Student Reporting Labs
Journalism Curriculum

PBS NewsHour Student Reporting Labs

Here at PBS NewsHour, we believe that journalism and storytelling are "killer apps" that use the best practices of project-based learning to build engaged and digitally-literate young citizens. The PBS News Hour Student Reporting Labs program supports teachers and young people to report on important issues in their community, creating short video segments for the national NewsHour audience.

This curriculum is designed to integrate the Student Reporting Labs into your already busy schedule. With our partners at the Media Education Lab at Temple University, we've developed flexible lesson plans, worksheets and a unique set of video tutorials to strengthen digital and news literacy competencies and help students become storytellers with a positive influence on their communities.

We've also taken a deep dive into the Common Core State Standards, ELA and ISTE to make sure that your students' involvement in the program helps prepare them for college and career and builds life-long learning skills that translate to other areas of their lives, both academic and personal growth.

Along with technical instruction on the use of cameras and editing equipment, this program includes a meaningful focus on understanding the role of journalism in society and developing broader communication skills, including listening, asking questions, public speaking, and finding, analyzing and evaluating the quality of information.

Introduction: Why are we doing this?

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Please take the time to look through this curriculum. If you have any questions, comments or suggestions, please do not hesitate to contact us. We look forward to working with you and your talented students!

Sincerely, Leah Clapman, Managing Editor of Education, Thaisi Da Silva, Coordinating Producer, Katie Gould, Teacher Resource Producer, Allison McCartney, NewsHour Extra

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Why do this?

Introduction

Students encounter the world, the nation and their communities through news and journalism via Facebook, blogs, news aggregators, and their phones. They may also rely on friends and family to relay relevant information to them. Because it takes time to explore and analyze contemporary news, curiosity and interest in learning about the world need to be cultivated. Even more importantly for the development of citizenship skills in a democracy, the next generation of young people must feel empowered to make a difference in their neighborhoods, community and their country.

To fully participate in contemporary culture, young people need to understand how journalism works. Learners benefit from exposure to the news and current events by getting to respond to daily news in different ways: through discussion, writing, public speaking and informal video production. To become a lifelong learner, students must have repeated opportunities to ask questions about their experiences, their communities, and the world around them. They need practice finding information and choosing stories and time to view, read and discuss them. Students must consider why news stories are important or interesting (or not).

As students use the news media to gain knowledge and information, they also can begin to pay attention to how the news is constructed. They will notice how the form of a message shapes its content. An understanding of the role of public relations and the marketing of ideas in the news business can help students understand how various actors in government, business, and cultural institutions attempt to bring their interests and issues into the public eye.

Learning by doing, students create their own broadcast news segments. They begin with a broad topic, learn to identify a specific angle or focus topic, and then find newsworthy content through researching the written record, interviewing and observation. They learn production skills including information gathering, video and audio production, and editing techniques.

The PBS News Hour Student Reporting Labs help young people experience the power and the social responsibility that come with the job of being a storyteller, activating vital citizenship skills needed for full participation in contemporary society.

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UNIT 1: News Media 101

Lesson 1.1
What's Newsworthy?
Students learn about the news values of proximity, timeliness, relevance, human interest and conflict/controversy. News values serve to define "what's news."

Lesson 1.2
What Makes a Good Video Report?
Students will learn how to produce quality video reports by paying close attention to how to gather proper audio and visual clips and criticize their work and the work of their peers.

Lesson 1.3
Journalism Ethics
Students learn about journalism ethics, news judgment and the formula for fairness which are central to maintaining an accurate and impartial news source.

Lesson 1.4
Copyright v. Fair Use
Students learn what they can and can't use in their video reports, how to ask for and gain permissions to use copyrighted information.

Lesson 1.5
Broadcast News
Students identify some structural features of broadcast news and then compare different news sources.

UNIT 2: Constructing News

Lesson 2.1
Finding Story Ideas
By generating news story ideas from their own life, students learn how news develops from people's natural curiosity about the people, places, events and situations of daily life.

Lesson 2.2
Interviewing: The Art of Asking Questions
Students practice calling a source to conduct a phone interview in a role-playing simulation activity. They learn 5 characteristics of good interviewing and 5 characteristics

of being an effective source.

Lesson 2.3
Facts and Opinions
Students learn why many people like opinions more than facts and reflect on the negative and positive consequences of this tendency. Then they practice three strategies for determining the difference between the opinions and facts to discover the power of critical thinking.

