Unit 1: Tradition of Journalism (History)

Content Area: **Language Arts Literacy**
Course(s): **School Newspaper**
Time Period: **September**
Length: **6 weeks**
Status: **Published**

Transfer

Unit Goals:

- Utilize current reporting mediums and technologies for all appropriate writing
- Improve reasoning skills through evaluation of print and online media sources
- Enhance writing skills through writing and supporting arguments
- Improve critical reading skills through analysis of print and digital media texts

Enduring Understandings

By the end of this unit students will understand that…

- Journalism is a long standing, honorable tradition that has shaped our world and is constantly changing with time.
- Major cases in United States history have affected the roles of high school and national journalists.
- The first amendment protects our freedom of speech and freedom of the press.
- That the approach to journalism has changed because of new media and advances in reporting technology.

Essential Questions

By the end of the unit students will be able to answer…

- How does the tradition of journalism shape our world?
- What landmark court cases affect you as a high school journalist?
- What is the significance of the First Amendment in journalism?
- In what ways have hard-copy reporting methods become obsolete?
- How has new media allowed for greater democracy in reporting and coverage?

Content

Vocabulary

Vocabulary

5w+1H

Angle

Attribution

Banner

Beat

Bias

Byline

Caption

Column

Copy

Copy editor

Cutline

Deck

Editor

Editorial

Ethics

Feature

Flag

Grabber

Hard news

Headline

Hole

Human interest story

Investigative journalism

Inverted pyramid

Jumphead

Justified

Layout editor

Lead

Libel

Op ed page

Off the record

Plagiarism

Proofreading

Pull out quote

Side bar

Slander

Soft news

Source

Style

Summary lead

tabloid

Learning Objectives

- Access a variety of print and non-print sources and extract relevant information and concepts from them
- Develop a critical stance as to the accuracy, relevance, quality and merit of a text and the ideas and information that it conveys
- Select the appropriate article type or genre for her/his purpose and make effective use of the conventions of the format for the article type
- Use the appropriate format to communicate her/his position on information, issues or ideas
- Review and discuss the First Amendment to the Constitution
- Review and discuss landmark journalistic court cases (Tinker v. Des Moines, Hazelwood v. Kuhlmeier)
- Generate reasons for protecting freedom of the press
- Identify stories that could or could not be censored

- Compare the changes in journalism between print and online format
- Read and analyze a variety of exemplar texts and articles including government databases and university libraries
- Write informative/explanatory essays based on landmark journalistic court cases and the First Amendment
- Write short research papers identifying historical figures and decisions and analyzing current impact
- Present orally their finding on the figures and cases, and discuss the implication

- Evaluate and select credible print and non-print sources.
- Maintain a portfolio of their work
- Write online blogs as a means to publish news stories for real-world audience
- Utilize online resources to research and report on key historical aspects in the evolution of the journalistic field
- Compare and contrast print, online, and broadcast coverage of the same event
- Read/watch a variety of news sources during the week and keep a journal of the coverage
- Complete scavenger hunts to discover the parts of a newspaper, magazine, and/or news website
- Use a social networking site to track various news sources and rate their coverage of particular events
- Review various news sources for their scope of coverage and quality of reporting
- Write essays which compare and contrast print, online, and broadcast coverage of the same event
- Write daily news blogs and write longer print news stories
- Analyze in-depth coverage of a particular event in a news paper or magazine

Resources

Potential Works of Study

USA Today

Washington Post

Wall Street Journal

NYT.com

Local and national newspapers

The United States Constitution

Government databases

University libraries

The Associated Press Archives

NPR Archives

Content/Themes/Skills:

Newspapers, magazines, blogs, local vs. national news, network vs. cable news, scope of coverage, in-depth reporting, accuracy, timeliness

Standards

CCSS.ELA-Literacy.RL.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.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCSS.ELA-Literacy.RL.8.8	(Not applicable to literature)
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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.
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.