labels when they map a more complex editorial text.

### **Practicing Mapping (10 minutes)**

Explain to students that mapping an argumentative text helps the reader evaluate the impact of structure on the text's overall purpose and effectiveness. Briefly model the mapping process using either a new editorial or also *Yes, Virginia*. Project the editorial on the whiteboard. And ask students where natural breaks appear in the text. *Draw a box* around each section.

Discuss the significance not only of obvious spacing, but also of first sentences or transitional phrases within each section. *Underline* each of these. Ask students to look for significant words and phrases. *Highlight* these. Also direct them to determine what ideas are carried from the first paragraph to the next and beyond. *Draw arrows* between these and change colors when a new idea forms. Finally, ask students to identify the author's claims and counterclaims. *Number* each of these, and include a key at the bottom of the page. Explain in the margins the marks you made. Discuss how these marks and annotations identify structural elements of the editorial, as well as their impact on purpose and message. Tell students they will now map a more complex editorial text, Thomas Paine's 1776 pamphlet, *The Crisis*.

### **Mapping The Crisis (35-50 minutes)**

*The Crisis* consists of 13 paragraphs. (Paragraphs 7 and 8 are short and can be joined together.) Print out each paragraph separately, enlarge the font, and attach each page to a separate sheet of large poster paper, 12 in all. Assign each section to a different student pair or group. Direct students to read, analyze, and discuss their section using boxes, underlines, numbers and annotations to identify claims, counterclaims, and patterns in theme, diction, and syntax. (See "Text Mapping *The Crisis*" handout.)

Once each group is finished, post the 12 components together in scroll fashion on the board or wall. Give each partner/group set a number. Instruct partners to travel from frame to frame and read their classmates' thinking and add inferences or questions with Post-it notes. (Tell groups to code their Post-its with their group number.) Because they now see the text as a whole, students will begin to notice similar points made by multiple teams and ideas that interact and develop in the course of the text. At this point, they should use arrows to demonstrate these

connections physically. Each connection should be marked with a different color marker or highlighter. The completed product is a scroll or map of *The Crisis*, marked up with student thinking about text structure and how it makes arguments clear, convincing, and engaging.

### **Applying (15-25 minutes)**

Using their text mapping as preparation, ask students to compose a writing plan and introductory paragraph for the following rhetorical analysis essay: *Analyze the rhetorical structure and strategies Paine uses to develop his argument, including how they make his points clear, convincing, and engaging.* Ask students to share their opening paragraph and writing plan with each other via the document camera. Challenge students to choose the most effective student exemplar and defend their choice. Provide time for students to revise their own paragraphs and plans based on the student model.

### **Assessment**

Use the provided rubric to assess students' text mapping of Thomas Paine's *The Crisis*. This rubric assesses the work of student partners during both phases of *The Crisis* analysis. The codes used during the scroll analysis allow students to illustrate their comprehension of how arguments identified in individual sections get developed throughout the text as a whole.

### **Materials: Text-mapping the News**

1. Text-mapping *The Crisis* Directions
2. The Crisis Text Mapping Copy
3. Text-mapping Rubric
4. Extension and Differentiation Ideas

## Text-mapping Thomas Paine's *The Crisis*

*These are the Times that Try Men's Souls ... Thomas Paine, The Crisis, #1*

In 1776, Thomas Paine was a leading voice in the movement toward American independence. He used the media and his position as editor of *Pennsylvania Magazine* to garner the support of the masses. Paine understood that his readers were commoners, and his simple-but-effective editorial writing was aimed at convincing them of the revolutionary point of view.

Directions: Your group will be assigned to a specific portion of Paine's editorial.

1. *Draw a box* around your section to delineate it as a single idea.
2. *Underline* sentences that show transition to this new point. Often, this is the first sentence or two.
3. *Highlight* words and phrases that seem significant, either because they signify an important idea or because they are interesting or persuasive stylistically.
4. *Use arrows* to signify if an idea gets further developed within or between paragraphs.
5. *Circle and number* any claims or counterclaims. Provide a key.
6. *Annotate in the margins* any of the above marks that need further explanation.

# The Crisis

By Thomas Paine

Text-Mapping Copy

**December 23, 1776**

THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER" and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious; for so unlimited a power can belong only to God.

Whether the independence of the continent was declared too soon, or delayed too long, I will not now enter into as an argument; my own simple opinion is, that had it been eight months earlier, it would have been much better. We did not make a proper use of last winter, neither could we, while we were in a dependent state. However, the fault, if it were one, was all our own **[NOTE]**; we have none to blame but ourselves. But no great deal is lost yet. All that Howe has been doing for this month past, is rather a ravage than a conquest, which the spirit of the Jerseys, a year ago, would have quickly repulsed, and which time and a little resolution will soon recover

I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that God Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. Neither have I so much of the infidel in me, as to suppose that He has relinquished the government of the world, and given us up to the care of devils; and as I do not, I cannot see on what grounds the king of Britain can look up to heaven for help against us: a common murderer, a highwayman, or a house-breaker, has as good a pretence as he.

'Tis surprising to see how rapidly a panic will sometimes run through a country. All nations and ages have been subject to them. Britain has trembled like an ague at the report of a French fleet of flat-bottomed boats; and in the fourteenth [fifteenth] century the whole English army, after ravaging the kingdom of France, was driven back like men petrified with fear; and this brave exploit was performed by a few broken forces collected and headed by a woman, Joan of Arc. Would that heaven might inspire some Jersey maid to spirit up her countrymen, and save her fair fellow sufferers from ravage and ravishment! Yet panics, in some cases, have their uses; they produce as much good as hurt. Their duration is always short; the mind soon grows through them, and acquires a firmer habit than before. But their peculiar advantage is, that they are the touchstones of sincerity and hypocrisy, and bring things and men to light, which might otherwise have lain forever undiscovered. In fact, they have the same effect on secret traitors, which an imaginary apparition would have upon a private murderer. They sift out the hidden thoughts of man, and hold them up in public to the world. Many a disguised Tory has lately shown his head, that shall penitentially solemnize with curses the day on which Howe arrived upon the Delaware.

As I was with the troops at Fort Lee, and marched with them to the edge of Pennsylvania, I am well acquainted with many circumstances, which those who live at a distance know but little or nothing of. Our situation there was exceedingly cramped, the place being a narrow neck of land between the North River and the Hackensack. Our force was inconsiderable, being not one-fourth so great as Howe could bring against us. We had no army at hand to have relieved the garrison, had we shut ourselves up and stood on our defence. Our ammunition, light artillery, and the best part of our stores, had been removed, on the apprehension that Howe would endeavor to penetrate the Jerseys, in which case Fort Lee could be of no use to us; for it must occur to every thinking man, whether in the army or not, that these kind of field forts are only for temporary purposes, and last in use no longer than the enemy directs his force against the particular object which such forts are raised to defend. Such was our situation and condition at Fort Lee on the morning of the 20th of November, when an officer arrived with information that the enemy with 200 boats had landed about seven miles above; Major General [Nathaniel] Green, who commanded the garrison, immediately ordered them under arms, and sent express to General Washington at the town of Hackensack, distant by the way of the ferry = six miles. Our first object was to secure the bridge over the Hackensack, which laid up the river between the enemy and us, about six miles from us, and three from them. General Washington arrived in about three-quarters of an hour, and marched at the head of the troops towards the bridge, which place I expected we should have a brush for; however, they did not choose to dispute it with us, and the greatest part of our troops went over the bridge, the rest over the ferry, except some which passed at a mill on a small creek, between the bridge and the ferry, and made their way through some marshy grounds up to the town of Hackensack, and there passed the river. We brought off as much baggage as the wagons could contain, the rest was lost. The simple object was to bring off the garrison, and march them on till they could be strengthened by the Jersey or Pennsylvania militia, so as to be enabled to

make a stand. We staid four days at Newark, collected our out-posts with some of the Jersey militia, and marched out twice to meet the enemy, on being informed that they were advancing, though our numbers were greatly inferior to theirs. Howe, in my little opinion, committed a great error in generalship in not throwing a body of forces off from Staten Island through Amboy, by which means he might have seized all our stores at Brunswick, and intercepted our march into Pennsylvania; but if we believe the power of hell to be limited, we must likewise believe that their agents are under some providential control.

I shall not now attempt to give all the particulars of our retreat to the Delaware; suffice it for the present to say, that both officers and men, though greatly harassed and fatigued, frequently without rest, covering, or provision, the inevitable consequences of a long retreat, bore it with a manly and martial spirit. All their wishes centred in one, which was, that the country would turn out and help them to drive the enemy back. Voltaire has remarked that King William never appeared to full advantage but in difficulties and in action; the same remark may be made on General Washington, for the character fits him. There is a natural firmness in some minds which cannot be unlocked by trifles, but which, when unlocked, discovers a cabinet of fortitude; and I reckon it among those kind of public blessings, which we do not immediately see, that God hath blessed him with uninterrupted health, and given him a mind that can even flourish upon care.

