

10 - Investigative Journalism Copied from: Journalism 1, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- investigative journalism involves a lot of research, time and effort
- investigative journalism arguably has the biggest shock factor and is the most compelling subset of journalism
- investigative journalism usually brings to light larger social issues
- investigate journalists are watchdogs whose job is to monitor the conduct or misconduct of businesses and government

CONTENT AREA STANDARDS

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most

significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. 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 (MLA or APA Style Manuals).

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

- J. 5. 1. Recognizes the ethical, legal and socio-economic issues surrounding information and technology
- J.4.1 Applies information gathered to the planning and creation of a story or research product

- J.4.2 Revises the development process for the story or research product
- J.4.3 Effectively presents the story or research project to the intended audience
- J.3.1 Summarizes and synthesizes the main ideas of the information gathered
- J.2.2 Retrieves information online or in person using a variety of methods
- J.4.3 Effectively presents the story or research project to the intended audience

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- the global impact of the 10 most famous investigative reporting events of all time (Ida Tarbell Profiles John D. Rockefeller And The Standard Oil Company, Upton Sinclair Exposes Conditions In Chicago's Meatpacking Plants, Murrey Marder Dogs Sen. Joseph Mccarthy's Witch Hunt, David Halberstam Calls Foul On The U.S. Military's Rosy Vietnam Claims, Seymour Hersh Exposes The My Lai Massacre And Cover-up, The Pentagon Papers Leaked And Published, Woodward And Bernstein Expose The Watergate Break In, Florence Graves Reveals Sexual Misconduct In Congress, Dana Priest And William Arkin Detail Secret Government Organizations, The Washington Post And The Guardian Report On NSA Surveillance)
- the characteristics and purpose of investigative journalism
- the process of an investigative journalist
- sources must be credible, reliable and therefore vetted by the journalist

Students will be able to define:

investigative journalism, blog post, social issue, database, Works Cited, Adobe InDesign, watchdog

Procedural Knowledge

Students will be able to:

- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- produce clear and coherent writing in which the development, organization, and style are appropriate

to task, purpose, and audience.

- develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
- use technology, including the Internet, to produce, share, and update individual or shared writing products
- take advantage of technology's capacity to link to other information and to display information flexibly and dynamically
- conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem
- narrow or broaden the inquiry when appropriate
- synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 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
- draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- present information, findings, and supporting evidence clearly, concisely, and logically; the content, organization, development, and style are appropriate to task, purpose, and audience.
- make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- prepare for and participate in a discussion where they analyze the importance, process and perception of investigative journalism
- write narratives (blog post)
- use technology to create a brochure using Adobe InDesign that informs its audience about a chosen social issue
- work collaboratively as part of an investigative "spotlight" team, delegating tasks as necessary
- effective information gathering using reliable online sources and databases
- differentiate between reliable and unreliable sources
- cite sources
- present findings, information, evidence, summary and photos, etc. of chosen investigative case and teach peers
- use technology to create a PowerPoint slide
- effectively participate in a pitch meeting to write an investigative article in small groups

EVIDENCE OF LEARNING

Alternate Assessments

- Debates
- Mock Trials
- Group Multimedia Presentations
- Individual Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

- Group and whole class discussion questions
- Debates
- Do Nows and Exit Slips
- Journal responses
- Group work/projects
- Pitch session
- Current Events of the Week quizzes
- No Red Ink assessments for various grammatical skills

Summative Assessments

- Unit 8 Test
- “Spotlight” blog post and discussion questions
- social issue brochure
- investigative journalism cases Powerpoint and presentation
- Timed Writing: Developing Leads
- Student Presentations
- Investigative article

RESOURCES (Instructional, Supplemental, Intervention Materials)

The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online), Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, guest speaker, laptops, [Google Drive folder for Unit 11](#), NoRedInk.com, Newsela.com, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

Technology/Multimedia

- Audio/visual media analysis
- Educational tech applications

Social Studies

- Ethics
- Social justice
- Social relationships among people

English/Language Arts

Speech/debate

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

Students at Risk of Failure:

- Pair visual prompts with verbal presentations

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher