# Understanding News Media

**Graphic Organizers**

**Table of Contents:**

**Defining Media**
- Print vs. Digital Newspapers ................................................................. 3
- Need vs. Want ...................................................................................... 4
- Newspapers vs. Other Media .............................................................. 5

**What is the Message?**
- Purpose of the Message ...................................................................... 6
- It’s All About Me .................................................................................. 7

**What Makes News?**
- Hard and Soft News ........................................................................... 8
- Hard News vs. Soft News ..................................................................... 9
- Breaking News ..................................................................................... 10
- Predicting the Future .......................................................................... 11

**What is Journalism?**
- All the Facts ....................................................................................... 12
- Important and Interesting News ......................................................... 13

**Informational Graphics**
- Understanding the different types of news graphics ......................... 14
- Picture This ......................................................................................... 15

**Fact vs. Opinion**
- Sorting Out Statements ...................................................................... 16
- Analyzing Opinion Writing ............................................................... 17
- Writing an Editorial ............................................................................ 18
- Editorial Cartoon ............................................................................... 19

**Who's Telling the Story?**
- Understanding Bias ........................................................................... 20
- Reporting After an Interview ........................................................... 22, 23

**The First Amendment**
- The “Public Watchdog” ..................................................................... 24
- Freedoms of Speech and the Press .................................................... 25

**News Consumers and Creators in the Digital Age**
- Analyzing Online Content ................................................................. 26
- Creating a News Story ....................................................................... 27

**Shield Law & Reporter’s Privilege**
- Confidential Sources ......................................................................... 28

**Web resources** ................................................................................ 29, 30
Lesson 1: Defining Media

Activity 1 – Print vs. Digital Newspapers

Compare and contrast print and digital coverage from the same newspaper for the same day. What differences did you find if any? How are the publications the same?

<table>
<thead>
<tr>
<th>Print</th>
<th>Similarities</th>
<th>Digital</th>
</tr>
</thead>
</table>

Follow up: What do you think about your experience with each? Explain.
Lesson 1: Defining Media

Activity 2 – Need vs. Want

List as many media channels of communication you can think of. Then place a check mark in the “need” or “want” column to show which ones you think you need or don’t really need but want to have access to.

<table>
<thead>
<tr>
<th>Media Channel</th>
<th>Need</th>
<th>Want</th>
</tr>
</thead>
</table>

Follow Up: Do you and your classmates agree on what belongs in each category? Ask your parents or guardians to complete a copy of this same chart. Is their chart different? Why or why not? Which media channels you have listed as a need did not exist when your parents were your age?
Lesson 1: Defining Media

Activity 3 – Newspapers vs. Other Media

Choose any media channel to compare and contrast with newspapers (print or digital).

<table>
<thead>
<tr>
<th>Newspaper Characteristics</th>
<th>Similarities</th>
<th>Other Media ____________ Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow up: What are the strengths and weaknesses of each of these media channels?
Lesson 2: What is the Message?

Activity 1 – Purpose of the Message

After looking through newspapers (in print or digital), list one media message that appeals to you for each category below. Identify who constructed the message.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Message</th>
<th>Who constructed it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To express opinion or point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To educate using factual content and information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To persuade to buy or think a certain way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To entertain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow up: Compare the messages you selected with other students in your class. Why do you think some students selected different messages than yours? Why do you think some students selected different messages? Discuss your conclusions with the class.
Lesson 2: What is the Message?

Activity 2 – It’s all about Me

Select one form of media message from the newspaper - an article, photograph, cartoon, advertisement, etc. and construct your own media message that expresses who you are - your talents and strengths, your interests and hobbies - anything that makes you uniquely you. Use the space below to organize your ideas.

Name ___________________________________________________________________

Does your name have a special meaning? Were you named after someone else?
________________________________________________________________________

Physical Attributes: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Talents and Strengths: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Interests and Hobbies: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Favorites – Food, Colors, Music, etc: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other: __________________________________________________________________
________________________________________________________________________

Remember to choose a purpose – to express your opinion or point of view, educate, persuade or entertain.