I shall conclude this paper with some miscellaneous remarks on the state of our affairs; and shall begin with asking the following question, Why is it that the enemy have left the New England provinces, and made these middle ones the seat of war? The answer is easy: New England is not infested with Tories, and we are. I have been tender in raising the cry against these men, and used numberless arguments to show them their danger, but it will not do to sacrifice a world either to their folly or their baseness. The period is now arrived, in which either they or we must change our sentiments, or one or both must fall. And what is a Tory? Good God! What is he? I should not be afraid to go with a hundred Whigs against a thousand Tories, were they to attempt to get into arms. Every Tory is a coward; for servile, slavish, self-interested fear is the foundation of Toryism; and a man under such influence, though he may be cruel, never can be brave.

But, before the line of irrecoverable separation be drawn between us, let us reason the matter together: Your conduct is an invitation to the enemy, yet not one in a thousand of you has heart enough to join him. Howe is as much deceived by you as the American cause is injured by you. He expects you will all take up arms, and flock to his standard, with muskets on your shoulders. Your opinions are of no use to him, unless you support him personally, for 'tis soldiers, and not Tories, that he wants.

I once felt all that kind of anger, which a man ought to feel, against the mean principles that are held by the Tories: a noted one, who kept a tavern at Amboy, was standing at his door, with as pretty a child in his hand, about eight or nine years old, as I ever saw, and after speaking his mind as freely as he thought was prudent,

finished with this unfatherly expression, "Well! give me peace in my day." Not a man lives on the continent but fully believes that a separation must some time or other finally take place, and a generous parent should have said, "If there must be trouble, let it be in my day, that my child may have peace;" and this single reflection, well applied, is sufficient to awaken every man to duty. Not a place upon earth might be so happy as America. Her situation is remote from all the wrangling world, and she has nothing to do but to trade with them. A man can distinguish himself between temper and principle, and I am as confident, as I am that God governs the world, that America will never be happy till she gets clear of foreign dominion. Wars, without ceasing, will break out till that period arrives, and the continent must in the end be conqueror; for though the flame of liberty may sometimes cease to shine, the coal can never expire.

America did not, nor does not want force; but she wanted a proper application of that force. Wisdom is not the purchase of a day, and it is no wonder that we should err at the first setting off. From an excess of tenderness, we were unwilling to raise an army, and trusted our cause to the temporary defence of a well-meaning militia. A summer's experience has now taught us better; yet with those troops, while they were collected, we were able to set bounds to the progress of the enemy, and, thank God! they are again assembling. I always considered militia as the best troops in the world for a sudden exertion, but they will not do for a long campaign. Howe, it is probable, will make an attempt on this city [Philadelphia]; should he fail on this side the Delaware, he is ruined. If he succeeds, our cause is not ruined. He stakes all on his side against a part on ours; admitting he succeeds, the consequence will be, that armies from both ends of the continent will march to assist their suffering friends in the middle states; for he cannot go everywhere, it is impossible. I consider Howe as the greatest enemy the Tories have; he is bringing a war into their country, which, had it not been for him and partly for themselves, they had been clear of. Should he now be expelled, I wish with all the devotion of a Christian, that the names of Whig and Tory may never more be mentioned; but should the Tories give him encouragement to come, or assistance if he come, I as sincerely wish that our next year's arms may expel them from the continent, and the Congress appropriate their possessions to the relief of those who have suffered in well-doing. A single successful battle next year will settle the whole. America could carry on a two years' war by the confiscation of the property of disaffected persons, and be made happy by their expulsion. Say not that this is revenge, call it rather the soft resentment of a suffering people, who, having no object in view but the good of all, have staked their own all upon a seemingly doubtful event. Yet it is folly to argue against determined hardness; eloquence may strike the ear, and the language of sorrow draw forth the tear of compassion, but nothing can reach the heart that is steeled with prejudice.

Quitting this class of men, I turn with the warm ardor of a friend to those who have nobly stood, and are yet determined to stand the matter out: I call not upon a few, but upon all: not on this state or that state, but on every state: up and help us; lay your shoulders to the wheel; better have too much force than too little, when so great an object is at stake. Let it be told to the future world, that in the depth of winter,

when nothing but hope and virtue could survive, that the city and the country, alarmed at one common danger, came forth to meet and to repulse it. Say not that thousands are gone, turn out your tens of thousands; throw not the burden of the day upon Providence, but "show your faith by your works," that God may bless you. It matters not where you live, or what rank of life you hold, the evil or the blessing will reach you all. The far and the near, the home counties and the back, the rich and the poor, will suffer or rejoice alike. The heart that feels not now is dead; the blood of his children will curse his cowardice, who shrinks back at a time when a little might have saved the whole, and made them happy. I love the man that can smile in trouble, that can gather strength from distress, and grow brave by reflection. 'Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world, so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to "bind me in all cases whatsoever" to his absolute will, am I to suffer it? What signifies it to me, whether he who does it is a king or a common man; my countryman or not my countryman; whether it be done by an individual villain, or an army of them? If we reason to the root of things we shall find no difference; neither can any just cause be assigned why we should punish in the one case and pardon in the other. Let them call me rebel and welcome, I feel no concern from it; but I should suffer the misery of devils, were I to make a whore of my soul by swearing allegiance to one whose character is that of a sottish, stupid, stubborn, worthless, brutish man. I conceive likewise a horrid idea in receiving mercy from a being, who at the last day shall be shrieking to the rocks and mountains to cover him, and fleeing with terror from the orphan, the widow, and the slain of America.

