

County Solutions Step Two: The News and You

Time Needed: Two class periods

Materials Needed:

Student worksheets, two preselected articles, highlighters or colored pencils

Copy Instructions:

Reading (*double-sided; class set*)

Review worksheet (*class set*)

Cyberbullying activity (*double-sided; class set*)

5H+W Organizers (*2 per student*)

Organizer transparencies (*3*)



This is lesson two of nine in a series that culminates in a final class project. All steps can be found at www.icivics.org/curriculum/countysolutions

Learning Objectives. The students will:

- Read news articles to understand the problem the class has selected.
- Analyze the articles using 5W+H (who, what, when, where, why, and how).
- Summarize the problem.

STEP BY STEP

TEACHER SET UP

Before class, find two medium-length news articles that focus on the county issue your class selected at the end of Step One. Complete the 5W + H graphic organizer for each article to act as your teacher key.

- | | | | |
|---------------------------------------|---|--|--|
| { | DAY ONE | <input type="checkbox"/> DISTRIBUTE | one reading page to each student. |
| | | <input type="checkbox"/> READ | page one of the reading with the class, and have students choose between fact and opinion regarding the two statements on cyberbullying. |
| | | <input type="checkbox"/> DISPLAY | the <i>5W+H</i> transparency. |
| | | <input type="checkbox"/> READ | the second page, referring to the transparency as appropriate. |
| | | <input type="checkbox"/> DISTRIBUTE | one review page to each student. Assign the page and review answers. |
| | | <input type="checkbox"/> DISTRIBUTE | one cyberbullying activity reading and worksheet to each student. |
| | | <input type="checkbox"/> READ | the cyberbullying article with the class. Make sure they mark new and important words as they read. |
| | | <input type="checkbox"/> GUIDE | The <i>Cyberbullying 5W+H</i> transparency and review the directions. the class through completing the 5W + H cyberbullying worksheet. |
| { | DAY TWO | <input type="checkbox"/> ANTICIPATE | by asking students to recall what 5W + H means. |
| | | <input type="checkbox"/> DISTRIBUTE | two articles and two copies of the 5W + H graphic organizer to each student. |
| | | <input type="checkbox"/> DISPLAY | the <i>5W+H</i> graphic organizer and review the directions for reading the articles. |
| | | <input type="checkbox"/> GUIDE | the students through reading and annotating article one and completing one of the graphic organizers. |
| | | <input type="checkbox"/> ASSIGN | the students to read article two and complete the second graphic organizer on their own, or continue with article two together as a class. |
| | | <input type="checkbox"/> DISTRIBUTE | one <i>Define the Problem</i> worksheet to each student. |
| | | <input type="checkbox"/> DISPLAY | the <i>Define the Problem</i> worksheet as a transparency . |
| | | <input type="checkbox"/> GUIDE | students through answering the questions about their class problem, using all the information they have gathered so far. |
| <input type="checkbox"/> CLOSE | by assigning the <i>Quick Write</i> half sheet. | | |

What Am I Reading?

Newspapers, magazines, and websites all give you lots of information — but is it all the same *kind* of information? There are many different types of writing in the media: news articles, editorials, op-eds, letters to the editor, political cartoons, and promotional pieces. To be a savvy media consumer you need to understand what these are and how to put them to work for you!



A **fact** is something that can be proved. You can **verify**, or look up, the information from other sources.

An **opinion** is an idea or belief. These cannot be verified through research because they are personal.

Just the Facts, Ma'am

News articles are reports on an event that has taken place. They share details about the event, quotes from people involved, and can include images and captions that go along with the story. The goal of a news article is to *inform* the reader. Specifically, it answers the following questions: What happened? When did it happen? Where did it happen? Who was involved? Why did it happen? How did it unfold? News articles can be helpful when researching a community problem because they focus on the facts.

Facts and Opinions

Some kinds of articles are designed to *persuade* instead of inform. They take one side of an issue and represent one opinion. **Editorials** are opinion articles written by someone on the newspaper's staff (usually the editor). **Op-Eds** are opinion articles written by a guest writer not associated with the newspaper. **Political** or **editorial cartoons** are opinions in cartoon form. They often point out what is absurd, or silly, about one side's point of view. **Letters to the editor** are letters readers send to the newspaper expressing their opinions, usually about something the newspaper has printed.