UNIT 3: Putting it all Together

Lesson 3.1:
In this unique set of video tutorials produced by Gil Garcia of Austin High School, students learn about the different roles associated with video production, how to scout a location and set up, best practices for audio gathering, lighting basics, the importance of white-balancing, how to approach interview process and how to gather different forms of B-roll.

Lesson 3.2
In the Field
Students assume responsibility for the overall production, video and sound when going into the field.

Contact Us
Contact information and school details for the PBS NewsHour Extra Staff, educators and PBS affiliate mentors who are participating in the program can be provided if needed. If you have immediate questions, comments or concerns, please do not hesitate to contact Leah Clapman at lclapman@newshour.org or Thaisi Da Silva at tdasilva@newshour.org

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Lesson 1.1: What is Newsworthy?

Subjects: Journalism, Language Arts, Social Studies

Estimated Time: One 45 minute class period

Grade Level: Upper Elementary, Middle and High School

Materials
Copies of Worksheet 1.1 for every student

Warm Up Activity
News and Information

1. Ask students "What news stories are important in your life?" and write their answers on the board.

2. After a list of 10 (or so) news stories ask the class to rank which news stories are the most "newsworthy". Your result should be that you have identified the most and the least newsworthy stories.

3. Now ask the class to reflect on their rankings and identify criteria they used to pick the most and least newsworthy stories. What did the top 3 stories have that the bottom three don't?

4. Ask the class if they think there is a difference between information and news? What about news makes it different from plain old information? Have class brain storm as many differences as they can and write their criteria on the board. Then go back to their list and label each story on the board as either an "I" for information or an "N" for news.

5. Now pass out Worksheet 1.1 and go over the five values that journalists use to decide if something is newsworthy. Ask students to complete column three by drawing or writing an example of that row's value.
   - Timeliness
   - Proximity
   - Conflict and Controversy
   - Human Interest
   - Relevance
6. Revisit the labeling of either "I" or "N" on the class list of stories and ask students to reevaluate their choices. Did anything need to be changed? Also, have students reevaluate their rankings- based on newsworthiness- and see if anything has changed. Discuss as a class, if there were changes, why there were changes or they had mislabeled a story to start with.

Main Activity
Above the Fold/Center Piece Stories

1. Teach students where to look for newsworthy stories. On page two of Worksheet 1.1 are the following definitions and image examples of two key terms in newsworthiness. Review them with students.

   - **Above the fold**- in a position where it is seen first, for example on the top half of the front page of a newspaper or in the part of a web page that you see first when you open it (Source: Oxford Learners Dictionaries)

   - **Centerpiece story**- an item or issue intended to be a focus of attention. In online journalism it is the story that viewers see first on the webpage. (Source: Oxford Dictionaries)

2. Place students in small teams and instruct them to go online and find 3 examples of newsworthy stories and complete the tables on their "Newsworthy Examples" handout. Students are to pick their best story example and share it with the rest of the class.

3. Point out the headlines for each story. Ask the students if the headline accurately reflects the content of the story? Have them come up with alternative headlines.

4. Have each team share out their best newsworthy example to the class and have them defend and explain why their article is the best. Students will then vote for the most newsworthy story.

Targeting an Audience

1. Explain to students that what's newsworthy depends on the target audience, to some extent. A target audience is the particular group of people to which an advertisement, a product, a website or a television or radio program is directed (Source: Cambridge Dictionary Online .) For example, what's newsworthy to a 15-year old will be different from that of a senior citizen. What's newsworthy to a city dweller may be less newsworthy to one who lives in a small town.

2. Have students discuss the target audience for the stories they thought were interesting vs. stories they rejected. Point out that many news outlets are producing stories for adults. Talk about how news stories would be different if they were targeted at kids. *Optional: look at sites that are targeting kids such as Time for Kids and CNN Student News. Remind students that these sites are produced by adults based on what they think kids will like. Ask if these sites do a good job of tailoring news for kids, how would they do it differently.*

3. Have the students find 2 stories that are directed at different audiences. Have students reflect with the person next to them on how they knew which audience the clip was targeted for and then discuss answers as a class.

4. For fun, play a game where students act out an example story and the class has to guess which audience it is intended for. To make it harder try it charades style!

Standards
ISTE: Media Concepts, 4.0 Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; make a valid judgment

Common Core Standards:
Reading for Informational Text
CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and

analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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Lesson 1.2: What Makes a Good Video Report?

Subjects: Journalism, Language Arts, Social Studies

Estimated Time: One 45 minute class period

Grade Level: Upper Elementary, Middle and High School

Overview
Students will learn about components that make up a good video report and how to provide feedback effectively.