There are cases which cannot be overdone by language, and this is one. There are persons, too, who see not the full extent of the evil which threatens them; they solace themselves with hopes that the enemy, if he succeed, will be merciful. It is the madness of folly, to expect mercy from those who have refused to do justice; and even mercy, where conquest is the object, is only a trick of war; the cunning of the fox is as murderous as the violence of the wolf, and we ought to guard equally against both. Howe's first object is, partly by threats and partly by promises, to terrify or seduce the people to deliver up their arms and receive mercy. The ministry recommended the same plan to Gage, and this is what the Tories call making their peace, "a peace which passeth all understanding" indeed! A peace which would be the immediate forerunner of a worse ruin than any we have yet thought of. Ye men of Pennsylvania, do reason upon these things! Were the back counties to give up their arms, they would fall an easy prey to the Indians, who are all armed: this perhaps is what some Tories would not be sorry for. Were the home counties to deliver up their arms, they would be exposed to the resentment of the back counties who would then have it in their power to chastise their defection at pleasure. And were any one state to give up its arms, that state must be garrisoned by all Howe's army of Britons and Hessians to preserve it from the anger of the rest. Mutual fear is

the principal link in the chain of mutual love, and woe be to that state that breaks the compact. Howe is mercifully inviting you to barbarous destruction, and men must be either rogues or fools that will not see it. I dwell not upon the vapors of imagination; I bring reason to your ears, and, in language as plain as A, B, C, hold up truth to your eyes.

I thank God, that I fear not. I see no real cause for fear. I know our situation well, and can see the way out of it. While our army was collected, Howe dared not risk a battle; and it is no credit to him that he decamped from the White Plains, and waited a mean opportunity to ravage the defenceless Jerseys; but it is great credit to us, that, with a handful of men, we sustained an orderly retreat for near an hundred miles, brought off our ammunition, all our field pieces, the greatest part of our stores, and had four rivers to pass. None can say that our retreat was precipitate, for we were near three weeks in performing it, that the country might have time to come in. Twice we marched back to meet the enemy, and remained out till dark. The sign of fear was not seen in our camp, and had not some of the cowardly and disaffected inhabitants spread false alarms through the country, the Jerseys had never been ravaged. Once more we are again collected and collecting; our new army at both ends of the continent is recruiting fast, and we shall be able to open the next campaign with sixty thousand men, well armed and clothed. This is our situation, and who will may know it. By perseverance and fortitude we have the prospect of a glorious issue; by cowardice and submission, the sad choice of a variety of evils — a ravaged country — a depopulated city — habitations without safety, and slavery without hope — our homes turned into barracks and bawdy-houses for Hessians, and a future race to provide for, whose fathers we shall doubt of. Look on this picture and weep over it! and if there yet remains one thoughtless wretch who believes it not, let him suffer it unlamented.

December 23, 1776

## Rubric: Text Mapping Thomas Paine's *The Crisis*

	4	3	2	1
<b>Structural Elements</b>	Mapping marks and annotations clearly and accurately differentiate sections, transitions, and rhetorical strategies.	Structural elements are accurately identified. Rhetorical strategies are included but might need further development.	Misconceptions might be evident in the identification of structural elements or rhetorical strategies.	Students either did not identify structural elements and rhetorical strategies or illustrate misconceptions in both areas.
<b>Interaction of Ideas</b>	Mapping marks accurately indicate how specific ideas interact and develop in the course of the text.	Students recognize main ideas but might need to further illustrate how those ideas are developed after introduction.	Students attempt to identify main ideas but might display misconceptions and/or might not indicate how those ideas are developed.	Students have failed to identify main ideas or annotations on how they develop throughout the document.
<b>Claims and Counterclaims</b>	Claims and counterclaims are accurately identified, and a high level of comprehension is evident in marginal annotations.	Claims and counterclaims are identified. Annotations could be further developed.	Either claims or counterclaims are missing or might indicate misconceptions.	Students have marked neither claims nor counterclaims.
<b>Evaluation of Argument</b>	Paine's argument is critically delineated and evaluated citing multiple text references and high-level student thinking.	Paine's argument is accurately identified with at least one mark, and appropriate text evidence is cited at least once. Student annotations could be further developed.	Students attempt to identify Paine's argument but might display misconceptions or unaligned text evidence. Students might be missing text evidence or annotations.	Students are missing two or more of the following: argument, citations, and annotations.