Media that express opinion are not great for researching your county issue because they are **biased**—they only talk about one side of the issue. Don't ignore them, because they can help you understand what people think about the situation. Just make sure you can recognize the difference between *fact* and *opinion*.

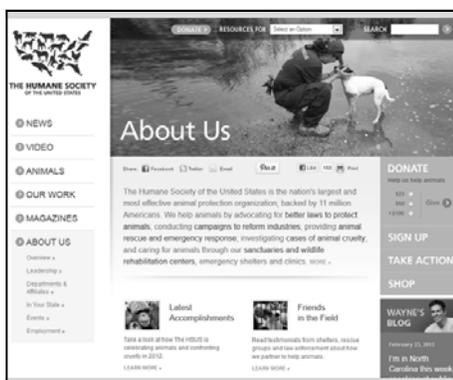
Facts & Opinions about Cyberbullying

Teen girls are 62% more likely to experience cyberbullying than teenage boys.

Fact Opinion

Cyberbullying is less harmful because it does not happen face to face.

Fact Opinion



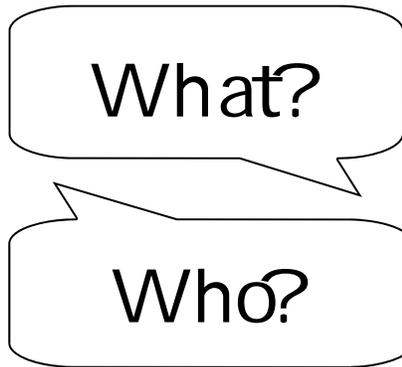
'About Us'

Organization websites usually have a page that tells you who the organization is and what it does. This information can help you figure out who is working on your county issue. It also helps you figure out how to interpret the information you find on the site. Two groups working on the same issue might have very different opinions and goals. For example, an organization that supports strict gun laws would have very different information than one that wants gun laws lifted. If you were researching gun rights, you would want to keep in mind whose site you were reading.

What Can I Learn?

Most news articles have common features. They all have a **headline** that boils the story down to an attention-grabbing statement and a **byline** that tells you who wrote the story and where they wrote it. Some articles lead with a basic explanation of the event or problem they are reporting about. Others use a little story to show you the problem, then explain it in more detail.

The main part of a news article goes deeper to explain what is happening. Here you might find interviews of people involved in the story, statistics and data about the issue, and background about the issue. Good articles also tell you why the problem is important. Any well-written article should answer the basic "5W + H" questions: who, what, when, where, why, and how.



What's Happening and Who's Involved?

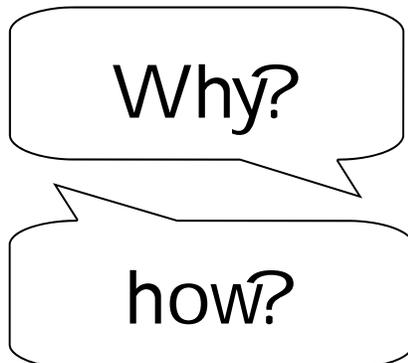
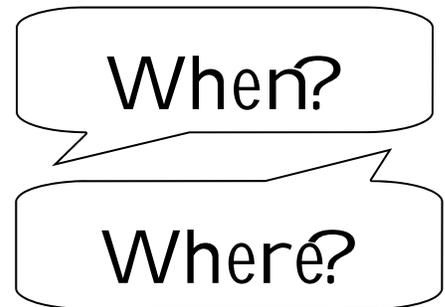
Every story has to be about something. *What* tells you about the problem, things, and ideas involved in the situation. It could be an earthquake, the graduation rate at your high school, or a suggestion to turn a vacant lot into a community park.

The question of *who* can be answered in many different ways. *Who* is doing something? *Who* is affected? *Who* has an opinion? *Who* is considered an expert on the topic? *Who* can refer to individuals, groups, communities, businesses, and even the government. Knowing who is involved with the story helps you identify the sides of an issue and consider possible outcomes.

When and Where is it Taking Place?

Stories occur in a specific time and place. *When* sets the story in the past, present, or future (some stories will cover all of these!).

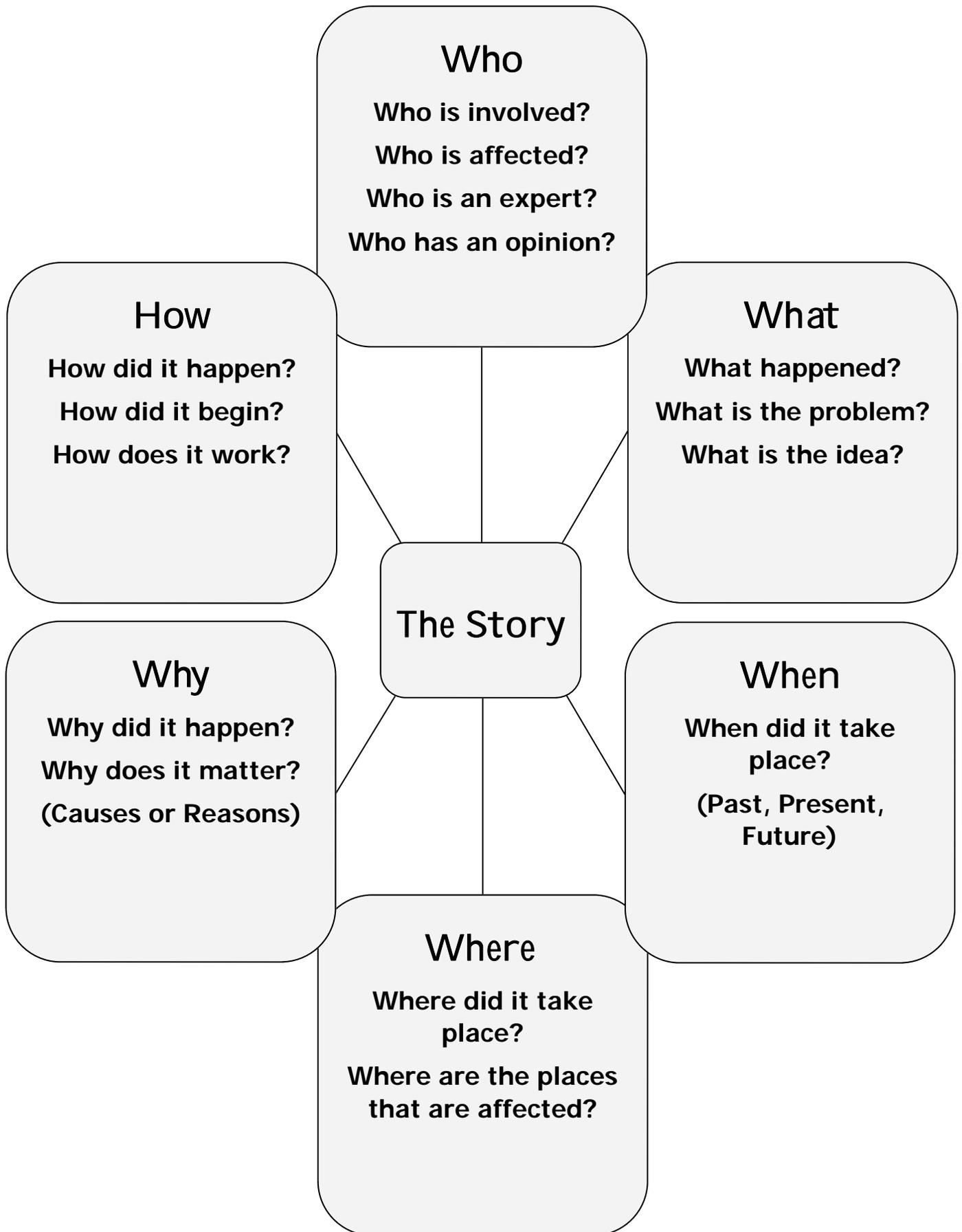
Where gives you an idea of the places involved in the story. This can include where the action has or will happen, what locations are affected by the action in the story, or where the people involved in the story are located.



How Did It Start and Why Does It Matter?

Learning about the background of the story helps you understand *how* the events came to be. *How* did the events in the story begin? *How* do things in the story operate or work?

Putting all the pieces together help you understand the *why* in the story. The *why* of an article explains causes and reasons behind the action or problem in the story. It also explains *why* the story matters. *Why* often includes the consequences of things that happened in the past or might happen later if nothing changes.



Step Two: The News and You

Name: _____

Vocabulary. Match the terms with the right definition.



- | | |
|---------------------|---|
| ___ 1. news article | A) Only presenting one side of an issue |
| ___ 2. byline | B) Report on a story or event that has taken place |
| ___ 3. headline | C) A statement that can be proven from other sources |
| ___ 4. biased | D) Area of an article that says who wrote it and where it was written |
| ___ 5. verify | E) To look up and confirm a statement is true |
| ___ 6. fact | F) Attention-grabbing statement that introduces a news article |
| ___ 7. opinion | G) A personal idea or belief |

Who's the Author? Use the word bank to show who creates each of these pieces in a newspaper or on a news website.

reporter guest writer newspaper staffer
cartoonist readers of the newspaper

8. Editorials are written to reflect the opinions of the newspaper.

9. Op-Eds are written by different people based on the topic.

10. Political or editorial cartoons show an opinion on a subject by drawing it.

11. Letters to the editor show opinions of people in the community.

12. News articles about local, national and global events and issues.

Who? What? Huh? Read each piece of an article and decide which pieces of information it provides.

13. The Parks and Recreation Department will meet on March 3 at 6:00pm.

Who: _____

What: _____

When: _____

14. The fire was caused by an unattended candle and destroyed two homes last night.

What: _____

Why: _____

When: _____

15. The new bridge will be constructed next spring and will be funded with local tax money.

What: _____

When: _____

How: _____

The Daily Prestige

Cyberbullying Causes Fear, Pain

With access to 24/7 instant communications, kids are finding new ways to hurt each other. 1 in 5 say they have been victims.

When your parents and grandparents were kids, a bully had to look the victim in the eye.

But with today's technology, a bully can launch cruelty and pain from a safe distance without fear of being identified. It's called cyberbullying, and it takes place 24 hours a day, 7 days a week as bullies use cell phones and the internet to hurt other kids.

The Committee for Children, one of several nonprofit groups working to end violence between kids, defines cyberbullying as "when one or more people repeatedly harm, harass, intimidate, or exclude another person using technology."

So what, exactly, does a cyberbully do?

Cyberbullying can take many forms. It often involves sending cruel or threatening emails and text messages. There can be personal attacks in chat rooms, sharing photos or videos without the victim's knowledge, and creating fake profiles of the victim on social networking sites. Cyberbullies also steal passwords and pretend to be the victim online, blog lies about the victim, and poll other kids' opinions of the victim.

Sound like a nightmare?

For the 20% of students aged 11 to 18 who report having been victims of cyberbullying, it is. Another study shows the rate could be 40% or higher. These kids say they felt scared, embarrassed, angry, and unable to defend themselves. In some tragic cases, cyberbullying has driven victims to commit suicide.

On the flip side, 20% of students also admit to having been the bully. For them, cell phones and the internet make bullying an anonymous activity with little risk of getting caught. They also don't have to worry about the victim fighting back.



According to the National Science Foundation (NSF), victims are at a high risk of major life challenges such as depression, low self-esteem, and substance abuse. Bullies, says the NSF, are equally at risk.

Research shows girls are more likely to experience cyberbullying than boys, and that boys and girls cyberbully in different ways. Girls are more likely to spread rumors, while boys are more likely to post hurtful videos or pictures on the internet or share with friends.

The NSF says cyberbullying is on the rise, citing studies that show at least 80% of adolescents own the technology used in cyberbullying.

That's probably why many organizations are working so hard to stop it.

These groups educate students, parents, and school administrators about how cyberbullying occurs and what can be done to prevent it. Social networking and sharing sites like Facebook and YouTube are also working to control what is posted on their websites.