Materials
Copies of Worksheets 1.2 A and B for every student

Main Activity
Modeling Good Reports

Pose the question "What makes a video interesting to you?" List student answers on the board and encourage them to provide answers with depth and examples from their personal experiences.

Show students a short compelling video story and then return to your original list and make any additions or subtractions the students decide on as a class.

Handout copies of Worksheet 1.2A and Worksheet 1.2B to students and go through the different criteria that makes a story of good quality and point of similarities between their earlier answers on the board. Talk about it from the viewer's perspective (Worksheet 1.2A) and from the producer's perspective (Worksheet 1.2B).

Then ask students to come up with ideas about how to give good feedback on a video report without being too easy or too hard on the team that created it. Explain to students the concept of providing "warm" (ie. Positive and helpful) and "cool" (ie. Critical, yet constructive) feedback during critiques.

Play another video report for the class and ask students to use Worksheet 1.2 to guide

their evaluation of the piece and to keep in mind that helpful feedback is in terms of "warm" and "cool" rather than "good" or "bad"

Then as a class have students share their answers and get feedback from their classmates about answers that are volunteered.

Standards
ISTE: Media Concepts, 4.0 Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; make a valid judgment

Common Core Standards:
Reading for Informational Text
CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Speaking and Listening
CCSS.ELA-Literacy.SL.7.1 and 8.1 -Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.9-10.1 and 11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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Lesson 1.3 Journalism Ethics

Subjects: Journalism, Language Arts, Social Studies

Estimated Time: One 45 minute class period

Grade Level: Middle and High School

Overview
Students will explore, engage and develop a thorough understanding of the theories and ethics related to journalism.

Warm Up Activity
1. Ask students "What are ethics?" "How can you tell if someone is being ethical?" Write student answers on the board.

Main Activities

Journalism Ethics
1. Hand out Worksheet 1.3 and read through page one with the class. Give students time to create their own definition for journalism ethics and examples. Then ask students to volunteer their best answers and share them with the class.
2. Next have students complete page two on their own and then put them in groups to compare answers.
3. Have students write a "10 Commandments of Journalism Ethics" and post it by their computers.

Standards
ISTE: Electronic Media Production, 9.0 Students will demonstrate ethics in the industry.
Common Core State Standards

Common Core Standards:
Reading for Informational Text
CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of

a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Speaking and Listening

CCSS.ELA-Literacy.SL.7.1 and 8.1 -Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.9-10.1 and 11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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Lesson 1.4 Copyright & Fair Use

Subjects: Journalism, Language Arts, Social Studies

Estimated Time: One 25 minute class period

Grade Level: Middle and High School

Materials: Printouts of Worksheet 1.4, posterboard or paper and markers

Overview: In developing video packages for PBS Student Reporting Labs, your students may want to incorporate copyrighted materials, including photographs, music, film or video clips.

To help you decide when and how to use copyrighted materials as part of creative work for PBS Student Reporting Labs, it's important to have a good understanding of copyright and fair use.

Teacher Background: For your own background information, this Common Sense/ Teaching Channel video shows a teacher teaching a lesson on Fair Use. You may choose to show it to your students as a way to foster conversation.

Warm Up Activity

1. Ask students to put their heads down on their desks and close their eyes. Ask students to raise their hands if they have ever downloaded a book, music, pictures or music illegally. Have students put their hands down and report the results back to the class (probably everybody.)

Main Activity

1. Together or in small groups have students read through Worksheet 1.4.
2. In partners, have the students generate questions they have after reading the definition of Fair Use and Transformativeness. Write these words on the board and have the class come up with their own definitions.

3. Make posters of these definitions and post them by the computers that the students will use when editing their stories.

Standards

ISTE: Electronic Media Production, 9.0 Students will demonstrate ethics in the industry.

Common Core Standards:

Reading for Informational Text

CCSS.ELA-Literacy.RI.7-12.10 By the end of the year, read and comprehend literary nonfiction in the grades 7-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

CCSS.ELA-Literacy.W.7-12 .3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Lesson 1.5: Broadcast News

Overview
Students learn about elements like an attention-getting headline, a strong lead, the use of quotes and trustworthy facts, a summary and skillful arrangement. Students identify some structural features of broadcast news and then compare and contrast PBS NewsHour, NBC Nightly News with Brian Williams, ABC World News with Diane Sawyer, FOX News, CNN, Aljazeera, etc.

Subjects: Journalism, Language Arts, Social Studies

Estimated Time: One 45 minute class period

Grade Level: Middle and High School

Advance Preparation
Make copies of Worksheets 1.5 for students. Review additional resources for students to watch for extra support.

Main Activity

Explore: How is a television news segment structured?

1. Pass out at least two copies of Worksheet 1.5 to each student. This worksheet can be passed out the day before as a homework assignment for students and their families. Ask the students to watch a nightly news program and fill out the worksheet.

   Teachers can also pass out the worksheet in class and play clips from at least 2 of the following programs: PBS NewsHour, ABC, CBS, NBC Nightly News, Fox News, Aljazeera, CNN, etc.

2. In pairs, have students discuss the most surprising things they learned from this exercise.
3. Have students present what they learned to the class.
4. Debate what is most important, presentation or content and why.

Standards

Common Core:
<u>Speaking and Listening</u>
CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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Lesson 2.1 Finding Story Ideas

Subjects: Journalism, Language Arts, Social Studies
Estimated Time: One 45 minute class period
Grade Level: Upper Elementary, Middle and High School
Materials: Worksheet 2.1

Overview
In this lesson students learn how to come up with ideas for stories and develop a short oral presentation to pitch a specific idea for a news story. In the process, they consider the relationship between news and lived experience and strengthen intellectual curiosity by developing ideas for news stories through identifying potential sources and gathering background information.
By the end of this lesson, students should be able to:
- Generate news stories based on research and personal experience
- Determine the newsworthiness of these stories
- Generate a list of sources and other information that can be used to turn these ideas into actual stories.
- Make a short persuasive oral presentation to pitch a news story idea to an editor

Warm Up Activity
1. Review with students: What is "newsworthy"? from Lesson 1.1:
- Timeliness
- Proximity
- Conflict and Controversy
- Human Interest
- Relevance

2. Show students Debate Over School Choice Divides Texans, a SRL produced piece that exhibits the qualities of a newsworthy story. After the piece is over ask students to give examples from each quality of newsworthiness.

3. Ask students and have them share in pairs or small groups:
- Is anything in your life newsworthy?

- Is there anything newsworthy in the stories you hear among your family, friends and in your community? Why or why not?

4. Ask each group to pick their most newsworthy story and share it with the class. Have students from each group explain why their story is the most newsworthy and take a class vote on whose story is the best/most newsworthy.

5. View and discuss these videos to build students' knowledge of how news stories get created from the events of daily life. Being a good listener and considering the five news values is the key to finding and developing local stories.

> ### *Ira Glass on Storytelling, Part 1*
> http://www.youtube.com/watch?v=loxJ3FtCJJA
> Ira Glass explains how TV and radio broadcasts develop from real-life anecdotes in story form and how a series of questions and answers keeps people's attention.
>
> ### *Associated Press: How to Pitch a Story*
> http://www.youtube.com/watch?v=Vut4gPPzEac
> AP editors Jon Resnick and Associated Press Editor Donna Cassata explain how to prepare your story idea and pitch it to a news editor.

Activity: Generate News Stories from Life

Pass out the Worksheet 2.1 and introduce the activity. Students can work on this in class or as homework. Set a firm but short deadline of perhaps one class period. This is an exercise to get students thinking, not a final project. Use the criteria on the worksheet to offer students feedback about their oral presentations.

Time for Performance

Each individual student performs a pitch. Offer "warm" and "cool" feedback. Warm feedback is positive and acknowledges strengths. Cool feedback offers comments and suggestions to help the learner reflect and improve.

Common Core Standards:
Speaking and Listening
CCSS.ELA-Literacy.SL.7.1 and 8.1 -Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.9-10.1 and 11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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Lesson 2.2: Interviewing: The Art of Asking Questions

Developed by Renee Hobbs

Overview

Students learn to use the phone to talk to people they don't know. Working in teams of three, a simulation games helps students practice both the art of interviewing and the art of being interviewed.

Learning Outcomes

By the end of this lesson, students should be able to:

- Recognize the characteristics of a good interviewer and a good source.
- Use the Internet to gather information about a topic that's new to them.
- Conduct a phone interview with a person they don't know.

Advance Preparation

Make copies of the worksheet for each team. Note that there are 8 different case studies. Each team gets one case study to work on collaboratively.

Engage Interest

Interviewing can seem scary, but after today's lesson it should seem much easier and something that you can successfully accomplish.

For fun you can play the video clip from the movie "Scream" where Drew Barrymore gets a prank phone call. Click here, stop the first clip and scroll down to clip 7 "Do you like scary movies?"

Ask: Have you ever called someone you didn't know? What did you like and dislike about it?

