Unit 1: History of News Media- Impact on Reader and Viewer

Content Area: **Social Studies**
Course(s): **Current Issues**
Time Period: **September**
Length: **8 blocks**
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?

Resources

- Newspapers (*New York Times, Boston Globe, LA Times, Washington Post*)
- Magazines e.g. (Time, Newsweek)
- News magazines, e.g., Upfront (The New York Times), Great Decisions (Foreign Policy Association)
- Christian Science Monitor (Newspaper)

- www.choices.edu
- CNN Student News

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

Skills

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.

Standards

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.