

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 11

## Topics:

**Journal Writing**  
**Historic & Modern Newspapers**  
**Creating a Visual Report**

## Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will determine missing information as they view a related video.

Students will examine the content of historic newspapers' front pages.

Students will determine changes in newspaper layouts over the years.

Students will create group visual reports to show how the New York Times has changed over the years.

## Materials:

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

Camcorders

Mini-DV tapes or memory cards

Tripods

Computers

YouTube.com: "The Mitchell Archives"

**HANDOUTS: THE MITCHELL ARCHIVES**

**THE NEW YORK TIMES SCAVENGER HUNT**

**CREATE A SHORT NY TIMES VISUAL REPORT & PLANNING SHEET**

**BOOK: *THE NEW YORK TIMES - THE COMPLETE FRONT PAGES* (7 copies)**

**New Vocabulary: *No New Vocabulary***

## Sequence of Events:

### I. Journal Writing (15)

1. Prompt:

How did you feel about displaying your book at the Book Fair?

### II. Historic Newspapers (40)

1. Review with students how news was spread before the printing press (*troubadours, griots*).
2. Tell students that once the printing press was in everyday use, news could be printed and posted for people to read. Some of the earliest papers still exist and are kept in museum archives and displays, such as at THE NEWSEUM. Ask students if any have visited this newest D.C. museum. (If possible, plan a field trip: <http://www.newseum.org/education/plan-a-field-trip/policies-and-procedures/index.html>)
3. Tell students that there are people who collect old newspapers and that one person shares his collection in a 10-minute video on YouTube entitled: "The Mitchell Archives."

[www.youtube.com/watch?v=4DFfLVYLAJE](http://www.youtube.com/watch?v=4DFfLVYLAJE)

Before showing the video, inform students that they will be filling in the blanks on the handout as they learn the information about historic newspapers in this video.

#### **Handout: The Mitchell Archives**

Before beginning, read the first sentence on the handout together and make sure students understand the information they will be listening for. (# 1 would be the name of the paper, the year it was first printed, and the town in which it was printed.)

As you show this portion of the video, pause when the answer is given, review the answer together, and allow time for students to write the answer in the blank. Continue this pattern with the rest of the items on the handout.

4. Ask students what most surprised them about Mr. Mitchell's collection of historical newspapers. Did they notice changes in the layouts of the front pages?

### **III. Browsing Through Time: The NY Times (50)**

1. Ask students to recall the names of the newspapers that Mr. Mitchell showed them in the video. Ask students which newspapers they have heard of before. *They will most likely mention THE NEW YORK TIMES.*

2. Hold up a copy of the book:

***THE NEW YORK TIMES:***

***THE COMPLETE FRONT PAGES 1851-2009.***

Explain that the CD's included in this book contain every New York Times front page from the day it began until May 27, 2009. Many, but not all, are included in the book, along with a magnifier in the front pocket for reading the fine print.

Direct students to the handout and explain that as a group, they will need to read the directions carefully in order to complete the tasks.

**HANDOUT: THE NEW YORK TIMES SCAVENGER HUNT**

### **IV. Create a New York Times Visual Report (80)**

1. The last direction of the scavenger hunt instructs students to turn in their answers and then receive further directions about creating a short visual report to share with the class.

***"Visual Report" means a documentary-style explanation.***

***They film segments, such as pages in the book that they will use as examples, and then edit and add voice-over, using iMovie software (taught in LCL! and LCFL!).***

**HANDOUT: CREATE A NY TIMES VISUAL REPORT**

2. Allow time for this production to be created. It will be shown to the class in the next session.

**V. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:  
**What did you learn about historic newspapers?**
2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.