Students share stories of their experiences, if they have them. It can be exhilarating to call new people. But many people are afraid to call people they don't know. Cold-calling

is the practice of calling someone you don't know to get information from them.

Ask: Why might cold-calling seem scary or uncomfortable for some people?

Students generate reasons and share their feelings. Acknowledge these fears. Learning to make cold calls takes practice. People get better at it with practice.
Introduce the Activity: Practice Cold-Call Interviewing

Go over the following instructions with students:
In this role-playing activity, students are divided the class into groups of three. They get a worksheet that provides a scenario with a hypothetical reporter and source. Two team members role-play an interview while the third team member, the evaluator, offers coaching and suggestions as they practice.

Pass out copies of the worksheet so that each team receives one of the eight different cases. One person will be the journalist, one will be the source, and the third person will serve as an evaluator for both participants. Read aloud the directions and encourage students to work together as a team to generate ideas and practice role-playing.

Because some students are pretending to be experts and others are pretending to be journalists, give students the opportunity to use the Internet to gather information to make their role-playing more credible. This will also help to make their performances less silly and more realistic. Encourage them to use creativity and imagination along with good research to create a strong cold-calling simulation.

Time to Practice

Before beginning, review the advice provided on the worksheet for both the journalist and source. Make sure students can explain in their own words why this advice makes sense and encourage them to make notes of their own that is relevant to the topic they are interviewing about or are the interviewee.

Monitor students as they work and answer any questions they may have. Encourage them to practice a couple of times so they're comfortable. For advanced learners, you may want to encourage the source to vary their answers at each rehearsal, so that the reporter really has to think on their feet!

Time for Performance

Each team performs their cold calls. Encourage evaluators from other teams to offer "warm" and "cool" feedback. Warm feedback is positive and acknowledges strengths. Cool feedback offers comments and suggestions to help the learner reflect and improve.

Leaving a Message

If you call a source and they are not available you might have to leave a message. In this message you should identify yourself, your school or affiliation, your reason for calling and a way for your source to contact you. See Worksheet B for a script template.

Reflect

Ask: What did you learn from working on this project? What did you like best about it? What did you dislike and why?

Ask: How might cold-calling be useful in your life right now? In the future?

Standards

- CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

- CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

- CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

- CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

- **ISTE: Media Concepts, 1.0** Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.

Lesson 2.3: Facts vs. Opinions vs. Informed Opinions and their Role in Journalism

Developed by Katie Gould and Lisa Graves

Overview:
Students will learn the difference between facts, opinions and informed opinions, the difference between news items and editorial-opinion content, and where examples of each type typically can be found in today's information outlets.

Learning Outcomes:
By the end of this lesson, students will be able to:
- Understand the difference between facts and opinions;
- Identify when a new item is supported by facts
- Understand opinion should use research to help inform it
- Identify news items and opinion items as they appear in today's information sources.

Advance Preparation
Make copies of Worksheet 2.3 A B C D E for each student

Warm Up
Fact vs. Opinion vs. Informed Opinion

Ask: What's the difference between "fact" and "opinion"? Then pass out Worksheet 2.3 A to students. Together read through the definitions and then as a class create the best definitions and give a few examples for each one. Additionally have the class write the class definition on their paper.

Pass out Worksheet 2.3 B and let students work first on their own to complete their paper and then in pairs check their answers with each other and explain to each other why they think their answer is correct.

The Role of Informed Opinion in Journalism

Ask: When and where do we see opinion pieces in the news? How do we know it is an

opinion piece?

Go to the BBC One Minute News http://www.bbc.co.uk/news/video_and_audio/ and select one short news story to play for the students. Then play 3 minutes of the PBS NewsHour analysis piece with Mark Sheilds and Ramesh Ponnuru included in online materials or see it here at https://s3.amazonaws.com/pbs-ingest/newshour/video/2013/09/27/20130927_shieldspanuru.mp4.

Ask students which was the opinion piece and how do they know?

Pass out Worksheet 2.3 C and read through the definition at the top with them and then have them fill in the blanks. Have students share their answers with the class and write good answers on the board.

Ask: What is a blog? Do they have any favorites that they follow? Why do they like to follow blogs?

As a class create a working definition of a "blog" and write it on the board. Then have student read the second part of Worksheet 2.3 and ask- building upon the definition they just came up with- what would a news blog look like?
Write adjectives and nouns on the board that students imagine would describe a news blog.
Then pull up the website PBS Rundown for the class on the board and see if their pre-conceptions about a news blog were right or wrong.
http://www.pbs.org/newshour/rundown/ .