Follow up: Present what you’ve constructed to the class. What, if anything, new did you learn about yourself or others by completing this activity?
Lesson 3: What Makes News?

Activity 1 – Hard and Soft News

Look through the newspaper for examples of hard and soft news stories. On the scale from 1-10, 10 being the highest, rank the news factors for each example you choose.

<table>
<thead>
<tr>
<th>Hard News Headline:</th>
<th>Key facts:</th>
</tr>
</thead>
</table>

Novelty 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Impact 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Timeliness 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Proximity 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Interest 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Conflict 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

<table>
<thead>
<tr>
<th>Soft News Headline:</th>
<th>Key facts:</th>
</tr>
</thead>
</table>

Novelty 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Impact 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Timeliness 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Proximity 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Interest 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
Conflict 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

**Follow up:** Compare your results with the rest of the students in your class. Do you see any patterns? Discuss why or why not.
Lesson 3: What Makes News?

Activity 2 – Hard News vs. Soft News

Identify 1 hard news and 1 soft news story from the newspaper. Write the headline and brief summary of each below. For each, explain why you think the story you selected is hard or soft news.

<table>
<thead>
<tr>
<th>Hard News</th>
<th>Soft News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline:</td>
<td>Headline:</td>
</tr>
<tr>
<td>Summary:</td>
<td>Summary:</td>
</tr>
<tr>
<td>Why is this article a hard news story?</td>
<td>Why is this article a soft news story?</td>
</tr>
</tbody>
</table>

Follow up: Now you be a “reporter” and write about something in your school. Is your story a hard or soft news story?
**Lesson 3: What Makes News?**

**Activity 3 – Breaking News**

Locate three different news stories in your newspaper. Include at least one national and one local story. Predict whether or not you think the story will have breaking news after the newspaper was printed. Read the story carefully. Think about how it would appear in the online edition of the paper. Select parts of the story that you think should include links to sites that might give you more information about the story.

<table>
<thead>
<tr>
<th>Story Headline</th>
<th>Should it be updated? Why?</th>
<th>What kind of links should be provided?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow up:** Check your responses with the same stories on your newspaper’s website. Have the stories been updated? Do they have the kind of links you think should be included?

This activity was originally developed for High Five curriculum guide for the Newspaper Association of America Foundation with support from the John S. and James L. Knight Foundation.
**Lesson 3: What Makes News?**

**Activity 4 – Predicting the Future**

Predict what information and events from today you think will be featured on the front page in tomorrow’s newspaper. Record your predictions below and check tomorrow’s print or digital edition and record what is actually covered. Place a check (✓) next to the ones you correctly predicted.

<table>
<thead>
<tr>
<th>Predicted Stories</th>
<th>Actual Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow up:** As a class, discuss any differences between what was predicted and what was actually published.
Lesson 4: What is Journalism?

Activity 1 – All the Facts

Find examples of the different uses of fact-based information. Write the headline or brief summary of each sample in the appropriate box below. Indicate if you think each is Credible, Transparent, Verifiable, Independent and/or Accountable.

<table>
<thead>
<tr>
<th>Advertising</th>
<th>News Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle all that apply: C T V I A</td>
<td>Circle all that apply: C T V I A</td>
</tr>
<tr>
<td>Editorial</td>
<td>Column</td>
</tr>
<tr>
<td>Circle all that apply: C T V I A</td>
<td>Circle all that apply: C T V I A</td>
</tr>
</tbody>
</table>

Follow up: Discuss as a class which of these examples you think are journalism and why.
Lesson 4: What is Journalism?

Activity 2 – Important and Interesting News

News coverage is a mix of stories that are important and/or interesting. Looking through print or digital editions of the newspaper, find articles that you think are important. Write the headline or brief summary of the one you think is the most important in the space below. Now look for a story that you find interesting. Write the headline or brief summary of the one you think is the most interesting below. Compare your selections with others in the class. Do you see any patterns in the type of news coverage selected?

<table>
<thead>
<tr>
<th>Important</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline:</td>
<td>Headline:</td>
</tr>
<tr>
<td>Summary:</td>
<td>Summary:</td>
</tr>
</tbody>
</table>

**Follow up:** Do you think someone could select the same article to be their most important and the most interesting? Why or why not?
Lesson 5: Informational Graphics

Activity 1 – Understanding the different types of news graphics

Looking through print or digital editions of the newspaper, find examples of informational graphics from the list below. Write a brief description for each and indicate where you found it (Publication name, page number and date) If possible save the clippings to share with your teacher and classmates. Do you notice any patterns in why one type of graphic may have been versus another?

<table>
<thead>
<tr>
<th>Bar or line graph</th>
<th>Pie chart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Cross-section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Map</th>
<th>Flow chart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow up: From the examples you’ve selected, can you think of another way to illustrate the information presented? If so, do you think your concept would work better? Why or why not?
Lesson 5: Informational Graphics

Activity 2 – Picture This

Select one large photograph from the newspaper. In the space below write 10 very detailed statements about it. Read those statements to another student in the class without telling him or her which image you choose. Have them draw the picture from your description. How close did they come? Repeat this activity periodically throughout the school year. Over time, the drawings and the photographs should more closely resemble each other as you and your classmates improve both your skills in descriptive writing and your skills in listening!

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

4. _______________________________________________________________________

5. _______________________________________________________________________

6. _______________________________________________________________________

7. _______________________________________________________________________

8. _______________________________________________________________________

9. _______________________________________________________________________

10. _______________________________________________________________________

Follow up: Select two or three photographs that grab your attention from today’s newspaper (print or digital). Clip them out without the caption. Now swap yours photos with someone else in the class and write a caption for the image based solely on what you see. Try to limit your caption to no more than ten words. Share what you’ve written with the class. Compare your captions with the original.
Lesson 6: Fact vs. Opinion

Activity 1 – Sorting Out Statements

Select a few articles of interest and evaluate those articles for facts and opinions. As you read list statements in one category or the other. Discuss as a class why the statements you choose to in the facts column are facts. Do the same with what you’ve recorded under the opinion column.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinion</th>
</tr>
</thead>
</table>

**Follow up:** Which was harder to find, facts or opinions? Were there particular areas of the newspaper where you found more opinions than facts? Was it difficult to tell the difference between facts and opinions?
Lesson 6: Fact vs. Opinion

Activity 2 – Analyzing Opinion Writing

Read the editorial page of the newspaper carefully. Select an editorial, an opinion column and a letter to the editor to analyze. Try to find examples of each on the same topic, if possible.

<table>
<thead>
<tr>
<th>What is the topic?</th>
<th>Editorial</th>
<th>Opinion</th>
<th>Column</th>
<th>Letter to the Editor</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the writer’s position?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What facts are presented?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What examples are provided?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What opinions are expressed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What words indicate the writer’s opinion?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which example of opinion writing did you find the most effective? Why?

Did any of the pieces cause you to think more about your own opinion on the topic? Why?

This activity was originally developed for *High Five* curriculum guide for the Newspaper Association of America Foundation with support from the John S. and James L. Knight Foundation.
Lesson 6: Fact vs. Opinion

Activity 3 – Writing an Editorial

Read stories about your community and generate “should” questions based on the reporting and opinions expressed on the editorial pages. Examples: Should the county build its landfill in X area? Should the city allow development in X area?

Choose and write an “essential question.” Work with classmates who are also interested in the question. Read as many reports as you can locate in print and archived editions of your newspaper. List reasons citizens and leaders give for answering “yes” or “no” to the question. After studying the issue thoroughly, have each classmate write and draw conclusions. Each student should write his/her own answer to the question.

Follow-up: What more do you want to know about the question? Where can you go for more information?

This activity was originally developed for Communities and Connections curriculum guide for the NAA Foundation by Dr. Sandra Cook.
Lesson 6: Fact vs. Opinion

Activity 4 – Editorial Cartoon

After reading several newspaper editorials, select one you feel passionate about and draw your own editorial cartoon that either agrees with the editorial you selected or disagrees with it. If editorial cartoons are new to you, you might want to learn more them before you start. Visit the Association of American Editorial Cartoonist’s website Cartoons for the Classroom at http://nieonline.com/aaec/cftc.cfm.

Follow-up: Display the finished cartoons on a class bulletin board. Was this assignment harder or easier than you expected it would be? Why?
Lesson 7: Who’s Telling the Story?

Activity 1 – Understanding Bias

Directions: Read the sentences below and look for bias in each. Underline the biased words. Rewrite the sentence(s) to make them objective.

1. The Bears overtook their unprepared and hapless opponents. It was a sweet victory for our favorite team.

_______________________________________________________________________
_______________________________________________________________________

2. The mayor’s wife spoke to the Women’s Committee on Monday. Her words were followed by a dramatic speech by Mayor William Smith.

_______________________________________________________________________
_______________________________________________________________________

3. Two groups lobbied for the new law—Man’s Best Friend, an alternative, hippie organization; and Animals for All, a well-funded, well-organized advocacy institute.

_______________________________________________________________________
_______________________________________________________________________

4. Write a sentence about a person, event or organization that is biased.

_______________________________________________________________________
_______________________________________________________________________

5. Rewrite the sentence and make it objective.

_______________________________________________________________________
_______________________________________________________________________

Follow-up: Look for an objective sentence in the newspaper and rewrite it making it biased.

_______________________________________________________________________

This activity was originally developed for High Five curriculum guide for the Newspaper Association of America Foundation with support from the John S. and James L. Knight Foundation.
Lesson 7: Who’s Telling the Story?


Select an article of interest from the newspaper. Identify the main idea or essential message from the story. Fill out the 5Ws and H in the space below.

Follow-up: Is the reporter’s point of view objective? How do you know this? (Find specific words and phrases.) Are the main points of the article clearly stated?
Lesson 7: Who’s Telling the Story?

Activity 3 – Reporting After an Interview

Teacher Notes: Select someone from your community who is involved with a topic of interest to your students. (Examples: The head of the local parks commission or DMV, a veterinarian or the head of the cafeteria to discuss nutrition.)

Invite that person to come for a “news conference” with your students: A presentation on a new project, development or policy, followed by a question-and-answer session. Arrange to have your guest provide students with a “press release” – a three or four paragraph summary of the topic – ahead of time.

Following the news conference, have students write a news story of no more than 250 words about the topic of the conference, using at least two direct quotations. Remind them that these are news stories, and should be objective, providing the main facts readers need to know about the topic of the conference.

Have students read their news stories or post them on a bulletin board for comparison. Discuss:

- Points common to all (or most) stories
- Points mentioned by some writers and not by others
- Selection of quotations, and comparison of wording when a quote is chosen by multiple writers.

Discuss what might have caused the differences, since everyone had access to the same information.

- Did some students have personal knowledge of the topic, or do research on their own? How did they use this additional information?
- Would some students be more directly affected by, or interested in, the topic under discussion? Would some be completely unaffected? Did this change the parts of the conference they paid more attention to? Did it appear to influence their choice of quotes?
- What differences appeared to be random?
- How did the length requirement affect student choices?

Wrap up by discussing how, with or without personal interest in a topic, different choices are made by different observers. Is this "prejudice," "bias" or simply the effect of having news relayed by others instead of experiencing it first hand?

What does this suggest to them about the importance of:

- Attending school board, zoning board and similar public meetings?
- Reading and listening to more than one news source?
Lesson 7: Who’s Telling the Story?

Activity 3 – Reporting After an Interview

Review the “press release” supplied by the person your class will be interviewing. Prepare two or three open-ended questions you would like to ask if you’re given the chance. Open-ended means that you need to ask questions that require more than a ‘yes’ or ‘no’ response. Use the grid below to help organize your notes. Write an objective news story of no more than 250 words about the topic of the conference, using at least two direct quotations.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Direct Quotes</th>
<th>Important Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow-up: Read your report to the class. Compare the similarities and differences in each report. What might have caused the differences?
Lesson 8: The First Amendment
Activity 1 – The “Public Watchdog”

Look through the newspaper, print or digital, for examples of the news media acting as the “public watchdog.” These stories could be at the national, state or local level. Select stories about each of the levels of government listed below. Explain why it is important for citizens to know about the news reported in the stories.

<table>
<thead>
<tr>
<th>Government official/group</th>
<th>Which story?</th>
<th>Why citizens should be informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>National elected official (The President or a member of Congress)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State elected official (The governor, state lawmaker)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local elected official (Mayor, city council representative, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local governmental group (Zoning commission, waste authority)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax supported service agency (Human service agencies)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow-up: Look at the information on your chart. Which of the articles is most important to you as a citizen? Discuss your ideas with another student.

This activity was originally developed for Citizens Together: You and Your Newspaper curriculum guide written by Sherrye Dee Garrett, Ed.D. and Beverly S. Morrison, Ph.D. for the Newspaper Association of America Foundation.
Lesson 8: The First Amendment

Activity 2 – Freedoms of Speech and the Press

People make their voices known in our government directly such as in congressional hearings, and indirectly through letters to their representatives in Congress. Other indirect methods to influence change include the use of newspapers and other media. Letters to the editor, political cartoons, press releases and even newspaper advertising are all vehicles used to sway public opinion and potential voters. Select one of the newspaper methods listed and create a persuasive argument based on a local issue in the news. Be sure to use facts to strengthen their point of view.

Follow-up: Select an interesting editorial from the newspaper and write a new editorial expressing the opposite point of view.
Lesson 9: News Consumers and Creators in the Digital Age

Activity 1 – Analyzing Online Content

Select a website you’d like to use for research. Answer the following questions to determine whether you think the information is accurate and credible.

URL _____________________________________________________________________

Authorship/Publisher Information
- Who is the author/publisher?
- Does the author provide contact information?
- What are the author's credentials?
- Is the site created or sponsored by a reputable organization?

Content
- What is the site's purpose: to persuade, inform, or entertain?
- Is the information on the site objective or biased?
- Does the site provide thorough coverage of the topic?
- Is the information on the site well written without misspellings or grammatical errors?
- Does the site provide a works cited page?
- Does the site include multimedia elements that help explain the topic?

How is the information organized?
- Is the site organized and easy to navigate?
- Does the design suit the purpose?
- Are there ads that might distract me?

How current is the information?
- Does the site indicate when it was first created and last updated?
- Do the links work, or do they lead to error messages, such as “Page Not Found”?

Why should I use/not use this site?
- What is the extension in the URL? What, if anything, does the extension tell me about the source of the site?
- Do the resources on this site meet all my needs?
- Is the information verifiable, in-depth, and up to date?
- Why is this website better than some of the other sites or resources available?

Follow-up: Do you think it is important to determine the credibility of online information? Explain why or why not. Do you think information available on newspaper websites is reliable? Why or why not.
Lesson 9: News Consumers and Creators in the Digital Age

Activity 2 – Creating a News Story

Whether in print or online, and regardless of the medium you use, your story need to be “newsworthy.” Fill in the information below to help guide you to complete a news item other students in your class will want to read and share.

Subject of the story ____________________________________________________________

The story is important because: (check all that apply)

☑️ It is about something that is happening now
☑️ It is happening here or close by
☑️ It is about something unusual
☑️ It is about an important person
☑️ It affects a lot of people
☑️ Other

Basic information about the story:
Who is the story about? ________________________________________________________
What happened? _____________________________________________________________
When did this happen? ________________________________________________________
Where did this happen? ________________________________________________________
Why is it important? ___________________________________________________________

Some relevant details about your story
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Lead paragraph of the story
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Supporting paragraphs of the story (Use the back and more paper if necessary)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

This activity based on one originally written for the curriculum guide Creating a Classroom Newspaper, NAA Foundation.
Lesson 10: Shield Law & Reporter’s Privilege

**Activity 1 – Confidential Sources**

Look through the newspaper for articles that reference unnamed or confidential sources. Use the spaces below to record your thoughts about how this story might be different if the reporter and others working on the report were fearful of being required to reveal who provided the necessary information.

<table>
<thead>
<tr>
<th>Original Story</th>
<th>Facts that would appear in each</th>
<th>Without Confidential Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow up:** Do you think there should be a federal shield law? Explain why or why not.
Web resources:

American Society of News Editors (ASNE) - an archive of lesson plans for media and news literacy on their High School Journalism website - [www.hsj.org/modules/lesson_plans/archive.cfm](http://www.hsj.org/modules/lesson_plans/archive.cfm)

Cartoons for the Classroom is a joint effort between the Association of American Editorial Cartoonists and NIEonline to provide lesson plans based on political cartoons - [www.nieonline.com/niecftc/cftc.cfm](http://www.nieonline.com/niecftc/cftc.cfm)


Common Sense Media - K-12 Digital Literacy & Citizenship Curriculum with online lessons and student handouts organized into grade bands and thematic units: internet safety, privacy & security, digital footprint & reputation, self-image & identity, creative credit and copyright, information literacy, cyberbullying, and relationships & communication - [http://www.commonsensemedia.org](http://www.commonsensemedia.org)

Daryl Cagle's Professional Cartoonists Index provides political cartoons from many different sources - [http://www.cagle.com/](http://www.cagle.com/)

Electronic Frontier Foundation – The Blogger’s FAQ on the Reporter's Privilege is useful to bloggers who report news gathered from confidential sources. [https://www.eff.org/issues/bloggers/legal/journalists/privilege](https://www.eff.org/issues/bloggers/legal/journalists/privilege)


First Amendment lessons from the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs - [eca.state.gov/forum/journal/civ3background.htm](http://eca.state.gov/forum/journal/civ3background.htm)

High Five – an integrated, three-unit curriculum that includes reading, writing, journalism, grammar, linguistics and visual literacy. The curriculum uses the daily newspaper as a textbook and information source. (American Press Institute/Newspaper Association of America Foundation) - [www.naafoundation.org/Curriculum/NIE/High-Five.aspx](http://www.naafoundation.org/Curriculum/NIE/High-Five.aspx)

Journalism Education Association (JEA) – teaching resources and curriculum guides for teachers and advisors of high school publications - [http://jea.org/blog/category/resources-for-educators/development-and-curriculum/](http://jea.org/blog/category/resources-for-educators/development-and-curriculum/)

- JEA Digital Resources - Digital media includes, but is not limited to: Web sites, podcasts, blogs, broadcasts, social networks, etc. - [http://www.jeadigitalmedia.org/](http://www.jeadigitalmedia.org/)


Mastering the Message - an NIE curriculum guide designed to help students gain control of media messages by analyzing them and then creating messages of their own (Newspaper Association of America Foundation) - [www.nynpa.com/docs/nie/niematerials/MasterMessage.pdf](http://www.nynpa.com/docs/nie/niematerials/MasterMessage.pdf)

Media Awareness Network (MNet) – a Canadian non-profit organization that has been pioneering the development of media literacy and digital literacy programs - [www.media-awareness.ca/english/teachers/index.cfm](http://www.media-awareness.ca/english/teachers/index.cfm)

Media Education Lab at Temple University - multimedia educational resources and curriculum materials for educators, parents and students - [http://mediaeducationlab.com/](http://mediaeducationlab.com/)

NewsTrust - A list of educational web resources focused on news literacy and principles of journalism - http://newstrust.net/guides/educational-resources

Project Look Sharp - a media literacy initiative of the Division of Interdisciplinary and International Studies at Ithaca College, working in collaboration with local school districts, New York State BOCES, the National Association of Media Literacy Education (NAMLE) and other national media literacy organizations. The project is designed to promote and support the integration of media literacy and critical thinking into curricula at all grade levels and across instructional areas, as well as to evaluate the effectiveness of media literacy education in the schools. http://icweb.ithaca.edu/looksharp/

Watching TV News: How To Be a Smarter Viewer - 3 hour self directed course online at the Poynter Institute developed by Stony Brook University School of Journalism, Center for News Literacy - http://www.newsu.org/courses/watching-tv-news-how-be-smarter-viewer-0