Unit 2 - History of News Media

Content Area: **Social Studies**
Course(s): **Current Events**
Time Period: **November**
Length: **10 Weeks**
Status: **Published**

Transfer

Students will be able to recognize and evaluate the various forms of media and news that is available in the 21st century.

Enduring Understandings

The “news” is a combination of factual reporting, expert analysis, and editorial commentary.

Contemporary news is generated, tailored, and packaged to numerous types of audiences.

Bias is always present in all forms of media coverage

Essential Questions

Who makes the news?

How and why an event is considered “newsworthy”?

Who is the news for?

What particular brand of news speaks to you and your demographic?

What is bias and how does it influence the media?

Why is the news big business?

What forms of media will last into the next generation?

Content

Vocabulary

Modern media

Bias

Media Conglomerate

Viral News

24/7 News

The News Cycle

“The Liberal v Conservative Media”

“Spin”

News ratings and profits

Hard news v soft news

Op-ed’s

“If it bleeds, it leads”

Red v Blue

Watergate and the media

Investigative journalism

Learning Objectives

Trace the history of news and how it has evolved into the twenty four hour news cycle.

Analyze and compare the how and why certain topics receive more coverage and play than others.

Identify the way news reaches you and your family and how it has changed over time.

Understand the need for some forms of bias in media coverage. Identify when negative forms appear and how they impact the story.

Research how much the news is worth in present day value.

Identify the rapid change the news field is facing and how it impacts the media's coverage.

Resources

Standards

SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
SOC.6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.