There are also news blogs that can be written by one person – here is an example of student who blogs for the Huffington Post (Print out "Lesson 2.3 News Blogger: Noah Fitzgerel" for students)
http://www.huffingtonpost.com/noah-fitzgerel/ and one of his latest blogs
http://huff.to/164EksB

Have students work in small groups to complete Worksheet C.

- Have a short discussion about the different forms of news they have just learned about.
- What formats did they like or not like?
- What are some benefits of having a news blog like the Run Down vs. a regular news article?

Explore and Analyze the News: Nifty Articles and Bodacious Blogs
Explain to students that they have an important task ahead of them- they must find the

best news articles, opinion pieces and news blogs and evaluate them. Some places to check out are (ex: *The Washington Post*, *The New York Times*, *The Richmond Times Dispatch*, Huffington Post, BBC News, Slate, Al Jazeera, etc.)
Here is a list of topics that might interest them or even better- come up with a class list of interesting topics Possible Topics:

- Cuts to your school system's budget for the current (or next) academic year.
- Rising costs of college tuition in your state.
- Recent decisions about players on one of your region's sports teams.
- The economy
- A current political debate

Pass out copies of Worksheet D and E read through it with them and them give them their tasks:
1. Find one example of a news article and one example of an opinion article on the same issue.
2. Examine popular online news blogs (ex: Fox News Blog, The Huffington Post, The Daily Nightly, etc.) or another online opinion resource. Select one **opinion** piece from one of these sources, and then conduct online research to locate another **news** article in another news source about that particular topic. Print all articles so that you can read and mark them as you work in pairs on Worksheets D and E.

Discuss Study Findings:
Encourage students to discuss their findings of how fact coverage in news articles differs from the presentation of an informed opinion, and how presentation of a point of view in a news blog differs from a straight news article. Where do they see emotion shining through? What kind of language or vocabulary differences do they see? How much coverage of sides is there in each type? List students' observations on the board.
You can review some of the ways to distinguish fact from opinion in written, video, or interactive sources:
- News items that present the facts will carefully avoid appealing to emotion. Opinion pieces are trying to appeal to the emotion of the reader or viewer. Opinion pieces will try to evoke some kind of reaction (agreement, disagreement, move to action, etc.).

- An opinion piece often uses language that is much more demonstrative, flamboyant, and sometimes inflammatory; that is how it often hooks the emotion of the reader. News items that cover only the facts do not use this kind of language.

- Opinion pieces will often present only one side of an issue, with a small acknowledgement somewhere in the piece of the presence of another side of the issue. A news item that covers the facts will strive to present all of the facts as they are known.

Ending Activity:
As a class have students share a summary of their news piece or news blog and why it is the best piece of journalism in UNDER 1 MINUTE in their pairs. Then have the class nominate and vote for the best piece of journalism. The winner gets a small reward (candy, leave class a minute early, bonus point on the next test, etc.) and have the rest of the class volunteer answers as to why they think the winner's piece was so good.

Standards

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

- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **ISTE: Media Concepts, 3.0** Students will be able to interpret and evaluate various media presentations within their context.

Lesson 3.1: Production

Overview

Now that students have a good background in journalism, it's time to learn about producing! Understanding that students tend to be strong visual learners, the Student Reporting Labs program has produced an eight-part instructional video series that explores topics such as: video production roles, location, setup, audio, lighting, white-balance, interviewing and B-roll.

Gil Garcia, an instructor and consultant with the Student Reporting Labs program, produced the video series.

Click here to go to the SRL Video Tutorial Web page
http://www.studentreportinglabs.com/resource/student-reporting-labs-video-tutorials

Learning Outcomes:
Students will have a broad foundation in what it takes to produce a news piece. See outline for more details.

Advance Preparation

Print off the accompanying worksheets for each video

Outline of Topics Covered:

1. Students will learn about the different roles associated with video production.

2. Students will learn how location plays a pivotal role in video production.

3. Students will learn why setup is an important aspect of video production.

4. Students will learn about audio equipment and best practices for audio gathering.

5. Students will be taught lighting basics.

6. Students will learn about the importance of white-balancing.

7. Students will learn about the interview process.

8. Students will learn about the importance of B-roll.

Optional Student Based Project

After students have completed the video tutorials and worksheets ask them to use what they have learned (and they can use their worksheets to help them remember) to create a crash course booklet in production. Each topic should get one page, plus there should be a cover-page, introduction page, one page that lists the top 5 "Do's" and "Don'ts" and a back cover for a total of 12 pages. See the example below:

Extra Materials for Enrichment:

View the student reporting labs link to see what your high school around the country peers are producing, http://www.pbs.org/newshour/extra/speakout/srlabs/climatechange1.html

Standards

- CCSS.ELA-Literacy.W.7.4 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.)

- CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

- CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

- CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- CCSS.ELA-Literacy.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.)

- CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

- CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, 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.

- **ISTE: Media Concepts, 3.0** Students will be able to interpret and evaluate various media presentations within their context.

Deliverables: How to upload Videos to NewsHour FTP site:

1. Once video editing is complete in Final Cut Pro, export project as a QuickTime Movie.

   File→Export→QuickTime Movie

2. Name QuickTime Movie with proper naming conventions:
   Examples: 1st video fall2012_schoolname_1
   2nd video fall2012_schoolname_2

3. Download MPEG Streamclip to the computers you will be editing videos on. Use (http://www.squared5.com/) to download the free program.

4. Compress QuickTime Movie to MP4 **(to do this open MPEG Streamclip)**
File→Export→MPEG4

5. Make sure the settings in MPEG Streamclip for exporting to MP4 adhere to the below picture:
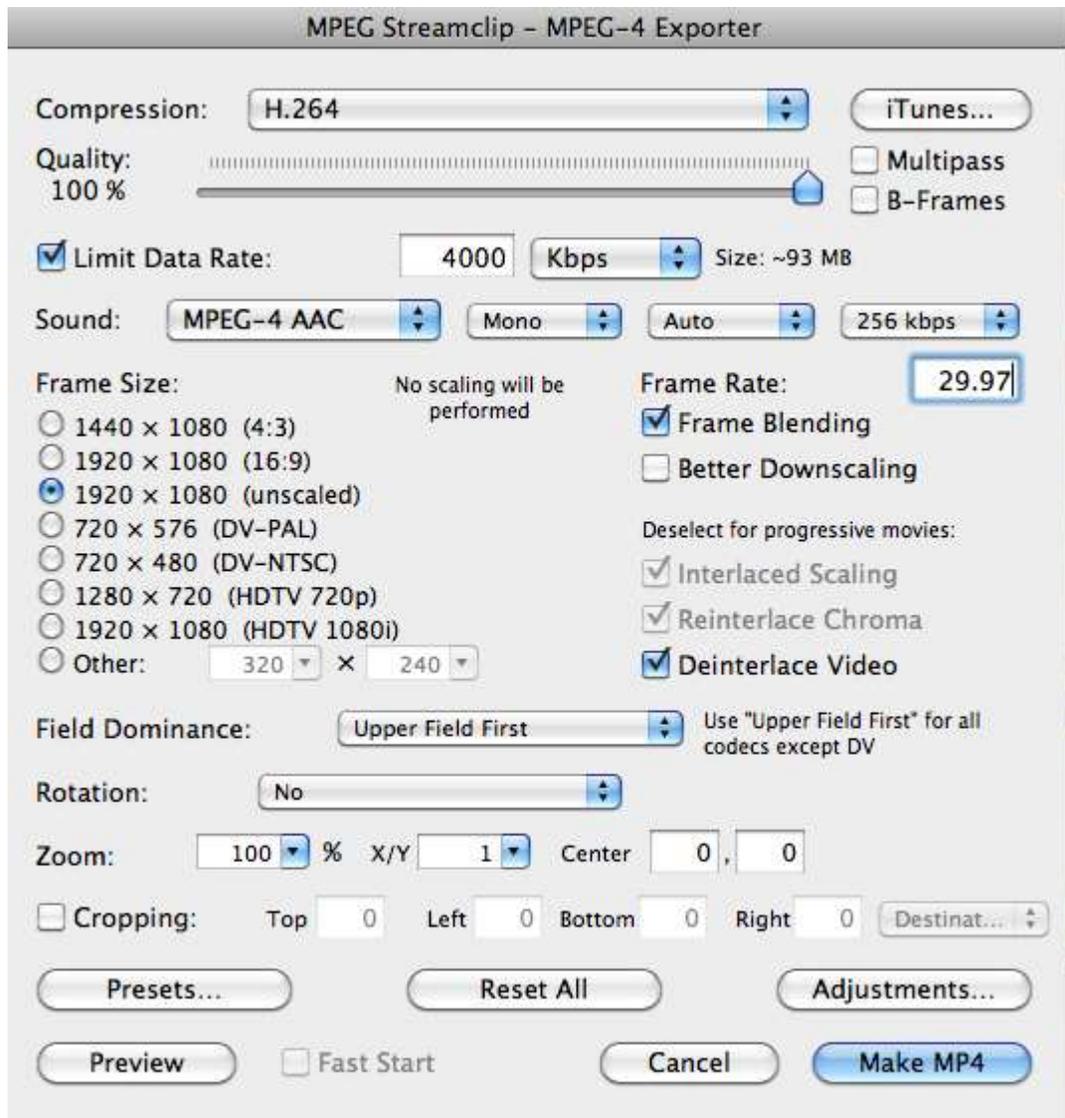
6. Log into NewsHour FTP

