



Books

Reading Room

Your Stories

Get Published

Partners

My edUniverse

Help



Search

Browse

Teachers Suggest

Test Prep

Computer Books

Foreign Language

Member Schools

Teacher Training

Lesson Plans

Search:

Book Title



Browse

All Subjects



Go!

Go!

[Advanced Search](#)

Search Our Database!

[Search](#) nearly 1,000 Lesson Plans submitted by the Intel ACE teachers!

Submit Your Lesson Plans Here!

Why not share you tried-and-true lessons plans with other edU members? Teachers can always use new ideas to keep existing curriculum fresh. Go ahead, [submit a lesson plan](#).

Lesson Title:

News & Ethics

Subject Area:

Journalism

Grade Level:

7-8

Lesson Summary:

The purpose of this lesson is to experience how Journalism can be enriched through the application of available technologies. Students apply these technologies to the GAP (Gather, Analyze and Present) process inherent in Journalism. The subject of journalism ethics is used to illustrate this process. Students evaluate news stories given an established set of ethics, which are the standards or responsibilities upheld by the reporter. 1) Students gather data from the Internet and e-mail interviews. 2) Students analyze the data in collaborative groups, through peer feedback, utilizing electronic journals. 3) Students present their assessments both orally and through an online publication. Once exposed to these GAP technologies, students will be able to more effectively apply the GAP process to all facets of news reporting. This lesson is divided into two parts. The first part focuses on how to use the technology provided. The second part gives students the opportunity to apply the technology. Lesson Highlights Part I - Tools of the Trade: 1. Students will be introduced to basic terminology and a basic understanding of how the Internet works. 2. Students will learn to use a scanner and a photo publishing software 3. Students will learn to design an effective online news page. 4. Students will learn to conduct an interview via e-mail. 5. Students will learn to create a web page using web-publishing software such as Microsoft Publisher. Part II - Putting the Net to Work for You: 6. Explore some of the ethical issues facing reporters and editors today. 7. Compare and contrast the ethics of publishing on paper verses cyberspace. 8. Give students the opportunity to create an online publication.

Objective/Content Standard/Benchmark:

PART I Objective 1: Students will be able to navigate the Internet from a web site. Objective 2: Students will demonstrate how the Internet can be used as a vehicle for news broadcast/communication. Objective 3: Students will translate the physical picture into data medium by scanning photos and loading them onto a web page. Objective 4: Students will be able to send an e-mail to conduct an interview and retrieve e-mail to collect data from that interview. Objective 5: Students will be able to write a feature story on designing an effective web page using the information collected from an e-mail interview and at least one outside source (i.e. Internet) Objective 6: Students will be able to create a web page using Microsoft Publisher software. PART II Objective 7: Students will be able to compare and contrast the ethics of American Journalism to those in other countries. Objective 8: Students will be able to evaluate a news story based on the set of ethical criteria created by the class. These criteria will follow the standards outlined by the American Society of Newspaper Editors. Objective 9: Students will be able to use tools such as the Internet, e-mail and written print to gather information. Students will then analyze that data and use the analysis to help make ethical decisions regarding a news story.

Approximate Time Needed:

4 weeks

Prerequisite Skills:

1. The ability to use a word processing program such as Microsoft Word (editing, spell check, etc.) 2. Write four types of news stories: news, feature, opinion and sports 3. Familiar with the Interview Process

Materials and Resources Required:

Technology:

Computer and modem E-mail address Internet access Scanner Microsoft Publisher
Microsoft Word

Printed Materials:

Case Study matrix News Ethics questions CNN News Story & Retraction Statement (<http://www.nytimes.com>) "A Statement of Principles" by the American Society Newspaper Editors (<http://csep.iit.edu/codes/coe/Amer...of%20Newspaper%2075.html>)

Supplies:

Diskettes for each student

Others:

Photos PowerPoint Presentation prepared by instructor Teacher designed web page complete with appropriate links (Web Pages 1 & II) E-mail addresses of various editors to online papers **Note: These materials are all available to students either in the classroom or in the computer lab

Procedures:

PART I - Tools of the Trade Activity 1: Introduction - Students will view a Slide Presentation (PowerPoint) designed by the teacher which introduces the basic terminology and workings of the Internet (See sample titled " The Internet") Activity 2: Students will access a teacher designed web page listing the tasks for different online activities (see sample Task Web Page). Students should refer to Task 1. The task will be for students to use the links on the web page to view online newspapers for design and layout ideas. Students will keep an electronic journal, recording notes of design ideas as they view the publications. The electronic journal is a Microsoft Word document containing three columns. The first column is for the date; the second for the journal entry; and the third for peer and teacher feedback (See sample "Electronic Journal"). Using the electronic journal will allow students to take notes, express ideas and receive feedback from peers in a quick and efficient manner. Students will then choose the publication they prefer. Students will type in their electronic journal two paragraphs. The first will be a description of the online paper preferred (ex. Name of online publication, publisher and content). The second will be an explanation of why it was preferred. As students complete the task, they will circulate to other computers around the room to read the journal entries of other students. Feedback will address the following: Do you agree or disagree with the writer? Why or why not? After students have responded to at least three electronic journal entries, they will begin to sketch layout ideas.

Activity 3: Students will review, as a class, steps to a successful interview. Students will then discuss in collaborative groups how face to face interviews might differ from interviews conducted via remote communication (e-mail). Next, groups will access the teacher designed web page which lists the task for this activity (Task 3) and links students to the e-mail address of various editors of online publications. Groups will then generate 5-9 interview questions related to the topic of effective web page designs for at least one of the editors. Questions will be typed into a journal. As students complete the interview questions they will again circulate to other computers offering feedback to other students through their typed comments. Comments should address the strengths and weaknesses of the questions. Students will revise questions as needed and submit to the adviser for approval. Once approved, the questions will be e-mailed by students to the editors of online publications through the links established on the Task Web Page. Activity 4: Teacher will demonstrate how to scan a photo and save it to a file. While some students take turns scanning a practice photo, the remaining students should be checking their e-mail for responses. All responses will be combined and students will then use these responses to write a news story on what it takes to create an effective online publication. Students should generate and e-mail follow-up questions for editors as needed. Students waiting for a response should refer to Task 2, using established links to gather more data on the topic of designing a web page. Notes should be recorded in their Electronic Journal. Activity 5: Journal Entry: List at least four components of an effective web page. Students circulate and give other student feedback on the list: Do you agree with or disagree and why? Based on the feedback, students will be prepared to present one or two of the components. Class will use these to establish a list of criteria needed for designing an effective web page. Students will then write a feature story using the criteria, the e-mail interview and at least one other outside sources found on the web. Activity 6: Teacher will guide students through the process of opening a web page document, choosing a template, inserting Clip Art and photos, modifying text, adding pages and creating links using web-publishing software such as Microsoft Publisher. Students will then design a practice web page about themselves. (2-3 days) PART II - Putting the Net to Work for You Activity 7: Students will be divided into collaborative groups of two or three. "A Statement of Principles" by the American Society of Newspaper Editors, along with questions (News Ethics) about the principles, will be handed out to each group to read through and answer. Groups will record their answers in the recorder's electronic journal. Groups will circulate to other computers and record their responses to the groups answers: Did they agree or disagree? Why? Once groups have had the opportunity to review the feedback. Class will discuss the questions as a class. Activity 8: Individual students will go to a teacher designed web page which contains links to the