Step Two: The News and You

Name: _____

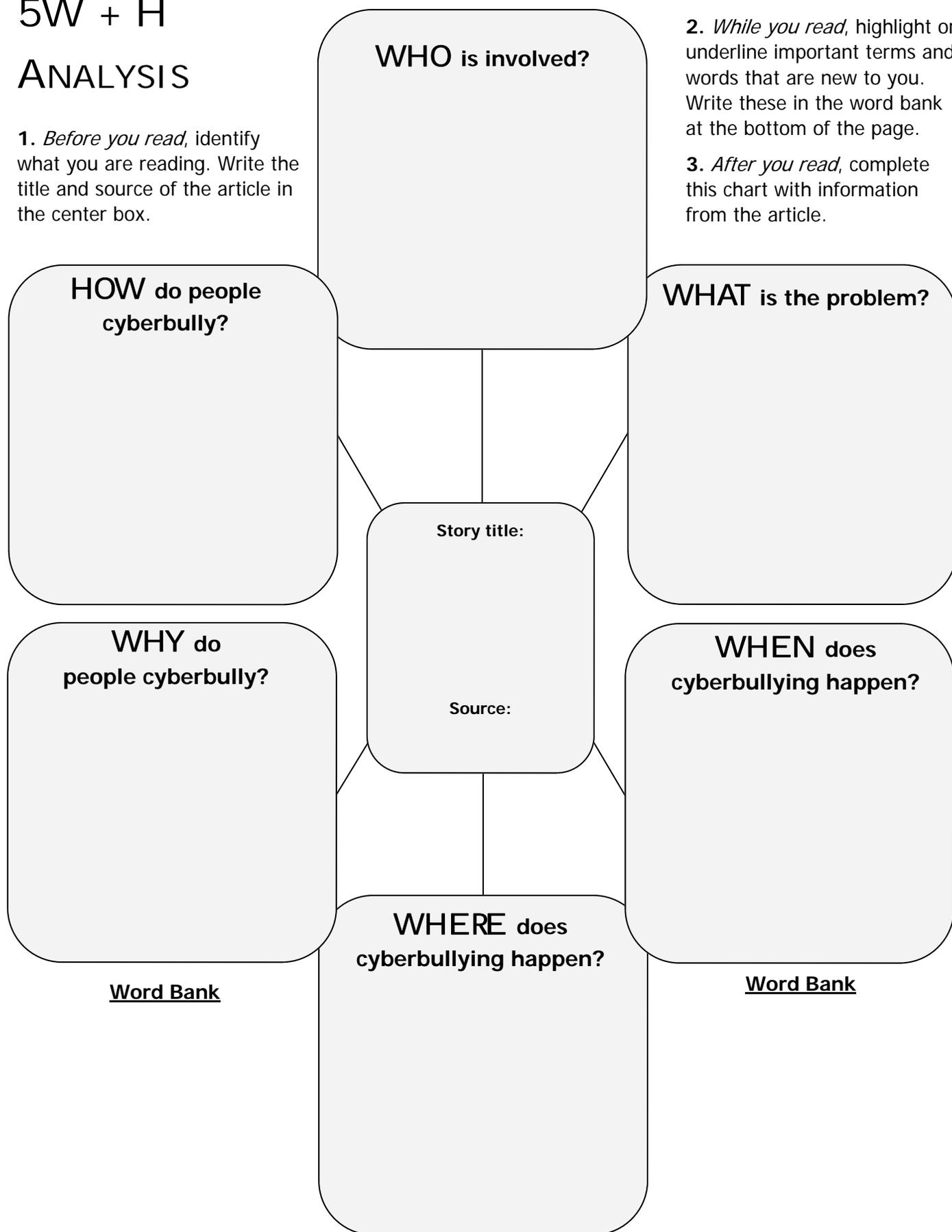
5W + H

ANALYSIS

1. *Before you read*, identify what you are reading. Write the title and source of the article in the center box.

2. *While you read*, highlight or underline important terms and words that are new to you. Write these in the word bank at the bottom of the page.

3. *After you read*, complete this chart with information from the article.



Step Two: The News and You

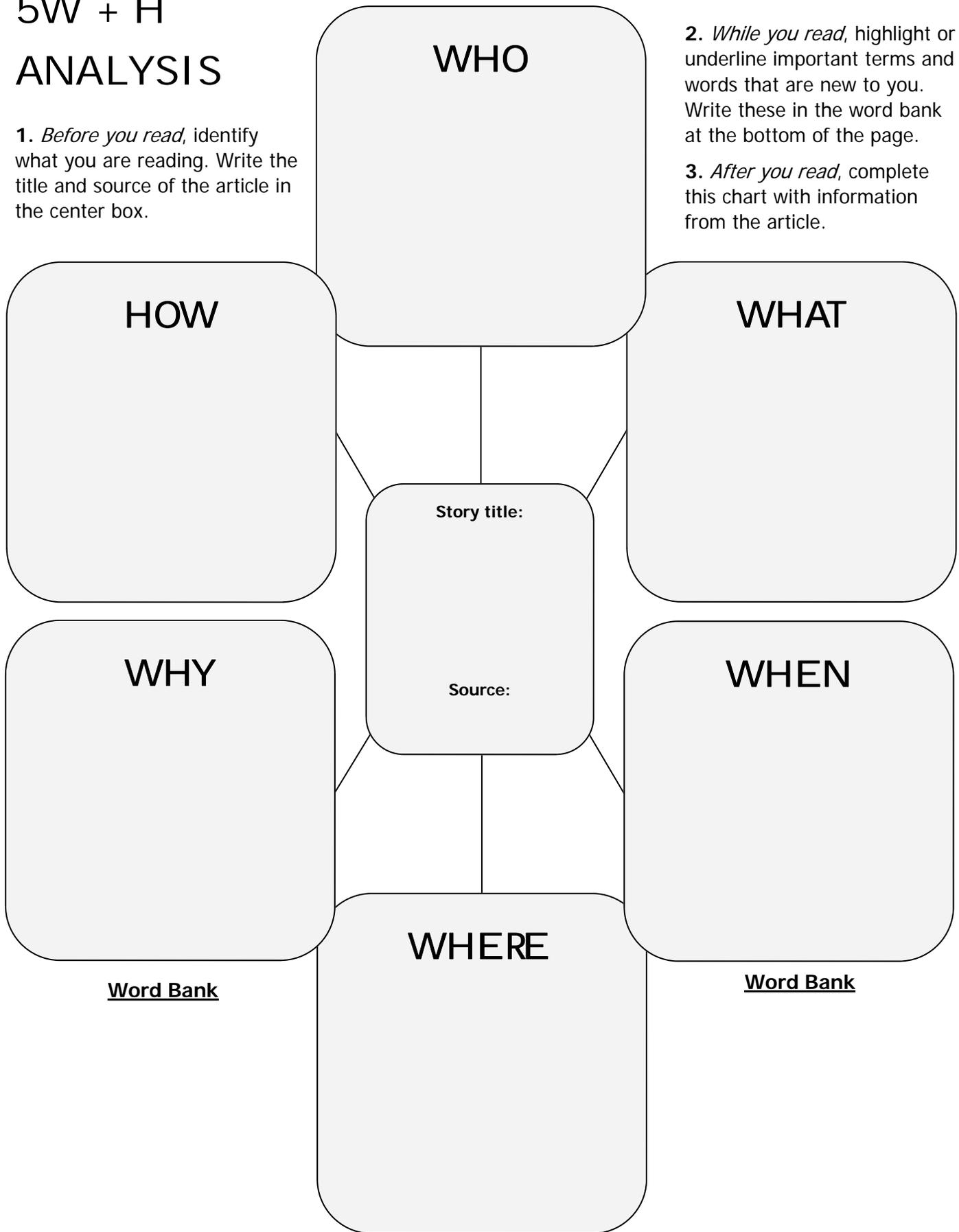
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DEFINE THE PROBLEM:

What is the problem?

Who is affected?

When are they affected?

Where are they affected?

How are they affected?

Why does it matter?

Step Two: The News and You

Name: _____

Pull It Together. Use your articles, 5W+H, and what you have learned in the lesson to explain the problem the class has selected in a paragraph. (Make sure to cover all of the information from defining the problem.)



Quick Write Activity

Step Two: The News and You

Name: _____

Pull It Together. Use your articles, 5W+H, and what you have learned in the lesson to explain the problem the class has selected in a paragraph. (Make sure to cover all of the information from defining the problem.)



Quick Write Activity

Step Two: The News and You

Name: ****TEACHER GUIDE****

Vocabulary. Match the terms with the right definition.



- | | |
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10. Political or editorial cartoons show an opinion on a subject by drawing it.

Cartoonist

11. Letters to the editor show opinions of people in the community.

Readers of the newspaper

12. News articles about local, national and global events and issues.

Reporter

Who? What? Huh? Read each piece of an article and decide which pieces of information it provides.

13. The Parks and Recreation Department will meet on March 3 at 6:00pm.

Who: Parks and Rec .Dept.

What: Meeting

When: March 3, 6:00pm

14. The fire was caused by an unattended candle and destroyed two homes last night.

What: A fire destroyed two homes

Why: Unattended candle

When: Last night

15. The new bridge will be constructed next spring and will be funded with local tax money.

What: Construction of new bridge

When: Next spring

How: Funded by local tax money