      FTP address: http://ftp.macneil-lehrer.com:8080/

      User Name: **guest**
      Password: **newshour**

FTP Instructions Manuel: http://macneil-lehrer/ftp

7. Click on the **Extra** folder and select your school's folder.

8. Drag the MP4 video into your school's folder and YOU'RE DONE!

PBS NEWSHOUR
STUDENT REPORTING LABS

Lesson 4.1: Team Work and Planning

Overview
Working in groups can be challenging for even the best students and so helping kids learn how to work well together can be an invaluable lesson not only in journalism but across the curriculum. Remind students that while some news organizations have APJs (All Platform Journalists) who work in field *alone* producing news packages, it is still common practice to collaborate in teams of 2 to 5 production members.

Learning Outcomes
By the end of this lesson, students should be able to:
- Understand how news/feature stories are planned and executed
- Have some level of competency in *all* areas of news/feature production
- Assemble a field production team

Advance Preparation
Print out Worksheet 4.1 for each group
At least 2 sheets of 8.5" x 11" paper for each group

Warm Up Activity
1. **The Great Marshmallow Challenge**

   Or

2. **Which Holds More?**

Which Holds More?
1. Put students into groups and in front of the class give pose this question to your students

Which holds more:
- An 8.5" x 11" sheet of paper rolled into a cylander the long way/hotdog way?
- An 8.5" x 11" sheet of paper rolled into a cylander the short way/hamburger way?

- Or do they hold the same amount?

2. Give each group at least two sheets of paper and tell them to figure it out on their own without using any technological resources or text books. Emphasize to the group that they should carefully examine the wording of the question and to be prepared to share their answer and explanation to the class in ten minutes.

3. At the end of ten minutes have each group give their answer and explain why they are right.

This exercise gives students an opportunity to try to work together and be creative-something they will need in order to work together successfully.

Main Activity

Group Work Beginnings

Pass out Worksheet 4.1 to pre-arranged groups and go over page 1 of the worksheet. Some of the items may seem silly, but are very important in helping students move from "their" identity, to a collaborative "team" identity. Give them 5-10 minutes to complete page 1 and assign positions. Walk around to facilitate.

Direct students attention back to the front of the classroom and share with them several great resources from other Student Reporting Labs groups from around the country:
- View the student reporting labs link to see what your high school around the country peers are producing,
  http://www.pbs.org/newshour/extra/speakout/srlabs/climatechange1.html

- Advanced students who are seriously interested in pursuing a career in journalism can check out Soul of Athens at http://2010.soulofathens.com/experience by students at Ohio University's School of Visual Communication and E.W. Scripps School of Journalism.

- Also the winning multimedia stories from http://www.cpoy.org/index.php?s=WinningImages The College Photographer of the Year competition.

After students have had a chance to feel inspired and get their creative juices flowing they should complete the rest of page two. The producer should get as much input from your team as possible. The producer of the news package should be inviting and engaging with his/her team. Everyone should feel invested in the project regardless of whether it is a three-minute news story or a longer feature story.

Before students are allowed to move on to their script check to make sure that their story pitch sounds solid. You may choose to let each group present in one minute to the rest of the class their story idea or simply run it past you.

Once students have prepped for their story read through page three with the entire class and answer any questions students may have about scripting. Then allow students on their own to complete page four.

Students are now very close to being ready to going out to capture their story (although that may have to take place during the next class or at another agreed upon time) but just to help them be as confident as possible pass out the "Step by Step Guide and Tips for the Perfect Shoot" and have students read through and take the guide with them on their shoot.

*Make sure that you follow up with groups about their rules and help them to make sure that expectations continue to be met throughout the course. AND if students commit behaviors that the group decided would expel them from the group it is YOUR job to follow through with them and ask the student to leave. That student will be given an alternative assignment and have to work without the group.

Standards

- CCSS.ELA-Literacy.W.7.2 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.8.2 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.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.

- CCSS.ELA-Literacy.W.11-12.2 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.

- CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **ISTE: Media Concepts, 6.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.