## Extension and Differentiation Ideas

### Differentiation

1. For extra scaffolding at the beginning of the lesson, cut up an editorial text into separate sections. Insert the text pieces into an envelope and provide them to small groups. Ask students to delineate the argument by piecing together its components in the correct and logical order.
2. For struggling readers, substitute a more contemporary topic for the model text, such as the politics of Ebola, the use of headphones, or an upcoming election. Sample contemporary editorials are listed in “Additional Resources.”

### Extension

1. Extend the writing plan and introductory paragraph on *The Crisis* into a full essay similar to the AP Rhetorical Analysis Essay (more information at: [http://apcentral.collegeboard.com/apc/members/exam/exam\\_information/2001.html](http://apcentral.collegeboard.com/apc/members/exam/exam_information/2001.html)).
2. Distribute a contemporary editorial or invite students to locate one online. Direct students to mini-map the editorial on their own using marginal annotations rather than a scroll, markers, and Post-it notes. Students might share key components of structure and message with the class, which provides access to multiple editorial examples.
3. Students might write their own editorial on a contemporary topic. They can either print out or use an online writing map for writing a persuasive essay: [http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)

### Additional Resources

1. Smithsonian Magazine’s Top 10 Unforgettable Editorials article  
<http://www.smithsonianmag.com/ist/?next=/history/top-10-unforgettable-editorials-725211>
2. The Story of Liberty: The Crisis, Thomas Paine, YouTube video with images, quotations, and background from Thomas Paine’s text  
<https://www.youtube.com/watch?v=E4OleGcE5Dk>

**News Literacy Model Curriculum in English/Language Arts  
Grades 11/12**

**Lesson 3: Literary Journalism as Genre —  
Analyzing the Impact of Style on the Power of Text in Immersion  
Journalism**



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### Lesson 3

#### **Literary Journalism as Genre — Analyzing the Impact of Style on the Power of Text in Immersion Journalism**

*In this lesson, students will explore the genre of literary journalism, compare it to traditional journalism, and revise an essay to reflect the characteristics of literary nonfiction.*

**Grade level:** 11-12

**Estimated time:** One to two 90-minute class period(s), depending on whether teacher elects to include the writing activity.

#### **Learning Objectives**

Students will:

- Differentiate between traditional and literary journalism.
- Evaluate the impact of style in multiple texts.
- Adjust writing purpose and style in a research-based or personal essay to reflect the characteristics of literary journalism.

**Guiding News Literacy Question:** Why does news matter?

*Because young adults often do not consume media in the same way their parents did, they might not recognize that journalism can come in many shapes and forms. Although the newspaper might seem antiquated and uninteresting for students, literary journalism can provide important, meaningful news content in a more accessible and engaging format. Appreciating the many forms of journalism is critical to preserving its important role in our society.*

## Common Core State Standards

CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## NCTE/IRA Standards

Standard 2	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience, understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Standard 4	Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

## Materials

Document camera

Digital projector

Highlighters

Five to eight literary journalism text excerpts, each in a separate folder or envelope

Individual copies of "The Smell of Money" article

Class set: Journalism Anticipation Guide

Class set: Literary Journalism Essay Assignment and Rubric

## Websites

Mark Masse: "Introduction to Literary Journalism"

<http://mhmasse.iweb.bsu.edu/LitJournPP/LitJournIntro.ppt>

Richard Nordquist: "Literary Journalism"

<http://grammar.about.com/od/il/g/Literary-Journalism.htm>

Anne Hull: "The Smell of Money"

<http://www.sptimes.com/News/51099/palomas/palomas-splash.html>

The New Yorker: multiple essays  
<http://www.newyorker.com/archive>

Ben Franklin: "Silence Dogood Letters"  
<http://www.ushistory.org/franklin/courant/silencedogood.htm>

John McPhee: "Silk Parachute"  
<http://www.wnyc.org/static/resources/2010/Mar/08/silk.parachute.title.essay.pdf>

Jack London: "Story of an Eyewitness"  
[http://www.parks.ca.gov/?page\\_id=24206](http://www.parks.ca.gov/?page_id=24206)

### **Teacher and Student Preparation**

Prior to this lesson, students will have written at least one personal narrative and/or a short essay on a current or historical topic requiring research.

## Instructional Plan

### Day One

#### Access Background Knowledge (5 minutes)

Distribute the Journalism Anticipation Guide to students. Ask students to answer “agree” or “disagree” to each statement based on their current understanding of journalism. Explain that throughout and after the lesson, many of these anticipation guide topics will be addressed, and students should reflect on when their thinking is justified or changed. (Most of these statements are complex and involve critical thinking and even debate, the goal is to broaden students’ concept of journalism by introducing them to the genre of *literary* journalism.)

#### Read with Inquiry (20-25 minutes)

Read aloud to students the first excerpt from the Tampa Bay Time’s article “The Smell of Money,” the second story in a three-part immersion journalism series, available at

[http://www.sptimes.com/News/51099/Worldandnation/The\\_Smell\\_of\\_Money.shtml](http://www.sptimes.com/News/51099/Worldandnation/The_Smell_of_Money.shtml).

Provide each student a copy of the text. Direct half of the class to look for and highlight signs of traditional journalism as they listen and read along, such as facts, places, etc. The other half of the class should look for and highlight signs of narrative storytelling, such as dialogue, character, and plot.

After the teacher read-aloud, ask students to get up and meet with a classmate who highlighted with the opposite purpose. In a three-to-five minute discussion, partners should discuss with each other their text evidence and see if they can reach consensus. Afterwards, the class can share as a whole their thinking. The discussion might pose the following questions: Is this a story or is it fact? Is it rooted in truth? Can a writer be subjective and still embrace truth? Where do we draw the line? Explain to students that today, they will be exploring a specific genre of journalism called “literary journalism,” which is a blend of traditional journalism and storytelling in which an article or essay can be compelling *and* truthful.

#### Define and Differentiate the Genres (10-20 minutes)

Show the class literary journalist and professor Mark Masse’s PowerPoint presentation “Introduction to Literary Journalism,” available at

<http://mhmasse.iweb.bsu.edu/LitJournPP/LitJournIntro.ppt>.

Ask students to take notes in the form of a double-bubble map or Venn diagram and indicate the characteristics traditional and literary journalism have in common and those that are different. Discuss as a class how the two have both shared and distinct traditions. Shared characteristics might include the use of research,

accuracy, and ethics. Differences might include focus on quotes (traditional) versus dialogue (literary), and fact (traditional) versus scene (literary).

Next, show students professor Richard Nordquist's "definition of literary journalism" at <http://grammar.about.com/od/il/g/Literary-Journalism.htm>. Ask students to add information to the literary journalism side of their double-bubble map or Venn diagram. Students might add other names for the genre, such as creative nonfiction, new journalism, or immersion journalism. Students might also add additional examples of literary journalists not seen in the PowerPoint, such as William Hazlitt, Ben Franklin, and Jack London.

### **Deep Dive into Text (30-35 minutes)**

Arrange desks in small groups and provide the class with short excerpts from multiple literary-journalism texts that span a variety of topics, styles, authors, and time periods. Suggestions are listed above under "Websites" and include works from Ben Franklin, Jack London, and John McPhee.

Ask groups to read the excerpt and annotate for characteristics of literary journalism as defined in their double-bubble maps or Venn diagrams. Finally, ask groups to select one quotation that illustrates use of verifiable facts and research and one quotation that illustrates use of narrative story, character, or scene. With use of a document camera, groups can then share with one another a brief summary of the article and their two quotations.

### **Reflect on New Thinking (5 minutes)**

Individually, students should revisit their anticipation guides. Based on what they learned from today's various texts, class discussion, and group analysis, students should once again indicate "agree" or "disagree," as well as evidence for their thinking.

## **Day Two**

### **Revise and Write (60-75 minutes)**

Ask students to select a previous essay from this semester with the purpose of revising it into a literary-journalism essay. It can be a personal narrative to which they need to add research or a research-based essay on a historical or current topic to which they'll need to dramatize a story. The assignment and rubric are detailed in the link above.

After revisions, students can apply the rubric to evaluate their own and their classmates' literary-journalism essays (10-15 minutes).

**Assessment**

Assign students to complete the literary journalism essay, and review the provided rubric to clarify expectations.

## **Materials: Literary Journalism as Genre**

1. Anticipation Guide for Literary Journalism
2. Literary Journalism Essay and Rubric
3. Extension and Differentiation Ideas

## Anticipation Guide for Literary Journalism

Before reading today's texts, read the statements below, think about your prior knowledge and write "agree" or "disagree." As you read the texts, look for evidence to support or refute your ideas. After reading, decide if your opinion has changed for each statement. Cite evidence from the text supporting your altered or consistent response.

Before Reading		After Reading	Evidence from the text(s)
Agree or Disagree	Statement	Agree or Disagree	
	1. Journalism always requires truth, research, and ethics.		
	2. Facts can be presented creatively in journalism.		
	3. The novels <i>In Cold Blood</i> (Truman Capote) and <i>The Right Stuff</i> (Tom Wolfe) are examples of journalism.		
	4. A story can be non-fiction.		
	5. Diaries and personal correspondence are legitimate sources for a journalist to use.		
	6. A journalist must remain objective at all times.		
	7. Metaphors, similes, symbolism, irony, and other literary techniques are important in journalistic texts.		