news ethics of other countries such as Australia, Iceland, Belgium, Croatia, etc. (Task 4). They will be asked to view three or four and read through them. Choosing one country, they will write a paragraph or two comparing and contrasting that country's guidelines to the ethics outlined by the American Society of Newspaper Journalism, "A Statement of Principles." Paragraphs will be recorded in students' journals. Students will then view journal entries from other students and offer feedback: If you chose a country other than the writer of the journal your viewing - what surprised you most? Why? Activity 9: Students will share findings from Activity 8 with their group. Student groups then discuss how the difference in ethics might impact publications on the Internet. Collaborative groups will then establish a list of ethics for the school's online publication and record them in the recorder's electronic journal. Other groups will offer feedback, agreeing or disagreeing and explaining why. The class will then agree on a set of ethics for the online publication. Collaborative groups will meet again to create criteria with which to evaluate whether or not a story adheres to these ethics (ex. protects privacy, informs public, etc.). Groups will record criteria in recorder's journal. Class will use these to establish a set of "class" criteria. (2 days) Activity 10: Students will go to the Task Web Page (Task 1) which contains links to various online publications. Students will choose one of the stories from one of the publication to evaluate using the criteria from Activity 9. Students will then summarize the story and provide a thorough explanation as to whether or not the story met the given criteria in their electronic journal. Students will then view the journals of others to offer feedback: Was the story summarized? Is the explanation clear? Activity 11: Collaborative Groups will go to the Task Web Page which contains links to three case studies (links are to another teacher designed web site) involving journalism and ethics. Each group will choose one of the cases. Each case has a question attached to it requiring students to make an ethical decision. Students will again use the criteria from Activity 9, as well as any other data collected from additional sources such as the Internet, email interviews and/or printed material to arrive at their decision. Each group should complete the matrix titled "Case Studies". Groups will then present and support their decision to the class. (2-3 days) Activity 12: Students will be assigned a news story to write for the first online publication. Editors should meet ahead of time to generate story ideas for the publication. A story will then be assigned to a reporter or pair of reporters. Story should follow the guidelines discussed and practiced earlier in the course, meet the ethical criteria established in Activity 9. Pre-writes should be placed in their electronic journals. Students will view at least three other stories and offer feedback: Does the story meet the guidelines? Does it meet the ethical criteria? The second draft should be placed in a Microsoft Word document and spell checked. A hard copy will then be given to at least three other reporters for additional

feedback. The final copy will then be submitted to editors on disk. (4-5 days) Activity 13: Following approval of the stories by the editors and adviser, students will be divided into groups according to the type of news story written (i.e. Feature, Opinion, etc.). Collaborative groups will agree on a basic layout for their web page including the order in which stories appear, photos and clip art, if appropriate. Layouts will be submitted to advisor for approval. (2-3 days) Activity 14: Groups will begin work on their web page. Each reporter will be given the opportunity to load his/her story and any photos. The editor for that section will be responsible for the completion of the web page. See sample for newspaper Home Page (Web Page 2). (2-3 days) **Note: Editors are chosen earlier in the course.

Modifications for Differentiated Instruction:

For the special needs student:

For the Special Needs Students: Along with individual instruction from the teacher, these students will also have the benefit of peer tutoring. Students will be encouraged to assist each other. All interview questions and e-mails will be submitted for approval to the Advisor before sending. Students having difficulty will receive individual assistance.

For the gifted student:

Gifted students are only limited by their imagination. Those students who have a desire will be given the opportunity to explore the Internet and web publishing software to a greater extent .

Student Assessment:

Student Assessment: (Formative or Ongoing Assessment) PART I - Tools of the Trade
Objective 1 - Activity 2: Students demonstrate to the teacher the ability to click on links and go to various web sites. Objective 2 - Activity 2: Students will summarize their experiences in viewing online publications, providing descriptions of preferred publications and why they preferred them. Objective 3 - Activity 4: Students will scan one or two photos and save it to disk. Objective 4 - Activities 3: Students will send an e-mail to the editor of an online publication (designated by the teacher) and retrieve the response(s). Objective 5 - Activity 5: Students will write a feature story on creating an effective online newspaper using the interviews they conducted via e-mail and at least one other outside source. Objective 6 - Activity 5: Students will create a "mock" web page about themselves, using clip art, photos, links and text. PART II - Putting the Net to Work for You Objective 7 - Activity 6: Students will write a paragraph comparing and contrasting American journalistic ethics to those ethics from another country. Objective 8 - Activity 9: Students will write two paragraphs. The first will contain a brief description of the story (i.e. reporter, publisher and content). The second will be a thorough explanation as to whether or not the story met the ethical criteria established by the class in Activity 9 Objective 9 - Activity 10: Students will complete the "Case Study" matrix which documents the groups thinking as it addresses ethical issues. The group will then present its decision to the class, along with the data the group collected from the Internet, e-mail interviews and/or printed materials which supports that decision.

Lesson Evaluation:

see attached evaluation rubric

Zip File Name:

[1378btom.zip](#)

[Back to select search](#)

[Books](#) • [Reading Room](#) • [Your Stories](#) • [Get Published](#) • [Partners](#)
[Search](#) • [Browse](#) • [Teachers Suggest](#) • [Test Prep](#)
[Computer Books](#) • [Foreign Language](#) • [Teacher Training](#) • [Member Schools](#) • [Lesson Plans](#)