

Lights, Camera, MEDIA Literacy!

Lesson Plan # 13

Topics:

Journal Writing
Primary Source Newspaper Articles
Newspaper Scavenger Hunt
Newspaper Article Selection

Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will compare primary source articles about the Newsboy Strike of 1899 to the film *NEWSIES*.

Students will locate information in a newspaper.

Students will take part in a newspaper story meeting deadline simulation.

Students will compare same day front pages of multiple newspapers.

Materials:

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

7 copies of the same Newspaper

Associated Press packet of articles

Computer access to THE NEWSEUM'S website.

HANDOUTS: **NEWSPAPER SCAVENGER HUNT** (*Note: This hunt is teacher-created to correspond with the exact newspaper used in the activity. The Scavenger Hunt provided in this manual is only an example and is from an earlier newspaper.*)

New Vocabulary: head sheet, headline, mast head, by-line

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

How did you feel about watching the film NEWSIES?

II. Comparing Primary Sources to the Film (45)

1. In groups, students should list five facts they think are true from the film NEWSIES and five details that might have been created by the film's screenwriters.
2. Review the lists as a class. Combine lists into one class list.
3. Read with students the 1899 primary source articles from the New York Times and the New York Daily Tribune found via the following web page links:

<http://newsies.love-injection.com/articles.php>

As facts are mentioned in these articles, check off items on the class list. Note what was not mentioned and ask which additional items on the list they feel might be true. Suggest further research to find out more.

III. A Newspaper Scavenger Hunt (45)

1. Show students a copy of a newspaper and tell students that they are going to become more familiar with it by taking part in a "Newspaper Scavenger Hunt."

HANDOUT: NEWSPAPER SCAVENGER HUNT

(Note: This is a teacher-created worksheet to correspond with the particular issue that is provided for the class. The Scavenger Hunt provided in this manual is only an example and is from an earlier newspaper)

2. Students work in groups to complete this activity.
3. Review answers as a class.

IV. Newspaper Article Selection (80)

1. Tell students that they are going to get a feeling for what it is like to experience story selection for a newspaper.
2. Divide the class into five groups with each group sitting together.
3. Choose one person from each group to be a department editor.
4. Position the five editors at a table in the center of the room.
5. Tell students to imagine that the newspaper needs one more story for the front page and each department editor needs to present an article at the editor's conference in just ten minutes.
6. Explain that organizations like the Associated Press (AP) hire reporters who write many articles which are provided to newspapers via their subscription service. This way, newspapers can provide many more stories for their readers.
7. Show students the stack of AP articles for which you have permission to use in this course. The stack represents one hour's worth of AP articles.
8. Place AP articles from the stack in front of each student except the editors. Tell students that when you say, "Go," they will skim the articles and decide if any are worthy of being presented at the story meeting. If yes, they hand it to the editor. If no, they place it in the discard pile at the center of their group. (no talking at all during this)
9. The editors review all articles handed to them by their team and decide on the ONE that they will fight for at the story conference meeting.

10. When all articles have been skimmed, the story conference begins. As the other students watch, each of the five editors tells about their team's article. The editors then discuss the merits of the five articles. The goal is to decide on the one article to be included.

If you teach more than one section of LCML! make sure to tell the classes in their next session which article "wins" in each class. This is a great way for students to understand why papers carry different news stories. And to see that if someone fights for a story with great passion and great support for their passion, it usually wins over the others.

11. Ask if anyone has visited the Newseum in Washington, DC. Show students the NEWSEUM website. (www.newseum.org) Tell students that one of the great things about the website is that they allow you to see the front page of over 800 US cities and over 80 countries for the very same day. Show students this webpage: www.newseum.org/todaysfrontpages/default.asp Click on the display that allows all to be shown at once.

12. Choose to view those you have pre-selected or those that students request. Discuss the differences in the articles and the headlines. (If students have access to a computer lab where they can view these individually or with a partner, consider their choosing two front pages to compare and present to the class.)

V. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What have you learned about 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.