## Literary Journalism Essay

Directions: Choose an essay you've written previously this semester. It can be a personal narrative or a research-based topical essay. Revise it to reflect the characteristics of a literary-journalism essay, such as the ones we've analyzed in class. Mark your revision ideas in the margins of your essay either digitally using "add comment" or by hand. If you select a personal narrative, you'll need to add some research on the time, place, people, and topics already in your essay. If you choose the research-based essay, you'll need to add a sense of story with setting, details, descriptions, and actions of the people you've already included.

In either case, your goal is to **create a literary-journalism essay that informs, enlightens, and entertains the reader** by including the following:

- **Research** -- The essay must be based on factual information that is verifiable.
- **Dramatic scenes** -- The essay should dramatize the story using a setting, passage of time, details, descriptions, and actions. *Show*, rather than tell, the reader what happened.
- **Literary devices** -- The essay may include symbolism, simile, metaphor, imagery, irony, etc.
- **Writer's voice** -- The essay should make clear your point of view about the topic and should leave the reader with a significant point.

	4	3	2	1
<b>Research</b>	Essay artfully and consistently integrates verifiable research.	Essay includes multiple, verifiable details that require research.	Essay includes a minimal amount of research. Some sources might be weak or unclear.	Essay has little-to-no verifiable research.
<b>Scene Building</b>	Writer skillfully and consistently uses setting, details, character, and dialogue to dramatize the story or events.	Writer uses two to three scene-building tools consistently throughout the essay to dramatize the story or events.	Writer attempts to use at least one scene-building tool, but could it be done more consistently.	Essay is missing a sense of story: scene-building tools are used minimally or not at all.
<b>Style</b>	Essay informs, enlightens, and entertains through masterful use of multiple literary techniques, such as imagery, symbolism, metaphor, simile, etc.	Essay is a mix of information and storytelling. Writer skillfully uses two to three literary techniques.	Essay attempts to reflect the style of literary journalism but might integrate either story or information inconsistently in parts.	Writing seems strictly informative or strictly narrative. Little stylistic revision appears from original essay.
<b>Point of View</b>	Writer has obviously reflected on his own views, skillfully incorporates them into the essay, which leaves the reader with a significant point.	Writer's views have been considered and consistently threaded into the narrative.	Writer's point of view has been considered but might be unclear or inconsistent. Lasting point might be missing.	Essay leaves reader unaware of writer's point of view on the topic.
<b>Conventions</b>	Writer demonstrates complete control of the conventions of standard written English. Few if any errors exist and do not interfere with meaning.	Writer demonstrates sufficient control of the conventions of standard written English. A few errors exist but do not interfere with meaning.	Writer demonstrates insufficient control of conventions. Multiple errors sometimes detract from reader comprehension.	Writer illustrates lack of control of conventions of standard written English. Persistent errors impede reader comprehension.

## Extension and Differentiation Ideas

### Differentiation

1. On Day 2, some writers might be given more time for the annotated-revision stage of the rewriting process rather than completing a new essay.
2. Writers can work together as a team and select one group member's essay and revise/rewrite it collectively.

### Extension

1. Ask students to research and find an example of literary journalism on their own. They might select a historical or contemporary journalist. They can share with the class a summary of the article and one or two characteristic quotations, or they might choose to write their own essay using the style of the writer they chose.
2. Provide the class with a review or literary criticism on a published literary journalism article, essay, or book. Hold a class discussion that deepens students' understanding of how style and content contribute to the power, persuasiveness, or beauty of the text.
3. As background or connection to "The Smell of Money" editorial, the class might read about and discuss President Obama's [recent executive order on immigration](#).

### Additional Resources:

1. ["NBCC Reads: Norman Sims on Literary Journalism."](#)
2. ["Breakable Rules for Literary Journalists."](#)

## Helpful News Literacy Resources

The following resources have been culled from an extensive database of news literacy projects. They provide useful starting points for the novice news literacy teacher and offer ideas for curriculum extensions and classroom activities. They have been broken down into topical categories for easier reference.

