

Unit #1: What is Journalism - Tradition and History in the News

Content Area: **English**
Course(s): **Journalism**
Time Period: **September**
Length: **5 Days**
Status: **Published**

Unit Overview

What is the journalistic tradition in the United States? What importance is placed upon the press in a democratic society, and how does the concept of freedom of the press affect our view of the world.

The unit will introduce the student to the journalistic traditions of the United States by addressing the purpose of journalism, the history of journalism in the United States, and purposes for scholastic journalism. It will also address varieties and styles of journalistic writing, J-Jargon (journalistic terms and vocabulary), and how to read a newspaper - what are the main sections of a paper, what makes up a newspaper. The unit will look at the historical role of the reporter and the newspaper (in early US history and during war time). We will also touch upon journalistic traditions in other countries, including but not limited to England, Germany, Italy, Iraq, and examine how their own traditions affect their views of the world and our views of their societies.

Enduring Understandings

- • Journalists must create an unbiased view of society.
- • The journalistic tradition changes from era to era.
- • The newspaper presented a different view of history.
- • The purpose of the student journalist.

Essential Questions

- • How are (and were) wars chronicled through the news?
- • How do social and political views temper the news media?
- • How does the student journalist use his/her ability to represent their school?
- • Why does a journalist have an obligation to represent society?

Lesson Titles/Objectives

- Current events
- Heads of countries of the world
- Historical origins of journalism in the United States
- Is the newspaper obsolete?-Print v. Electronic

- Journalism vocabulary/jargon
- Parts of the newspaper and reading the newspaper
- Purposes of the newspaper

Standards

LA.11-12.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
WORK.9-12.9.1.12.B	Creativity and Innovation
WORK.9-12.9.1.12.E	Communication and Media Fluency
WORK.9-12.9.3.12.C	Career Preparation

Indicators

CCSS.ELA-Literacy.W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
WORK.9-12.9.1.12.E.5	Compare laws governing the unethical use of media in different countries.

Inter-Disciplinary Connections

- Geography of Europe
- History of the United States
- World History

Warm-Up

Anticipatory Set

Instructional Strategies/Learning Activities

- Current events folder-each week 2 local, 2 national, 2 international articles of different types that correspond to the weekly lessons from a variety of sources, print, electronic. video
- Daily discussion of current events
- Daily front page discussions (www.newseum.org)
- Handouts and news writing

Closure

Formative Assessment

- • Current Events folder assignments
- • Group projects
- • Projects, especially on world and US events, heads of countries, and freedom of the press

Summative Assessments

- Quiz on parts of newspaper
- Test on notetaking/class discussions
- Test on vocabulary/jargon
- Writing assignments

Resources & Technology

- Newspapers and periodicals
- Powerpoints
- Smartboard activities
- Textbook "Getting Started in Journalism"

- Websites, such as New York Times, Newseum, ASNE High School Journalism
- You Tube videos