### Understanding News Literacy

1. Harvard University - Berkman Center for Internet & Society
  - *The Challenges of Defining 'News Literacy'*  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2342313](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2342313)
  - *Mapping Approaches to News Literacy Curriculum Development: A Navigation Aid*  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2354500](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2354500)
  - Youth and Media Project <http://youthandmedia.org/teaching-and-outreach/curricular-modules/information-quality-news-literacy-modules/>
2. The News Literacy Project CHECK Infographic:  
<http://thenewsliteracyproject.org/sites/default/files/Check%20Infographic%20Lesson.pdf>
3. Journalism Education Association's Unit on Understanding News Literacy  
<http://jea.org/blog/2013/07/24/lesson-plan-understanding-news-literacy/>
4. Stonybrook Center for News Literacy  
<http://digitalresource.center/>
5. Pulitzer Center on Crisis Reporting  
<http://pulitzercenter.org/education>  
Whether you are looking to globalize your class, make connections to the local community, align your curriculum with Common Core standards, or bring your units alive with journalists fresh from the field, we want to work with you
6. American Society of News Editors' Youth Journalism Initiative  
<http://www.schooljournalism.org/news-media-literacy/>

### Why News Matters and How News is Changing

1. The News Literacy Project's video on why local news matters  
<http://www.thenewsliteracyproject.org/learn-channel/watchdog-journalism-local-news>

The News Literacy Project offers a free video (6:39) in which Elis Estrada, an associate producer for the consumer investigative unit at NY1 News, discusses the watchdog role journalists can play in their communities and how a local news story influenced change. Key teaching points: gather information from numerous sources, attempt to get all sides of the story and then present facts to the public, raise awareness about the issue, bring the issue to the attention of the government agency in charge.

2. The News Literacy Project's video on Tweeting Hurricane Sandy <http://www.thenewsliteracyproject.org/learn-channel/tweeting-hurricane-sandy-deception-and-knowing-what-believe>  
The News Literacy Project offers this free video lesson, (15:15). Maggie Farley, a former Los Angeles Times reporter, uses misinformation about Hurricane Sandy that spread via Twitter to discuss how to judge the credibility of tweets, including an example of tweets that falsely claimed the New York Stock Exchange was flooded potentially impacting world markets.
  
3. The News Literacy Project's video on social media during the Boston Marathon <http://www.thenewsliteracyproject.org/learn-channel/social-media-during-boston-marathon-bombing>  
The News Literacy Project offers a free video (8:36). Nicco Mele, a lecturer at Harvard University's John F. Kennedy School of Government, discusses the benefits and pitfalls of social media during the Boston Marathon bombing and challenges students to figure out the answers to important questions about responsible use of social media including: How do you know what to believe? What opportunities does the Internet create? What are the disadvantages?
  
4. PBS's definition for "What's News"  
<http://www.pbs.org/wgbh/pages/frontline/newswar/view/16.html?c=2qt>
  
5. The News Literacy Project's photo fact checking lesson <http://www.thenewsliteracyproject.org/learn-channel/photo-fact-checking-digital-age>  
Free video (6:31) includes a frog photobombing a photo taken of a NASA and other engaging examples. Explains why digital photos posted on social media and elsewhere online need to be checked, and shares easy-to-use tips and tools for verifying them.

### **Bias and Reliability**

1. The News Literacy Project's Consumer's Guide to Sourcing in News Reports <http://www.thenewsliteracyproject.org/learn-channel/sourcing>
  
2. The News Literacy Project's Saltzman Seven Guide

<http://thenewsliteracyproject.org/lesson-consumers-guide-sourcing-news-reports>

The News Literacy Project offers this free video lesson (8:57). Paul Saltzman, assistant managing editor for projects at the Chicago Sun-Times, discusses sourcing in news reports and offers helpful guidance for evaluating a report's credibility. He offers 7 keys to evaluate the sourcing including: the number of sources, transparency of sourcing, authority, variety of sources, motives, anonymous sources and documents.

### **Additional News Literacy Resources for ELA Teachers**

The following resources may be helpful as supplementary or complementary content as you seek to develop a news literacy focus in your English/Language Arts classroom.

1. The New York Times Learning Network for Language Arts

<http://learning.blogs.nytimes.com/category/language-arts/>

2. The News Literacy Project's "Video of Editorial Writing"

<http://www.thenewsliteracyproject.org/learn-channel/editorial-writing>

The News Literacy Project offers this free video lesson, (7:32). Thuan Elston, a member of the editorial board at USA Today, explains how she and her colleagues decide what topics should be examined and what steps she takes when starting to write — lessons that students can apply to their own persuasive writing.

## Lesson Credits

### **Hosea Williams — Grades 7/8 Lessons**

News Literacy & Literary Analysis

Using Syllogism, Deductive Reasoning, and Argument Evaluation to Analyze a News Media Article

Visual News Literacy During the King Years

### **Olga Kokino — Grades 9/10 Lessons**

News Literacy & Career Exploration

Ebola Facts & Fallacies

News Media & the Argumentative Essay

### **Laura Mayer — Grades 11/12 Lessons**

Curating a Complete News Story

Text-Mapping the News

Literary Journalism as Genre